



Coyote Academic Course Selection Planning Sheet

7th Grade

2021-2022

Name _____

Student # _____

1. English Language Arts --ELA

☒ M/J Language Arts 2 Advanced (1001050Z)

2. Mathematics (Choose ONE)

_____ M/J 7th Math (1205040Z)

_____ M/J 7th Math Advanced (1205050Z)

_____ Algebra 1 Honors * (HS Credit) 1200320Z

3. Science

_____ M/J Compre Sci 2 (2002070Z)

_____ M/J Compre Sci 2 Advanced (2002080Z)

_____ M/J Compre Sci 2 Accelerated/Honors (2002085Z)

4. Social Studies

☒ M/J Civics Advanced (2106020Z)

5. PE (Choose ONE)

_____ M/J 7th Team Sports (1508020Z)

_____ M/J Compre 7/8 PE (1508600Z)

Directions: Classes are offered on the basis of the choices that you make. **The choices that you make are binding. If you do not choose alternate elective courses and your first choice electives are full, your classes will be chosen for you..** Please choose wisely since you will be taking the classes that you select. **Schedule change requests will not be honored.** Some classes require a teacher signature for approval or the completion of an application.

*These classes require a prerequisite.
(You must take 1-4 in order)

**These classes may require additional fees. These classes are co-curricular and require mandatory out of school, evening attendance for performances that are part of a student's grade.

HS Credit denotes high school credit earning course.

MUST CHOOSE: FIRST CHOICE ELECTIVE MUST BE A SEMESTER COURSE: to pair with ONE SEMESTER OF PE

Electives (Number Elective Choices 1-7 with #1 being the one you want most)

_____ Criminal Justice 2—Exploration of Criminal Justice (8900220Z) (SEMESTER)

_____ Engineering 1—Exploration of Tech Design (8600082-Z) (SEMESTER)

_____ *Engineering 2— Exploration of Green Construction and Architecture Tech (8600098Z) (SEMESTER)

_____ *Engineering 3—Exploration of Robotics Tech (8600072-Z) (SEMESTER)

_____ Exploration of 2-D Art (0101005Z) (SEMESTER)

_____ Exploration of 3-D Art (0101035Z) (SEMESTER)

_____ Introduction to Arts, AV Technology and Communication (8209350Z) (SEMESTER)

_____ Coding Fundamentals 1 (9009200Z) **and** *Coding Fundamentals 2 (9009200Z) (FULL YEAR)

_____ *Comp Science Discoveries (0200305Z) (FULL YEAR)

_____ *Digital Media/Multimedia Foundations 1 (8201210Z) (FULL YEAR)

_____ M/J Theatre 1 (0400000Z) (FULL YEAR)

_____ *M/J Theatre 2 (0400010Z) (FULL YEAR)

_____ M/J Musical Theatre 1 (0400200Z) (FULL YEAR)

_____ *M/J Musical Theatre 2 (0400205Z) (FULL YEAR)

_____ **Chorus 1 (1303000Z) or **Chorus 2 (1303010Z) CIRCLE ONE (FULL YEAR)

_____ **Band 1 (1302000Z) or **Band 2 (1302010Z) CIRCLE ONE (FULL YEAR)

_____ **Orchestra 1 (1302040Z) or **Orchestra 2 (1302050Z) CIRCLE ONE (FULL YEAR)

_____ Dance 1 (0300000Z) (FULL YEAR)

_____ *Dance 2 (0300010Z) (FULL YEAR)

_____ Spanish 1 (HS Credit) 0708340Z (FULL YEAR)

PARENT SIGNATURE: _____

CTE

SEMESTER COURSE

Engineering 1—Exploration of Tech Design

The purpose of this course is to give students an opportunity to explore the area of technical design technology and its associated careers. Students will be given the opportunity to solve technological problems using a variety of tools, materials, processes and systems while gaining an understanding of the effects of technical design technology on our everyday lives.

Engineering 2— Exploration of Green Architecture (8600590Z)

The purpose of this course is to give students an opportunity to explore the area of green construction and architecture technology and its associated careers. Students will be given the opportunity to solve technological problems using a variety of tools, materials, processes, and systems while gaining an understanding of the effects of green construction and architecture technology on our everyday lives.

***Engineering 3—Exploration of Robotics Tech**

Students will further their knowledge of technology by increasing their understanding of robotics, basic programming of robotic systems and subsystems, and learning about the role of sensors in robots. Also, students will build, program, and configure a robot to perform predefined tasks. ***MUST TAKE ENGINEERING 1 PRIOR TO THIS COURSE.***

***Engineering 4—Exploration of Power and Energy**

Students will continue to enhance their comprehension of technology by demonstrating the understanding and application of energy and power technology. Students will learn special skills unique to power and energy technology. ***MUST TAKE ENGINEERING 1 AND 2 PRIOR TO THIS COURSE.***

***Engineering 5—Space and Flight Exploration of Aerospace Technology**

This course focuses on the educational and training requirements related to the various aerospace careers and types of aviation. Students will understand the basic principles of aerostatics, aerodynamics, satellites, and rocket propulsion and how they are related to aerospace topics. ***MUST TAKE ENGINEERING 1, 2, AND 3 PRIOR TO THIS COURSE.***

Exploring Criminal Justice

Students will explore the basics of the criminal justice system and the careers related to this area. This course highlights basic knowledge, vocabulary, and real world application of criminal justice topics.

Criminal Justice 1—Exploration of Criminal Justice

Students will gain an understanding of the law enforcement, security and protective service, corrections, and legal career pathways. The curriculum includes learning to describe and use communication protocols and identifying components of criminal investigation through hands-on activities and real world application.

Criminal Justice 2--Intro to Law, Public Safety and Security

Beginning with a broad overview of the Introduction to Law, Public Safety and Security career cluster, students are introduced to the terminology, careers, history, required skills, and technologies associated with each pathway in the Introduction to Law, Public Safety and Security career cluster. Additionally, they will be provided with opportunities to acquire and demonstrate beginning leadership skills.

Introduction to Arts, AV Technology and Communication

This graphic arts class blends modern day technology with the creativity of fine arts to create a variety of 'hands on' projects. Students will use computers, digital cameras, digital drawing tablets, and various types of design software. Topics include: digital photography, photo editing, logos/advertising, printing, and video/video editing.

Coding Fundamentals 1

This course explores the use of different operating systems and increasing awareness of programming languages. Students will demonstrate proficiency in basic programming and specialized computer coding software using specialized software applications.

***Coding Fundamentals 2**

Students will further their coding knowledge and work towards earning an industry certification in application development level 1. **Must Complete with Coding 1 Fundamentals 1**

***Computer Science Discoveries**

Computer Science Discoveries introduces students to computer science as a vehicle for problem solving, communication, and personal expression. The course focuses on the visible aspects of computing and computer science and encourages students to see where computer science exists around them and how they can engage with it as a tool for exploration and expression. **Must complete Coding Fundamentals 1 and 2 first**

FINE ARTS

SEMESTER COURSE

Exploration of 2-D Art

Students investigate a wide range of media and techniques, from both an historical and contemporary perspective, as they engage in the art-making processes of creating two-dimensional works, which may include drawing, painting, printmaking, and/or collage.

Exploration of 3-D Art

Students engage in art-making processes of three-dimensional forms through the exploration of natural, abstract, and synthetic sculptural forms using materials that may include, but are not limited to, clay, plaster, and mixed media for creative expression. This course incorporates hands-on activities and consumption of art materials.

Visual Art 1

Students are introduced to the rigor and routine of the art production process including: planning, producing, and reflecting on art. With an emphasis on studio arts, students explore a wide range of 2D and 3D media, skills and techniques, as related to contemporary and historical art perspectives. Projects may include but not be limited to: drawing, painting, printmaking, collage, mixed media, pottery, and sculpture.

YEAR LONG

***Digital Media/Multimedia Foundations 1**

Students gain skills in the areas of digital photography, photo editing, print/digital design, typography, advertising, and using digital portfolios. Using hands-on experiences, students will explore a variety of hardware and digital media software. **Must complete Introduction to Arts, AV Technology and Communication first**

Dance 1

Students develop dance technique and movement vocabulary in two or more dance forms. In the process, dancers demonstrate use of class and performance etiquette, analytical and problem-solving skills, and studio practices in a safe dance environment. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

Dance 2—(APPLICATION REQUIRED)

Students attend to alignment, acquisition of complex technical skills, collaborative problem solving, dance conditioning, and safe studio practices. They learn about dance in its cultural and historical contexts through research and physical experiences, explore exemplary modern works, employ dance as a healthy life skill, and use dance terminology appropriately to describe the expressive and aesthetic qualities of performance. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

Theatre 1

Students learn the basics of building a character through such activities as pantomime, improvisation, and effective speaking using articulation, projection, and breathing. Students also learn the importance of technical theatre and explore the use of such elements as costumes, props, and scenery. Students practice writing for the theatre and explore various theatre roles and functions.

***Theatre 2**

Students with previous theatre experience and instruction continue to study acting, design, and dramatic literature to increase the enjoyment and understanding of what is required to prepare plays for the public. Students explore theatre history, study the great American playwrights, examine the cultural and historical contributions to theatre, and begin to use the information to inform and improve their theatre knowledge and skills. Students begin to use the basic elements of theatre design through practical application and projects.

Musical Theatre 1

Student's coursework focuses on, but is not limited to, basic acting, basic vocal performance, basic dance/movement, non-dance movement, and staging, which transfer readily to musical theatre literature. Students will survey the current trends in musical theatre by studying representative literature. Students will explore the unique staging and technical demands of musicals in contrast to non-musical plays.

***Musical Theater 2**

Student's coursework focuses on, but is not limited to, acting, vocal performance, dance/movement, and staging, which transfer readily to musical theatre literature. Students will survey the evolution of music in theatre from ancient Greece to modern Broadway through a humanities approach and with representative, age appropriate literature. They will learn to analyze the structures, stories and settings of musical theatre exemplars to understand how those components serve the story. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside of the school day to support, extend, and assess learning in the classroom.

Chorus 1

Students with little or no choral experience develop beginning vocal technique and skills, critical and creative thinking skills, and an appreciation of music from around the world and through time. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

***Chorus 2**

Students build on previous choral experience to expand vocal, technical, musical, and ensemble skills through rehearsal, performance, and study of high-quality choral literature. Singers focus on increasing knowledge of music theory, music literacy, and aesthetic response, and study of a variety of high-quality 2-, 3-, and 4-part choral literature. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

Band 1

Students with little or no instrumental experience develop foundational instrumental technique, foundational music literacy, and aesthetic musical awareness through rehearsal, performance, and study of high-quality band literature. Instrumentalists work on the fundamentals of music notation, sound production, instrument care and maintenance, and personal and group rehearsal strategies. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

***Band 2**

Students with previous band experience build on instrumental technique, music literacy, and aesthetic response through rehearsal, performance, and study of a variety of high-quality band literature. Instrumentalists expand their knowledge of music notation, music theory, sound production, and personal and group rehearsal strategies. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

Orchestra 1

Students who have little or no experience on violin, viola, cello, bass, or harp explore high-quality music literature written or transcribed for string orchestra. Study includes the development of foundational instrumental ensemble techniques, performance skills, music literacy, and aesthetic awareness. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

***Orchestra 2**

Students with previous orchestral experience demonstrate higher-level knowledge of instrumental techniques, musical literacy, ensemble performance skills, and related musical knowledge through study, rehearsal, and performance of a variety of high-quality orchestral literature. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

OTHER

YEAR LONG

Pack Leader—8th GRADE ONLY (*APPLICATION REQUIRED*)

The purpose of this course is to enable students to develop awareness of self and others. Emphasis will be on acquisition of basic skills for thoughtful planning, peer facilitation, effective communication and making healthy choices. Students will use these skills by assisting teachers in the classroom or school staff in the media or office. Classroom Pack Leaders may have the opportunity to teach the class, pull small groups and goal set with students. They serve as role models and tutors to all the students in their class. Media peer duties include but are not limited to: check in and check out of books, shelving of books, assisting students in finding books & how to use their mypascoconnect, clean computers and iPads, set up new computer and ipads in carts, make copies, cut laminating and deliver materials to teachers. Technologically advanced peers will be shown how to troubleshoot Apple TV's and various computer programs. Background knowledge of technology, ability to shelve books, and sharp attention to detail is preferred. Office peers will orient newly registered students to the campus, call classrooms to contact students, deliveries to classrooms, make copies and organize files. Strong communication and organizational skills are preferred.

WORLD LANGUAGES

SEMESTER

Exploratory Spanish

M/J Exploratory Spanish introduces students to the target language and its culture. Students will learn beginning skills of listening and speaking and be introduced to basic skills in reading and writing in Spanish. Also, culture and comparisons are included in this one-semester course.

YEAR-LONG

Spanish 1 (*High School Credit*)

Spanish 1 introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities.

***Spanish 2** (*High School Credit*)

Spanish 2 reinforces the fundamental skills acquired by the students in Spanish 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Spanish 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.