



D.C. Everest Junior High
COURSE SELECTION
GUIDE

2010-2011

1000 Machmueller Street
Weston, WI 54476
(715) 359-0511

TABLE OF CONTENTS

ADVANCED ACADEMIC PROGRAM	2
ENTRANCE PROFILES FOR AN ADVANCED ACADEMIC STUDENT	3
EXIT FOR AN ADVANCED ACADEMIC STUDENT	3
ADVANCED ACADEMIC PROGRAM WORKSHEET.....	4
ADVANCED ACADEMIC PROGRAM INVENTORY--PARENT.....	5
ADVANCED ACADEMIC PROGRAM INVENTORY--STUDENT	7
ANSWERS TO FREQUENTLY ASKED QUESTIONS.....	9
SELECTING A PROGRAM OF STUDY	10
COURSE CHANGES	11
MINIMUM REQUIREMENTS FOR JUNIOR HIGH STUDENTS	11
HIGH SCHOOL GRADUATION REQUIREMENTS	11
POST SECONDARY ENTRANCE REQUIREMENTS	12
TECHNICAL COLLEGE.....	12
STUDENT SERVICES.....	13
STUDENTS WITH DISABILITIES	15
SYMBOLS.....	15
ART.....	16
BUSINESS EDUCATION.....	16
ENGLISH.....	17
FAMILY/CONSUMER EDUCATION.....	18
HEALTH EDUCATION	19
MATHEMATICS	19
MUSIC... ..	21
PHYSICAL EDUCATION	23
READING.....	24
SCIENCE	25
SOCIAL STUDIES.....	26
TECHNOLOGY AND ENGINEERING EDUCATION	27
WORLD LANGUAGE.....	29

ADVANCED ACADEMIC PROGRAM

The AAP program is designed to academically challenge students in the core classes: math, science, social studies, and English. The school will not determine placement in the AAP. Instead students and parents will decide if AAP classes are the correct placement.

The Advanced Academic Program Worksheet, found on page 4, will help students and parents determine if the AAP is right for them. The worksheet must be handed in with the registration materials if the parent and student choose to enroll the student in AAP courses for the first time. **Students currently in the Middle School EDGE or Junior High AAP programs need an AAP teacher's signature on the course form.**

FREQUENTLY ASKED QUESTIONS

How is the Junior High AAP different from the Middle School EDGE program?

There is no difference. Students and parents will decide what courses to enroll in.

How do I decide if AAP classes are right for me?

Gathering the information to complete the AAP Worksheet on page 5 should help you make this decision. If you are still unsure, contact your current teachers or guidance counselor.

May I choose just one or two AAP classes, or do I have to take all four core classes to be in the program?

You may take as few as one or as many as four AAP classes. This decision should be based on your academic strengths, subjects of greatest interest, and consideration to other time demands (sports, family, etc) in your daily schedule.

Will participation in the AAP affect my elective availability?

Quite possibly, due to the times elective courses are available. We will make every effort to schedule the classes you request; however in some cases a choice may have to be made between an AAP class and an elective.

Once I am in the AAP, may I drop out?

Yes, but the exit criteria must be met. Please see the section on the Exit Criteria on page 3.

If I'm currently in the Middle School EDGE or Junior High AAP program do I need to fill out the paperwork?

No, only students new to the program will need to fill out the paperwork. You will need one of your AAP Teacher's signatures on the course form.

Will taking these classes help me get into colleges?

Yes. Colleges take into account the rigor of your high school program when determining acceptance.

ENTRANCE PROFILES FOR AN ADVANCED ACADEMIC STUDENT

MATH	SCIENCE	ENGLISH	SOCIAL STUDIES
<p>To be successful in Algebra, a student coming from seventh grade math should have:</p> <ul style="list-style-type: none"> • a grade of “A” in seventh grade MATHematics each quarter. • high motivation to achieve in a rigorous curriculum <p>To be successful in Algebra, a student coming from seventh grade EDGE math should have:</p> <ul style="list-style-type: none"> • a grade of “A” or “B” in seventh grade EDGE math each quarter. • high motivation to achieve in a rigorous curriculum. 	<p>High Achievement: The student would have achieved a B+ or higher in all previous science and math classes and an overall GPA of 3.5.</p> <p>Reading Comprehension: An SRI reading score of 1150 or higher for incoming eighth grade students and 1250 or higher for incoming ninth grade students.</p> <p>Interests: The student should possess a high interest in science.</p>	<p>High Achievement: The student would have achieved a B+ or higher in previous year’s English/Language Arts class(es).</p> <p>Reading Comprehension: A minimum SRI lexile score of 1150 (eighth grade) or 1250 (ninth grade.)</p> <p>Skills/Interests/Work Ethic and Attitude: The student should enjoy reading, reads for pleasure, and be interested in reading classics and college-bound literature. The student would excel in writing both creative and expository pieces, be interested in higher-level research projects, and be interested in improving public speaking skills. The student should value the study of language: grammar and usage, sentence structure and sentence fluency, spelling, conventions and appreciate words and word study: vocabulary.</p>	<p>High Achievement: The student would demonstrate high achievement in seventh/eighth grades by receiving semester grades a B+ or higher.</p> <p>Reading Comprehension: The student in eighth grade would have a SRI score of 1150 or higher. A student in ninth grade would have a SRI score of 1250 or higher.</p> <p>Skills/Interests/Work Ethic and Attitude: The student should possess a strong work ethic, be organized, and have strong study skills. The student should be an above average writer, and like to be challenged. The student should have a positive attitude toward learning which should equal his/her interest or passion for history or other social studies disciplines.</p>

EXIT CRITERIA FOR AN ADVANCED ACADEMIC STUDENT

- If at any quarter grading period the student’s grade is below “B-”, a meeting may take place with the student, parent(s), teachers, and a counselor to develop an action plan or recommendation for a change of placement.
- If a student’s placement changes by exiting the Advanced Academics Program, it should occur at the start of a quarter or semester.
- Recommendations to change placement will be approved by the building principal. The curriculum coordinator will be informed of the change.

ADVANCED ACADEMIC PROGRAM WORKSHEET

This worksheet is to help students and parents summarize information to evaluate if the student should register for the Advanced Academic Program (AAP). Please note the school will not be controlling placement, and these materials are designed to assist parents/students to make an informed decision when registering for classes. If a student chooses to register for AAP classes, this worksheet **must** be turned in with the registration materials.

1. My grades for this year:

Class	Quarter 1	Quarter 2	Semester 1	Recommended Minimum Grades	
				EDGE/AAP Class	Regular Class
English				B	B+
Social Studies				B	A-
Science				B	B+
Math				B	A

2. My reading Lexile is:

SRI Score	Student's Score	Recommended Minimum Score
8 th Graders		1150
9 th Graders		1250

(This test is given in school to all students to determine reading level. Students know their score.)

3. My Advanced Academic Inventory scores:

Student's Score	Parent's Score	Recommended Minimum Score
		75 out of 100 points

(The inventory is found on the following pages of this booklet.)

4. This portion is to be filled out by the current math instructor (only if considering registering for an AAP math class).

Please circle the appropriate response.

This student:	Little		Average		Much
puts forth great effort in this class.	1	2	3	4	5
achieves greatly in this class.	1	2	3	4	5
has much potential.	1	2	3	4	5

Math Teacher's Signature **Date**

In the areas of English, science, and social studies, if you are unsure of your student's abilities, please talk with your student's current teachers to ask for their suggestions.

5. Students: Write a paragraph about why you will be successful in the Advanced Academic Program.
Attach it to this worksheet.

If you feel your student is qualified for Advanced Academic Program classes, please sign, date, and return this form with the student's registration materials. **Students must have this form on file to be included in AAP classes.** Students may register for as few as one, or as many as four AAP classes.

 Student's Signature Date

 Parent's Signature Date

ADVANCED ACADEMIC PROGRAM INVENTORY--PARENT

The following inventory is to help you determine if the Advanced Academic Program (AAP) is an appropriate placement for your child. Please note the school will no longer be determining placement.

Parents must fill out the following questions. Please **circle only one** number that best fits the student. Then add up the points in each column and transfer those scores to the Advance Academic Worksheet.

Seldom or never **Occasionally** **Most of the time** **Virtually all of the time**
1 **2** **3** **4**

Questions	Parent			
1. Displays a good deal of intellectual playfulness, fantasizes, imagines, and manipulates ideas.	1	2	3	4
2. Has self-stimulated curiosity; shows independence in trying to learn more about something.	1	2	3	4
3. Chooses difficult problems over simple ones.	1	2	3	4
4. Is selected by peers for positions of leadership.	1	2	3	4
5. Adapts readily to new situations; flexible in thought and action; not disturbed when normal routine is changed.	1	2	3	4
6. Organizes and brings structure to things, people, and situations.	1	2	3	4
7. Uses unique and unusual ways to solve problems.	1	2	3	4
8. Displays a great deal of curiosity about many things, often going beyond known or conventional limits.	1	2	3	4
9. Possesses a large storehouse of information about a variety of topics beyond the usual interests of this age.	1	2	3	4
10. Reasons things out, thinks clearly, comprehends meaning.	1	2	3	4
11. Expresses interest in understanding self and others.	1	2	3	4
12. Has interest of older children or of adults in games and reading.	1	2	3	4

13. Is alert and keenly observant and responds quickly.	1	2	3	4
14. Strives toward perfection, is self-critical, is not easily satisfied with own speed or products.	1	2	3	4
15. Excels in coordination and agility	1	2	3	4
16. Can perform more difficult mental tasks than peers.	1	2	3	4
17. Seems to sense what others want and helps accomplish it.	1	2	3	4
18. Tends to direct others in activities.	1	2	3	4
19. Sticks to a project or idea once it is started, not easily distracted or discouraged.	1	2	3	4
20. Sees flaws in things, including own work, and can suggest better ways to do job or reach an objective.	1	2	3	4
21. Has many different ways of solving problems.	1	2	3	4
22. Challenges authority when sense of justice is offended, structures alternative approaches.	1	2	3	4
23. Displays a keen sense of humor and sees humor in situations that may not appear to be humorous to others.	1	2	3	4
24. Enjoys and responds to beauty.	1	2	3	4
25. Has unusually advanced vocabulary for age level, uses terms in a meaningful way	1	2	3	4
Total Points	Parent =			

February 2000 Adapted from Joseph Renzulli 38

ADVANCED ACADEMIC PROGRAM INVENTORY--STUDENT

The following inventory is to help you determine if the Advanced Academic Program (AAP) is an appropriate placement for you. Please note the school will no longer be determining placement.

Students must fill out the following questions. Please **circle only one** number that best fits you. Then add up the points in each column and transfer those scores to the Advance Academic Worksheet.

Seldom or never **Occasionally** **Most of the time** **Virtually all of the time**
1 **2** **3** **4**

Questions	Student			
1. Displays a good deal of intellectual playfulness, fantasizes, imagines, and manipulates ideas.	1	2	3	4
2. Has self-stimulated curiosity; shows independence in trying to learn more about something.	1	2	3	4
3. Chooses difficult problems over simple ones.	1	2	3	4
4. Is selected by peers for positions of leadership.	1	2	3	4
5. Adapts readily to new situations; flexible in thought and action; not disturbed when normal routine is changed.	1	2	3	4
6. Organizes and brings structure to things, people, and situations.	1	2	3	4
7. Uses unique and unusual ways to solve problems.	1	2	3	4
8. Displays a great deal of curiosity about many things, often going beyond known or conventional limits.	1	2	3	4
9. Possesses a large storehouse of information about a variety of topics beyond the usual interests of this age.	1	2	3	4
10. Reasons things out, thinks clearly, comprehends meaning.	1	2	3	4
11. Expresses interest in understanding self and others.	1	2	3	4
12. Has interest of older children or of adults in games and reading.	1	2	3	4
13. Is alert and keenly observant and responds quickly.	1	2	3	4

14. Strives toward perfection, is self-critical, is not easily satisfied with own speed or products.	1	2	3	4
15. Excels in coordination and agility	1	2	3	4
16. Can perform more difficult mental tasks than peers.	1	2	3	4
17. Seems to sense what others want and helps accomplish it.	1	2	3	4
18. Tends to direct others in activities.	1	2	3	4
19. Sticks to a project or idea once it is started, not easily distracted or discouraged.	1	2	3	4
20. Sees flaws in things, including own work, and can suggest better ways to do job or reach an objective.	1	2	3	4
21. Has many different ways of solving problems.	1	2	3	4
22. Challenges authority when sense of justice is offended, structures alternative approaches.	1	2	3	4
23. Displays a keen sense of humor and sees humor in situations that may not appear to be humorous to others.	1	2	3	4
24. Enjoys and responds to beauty.	1	2	3	4
25. Has unusually advanced vocabulary for age level, uses terms in a meaningful way.	1	2	3	4
Total Points	Student =			

February 2000 Adapted from Joseph Renzulli 38

ANSWERS TO FREQUENTLY ASKED QUESTIONS

The information included on the following pages should assist both students and parents in making appropriate decisions regarding courses to take for the school year.

WHEN SHOULD A WORLD LANGUAGE BE TAKEN?

Students are encouraged to start a world language (French, German, or Spanish) in seventh grade or ninth grade and to continue with the language through senior high school. The Level I course is offered at the ninth grade level so all students who wish may complete four levels of a world language. A fifth year course in French, German, and Spanish is offered at the high school. The first year of a world language is not always available at the senior high school.

IF I FAIL A COURSE IN NINTH GRADE, DO I HAVE TO TAKE THE COURSE OVER THE NEXT YEAR?

If the course is in a required subject area (English, social studies, mathematics, science, or physical education), the course or its equivalent will have to be taken sometime during the remaining years of high school. Ninth grade courses in mathematics, science, English, social studies, and physical education count as credits toward high school graduation.

WHAT IS A CREDIT?

A credit is a numerical value placed on a class. This value is based on the frequency and length of time that a class meets. A class meeting five days a week all year long is one credit. A class meeting five days a week for a semester is a half credit. Any class meeting for a quarter is a one-fourth-credit class.

HOW MANY CREDITS MUST I TAKE IN JUNIOR HIGH SCHOOL?

The minimum credits taken by a student in the junior high school are:

6-3/4 credits as an eighth grader

6-1/2 credits as a ninth grader

MAY I TAKE DRIVER'S EDUCATION AS A NINTH GRADE STUDENT?

No. Driver's Education is offered only at the senior high school where the proper equipment is located. The number of students currently backlogged does not justify allowing ninth graders to take driver's education.

WHAT IS THE DIFFERENCE BETWEEN AN ELECTIVE AND A REQUIRED COURSE?

A required course may be thought of as one of the courses that you must take. An elective course is one taken at your own choice. However, it must be understood that once a student elects a particular course, they are expected to complete all requirements of that course just as they would a required course.

HOW DOES THE WORK THAT I COMPLETE DURING NINTH GRADE COUNT TOWARD MY GRADUATION REQUIREMENTS?

While all of the individual courses completed in ninth grade do not count towards the 21-1/2 credits in senior high school required for graduation, several important items carry over from the junior high school to the senior high school. Each Student's Grade Point begins to accumulate starting with the first semester grading period of the ninth grade. Therefore, grades earned in ninth grade have a definite effect on your permanent records and class rank. Students will be able to transfer 4-1/2 credits to the high school.

Mathematics - 1 credit;
English - 1 credit;
Science - 1 credit;
Social studies - 1 credit;
Physical education - 1/2 credit

If a student does not receive 2-1/2 credits from the above 4-1/2 credits they may be retained in ninth grade.

IS IT POSSIBLE TO BE EXCUSED FROM PHYSICAL EDUCATION BECAUSE OF A DOCTOR'S EXCUSE?

If you have some physical disability that will not permit you to engage in normal physical education activities, you will be placed in a specially designed physical education program upon the receipt of a written statement from your physician.

SELECTING A PROGRAM OF STUDY

In selecting a program of studies, the student should consider his/her previous academic work, present interests, abilities, and future goals. The student should then check the requirements necessary for admission to the particular college, technical school, or job desire. Students and parents are urged to discuss this program with a counselor.

STANDARDS AND BENCHMARKS

All courses at DCE Junior High incorporate the D.C. Everest academic standards and benchmarks into the curriculums. Questions about the district's standards and benchmarks can be accessed at the district web page – www.dce.k12.wi.us/curriculum/

COURSE CHANGES

Course changes based on inappropriate placement will only be made with teacher and parent approval based on class availability during the first week of the semester. A “Course Change Form” must be obtained from the Student Services Office.

MINIMUM REQUIREMENTS FOR JUNIOR HIGH STUDENTS

GRADE 8	
CREDITS	COURSES
1 credit	English 800, 801, 604
1 credit	American History 810, 811
1 credit	Mathematics 821, 823, 921*
1 credit	Science 830, 831
½ credit	Physical Ed 870, 973
¼ credit	Today’s Business 896
2 credits	Electives
6-¾ credits	Minimum Total
*If a student takes Algebra 921 as an eighth grader, the student will be expected to take Geometry 920 as a ninth grader.	

GRADE 9	
CREDITS	COURSES
1 credit	English 900, 901, 603
1 credit	Mathematics 920*, 921, 922, 923**, 924
1 credit	Physical Science 930, 934
1 credit	Am. Institutions 910, 911, 913
½ credit	Physical Education 970, 975
2-credits	Electives
6½ credits	Minimum Total
* A student who takes Algebra 921 as an eighth grader will be expected to take Geometry 920 as a ninth grader.	
**Algebra 2 LEAP –class is taken at the High School.	

HIGH SCHOOL GRADUATION REQUIREMENTS

Graduation from D.C. Everest Senior High School requires the completion of at least 21 ½ credits of which 13 ½ credits must come from required subjects in grades nine through twelve, and 8 credits come from electives in grades ten through twelve. This does not include any elective credits earned in grade nine. Required courses are:

English	4 credits
Social Studies	3 credits
Science	2 credits
Mathematics	2 credits
Physical Education	2 credits
Health	¼ credit
Driver’s Education	¼ credit

POST SECONDARY ENTRANCE REQUIREMENTS

COLLEGE OR UNIVERSITY REQUIREMENTS

In stating admission requirements, a college defines the kind of academic preparation, personal qualifications, and characteristics it seeks in the students who apply to that school.

Admission requirements and standards differ greatly and a student should consult with a counselor for information about the entrance requirements for a particular college or university.

ADMISSION POLICIES - STATE UNIVERSITIES

Effective fall 1995, students graduating from high school in spring 1995 and thereafter, will be required to take a minimum of 17 high school credits, distributed as follows:

Core College Preparatory Credits	13 credits
English	4 credits
Mathematics (Through Algebra II)	3 credits
Social Science	3 credits
Natural Science	3 credits

ELECTIVE CREDITS

Four elective credits may be chosen from the college preparatory areas, world language, fine arts, computer science, or other academic areas. Some UW System institutions may also accept vocational courses for some of these four elective credits.

The UW System requires all entering freshmen to submit American College Test (ACT) scores when applying.

TECHNICAL COLLEGE

The great variety of one and two-year programs available to students in these schools makes it impractical to try to generalize about entrance requirements and recommended programs of preparation. In general, these schools do not require the same types of courses that are required for the four-year college program.

In planning for technical colleges, it is good to take as many courses as possible in high school that are related to your career choice. There are some courses of study such as health fields, electronics, computer science, and instrumentation and science. Students should check the school's catalog for specific information on the requirements for a particular program.

Many of the programs are receiving applications at a rate many times greater than the schools can accept for enrollment. It is often easier to gain entrance to a public college or university than it is to gain entrance in many of the specialized programs at technical colleges. Applications should be submitted very early in the senior year or at the completion of the junior year to some schools that require more mathematics.

Student Services Office

The Junior High School Student Services is set up to help the students adjust to the normal problems of growing up and to receive maximum benefit from their school experiences.

COUNSELORS ARE HERE TO HELP STUDENTS:

1. Learn how to make good decisions.
2. Realize that they are responsible for the way they feel and behave, and that they can decide to feel and act differently if they wish.
3. Learn more about their strengths and weaknesses in order to make better plans for themselves.
4. Change the things they are dissatisfied with or learn to accept the things they cannot change.
5. Learn about occupational and educational information.
6. See that they are "okay people" and worthwhile individuals.
7. Talk about things that concern them in a group or in private and find solutions for them.

CONFIDENTIALITY

We respect the confidential nature of these student interactions in order to provide a "safe" place where students feel free to talk about their concerns. We will share with parents observations regarding ways we feel you can best help your child. Confidentiality does not apply when discussing physical/sexual abuse, suicide, sexual activity, or hurting another person.

REFERRALS

Parents can refer their children to counselors or other available specialists when they see a need. Reasons for referrals might be: problems at home or school, grades, concerns about alcohol use, friends, suicide, change in behaviors, etc. Referrals can be made through Student Services Office. The specialists available are:

- **Psychologist**
- **Speech and Language Pathologist**
- **Reading Teachers**
- **Learning Disabilities Teacher**
- **Teacher of the Emotionally Disturbed**
- **Teacher of the Cognitively Disabled**
- **Social Worker**

There are also some community agencies, which work with children and families who are experiencing problems. These agencies are listed in the telephone yellow pages under Social Services Organizations. Appointments with community services may be made by phoning direct or by contacting Student Services.

COMMON WAYS COUNSELORS MEET WITH STUDENTS

INDIVIDUAL COUNSELING

A student talks over his/her concerns with a counselor and together they try to arrive at a solution to the problem. The counselor helps the student to see what choices are available and the possible consequences in making that decision

CLASSROOM GUIDANCE

Counselors assist teachers in class discussions on adolescent issues such as alcohol, suicide, loss, divorce, study skills, protective behaviors, etc.

OCCUPATIONAL INFORMATION

Ninth grade students will be seen in their classes by the counselors in order to give them some general information that will help them with their career search

GROUP COUNSELING

A student becomes a member of a group in which they all discuss their problems in order to find solutions for them. Information is also given to the individual to help them understand why they act the way they do. If you are concerned about your child being part of a group, please let a counselor know. Examples of previous groups are:

CHANGING FAMILIES GROUP

Students whose parents are divorced and who are having some problems because of this situation may wish to join this group. The members work on areas such as: communicating more effectively with parents, dealing with step brothers and sisters, improving self image and learning to get on with their lives.

CONCERNED PERSONS GROUP

This group is designed for students who are concerned and affected by the alcohol/drug use of someone close to them. They learn the facts about drugs, talk to other kids who have the same problem and find out how to cope more effectively with difficult feelings.

GRIEF GROUP

This group is for the students who have experienced the loss or death of someone close to them. They learn to deal with the painful feelings and learn ways to help them cope.

FRIENDSHIP GROUP

This group is for students to discuss peer relationships. The members discuss cliques, bullying, communication, dating, and self-image.

CALM HEARTS GROUP

This group is especially for Southeast Asian students. Members discuss and celebrate their own culture as well as issues affecting them in their daily lives.

STUDENTS WITH DISABILITIES

Students with special education needs receive services through our Special Education programs, based on their individual needs.

Each SWD student is placed in the "least restrictive environment" (LRE), which means the student attends regular education classes when these classes meet their needs.

Depending on individual needs, the student may receive direct support from the Students with Disabilities (SWD) teacher for a number of periods on a daily basis. The student is also helped indirectly as his/her SWD teacher works closely with regular classroom teachers to provide the most appropriate learning experiences in regular education classes. Working as a team, the regular and special education classroom teachers can provide a truly individualized educational program.

Strengthening Youth Motivation to Build Opportunity & Life Skills

SYMBOLS

This is an elective course for eighth and ninth grade students, which place academically, at-risk students in a structured resource. Teachers/Administration/ Counselors must approve participants. Topics covered are: organizational skill building, time management skills building, responsibility and accountability, decision making skill building, self-esteem building, respecting yourself/others, and building life skills for high school and beyond.

ART

ART 8

¼ credit 890A Painting and Drawing - Elective

Through explorations with 2-D techniques, students will create artwork using a variety of media such as: acrylic paint, charcoal, watercolor, colored pencil, and pastels. Students will develop the skills necessary to communicate their own ideas visually and express their creativity. Students will engage in experiences that encompass art history, art appreciation, art criticism, aesthetics and art production. Students may also take “Ceramics and Sculpture” course in the same year.

¼ credit 890B Ceramics and Sculpture - Elective

Students will create realistic and abstract 3D sculptures using clay, metal, wire, and paper. Basic tools, processes and safety practices will be introduced in this class. Students will review what they already know about sculpture and focus on new techniques and improving craftsmanship. Students will engage in experiences that encompass art history, art appreciation, art criticism, aesthetics and art production. Students may also take “Painting and Drawing” in the same year.

ART 9

1 credit 990 Art I - Elective

Art I is a full year one credit class open only to ninth grade students and is the prerequisite course for any advanced art classes at the high school level.

The course offers a basic introduction to personal self-expression as well as building awareness in all phases of the art environment. Exposure will be provided to many artists and art movements. The course content includes portraiture, figure drawing, perspective, pastels, architecture, and commercial art, Pointillism, Surrealism, watercolor, pottery wheel throwing, clay hand building and printmaking.

BUSINESS EDUCATION

TODAY’S BUSINESS

¼ Credit 896 Today’s Business

We all know that businesses are in business to make money. But, what is profit? How is it created? What activities are involved in creating goods, services, and ultimately profit? This required eighth-grade class provides students with an opportunity to explore the different aspects of business while using the computer as a learning tool. Students will be able to work on their own and with others to accomplish business tasks that reinforce and extend the skills learned in sixth grade Computer Skills class.

COMPUTER APPLICATIONS

½ Credit 559 Computer Applications – 9th Grade Elective

All companies are feeling the effects of changing technology. Gain a competitive edge today by enrolling in Computer Applications. This class is hands-on! You’ll improve your keyboarding skills, gain basic hardware and software knowledge, research and use current online tools of your interest, and create multi-media presentations using your imagination and a variety of video making programs.

ENGLISH

ENGLISH 8

1 credit 800 English 8

The eighth-grade English curriculum provides skill development in reading, writing, speaking, listening, and critical thinking. These skills are integrated into each major unit of study. The literature strand is taught by genre—short story, novel, drama, and poetry. Students have opportunities to read nonfiction pieces as well. Other major units are the research process, the informative speech, and grammar.

Elements of Literature (Holt, Rinehart, Winston, 2000) and Holt Handbook: Grammar, Usage, Mechanics, Sentences (2003) are the central texts. All students will read the classic novel, The Call of the Wild. Students choose novels to read in literature circles during the drama unit and for other independent reading assignments as well.

Students' writing is improved through study of the writing process and the six traits of effective writing. Proper grammar, usage, and mechanics are taught and reinforced through proofreading practice, mini-lessons, and grammar units. Technology skills are developed during the research unit, done in conjunction with social studies classes for the History Day project. The use of computerized reference materials, word processing, and graphics/design are emphasized.

ENGLISH 9

1 credit 900 English 9

The ninth-grade English curriculum is designed to broaden the students' knowledge of literature and to teach them to respond to selected classics. The ninth grade also provides continuation of skill development in reading, writing, speaking, listening, viewing, and using technology.

The central text is Holt, Rinehart, & Winston's Elements of Literature: Third Course. The short story, the epic poem/hero, and drama units utilize this text. William Golding's Lord of the Flies is the literary novel studied. Students may also study and read one or more of the following books: George Orwell's Animal Farm, Avi's Nothing But the Truth, and John Hersey's Hiroshima.

Student writing is improved through study of the writing process and the six-traits of effective writing. Proper grammar, usage, and mechanics are taught and reinforced throughout the year with Daily Oral Language, mini-lessons, and/or units.

By using technology and cooperative learning structures, students are preparing for future academic and vocational environments.

ADVANCED ACADEMIC ENGLISH

1 credit 801 English 8

1 credit 901 English 9

The Advanced Academic English courses are designed for those students who excel in language arts and who have demonstrated commitment and creativity in their work. Course content is based on the regular English 8-9 program, but material is studied in greater depth with enriched reading, writing, speaking, listening, and research activities. In addition, Advanced Academic English students read and study Conrad Richter's novel The Light in the Forest in eighth grade and Charles Dickens' novel Great Expectations in ninth grade. Emphasis is placed on critical thinking, and students are able to pursue special interest projects. Please refer to the Advanced Academic Program information in the front of this booklet for specific enrollment guidelines. SRI lexile score of a minimum 1250 is recommended for 9th graders and 1150 minimum for 8th graders.

FAMILY/CONSUMER EDUCATION

CHOICES

1/2 Credit 885 Choices – 8th Grade Elective \$17.00 fee for this class

What should I be when I grow up? How can I make good choices? How can I prepare food that is healthy? In CHOICES you will practice solving problems like these. Activities include hands on lessons like preparing healthy snacks, completing a sewing project and developing employability skills. CHOICES will give eighth graders an opportunity to practice group and independent work skills.

TEEN LIVING SKILLS (TLS)

1/2 Credit 886 Teen Living Skills – 8th Grade Elective No fee for this class

Do you want a chance to not only make money, but also learn how to spend and save it wisely? Then TLS is the class for you! The focus of TLS is to prepare students for the real world. Students will have an opportunity to learn about personal financial topics such as credit cards, loans, interest, savings, investing, budgeting, and checkbook management. Students will then take a risk by participating in a simulated business project. During this entrepreneurship project, students will work in small groups, choose a product, set up company production, advertise and market the product, then split the profits.

FOOD FOR TEENS

1/2 credit 985 Food For Teens – 9th Grade Elective \$10.00 fee for this class

This course is designed for freshmen interested in the area of food and cooking. Students select, plan, and prepare a variety of food products to gain experience in food preparation, management, and nutrition. Emphasis is placed on exploring current food related topics through guest speakers, field trips, and magazine and newspaper search.

SEW WHAT?

1/2 credit 986 Sew What? – 9th Grade Elective Materials purchased by student

Are you interested in Fashion and Design? Then Sew What? Is the class for you. Learning about the fashion industry, practicing sewing and creating projects are the main components of Sew What. Students in this course make three or four projects, which include handbags and mittens. It is the student's responsibility to provide personal project materials. Emphasis is placed on student-centered, hands-on work.

PATHWAYS TO SUCCESS IN FAMILY AND CONSUMER EDUCATION

1/2 credit 988 Pathways to Success in Family and Consumer Education – 9th Grade Elective No fee for this class

What do you want to be when you grow up? Do you want to be a teacher or a counselor? Are you interested in health care or other careers where you can help people? Then Pathways to Success in Family and Consumer Education is the course for you!

We will explore careers in the areas of Human Services, Health Sciences and Education and Training to learn about what these careers involve. Upon completion of this course, students will be able to identify careers in which they are interested and what steps need to be taken to advance toward a future career in one of these areas.

HEALTH EDUCATION

Students in the D.C. Everest School District must complete $\frac{1}{2}$ credit of Health for graduation. Students receive $\frac{1}{4}$ credit for seventh grade Health, and at the senior high students receive $\frac{1}{4}$ credit for sophomore Health. Students who fail the seventh grade Health course must take Health in eighth grade for their $\frac{1}{4}$ Health credit.

HEALTH - 8

1/4 credit 877 Health 8- Elective

This class is designed for students who would like to further their knowledge of health education concepts. Units taught in this course will be CPR, decision-making, depression and suicide prevention/awareness, human growth and development, sexually transmitted diseases, protective behaviors, and health related careers. Students will be given the opportunity to receive American Red Cross certification in CPR.

MATHEMATICS

PRE-ALGEBRA 821

1 credit 821 Pre-Algebra - In general, students from 721 progresses to 821.

The student who takes this course should be at grade level with good mathematics skills. In this class, the Connected Mathematics 2 program is used. Connected Mathematics materials are problem-centered, application-based, and have students work cooperatively. Students are required to communicate often about the mathematical content that they are learning.

ADVANCED ACADEMIC ALGEBRA 8

1 credit 820-Advanced Academic Algebra- In general, students from 720 progresses to 820, but if a student got A's in every quarter of 721, they should consider enrolling in 820.

This course is the advanced academic eighth grade mathematics course. This is an algebra course for students planning to go on to college or other advanced training. This course focuses on concepts underlying the structure of the real number system. Skills in operations, factoring, solving equations, and inequalities, simplifying polynomials, graphing functions, and graphing inequalities are some of the topics covered in this course. Problem solving strategies are incorporated throughout the course along with the use of graphing calculators. ***Please note the Advanced Academic Program information in the front of this booklet for guidelines for enrollment in this class.***

ALGEBRA I

1 credit 921 Algebra I

Prerequisite Math 821 with a C- or better grade

This is a ninth grade course for students planning to go on to technical college or other advanced training and is required by colleges. This course focuses on concepts underlying the structure of the real number system. Skills in operation, factoring, solving equations, and inequalities, simplifying polynomials, graphing functions, and graphing inequalities are some of the topics covered in this course. Problem solving strategies are incorporated throughout the course along with the use of graphing calculators.

ALGEBRA IA (2 YEAR ALGEBRA)

1 credit 922 Algebra IA - (First year of a 3 year progression where students will learn Algebra and Geometry)

This course builds upon the concepts of pre-algebra and explores the beginning concepts of algebra. All levels of student abilities are accounted for in this class. A hands-on, exploratory, and team-centered approach to instruction is used. Patterning, operations with rational numbers, algebraic expressions, proportional reasoning, solving equations and systems of equations, and linear relationships are incorporated into real-world applications. Students successfully completing this course will be prepared for Algebra IB (which will complete the Algebra curriculum and begin Geometry) in tenth grade.

ADVANCED ACADEMIC GEOMETRY 9

1 credit 920 Advanced Academic Geometry (Prerequisite Algebra 820)

This course is the advanced academic ninth grade mathematics course. In general, successful students from Algebra 820 will progress to Geometry 920 since Geometry is next in the sequence for the advanced academic students. Geometry covers spatial relations and analytical learning. It encompasses the use of theorems and postulates to understand the fundamental principles of mathematics. *Please note the Advanced Academic Program information in the front of this booklet for guidelines for enrollment in this class.*

ALGEBRA 2 LEAP (Teacher signature and curriculum coordinator approval only; This class is taken at the High School during first hour)

1 credit 923 Algebra 2 LEAP (Prerequisite Geometry 920)

Admittance restricted to students as per guidelines above and may only be signed up for with teacher recommendation and parent approval. Topics include the basic Algebra II curriculum plus a study of functions and limits. A graphic calculator is required. Students taking this class would be bussed to the JHS after taking Alg2 LEAP 1st hour at the HS. They would have first hour study hall at the JHS to allow them travel time to the JHS without missing other classes.

MATH MATTERS

1 credit Math Matters 823 – 8th grade

1 credit Math Matters 924 – 9th grade

This is a second math class that would be taken in conjunction with Pre-Algebra (821) or Algebra (921). It is designed to help bring students who are behind in their math skills up to grade level. In this class, students will pre-view Pre-Algebra/Algebra concepts while working on developing basic skills that may not have mastered yet. In order to maintain the effectiveness of the Math Matters class, enrollment in this class is limited to 18 students per hour. Students who are enrolled in a Basic Math class in 7th grade or Math Matters in 8th grade will automatically be evaluated to see if they should be enrolled in this class. Others wishing to take this class should sign up and be tested. Students with the greatest need will be enrolled first.

MUSIC

GENERAL MUSIC 3

**1/2 credit General Music – Elective 861 - 8th grade
961 - 9th grade**

General Music 3 is a continuation of General Music 1 and 2 at the Middle School. In General Music 3 students will explore music styles and genres throughout history. They will continue their growth in understanding the elements of music through the use of keyboards. Students will apply their skills by composing and performing songs. Prerequisite: General Music 1 and General Music 2

MUSIC – INSTRUMENTAL

8TH GRADE CONCERT BAND

1 credit 850 8th Grade Concert Band- Elective

8TH Grade Concert Band is open to eighth grade students who have had at least one year of band instruction. Increased technical proficiency using appropriate band literature and technical materials is one of the primary goals of the course. In addition to classroom and concert experiences, students are encouraged to participate in the District Solo and Ensemble Festival. All performances are viewed as an extension of the classroom; therefore, attendance is required.

9th GRADE CONCERT BAND

1 credit 950 9th Grade Concert Band - Elective

9th Grade Concert Band is open to 9th grade students who have at least 2 years of band instruction. The primary objective of this course is improved performance through the study of advanced musical benchmarks and quality band literature. 9th Grade Concert Band members will learn marching band techniques, and will perform in the Memorial Day Parade in downtown Wausau. In addition to classroom and concert experiences, students are encouraged to participate in District Solo & Ensemble Festival. All performances are viewed as an extension of the classroom; therefore, attendance is required.

JAZZ ENSEMBLE

**1/2 credit Jazz Ensemble – Elective 852 – 8th grade
952 - 9th grade**

Concert Jazz Ensemble affords interested 8th and 9th grade students the opportunity to perform music of the jazz idiom. Special emphasis is placed upon the students' comprehension of swing and rock styles as well as improvisation. Permission of the instructor is required, and students must be concurrently enrolled in Concert Band or Orchestra (bass, guitar, and piano players.) All performances are viewed as an extension of the classroom; therefore, attendance is required. Can be repeated for credit.

MUSIC – STRINGS

ADVANCED INTERMEDIATE STRINGS

1 credit 855 Advanced Intermediate Strings - Elective

This class is open to students who have had two years of previous playing experience on violin, viola, cello, or string bass. The main objective is to improve performance using appropriate string literature and method books. Basic music theory is also included in the course of study. Students will perform in five performances, which include a group performance in the District Solo and Ensemble Festival. Community projects and performances will be scheduled throughout the year. All performances are viewed as an extension of the classroom; therefore, attendance is required. Students are required to wear the orchestra uniform at performances.

ADVANCED STRINGS

1 credit 955 Advanced Strings III - Only by recommendation of instructor

This group is composed of students who can demonstrate a high degree of technical proficiency on their chosen instrument. The primary goal is improved performance through study of appropriate, quality orchestral literature. A continuation of basic theory is also included in the course of study. Students will perform in five performances, which include a group performance in the District Solo and Ensemble Festival. Community projects and performances will be scheduled throughout the year. Students are required to wear the orchestra uniform at performances. All performances are viewed as an extension of the classroom; therefore, attendance is required.

MUSIC - VOCAL

MIXED CHOIR - Grade 8

1 credit 865 8th Grade concert Choir - Elective

Eighth grade concert choir is a mixed choir that meets every day of the week. It is open to any student who is interested in singing in a choir. Members are exposed to a wide range of choral literature. Emphasis is given to proper use of the voice, vocal technique, tone, diction, sight singing, theory, and appropriate rehearsal and concert etiquette. Special consideration is given to the unique issues related to the changing voice, and repertoire is selected based upon these factors. Students are encouraged to participate in the local Solo and Ensemble Festival. This choir will normally perform at least two public concerts per year. *Students planning to sing in ninth grade or in high school should be singing in eighth grade choir.* All performances are viewed as an extension of the classroom; therefore, attendance is required.

MIXED CHOIR - Grade 9

1 credit 965 Freshman Concert Choir - Elective

Freshman Concert Choir is a mixed choir that meets every day of the week. It is open to any student who is seriously interested in singing in a choral group. Previous eighth grade choir experience is strongly recommended. Members are exposed to a wide range of choral literature. Continued emphasis is given to the proper use of the changing voice, vocal technique, tone, diction, sight singing, theory, and appropriate concert etiquette. Participation in the district Solo and Ensemble Festival is encouraged. This choir will normally perform at least two public concerts per year. *Students planning to sing in high school should be singing in 9th grade choir.* All performances are viewed as an extension of the classroom; therefore, attendance is required.

GIRLS' CHOIR (Treble Choir) – Grade 8

1/2 credit Girls' Choir – Elective 866 - 8th grade

Girls' Choir is open to any eighth grade girl who wishes to have a singing experience in an all girls' group. Members will be exposed to a wide range of choral literature. Emphasis is given to proper use of the voice, vocal technique, tone, diction, sight singing, theory, and appropriate rehearsal and concert etiquette. The opportunity is given for participation in the local (for 8th grade) Solo and Ensemble Festival. *Students planning to sing in ninth grade or in high school should be singing in a junior high choir. All performances are viewed as an extension of the classroom; therefore, attendance is required.*

GIRLS' CHOIR (Treble Choir) – Grade 9

1/2 credit Girls Choir I – Elective 966A - 9th grade (Semester 1)

Girls' Choir is open to any ninth grade girl who wishes to have a singing experience in an all girls' group. Members will be exposed to a wide range of choral literature. Emphasis is given to proper use of the voice, vocal technique, tone, diction, sight singing, theory, and appropriate rehearsal and concert etiquette. The opportunity is given for participation in the district (for 9th grade) Solo and Ensemble Festival. *Students planning to sing in ninth grade or in high school should be singing in a junior high choir. All performances are viewed as an extension of the classroom; therefore, attendance is required.*

GIRLS' CHOIR (Treble Choir) – Grade 9

1/2 credit Girls Choir I – Elective 966B - 9th grade (Semester 2)

Prerequisite: Must have Taken 966A (Semester 1)

Girls' Choir is open to any ninth grade girl who wishes to have a singing experience in an all girls' group. Members will be exposed to a wide range of choral literature. Emphasis is given to proper use of the voice, vocal technique, tone, diction, sight singing, theory, and appropriate rehearsal and concert etiquette. The opportunity is given for participation in the local district (for 9th grade) Solo and Ensemble Festival. *Students planning to sing in ninth grade or in high school should be singing in a junior high choir. All performances are viewed as an extension of the classroom; therefore, attendance is required.*

PHYSICAL EDUCATION

The following is a brief outline of activities offered at each grade level. The curriculum will include fitness activities and assessments throughout each unit.

Activities offered at each grade level are as follows:

PHYSICAL EDUCATION GRADE 8

1/2 credit	870 Physical Education
Alcohol Education	Speed-a-way
Basketball	Tennis
Physical Fitness	Adventure Ed.
Floor Hockey	Volleyball
Lacrosse/Field Hockey	Golf

PHYSICAL EDUCATION GRADE 9

1/2 credit	970 Physical Education
Alcohol Education	Physical Fitness
Archery	Adventure Ed.
Badminton	Softball
Bowling	Volleyball
Outdoor Team Sports	Winter games/snow shoe/orienteering
Dance – Social & Line	

New activities may be added to the curriculum during the school year.

If a student must be excused from gym class for more than a week, a doctor's note must be provided. Written assignments will be given to the student during the time s/he is excused. If a student is excused for an extended period of time, s/he will be referred to an adaptive physical education program.

A Physical Education class can be added with in the first two weeks of the semester only.

½ credit	973 Adaptive Physical Education
-----------------	--

A specially designed physical education program is available for students who are not able to participate in a regular physical education class. Activities include strengthening, flexibility, and doctor prescribed rehabilitation exercises, team, and individual modified activities. Students are placed in the program based on a written recommendation from their physician or through the IEP process.

READING

LITERACY FOR LIFE

2 credits

604 Literacy for Life 8th Grade

2 credits (1 credit of Reading + 1 credit of English)

605 Literacy for Life 9th Grade

Literacy for Life focuses on READ 180, a reading intervention program designed to improve the skills and raise the test scores of students who read below grade level. Students receive direct instruction, guided practice, and the opportunity to apply skills in multiple contexts to build essential phonics, fluency, vocabulary, and comprehension skills. Throughout the course, students learn to use reading as a fundamental tool for learning, enjoying literature, and becoming confident readers. Selection for this course is based on a diagnostic reading assessment. Students and parents will be informed if their student will be placed in this class. School Board policy mandates below level readers are enrolled in this reading class. 9th graders will receive 1 credit English and 1 credit reading elective for this 2-credit class.

READER'S WORKSHOP

½ credit

609 Reader's Workshop Eighth Grade - Elective

½ credit

603 Reader's Workshop Ninth Grade - Elective

Reader's Workshop is designed for students in grades 8 and 9, reading at or above grade level. It encompasses basic skills needed in reading all types of materials, strategic skills to aid in learning in content area subjects, and vocabulary enrichment. It also allows students to maintain interest in reading, gives them class time to engage in literary talk, and employs higher order thinking skills as students summarize, note their thoughts, and question their responses. This course effectively integrates the reading and writing process and gives students the nudges necessary to keep them growing as life-long readers.

SCIENCE

EARTH SCIENCE 8

1 credit 830 Earth Science 8

Earth Science is a full year course surrounding concepts in geological, physical, and chemical processes as they relate to the earth and its planetary neighbors and aspects of the broader universe. Topics include: astronomy, geology, meteorology, and our local water-based environments.

ADVANCED ACADEMIC EARTH SCIENCE 8

1 credit 831 Advanced Academic Earth Science 8

Concepts taught in this class will be the same as the traditional Earth Science class as prescribed by the D.C. Everest Standards and Benchmarks. This course will be more student-centered and inquiry based than the traditional Earth Science class. The readings that accompany this class will be at a slightly higher level than the traditional Earth Science class. All students will be expected to be independent learners, as well as leaders, in order to be successful. *Please note the supplemental materials at the beginning of this booklet for further Advanced Academic comparisons.*

PHYSICAL SCIENCE 9

1 credit 930 Physical Science 9

This full-year high school Physical Science course will focus on the study of matter and energy. Encompassed in Physical Science are introductory chemistry and physics concepts. Students will focus on the process of science that uses observation and investigation to gain knowledge about events in the natural world. These concepts will be related to our everyday lives. The use of technology in science during data collection and analysis is also emphasized. Topics include: nature of science, energy, Laws of motion, chemistry, sound, and light.

ADVANCED ACADEMIC PHYSICAL SCIENCE 9

1 credit 934 Advanced Academic Physical Science 9

Concepts taught in this class will be the same as the traditional Physical Science class as prescribed the D. C. Everest Standards and Benchmarks. This course will be more student-centered and inquiry based than the traditional Physical Science class. The readings that accompany this class will be at a slightly higher level than the traditional Physical Science class. All students will be expected to be independent learners, as well as leaders, in order to be successful. *Please note the supplemental materials at the beginning of this booklet for further Advanced Academic information.*

SOCIAL STUDIES

AMERICAN HISTORY

1 credit 810 American History

Students in American History will study the birth and growth of our American nation from the exploration period through the settlement of the West and the last Indian War in 1890. During each unit, students will study major events and individuals through thematic ideas. Themes such as independence, diversity, migration, perspective, and conflict will be examined in units on the American Revolution, Birth of the Republic, Westward Expansion, and the Civil War. Students will make connections between historical events and current events. Students will be actively engaged in the study of history (e.g., drama, games, historical investigation, simulations). Students will also be engaged in extensive research on a United States topic using the National History Day model.

AMERICAN INSTITUTIONS 9

1 credit 910 American Institutions 9

American Institutions will study the organization and functions of our government and economic system. The purpose of this course is to give students an understanding of the democratic ideals upon which our government and economy are based. The course objectives and activities are intended to help students to understand the basic political and economic problems faced by our nation; and to prepare the students to make political and economic choices as responsible citizens.

ADVANCED ACADEMIC SOCIAL STUDIES

1 credit 811 Advanced Academic American History

1 credit 911 Advanced Academic American Institutions

The Advanced Academic Program (AAP) at D.C. Everest Junior High School provides above average students with the opportunity of being challenged in the subject of social studies. Students selecting these classes will find them to be more challenging because content will be covered in more depth, and students will be provided with the opportunity to do more enrichment activities. Emphasis will also be placed on critical thinking and students will have several opportunities to express themselves orally in discussion and through extensive writing experiences. Additionally, students will read more challenging materials. **Please note the supplemental materials at the beginning of this booklet for further Advanced Academic information.**

SOCIAL STUDIES (Alternative)

1 credit 913 American Institutions (Alternative)

The Alternative Social Studies class at grade nine is designed for those students who are below grade level in reading and have a difficult time succeeding in the normal classroom. Size of these sections will be restricted (12-16) to allow for individualized attention. The curriculum will remain the same as the other sections of grade nine, but the rate of learning the content material will be slower. Emphasis will also be placed on learning basic social studies skills. The social studies department has established a criterion for student selection.

TECHNOLOGY AND ENGINEERING EDUCATION

WOODS/CONSTRUCTION 8

1/2 credit 880 Woods/Construction - Elective

\$22.00 fee for this class

This course consists of a combination of hand tool woodworking and construction activities. In woodworking, the students learn to use common hand tools, plus the jigsaw, band saw, spindle sander, and drill press. They complete two wood working projects. In construction, the students learn and apply techniques of wall framing as they complete a model house building activity.

MANUFACTURING 8

1/2 credit 881 Manufacturing - Elective

\$20.00 fee for this class

Manufacturing Technology will introduce students to the exciting and fast pace world of Manufacturing in our society. Through hands on experience, the students will learn: creative problem solving, sheet metal fabrication, mold making, explosive forming, laminating, - take out and casting. The students will also learn the principles of mass production through the creation of a manufacturing company.

RESEARCH AND DEVELOPMENT 8

1/2 credit 882 Research and Development - Elective

\$7.50 fee for this class

Research and Development is open to all eighth grade students. Students will gain technological literacy through a series of hands-on projects and lab activities. Topics include design, teamwork, model rocketry, CO2 cars, and boats.

COMMUNICATIONS 8

1/2 credit 883 Communication - Elective

\$10.00 fee for this class

This class will explore many different methods of communication used in industry and business. The students will gain hands-on experience in screen-printing, drafting, structural design, and using computers to complete many assorted tasks. This course is highly recommended for all students going into design, marketing, construction, advertising, professional artistry, and all engineering related fields.

WOODS/CONSTRUCTION 9

1/2 credit 980 Woods/Construction - Elective

\$30.00 fee for this class

This course consists of both machine woodworking and construction topics and activities. In woodworking, students learn about the following woodworking machines: the jointer, surface planer, radial arm saw, table saw, band saw, and various sanding machines. They gain hands-on practice using these machines to square up stock as they build various woodworking projects. Students complete construction activities in the areas of electricity, plan reading, and architectural design. This course is highly recommended for all students interested in taking woodworking or construction courses at the high school level.

MANUFACTURING 9

1/2 credit 981 Manufacturing - Elective

\$22.00 fee for this class

Manufacturing Technology is structured to incorporate hands on learning, as well as exposing the students to expectations and situations common in the modern workplace. Students will explore various materials and processes used in modern manufacturing. These processes include: precision measuring, metal lathe turning, oxyacetylene, arc and MIG welding, forging, sheet metal fabrication, and presentations of manufacturing topics.

RESEARCH AND DEVELOPMENT 9 Elective

1/2 credit 982 Research & Development - Elective

\$7.50 fee for this class

Research and Development is open to all ninth grade students. Students will gain technological literacy through a series of hands-on projects and activities. Topics include design, teamwork, crash cars, Rube Goldberg devices, and engineering.

COMMUNICATIONS 9

1/2 credit 983 Communication - Elective

\$10.00 fee for this class

This class will explore many different methods of communication used in industry and business. The students will gain hands-on experience in screen-printing on t-shirts (4 color), architectural design (design dream home), and designing and creating a board game. The students will use the computer to design and explore various software programs. The students will create projects related to these areas.

WORLD LANGUAGE

World Language Entrance Level Flow Chart French, German, and Spanish

Course and Number = MS/Junior High

Course and Number = Senior High

GRADE	LEVEL IA	LEVEL IB	LEVEL II	LEVEL I	LEVEL I	LEVEL II	LEVEL III	LEVEL IV	LEVEL V
7th	A								
8th		A							
9th			A	C					
10th					D	C	A		
11th					E	D	C	A	
12th					F	E	D	C	A

LEGEND:

- A- Course sequence for student entering program at 7th grade.
- C- Course sequence for student entering program at 9th grade.
- D- Course sequence for student entering program at 10th grade.
- E- Course sequence for student entering program at 11th grade.
- F- Course sequence for student entering program at 12th grade

Based on recent enrollment trends, Levels 4 and 5 of German and French may not always be available in the traditional, face-to-face format. Alternative formats (independent study or online, for example) may be available. Please be aware of this as you make your course election.

Should I Continue To Study a World Language?

All students are encouraged to study a world language before graduating from D. C. Everest. Knowledge of a world language is helpful in many careers and when traveling abroad. Additionally, world language courses typically fulfill the humanities requirements for colleges, and research shows that students who study world language perform better in other courses and on standardized tests.

To decide if you're ready to progress to the next level, talk with your current world language teacher and think carefully about the following questions:

- **Have you succeeded in World Language this year?** If you have a solid grade this year and feel you understand most class activities, assignments, and tests, you're more likely to succeed in the next level.
- **Do you have solid literacy skills?** If your SRI lexile score is within the appropriate range for your grade level, you're more likely to succeed at the next level. Talk with your reading or English teacher if you're uncertain.

Grade 7 = 850+

Grade 8 = 900+

Grade 9 = 950+

- **Do you enjoy studying World Language?** If you enjoy studying communication, culture, comparisons, connections, and communities, you're more likely to succeed at the next level. Most people learn better when they like what they're learning.
- **Do you enjoy a challenge?** If you're willing to challenge yourself, you're more likely to succeed in the next level. Remember that each new level has higher expectations, which will help you improve your command of the language.

FRENCH IB

1 credit 843 French IB - Elective

Prerequisite -- French IA

This course is a continuation of French 1A. Students will continue to practice their speaking, listening, reading, and writing skills in French. In addition to reviewing French 1A material, topics covered will include: food, telephone etiquette, clothing, vacationing, and places in town. The Ivory Coast of Africa and Martinique are francophone countries studied. Students wishing to enrich their cultural experience are encouraged to join French Club. Prerequisite to French II.

GERMAN IB

1 credit 840 German IB - Elective

Prerequisite - German IA

This course is a continuation of German IA with more emphasis on reading, writing and speaking skills through skits, vocabulary games, and supplementary reading materials. Students who wish to enrich their cultural experiences are encouraged to join the German Club, Deutscher Klub. Prerequisite to German II.

SPANISH IB

1 credit 845 Spanish IB - Elective

Prerequisite Spanish IA

This course is a continuation of Spanish IA and will expand students' knowledge and use of Spanish language. Speaking and listening skills are reinforced. Writing and reading skills become more important. Hispanic life and culture are incorporated into course study. Students who wish to further cultural experiences are encouraged to join the Spanish club, LOS AMIGOS. Prerequisite to Spanish II.

FRENCH I

1 credit 943 French I – Elective

No Prerequisite

An introduction to the French language and French speaking people, this course is designed for students who have no previous experience in French language study. Basic speaking, listening, reading, and writing skills are practiced. Topics covered include: introduction of self and others, school life, hobbies, cafés, and food. France and Quebec are francophone countries studied. Students who wish to further cultural experiences are encouraged to join the French Club. Prerequisite to French II. Workbook available for \$15.00

FRENCH II

1 credit 942 French II - Elective

Prerequisite: French IA & French IB

This course is designed to expand the students' knowledge and use of the French language. Level I skills are reinforced. Speaking and listening skills continue to be emphasized, with more attention given to reading and writing. Topics covered include: visiting a francophone country, places in town, meals and food, and health. Castles of the Loire Valley in France are studied extensively. Students who wish to further cultural experiences are encouraged to join the French Club. Prerequisite to French III. Workbook available for \$15.00

GERMAN I

1 credit 939 German I - Elective

No Prerequisite

Designed for those students with no previous experience in the German language, this course emphasizes listening and speaking skills. German customs and culture are also introduced. Students who follow this course with German II at the senior high level will satisfy the two-year world language entrance requirement of many colleges. Students who wish to enrich their cultural experiences are encouraged to join the German Club, Deutscher Klub. Prerequisite to German II.

GERMAN II

1 credit 940 German II - Elective

Prerequisite - German IA & German IB

This course concentrates on conversation and speaking in general through commercials, plays, skits, and situational speaking activities. A variety of activities and materials are utilized to strengthen students' abilities to read, write, and speak in German. German cultural life, history, politics, and geography continue to form the background of the material studied. Students who wish to enrich their cultural experiences are encouraged to join the German Club, Deutscher Klub. Students may be officers of Deutscher Klub. Prerequisite to German III.

SPANISH I

1 credit 944 Spanish I - Elective

No Prerequisite

An introduction to the Spanish language and Spanish-speaking people, this course is designed for students who have no previous experience in Spanish language study. Basic speaking, listening, reading, and writing skills are practiced. Hispanic life and culture are incorporated into course study. Students who wish further cultural experiences are encouraged to join the Spanish Club, LOS AMIGOS. Prerequisite to Spanish II.

SPANISH II

1 credit 945 Spanish II - Elective

Prerequisite - Spanish IA & Spanish IB

This course is designed to expand the students' understanding and use of the Spanish language. Level I skills are reinforced and expanded to include all basic grammar structures. Speaking and listening skills continue to be emphasized, with more attention given to reading and writing skills. Hispanic life and culture are incorporated into course study. Students who wish further cultural experiences are encouraged to join the Spanish club, LOS AMIGOS. Prerequisite to Spanish III.

PLEASE PRINT D.C. EVEREST JUNIOR HIGH SCHOOL

Student ID Number Sex Last Name First Name Initial

Head of Household Last Name First Name Telephone Number

Parent Signature Email Address

REQUIRED COURSES FOR GRADE 8

Credit Number Course Name

(Select One)

- ___ (1) - 800 English 8
- ___ (1) - 801 ^English 8 (AAP)
- ___ (1) - 604 Lit. For Life @
- ___ (1) - 607 @English Essentials 8

(Select One)

- ___ (1) - 810 American History
- ___ (1) - 811 ^American History 8 (AAP)

(Select One)

- ___ (1) - 821 Pre-Algebra
- ___ (1) - 820 ^@Algebra 8 (AAP)
- ___ (1) - 823 @Math Matters 8

(Select One)

- ___ (1) - 830 Science 8
- ___ (1) - 831 ^Science 8 (AAP)

(Select One)

- ___ (1/2) - 870 * Physical Education
- ___ (1/2) - 973 *@Sp. Adapt. Phy Ed

(Required)

- (1/4) - 896 **Today's Business

___ Total Credits for this column
(Minimum 4-3/4 credits)

KEY

- * Every day class for one semester
- ** Every day for one quarter
- ^ Teacher's signature required
- @ Teacher placement only.

If a student wishes to register for any Advanced Academic Program (AAP) classes, the worksheet on page 4 and the student paragraph referred to on that sheet must be turned in with this form.

Current Edge Students need their Edge teacher's Signature.

Edge Teacher Signature(s) _____

ELECTIVE COURSES FOR GRADE 8

Credit Number Course Name

- ___ (1/2) - 609 *Reader's Workshop 8
.....
- ___ (1/2) - 861 *General Music 3
- ___ (1) - 850 8th Grade Concert Band
- ___ (1/2) - 852 ^*Jazz Ensemble _____
- ___ (1) - 865 Chorus 8
- ___ (1/2) - 866 *Girls' Choir
- ___ (1) - 855 Strings - Adv. Intermediate

- ___ (1/4) - 877 **Health 8
.....
- ___ (1/4) - 890 **Art - Painting & Drawing
- ___ (1/4) - 891 **Art - Ceramics & Sculpture
.....
- ___ (1/2) - 885 *Choices (\$17)
- ___ (1/2) - 886 *Teen Living Skills (TLS-no fee)
- ___ (1/2) - 883 *Communication 8 (\$10)
- ___ (1/2) - 881 *Manufacturing 8 (\$20)
- ___ (1/2) - 882 *Research & Devel. 8 (\$7.50)
- ___ (1/2) - 880 *Woods/Construction 8 (\$22)
.....

Teacher Signature

- ___ (1) - 840 ^ German I B _____
- ___ (1) - 843 ^ French I B _____
- ___ (1) - 845 ^ Spanish I B _____

___ Total Credits for elective column
___ Total Credits for required column (1)

___ Total Credits for both columns
Minimum 6 3/4 credits
Maximum 7 Credits to receive a Study Hall

All electives subject to availability

PLEASE PRINT

D.C. EVEREST JUNIOR HIGH SCHOOL

Student ID Number Sex Last Name First Name Initial

Head of Household Last Name First Name Telephone Number

Parent Signature

Email Address

REQUIRED COURSES FOR GRADE 9

ELECTIVE COURSES FOR GRADE 9

Credit Number Course Name

Credit Number Course Name

(Select One)

- ____ (1) - 900 English 9
- ____ (1) - 901 ^English 9 (AAP)
- ____ (1) - 605 @Lit. For Life
- ____ (1) - 608 @English Essentials 9

- ____ (1/2) - 603 *Reader's Workshop 9
-
- ____ (1/2) - 961 *General Music 3
- ____ (1) - 950 Concert Band

(Select One)

- ____ (1) - 910 American Institutions 9
- ____ (1) - 911 ^American Institutions 9 (AAP)
- ____ (1) - 913 @American Institutions 9(Alternative)

- ____ (1/2) - 966(I) *Girls Choir I (Sem 1)
- ____ (1/2) - 967(II)+*Girls Choir I (Sem 2)
- ____ (1) - 965 Mixed Choir
- ____ (1/2) - 952 ^*@Jazz Ensemble

(Select One)

- ____ (1) - 923 @ Algebra II (LEAP@H.S.)
- ____ (1) - 920 @Geometry 9 (AAP)
- ____ (1) - 921 Algebra I
- ____ (1) - 922 @Algebra IA (2-Yr. Algebra)
- ____ (1) - 924 @Math Matters

- ____ (1) - 955 @Advanced Strings III
-
- ____ (1) - 990 Art I
-

(Select One)

- ____ (1) - 930 Physical Science 9
- ____ (1) - 934 ^Physical Science 9 (AAP)

- ____ (1/2) - 985 *Food For Teens (\$10)
- ____ (1/2) - 986 *Sew What? (Material Fee)
- ____ (1/2) - 983 *Communication 9 (\$10)
- ____ (1/2) - 981 *Manufacturing 9 (\$22)
- ____ (1/2) - 982 *Research & Devel. 9 (\$7.50)
- ____ (1/2) - 980 *Woods/Construction 9 (\$30)
- ____ (1/2) - 988 *Pathways to Success (no fee)

(Select One)

- ____ (1/2) - 970 * Physical Education
- ____ (1/2) - 973 @Sp. Adapt Phy. Ed.

- ____ (1/2) - 559 *Computer Applications
-

Total Credits for this column
(Minimum 4-1/2 credits)

Teacher signature

- KEY:**
- * Every day class for one semester
 - @ Teacher placement only
 - ^ Teacher's signature required
 - + Must take 966A 1st Semester

- ____ (1) - 939 German I
- ____ (1) - 940 ^German II _____
- ____ (1) - 943 French I
- ____ (1) - 942 ^French II _____
- ____ (1) - 944 Spanish I
- ____ (1) - 945 ^Spanish II _____

^If a student wishes to register for any Advanced Academic Program (AAP) classes, the worksheet on page 4 and the student paragraph referred to on that sheet must be turned in with this form.

Current AAP students need their AAP teacher's signature.

AAP Teacher Signature(s) _____

____ Total Credits for elective column
____ Total Credits for required column (1)

Total Credits for both columns
Minimum 6 1/2 credits
Maximum 7 Credits to receive a Study Hall

All Electives subject to availability