

# MIDDLE SCHOOL

## Program of Studies



2019-2020



# SHAWNEE MISSION

## SCHOOL DISTRICT

Dear Students and Parents:

Middle school is an exciting and important time in your journey toward success in high school and beyond. This Middle School Program of Studies is designed to serve as a guide for students and families in developing individual plans of study. In the Program of Studies, you will find a complete listing and brief description of all courses offered in middle school. You will also find information about planning for high school, including graduation requirements and Shawnee Mission's Signature Programs.

Students at the middle level have an opportunity to explore a wide range of curricular options while building a strong academic foundation. Please take time to talk as a family about those options, your goals, and how the middle school experience can support you in achieving those goals.

If you have questions about the enrollment process or any of the information in this Program of Studies, please contact your school counselor. To students, I encourage you to become involved in school and to do your best in all of your endeavors.

Best wishes to you for a rewarding 2019-2020 school year!

Sincerely,

Dr. Mike Fulton  
Superintendent

## Shawnee Mission School District Middle Schools

Hocker Grove Middle School	10400 Johnson Drive Shawnee Mission, KS 66203	913.993.0200
Indian Hills Middle School	6400 Mission Road Shawnee Mission, KS 66208	913.993.0400
Indian Woods Middle School	9700 Woodson Shawnee Mission, KS 66207	913.993.0600
Trailridge Middle School	7500 Quivira Road Shawnee Mission, KS 66216	913.993.1000
Westridge Middle School	9300 Nieman Road Shawnee Mission, KS 66214	913.993.1200

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# INTRODUCTION

This Middle School Program of Studies is designed to give students and their parents information that will help them make appropriate selections from the wide variety of course offerings in the Shawnee Mission School District. Each course is described and specific prerequisites are listed so that students will know which course selections are most appropriate to take.

In addition to describing the courses offered in middle school, this guide provides information about high school graduation requirements, grades, credit, eligibility requirements, and recommended college preparatory programs as students plan for high school. During their eighth-grade year, extensive assistance will be provided to help students make educational decisions for grades nine through twelve. It is important that educational decisions be made carefully with personal objectives and future goals in mind. Teachers and counselors are available to help in this process.

## SHAWNEE MISSION MIDDLE SCHOOL PHILOSOPHY

Students in the seventh and eighth grades (12, 13, and 14 years old) are experiencing a critical period of development. They require unique educational and social experiences. During this period of sensitivity, they are confronted with increasing their knowledge of the world around them and learning to work with others while trying to become independent. The middle school program is designed to meet the individual needs of young adolescents.

It is essential for each student to better understand himself/herself. Students must learn to accept individual differences and to respect each other. The Shawnee Mission middle school program offers positive learning experiences and effective guidance for the academic, social, emotional, and physical development of each student. Student-centered programs and activities provide a bridge from elementary school to high school.

The Shawnee Mission middle school program provides a wide- range of core academic courses and electives. The core classes in language arts, mathematics, science, and social studies are aligned to state and national standards and provide the foundation for student success at the high school level. Advanced courses and high school credit options are available, as well as courses for students needing additional academic support. The variety of elective options allows students to explore various subjects so they can determine areas of interest for future study. Teachers, counselors, and administrators strive to balance academic goals with adolescent needs. Students are scheduled with different teachers and in different rooms for each subject.

Collectively, we share the responsibility of making sure students receive the best possible education. The goal is to provide all students with a good foundation in the academic core, an interest in other subjects, and a positive attitude toward learning.

### SHAWNEE MISSION MIDDLE SCHOOL COMPONENTS

- Strong academic core program
  - English Language Arts
  - Math
  - Science
  - Social Studies
- Broad-based selection of elective courses are offered at both 7<sup>th</sup> and 8<sup>th</sup> grades
- Physical education
  - Semester program

## MIDDLE SCHOOL COURSE OFFERINGS

The Shawnee Mission middle schools offer a variety of educational opportunities for students. During the middle school years, students have the opportunity to choose elective courses. These choices are very important as they create a foundation for further study in high school. The daily schedule for middle school consists of seven periods. Four and a half of those periods are filled with

required courses. Two and a half periods are reserved for student selection of elective courses. All of the course offerings are listed below. Students needing additional support to meet state and district standards may be required to take Reading I or II or Math Workshop I or II in lieu of elective offerings. Availability of electives may be limited by enrollment.

	Required Courses	Elective Courses	
		Year Long	Semester
7 <sup>th</sup> Grade	<p>English Language Arts English Language Arts 7 English Language Arts 7 Adv</p> <p>Mathematics Math 7 Integrated Math 7 Algebra 1</p> <p>Science Science 7 Science 7 Advanced</p> <p>Social Studies 7</p> <p>Physical Education 7</p>	<p>Band 1 Band 2 Chorus 1 Chorus 2 Orchestra 1 Orchestra 2 Introduction to Journalism French 1 Spanish 1 Spanish for Native Speakers Reading Workshop I Reading Workshop II Math Workshop I Math Workshop II</p>	<p>Art Exploration Art Two-Dimensional Art Three-Dimensional Beginning Band Beginning Orchestra Career Exploration and Money Management Computer Dimensions 1 Computer Dimensions 2 Creative Writing Exploring Digital Media Exploring Foods and Nutrition Gateway to Technology: Automation and Robotics Gateway to Technology: Design and Modeling Humanities Introduction to Family &amp; Consumer Sciences Introduction to World Languages Performance 1 Performance 2 Personal Fitness Vocal Music</p>
8 <sup>th</sup> Grade	<p>English Language Arts English Language Arts 8 English Language Arts 8 Adv</p> <p>Mathematics Math 8 Algebra 1 Honors Geometry</p> <p>Science Science 8 Science 8 Advanced</p> <p>Social Studies Social Studies 8 Social Studies 8 Advanced</p> <p>Physical Education 8</p>	<p>Band 1 Band 2 Chorus 1 Chorus 2 Orchestra 1 Orchestra 2 French 1 French 2 Introduction to Journalism Spanish 1 Spanish 2 Spanish for Native Speakers Spanish for Native Speakers 2 Reading Workshop I Reading Workshop II Math Workshop I Math Workshop II</p>	<p>Art Exploration Art Two-Dimensional Art Three-Dimensional Beginning Band Beginning Orchestra Career Exploration and Money Management Computer Dimensions 1 Computer Dimensions 2 Creative Writing Exploring Digital Media Exploring Foods and Nutrition Gateway to Technology: Automation and Robotics Gateway to Technology: Design and Modeling Exploring Sewing Technology Humanities Introduction to Family &amp; Consumer Sciences Introduction to World Languages Performance 1 Performance 2 Personal Fitness Projects in Industrial Technology Vocal Music</p>

# MIDDLE SCHOOL PLANNING WORKSHEET

All students must take four and a half required courses. Two and a half periods are reserved for student selection of elective courses. Three scheduling options are available. Students needing additional support in mathematics and/or reading may be scheduled for a supplemental course in addition to the core course. Students may choose any one of these three options.

- Option A: 4.5 semester electives and 0 year-long electives
- Option B: 2.5 semester electives and 1 year-long elective
- Option C: .5 semester elective and 2 year-long electives

These options are shown below: The elective periods are shaded and in bold.

	Period	Course Selection	
Option A	1	Required: English Language Arts	
	2	Required: Mathematics	
	3	Required: Science	
	4	Required: Social Studies	
	5	Required: Physical Education	<b>Semester Elective</b>
	6	<b>Semester Elective</b>	<b>Semester Elective</b>
	7	<b>Semester Elective</b>	<b>Semester Elective</b>
Option B	1	Required: English Language Arts	
	2	Required: Mathematics	
	3	Required: Science	
	4	Required: Social Studies	
	5	Required: Physical Education	<b>Semester Elective</b>
	6	<b>Semester Elective</b>	<b>Semester Elective</b>
	7	<b>Year-Long Elective</b>	
Option C	1	Required: English Language Arts	
	2	Required: Mathematics	
	3	Required: Science	
	4	Required: Social Studies	
	5	Required: Physical Education	<b>Semester Elective</b>
	6	<b>Year-Long Elective</b>	
	7	<b>Year-Long Elective</b>	

A worksheet is provided on the next page to facilitate schedule planning.

# MIDDLE SCHOOL PLANNING WORKSHEET

NAME \_\_\_\_\_

GRADE \_\_\_\_\_

COUNSELOR \_\_\_\_\_

DATE \_\_\_\_\_

	Period	Course Selection	
<b>Option A</b>	1	Required: English Language Arts	
	2	Required: Mathematics	
	3	Required: Science	
	4	Required: Social Studies	
	5	Required: Physical Education	
	6		
	7		
<b>Option B</b>	1	Required: English Language Arts	
	2	Required: Mathematics	
	3	Required: Science	
	4	Required: Social Studies	
	5	Required: Physical Education	
	6		
	7		
<b>Option C</b>	1	Required: English Language Arts	
	2	Required: Mathematics	
	3	Required: Science	
	4	Required: Social Studies	
	5	Required: Physical Education	
	6		
	7		

## INDIVIDUAL PLANS OF STUDY

All students in Kansas in grades 8-12 will develop an Individual Plan of Study (IPS). The IPS is not only a product, but also a process employed by the school to help students think about possible college and career options and opportunities. The purpose is to assist students as they explore areas of interest and how those areas intersect with possible career choices.

It is not the intent of Shawnee Mission School District to force students into career pathways, but rather to explore their interests in order to begin thinking longer-term about what they want to pursue after graduation and how they can position themselves to take advantage of relevant opportunities. It is also the district's goal to foster communication between students and their parents about the students' interests and aptitudes.

The following are minimum components of a student's Individual Plan of Study:

1. A graduated series of strength finders & career interest inventories
2. 8th – 12th Course builder function with course selections based on career interests
3. A general post-secondary plan (workforce, military, certification program, 2-yr. college, 4-yr. college)
4. Portable electronic portfolio

If you would like to know more about the IPS process, please contact your building administrator or the Curriculum and Instruction team at 913-993-8653.

## COURSE COSTS

### FAMILY AND CONSUMER SCIENCES

6316	Intro To Family and Consumer Sciences	Course cost is \$10.00
6317	Exploring Foods and Nutrition	Course cost is \$15.00
6318	Exploring Sewing Technology	Course cost is determined by projects chosen by student

### PERFORMING ARTS

7016	Band 1	Students may be required to purchase a methods book; students may be charged rental fees for renting district owned instruments; For year-long performance groups, students may be charged a one-time fee, not to exceed \$15.00, for purchase of performance apparel.
7046	Band 2	Students may be required to purchase a methods book; students may be charged rental fees for renting district owned instruments; For year-long performance groups, students may be charged a one-time fee, not to exceed \$15.00, for purchase of performance apparel.
7053	Orchestra 1	Students may be required to purchase a methods book; students may be charged rental fees for renting district owned instruments; For year-long performance groups, students may be charged a one-time fee, not to exceed \$15.00, for purchase of performance apparel.
7054	Orchestra 2	Students may be required to purchase a methods book; students may be charged rental fees for renting district owned instruments; For year-long performance groups, students may be charged a one-time fee, not to exceed \$15.00, for purchase of performance apparel.

### FINE ARTS

7512	Art Exploration	Course cost is \$10.00
7513	Art Two-Dimensional	Course cost is \$10.00
7514	Art Three-Dimensional	Course cost is \$10.00
7203	Humanities	Course cost is \$5.00

### INDUSTRIAL TECHNOLOGY

6659	Gateway to Technology: Automation & Robotics	Course cost is \$10.00
6660	Gateway to Technology: Design & Modeling	Course cost is \$10.00
6657	Projects in Industrial Technology	Course cost is 15.00 Extra projects may be completed at an additional cost.

# ALPHABETICAL INDEX OF COURSES

Course Title	Page	CourseTitle	Page
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ELL Language Arts 2.....	19	Science 8.....	17
ELL Language Arts 3.....	19	Science 8 Advanced .....	18
Exploring Digital Media.....	8	S.E.E.K. ....	20
Exploring Foods and Nutrition .....	8	Social Skills .....	19
Exploring Sewing Technology .....	8	Social Studies 7 .....	18
<u>French 1</u> .....	21	Social Studies 8.....	18
<u>French 2</u> .....	21	Social Studies 8 Advanced.....	18
Gateway to Technology: Automation & Robotics .....	11	<u>Spanish 1</u> .....	21
Gateway to Technology: Design and Modeling.....	11	<u>Spanish 2</u> .....	21
<u>Honors Geometry</u> .....	15	<u>Spanish For Native Speakers</u> .....	21
Humanities.....	10	<u>Spanish For Native Speakers 2</u> .....	21
Introduction to Family & Consumer Sciences.....	8	Study Skills .....	19
Introduction to Journalism.....	14	Vocal Music .....	10

Selected middle school courses taken at the 8th-grade level will receive high school credit.  
Those courses are underlined in the list above.

# BUSINESS

Semester Elective Courses		
6024	Career Exploration and Money Management	7, 8
6022	Computer Dimensions 1	7, 8
6023	Computer Dimensions 2	7, 8
6025	Exploring Digital Media	7, 8

## **CAREER EXPLORATION AND MONEY MANAGEMENT 7, 8**

Prerequisite - Computer Dimensions 1 is recommended  
6024 - 1/2 unit

Through this course students will use interactive web technology tools. Students will learn a spectrum of skills which promote success personally, professionally and financially. Units of study include career exploration, job success, and financial literacy. Course topics include professional employment skills, money management, paychecks/taxes, budgeting, banking skills, wealth building and credit.

## **COMPUTER DIMENSIONS 1 7, 8**

Prerequisite - None  
6022 - 1/2 unit

Using project-based instruction, students are introduced to the basics of computers and digital literacy. Students will develop and build keyboarding skills and use the applications of Google Drive, Gmail, Google Docs, Sheets and Slides. Students will learn fundamentals of Microsoft Office with hands-on practice using Word, Excel, and PowerPoint.

## **COMPUTER DIMENSIONS 2 7, 8**

Prerequisite – Computer Dimensions 1 or proficiency test  
6023 - 1/2 unit

This course builds on the concepts explored in Computer Dimensions 1. Students will continue to build keyboarding proficiency, expand knowledge of computer software products and learn basics of coding and/or game design. Students refine research skills through project-based coursework. The course content will be updated regularly to reflect new technologies.

## **EXPLORING DIGITAL MEDIA 7, 8**

Prerequisite – None  
6025 - 1/2 unit

This course provides a basic understanding of the graphic design process. Students will be introduced to the basics of digital media tools, including Adobe Photoshop, Illustrator, and InDesign. The course will introduce the workspace, layers, digital image creation, scanning images, importing images, creating web-ready images, and saving in various image file formats. Students will create quality projects with images and formatted text using composition techniques.

# FAMILY AND CONSUMER SCIENCES

Semester Elective Courses		
6316	Introduction to Family and Consumer Sciences	7, 8
6317	Exploring Foods and Nutrition	7, 8
6318	Exploring Sewing Technology	8

## **INTRODUCTION TO FAMILY AND CONSUMER SCIENCE 7, 8**

Prerequisite - None  
6316 - 1/2 unit

Through hands-on experiences reflecting real-life situations, FACS students prepare for their futures. Units of study may include foods labs, sewing projects, dream room design projects, family and child development and consumerism. Course cost is \$10.00.

## **EXPLORING FOODS AND NUTRITON 7, 8**

Prerequisite - None  
6317 – 1/2 unit

Students practice food preparation techniques and evaluate simple recipes on the basis of taste tests and nutritional value. While creating breakfast, lunch, dinner, and snack items, emphasis is placed on how to shop, store, prepare, and serve food for a healthy lifestyle. Course cost is \$15.00.

## **EXPLORING SEWING TECHNOLOGY 8**

Prerequisite - None 6318 – 1/2 unit

Students learn basic sewing and construction methods. Projects will be completed using both machine and hand sewing techniques. Students are responsible for providing fabric for projects.

# FINE ARTS

## Year-Long Elective Courses

7016	Band 1	7, 8
7046	Band 2	7, 8
7053	Orchestra 1	7, 8
7054	Orchestra 2	7, 8
7061	Chorus 1	7, 8
7062	Chorus 2	7, 8

- Students enrolled in year-long performance groups may be charged a one-time fee, not to exceed \$15.00 for the purchase of performance apparel.
- Students may be required to purchase a methods book for music courses.
- Students may be charged rental fees for district-owned instruments in the following courses: Beginning Band, Band 1, Band 2, Beginning Orchestra, Orchestra 1, and Orchestra 2.

**BAND 1** **7, 8**  
 Prerequisite - Previous band experience  
 7016 - 1 unit

This band class provides an opportunity for those students with previous band experience to continue the development of their musical skills and knowledge. Various styles and levels of music are studied through daily rehearsals and periodic performances. Course may be repeated.

**BAND 2** **7, 8**  
 Prerequisite - Previous band experience and teacher recommendation  
 7046 - 1 unit

A more varied and advanced repertoire of music is used to further develop previously learned skills and techniques. Group performance and acquiring musical knowledge will continue to be a focus. This band will represent the school in area and district festivals during the year. Course may be repeated.

**ORCHESTRA 1** **7, 8**  
 Prerequisite - Previous strings experience  
 7053 - 1 unit

This orchestra class provides an opportunity for those students with previous string instrument experience to continue the development of their musical skills and knowledge. Students develop skills in shifting, vibrato, and more advanced bowings. Various styles and levels of music are studied through daily rehearsals and periodic performances. Course may be repeated.

**ORCHESTRA 2** **7, 8**  
 Prerequisite - Previous strings experience and teacher recommendation  
 7054 - 1 unit

A more varied and advanced repertoire of music is used to further develop previously learned skills and techniques. Group performance and acquiring musical knowledge will continue to be a focus. This orchestra will represent the school in area and district festivals during the year. Course may be repeated.

**CHORUS 1** **7, 8**  
 Prerequisite - None  
 7061 - 1 unit

This choral class provides an opportunity for those students with an interest in singing and performing to continue the development of their musical skills and knowledge. Various styles and levels of music are studied through daily rehearsals and periodic performances. Course may be repeated.

**CHORUS 2** **7, 8**  
 Prerequisite - Previous chorus experience and teacher recommendation  
 7062 - 1 unit

A more varied and advanced repertoire of music is used to further develop previously learned skills and techniques. Group performance and acquiring musical knowledge will continue to be a focus. This chorus will represent the school in area and district festivals during the year. Course may be repeated.

# FINE ARTS

Semester Elective Courses		
7512	Art Exploration	7, 8
7613	Art – Two-Dimensional	7, 8
7514	Art – Three-Dimensional	7, 8
7047	Beginning Band	7, 8
7037	Beginning Orchestra	7, 8
7059	Vocal Music	7, 8
7203	Humanities	7, 8

## **ART EXPLORATION**

**7, 8**

Prerequisite - None  
7512 - 1/2 unit

Students will utilize knowledge of art elements and principles in more individualistic ways through a variety of art processes and materials. Students will translate their ideas in media such as clay, drawing, painting, printmaking, digital applications, and more. This course provides a strong foundation for further study in two- dimensional and three-dimensional art.

Course cost is \$10.00.

## **ART TWO-DIMENSIONAL**

**7, 8**

Prerequisite - Art Exploration is recommended  
7513 - 1/2 unit

Students will build on their knowledge of two-dimensional art media through in-depth studies that emphasize individual problem- solving. Student experiences include painting, drawing, designing, printmaking, mixed media, and digital applications. Students will study a variety of two-dimensional artists. Completion of Art Exploration, prior to taking this course, is strongly recommended due to the sequential nature of the middle school course offerings. Course cost is \$10.00.

## **ART THREE-DIMENSIONAL**

**7, 8**

Prerequisite - Art Exploration is recommended  
7514 – 1/2 unit

Students will build on their knowledge of three-dimensional art through in-depth studies that emphasize individual problem- solving. Students practice translating two-dimensional design into a three- dimensional product with media such as paper, wood, metal, plaster, clay, and fibers. Students will study a variety of three-dimensional artists. Completion of Art Exploration prior to taking this course is strongly recommended due to the sequential nature of the middle school art course offerings.

Course cost is \$10.00.

## **BEGINNING BAND**

**7, 8**

Prerequisite - None  
7047 – 1/2 unit

Beginning band provides an opportunity for any student with no previous band experience to learn to play a band instrument. Teacher consultation is available to aid in the selection of a band instrument best suited for the student.

## **BEGINNING ORCHESTRA**

**7, 8**

Prerequisite - None  
7037 – 1/2 unit

Beginning strings provides an opportunity for any student with no previous orchestral instrument experience to learn to play a string instrument. Teacher consultation is available to aid in the selection of a string instrument best suited for the student.

## **VOCAL MUSIC**

**7, 8**

Prerequisite - None  
7059 – 1/2 unit

Vocal music at the middle school level focuses on group and individual choral skills. This course should be selected by students who enjoy singing. No previous singing experience is needed. Students will acquire knowledge of music reading, vocal techniques, and music literature. Students will perform as appropriate for their level of development. Course may be repeated.

## **HUMANITIES**

**7, 8**

Prerequisite - None  
7203 - 1/2 unit

Different cultures and periods of history will be explored to allow for students to develop an understanding of events and people through examining each culture's art, music, literature, and history. Course cost is \$5.00.

# INDUSTRIAL TECHNOLOGY - STEM

Semester Elective Courses		
6659	Gateway to Technology: Automation and Robotics	7, 8
6660	Gateway to Technology: Design and Modeling	7, 8
6657	Projects in Industrial Technology	8

**GATEWAY TO TECHNOLOGY: AUTOMATION AND ROBOTICS** **7,8**

Prerequisite - None  
6659 – 1/2 unit

This Project Lead the Way course provides project-based learning using a hands-on approach that relates technology to students' daily lives. Projects will include designing and building a robot, building a wind turbine prototype, and creating a habitat for ice cube penguins. Additional areas of study will include energy and the environment, alternative power, and renewable energy resources. Course cost is \$10.00.

**GATEWAY TO TECHNOLOGY: DESIGN AND MODELING** **7,8**

Prerequisite – None  
6660 – 1/2 unit

This course engages students in activities that not only build knowledge and skills in areas including computer science, 3D modeling, engineering, and biomedical science, but also empower students to develop essential skills such as problem solving, critical and creative thinking, communication, collaboration, and perseverance. Students discover the design process and develop an understanding of the influence of creativity and innovation in their lives. They are then challenged and empowered to use and apply what they've learned throughout the course to design solutions to authentic real world problems. Course cost is \$10.00.

**PROJECTS IN INDUSTRIAL TECHNOLOGY** **8**

Prerequisite - None  
6657 – 1/2 unit

This class is for students who like to use their hands and minds to build and create things; it challenges them to apply their creativity and technical ability. Following the process of research and design, students construct projects such as CO2 car design and creation using technology and hand and power tools. Safety, individualized work, and problem solving will be emphasized. Course cost is \$15.00. Extra projects may be completed at an additional cost.

# ENGLISH LANGUAGE ARTS

Year-Long Courses		
<b>Required Courses</b>		
1080	English Language Arts 7	7
1081	English Language Arts 8	8
1170	English Language Arts Advanced 7	7
1171	English Language Arts Advanced 8	8
0517	Individual Goals English Language Arts	7, 8
<b>Year-Long Elective/Semester Courses</b>		
1073	Workshop I	7
1074	Workshop II	8

## **ENGLISH LANGUAGE ARTS 7**

**7**

Prerequisite - None  
1080 – 1 unit

English Language Arts 7 allows students to build upon and strengthen their reading, writing, speaking and listening, and language skills through a variety of instructional strategies. Students will study a variety of literary genres and related literary terms in order to critically analyze and evaluate text through writing and class discussion. Students use close reading strategies to analyze novels, short stories, plays, poems and informational texts. Students are expected to write in response to literature applying the writing process and the Six Traits of Effective Writing. Students also participate in genre-specific reading and writing opportunities in the areas of narrative, informational, and argumentative text types and student-created publications. In addition, students will acquire vocabulary skills and grade-appropriate language skills, which are applied through written and oral expression.

## **ENGLISH LANGUAGE ARTS 8**

**8**

Prerequisite – None  
1081 – 1 unit

English Language Arts 8 allows students to build upon and strengthen their reading, writing, speaking and listening, and language skills through a variety of instructional strategies. Students study a variety of literary genres and related literary terms in order to critically analyze and evaluate text through writing and class discussion. Students use close reading strategies to analyze novels, short stories, plays, poems and informational texts. Students are expected to write in response to literature applying the writing process and the Six Traits of Effective Writing. Students also participate in genre-specific reading and writing opportunities in the areas of narrative, informational, and argumentative text types and student-created publications. In addition, students will acquire vocabulary skills and grade-appropriate language skills, which are applied through written and oral expression.

## **ENGLISH LANGUAGE ARTS ADVANCED 7**

**7**

Prerequisite - None  
1170 – 1 unit

Students with a strength in reading, writing, listening and speaking, and language skills, with a desire for greater challenge, and the motivation and commitment to accept the rigor of an advanced class are encouraged to enroll in this course. Advanced English Language Arts 7 is designed for middle school students who demonstrate academic ability and high achievement in reading and writing. This course provides students the academic preparation needed for success in high school honors and Advanced Placement English Language Arts courses. Students close read and analyze challenging literature from different genres and apply Six-Trait Writing skills to compositions on more complex topics in response to reading.

## **ENGLISH LANGUAGE ARTS ADVANCED 8**

**8**

Prerequisite - None  
1171 – 1 unit

Students with a strength in reading, writing, listening and speaking, and language skills, with a desire for greater challenge, and the motivation and commitment to accept the rigor of an advanced class are encouraged to enroll in this course. Advanced English Language Arts 8 is designed for middle school students who demonstrate academic ability and high achievement in reading and writing. This course provides students the academic preparation needed for success in high school honors and Advanced Placement English Language Arts courses. Students close read and analyze challenging literature from different genres and apply Six-Trait Writing skills to compositions on more complex topics in response to reading.

## ENGLISH LANGUAGE ARTS (continued)

### **READING WORKSHOP I**

**7, 8**

Prerequisite - Recommendation by teacher or counselor  
1073 – 1 unit

Reading Workshop I is designed for students needing to improve reading skills in order to meet the demands of academic reading and to meet state and district standards. This course is designed to include whole-group and small-group instruction, independent and guided practice to improve comprehension, fluency, decoding, and vocabulary skills.

### **READING WORKSHOP II**

**7, 8**

Prerequisite - Recommendation by teacher or counselor  
1074 – 1 unit

Reading Workshop II is designed for students needing to improve reading skills in order to meet the demands of academic reading and to meet state and district standards. This course is designed to include whole-group and small-group instruction, independent and guided practice to improve comprehension, fluency, decoding, and vocabulary skills.

### **READING INDIVIDUAL GOALS ENGLISH LANGUAGE ARTS**

**7, 8**

Prerequisite – IEP team recommendation  
0517 – 1 unit

Enrollment in the course is determined by the Individual Education Plan team. The team will base recommendations on individual student need and state requirement.

# ENGLISH LANGUAGE ARTS

Year-Long Elective Course		
1484	Introduction to Journalism	7, 8
Semester Elective Course		
1086	Creative Writing	7, 8
1462	Performance 1	7, 8
1463	Performance 2	7, 8

**INTRODUCTION TO JOURNALISM** **7, 8**  
 Prerequisite- Application and teacher recommendation  
 1484 - 1 unit

This course promotes the development of the skill set needed today and in the future of media and communications. Journalism provides exploration in topics such as the role media and the communication industry has on society. This course also provides a hands-on experience in writing, designing, and editing student news media outlets to develop the technical skills related to journalistic writing and interviewing. Students are expected to demonstrate teamwork, leadership, cooperation, and dependability. Additionally, there may be some after-school work. This course introduces students to the concepts of newsworthiness and press responsibility; develops students' skills in writing and editing stories, headlines, and captions; and teaches students the principles of production, design, layout, and printing. The course will emphasize the development of skills in human relations, oral and written communication, critical thinking, advanced problem-solving, development of plans for project management, resource scheduling, as well as understanding the ethical and legal issues related to the field. Photography and photojournalism skills will be included. This course may be repeated.

**CREATIVE WRITING** **7, 8**  
 Prerequisite - None  
 1086 - 1/2 unit

Creative Writing is an elective course for students who enjoy sharing their writing. Students will explore different types of writing for different audiences and purposes and may experience multiple publishing opportunities. Students may contribute to school publications, such as a newspaper, yearbook, literary magazine, or classroom compilation. Students are expected to demonstrate dependability, cooperation, teamwork, and initiative when working as a member of a publication staff.

**PERFORMANCE 1** **7, 8**  
 Prerequisite - None  
 1462 - 1/2 unit

This course is an activity-based course for students who are interested in the performance arts. Students will experience a wide variety of forms, which may include mime, puppetry, clowning, stand-up comedy, skits and one-act plays, and short original films/videos, among others. Students will learn the characteristics of different performance arts, acquire presentation skills, and become a more appreciative audience member.

**PERFORMANCE 2** **7, 8**  
 Prerequisite - Performance 1  
 1463 - 1/2 unit

This course allows students to continue their exploration of different forms of performance, including dramatic productions, concerts, and dance programs. Students will create independent projects in areas of interest and will provide leadership for a school production. Students in Performance 2 will also have opportunities to experience professional performances.

# MATHEMATICS

## Year-Long Courses

### Required Courses

2007	Math 7	7
2048	Integrated Math 7	7
2008	Math 8	8
2050	Algebra 1	7, 8
2114	Honors Geometry	8
0513	Individual Goals Math	7, 8

### Year-Long Elective / Semester Courses

2011	Math Workshop 1	7, 8
2014	Math Workshop 2	7, 8

## MATH 7 7

Prerequisite - District placement guidelines  
2007 – 1 unit

The seventh-grade mathematics program focuses on preparing students for the future using concepts outlined in the 7th-grade Kansas College and Career Ready Standards. Students will develop fluency in the areas of proportionality, operations with rational numbers, and linear expressions and equations. Students solve geometric problems involving area, volume and angle relationships, extend understanding of statistical analysis, and explore concepts of probability. Students will solve problems, create models, and make inferences to better develop and demonstrate their understanding of the concepts.

## INTEGRATED MATH 7 7

Prerequisite - District placement guidelines  
2048 – 1 unit

The Integrated Math 7 mathematics program focuses on problem-based learning to help students develop understanding and skills as they explore the problems individually, in a group, or with the entire class. The students should be prepared to work independently and use mathematical thinking to solve real-world problems. The teacher will be a facilitator of learning for the students in this course. Students will develop fluency in the areas of proportionality, operations with rational and irrational numbers, and linear expressions and equations. Students solve geometric problems involving transformations, area, volume and angle relationships, extend understanding of statistical analysis and introduce concepts of probability. The course incorporates all 7th grade Kansas College and Career Ready Standards and is supplemented with approximately half of the 8th grade Kansas College and Career Ready Standards. This course will move at an accelerated rate in order to address 1.5 years of content in a single year.

## MATH 8 8

Prerequisite – District placement guidelines  
2008 - 1 unit

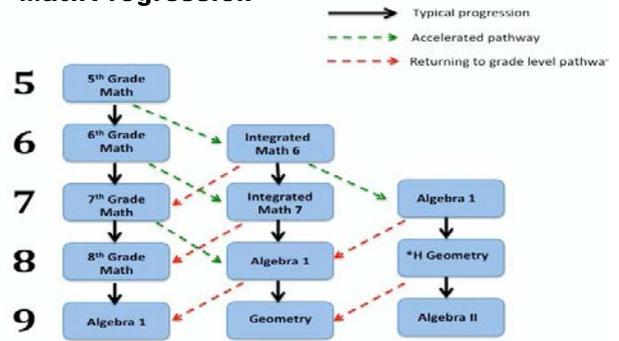
The eighth-grade mathematics program focuses on preparing students for the future using concepts outlined in the 8th grade Kansas College and Career Ready Standards. Students will use modeling and application to solve problems dealing with linear equations, functions, two- and three-dimensional shapes and the Pythagorean Theorem.

## ALGEBRA 1 7,8

Prerequisite - District placement guidelines  
2050 – 1 unit

The Algebra program in the middle school focuses on the concepts covered in the high school Algebra I course to develop

## Math Progression



strong mathematical skills in students so that they are prepared for the future. Students in this course will investigate the concept of functions in a variety of forms, model both linear and nonlinear situations algebraically, and increase mastery of linear equations while exploring quadratic and exponential functions as well. Students will also explore the applications of the Pythagorean Theorem and further their understanding of statistics. This fast paced, skills-rich course incorporates both the Algebra I and the 8th grade Kansas College and Career Ready Standards with a review of the key 7th-grade components. This course will move at an accelerated rate in order to address the 1.5 years of content in a single year.

## HONORS GEOMETRY 8

Prerequisite - Algebra 1 with a "B" or better and teacher recommendation  
2114 – 1 unit

Students develop knowledge in mathematics through engagement with the concepts of congruence, similarity, probability, and statistics. Evaluation, syntheses, and modeling are emphasized in this course that aligns to the high school Geometry Kansas College and Career Ready Standards and is integrated with elements of both 7th and 8th- grade middle school math standards. This course will move at an accelerated rate in order to address the 1.5 years of content in a single year.

## INDIVIDUAL GOALS MATH 7, 8

Prerequisite - IEP team recommendation  
0513 – 1 unit

Enrollment in the course is determined by the Individual Education Plan team. The team will base recommendations on individual student need and state requirements.

## MATH WORKSHOP I 7, 8

Prerequisite - District placement guidelines and concurrent enrollment in Math 7 or Math 8  
2011 - 1 unit

This course is designed for students who need additional support for success in acquiring mathematical skills and concepts. Course instruction uses prescriptive lessons to improve student understanding of math principles.

## MATH WORKSHOP II 7,8

Prerequisite - District placement guidelines and concurrent enrollment in Math 7 or Math 8  
2014 - 1 unit

This course is designed for students who need additional support for success in acquiring mathematical skills and concepts. Course instruction uses prescriptive lessons to improve student understanding of math principles.

# PHYSICAL EDUCATION

<b>Required Semester Courses</b>		
8011	Physical Education 7	7
8016	Physical Education 8	8
<b>Semester Elective Course</b>		
8018	Personal Fitness	7, 8

Students are required to provide a uniform consisting of a tee shirt, shorts, socks, and gym shoes. Check with the school for additional requirements and/or colors.

## **PHYSICAL EDUCATION 7**

**7**

Prerequisite - None  
8011 – 1/2 unit

Physical Focus is a middle school curriculum designed to provide adolescents with the knowledge and skills to enjoy a physically active, healthy lifestyle. The curriculum consists of three two-week segments from each focus area. Students receive two weeks of instruction in each of the three areas every six weeks. The three focus areas are Healthy Heart, Team Power, and Life Adventures. Elements of the health education curriculum are integrated into this course. The health curriculum in this course includes nutrition, abstinence-based curriculum for disease prevention, and personal relationships.

## **PERSONAL FITNESS**

**7, 8**

Prerequisite- None  
8018- 1/2 unit

This course provides a hands-on experience in developing individual personal fitness that stimulate heart and lung activity for a long enough period of time to produce beneficial changes in the body. Exercise and conditioning may include: jogging, weightlifting, aerobics and other general conditioning activities.

## **PHYSICAL EDUCATION 8**

**8**

Prerequisite - None  
8016 – 1/2 unit

Physical Focus is a middle school curriculum designed to provide adolescents with the knowledge and skills to enjoy a physically active, healthy lifestyle. The curriculum consists of three two-week segments from each focus area. Students receive two weeks of instruction in each of the three areas every six weeks. The three focus areas are Healthy Heart, Team Power, and Life Adventures. Health education curriculum is integrated into this course. The health curriculum in this course includes nutrition, abstinence-based curriculum for disease prevention, and personal relationships.

# SCIENCE

Required Year-Long Courses		
4012	Science 7	7
4013	Science Advanced 7	7
4072	Science 8	8
4073	Science 8 Advanced 8	8
0514	Individual Goals Science	7, 8

## **SCIENCE 7**

Prerequisite - None  
4012 – 1 unit

This course integrates Earth, Life, and Physical Science concepts as outlined by the Next Generation Science Standards. Students will develop Scientific and Engineering skills by participating in relevant hands-on activities and experimental investigations. Abstinence-based health curriculum standards on human growth and development are incorporated in this course.

## **SCIENCE ADVANCED 7**

**7**

Prerequisite - None  
4013 – 1 unit

This advanced science course is designed for students who are interested in science research and studying advanced science topics. Students will investigate Earth, Life, and Physical Science concepts as outlined by the Next Generation Science Standards. Students will develop Scientific and Engineering skills by participating in inquiry-based laboratory investigations, graphing, technology, reflective critical thinking, and technical writing. Abstinence-based health curriculum standards on human growth and development are incorporated in this course.

## **SCIENCE 8**

**8**

Prerequisite - None  
4072 – 1 unit

This course integrates Earth, Life, and Physical Science concepts as outlined by the Next Generation Science Standards. Students will continue to build Scientific and Engineering skills by participating in more complex and relevant hands-on activities and experimental investigations.

## **SCIENCE ADVANCED 8**

**8**

Prerequisite - None  
4073 – 1 unit

This advanced science course is designed for students who are interested in science research and studying advanced science topics. Students will investigate Earth, Life, and Physical Science concepts as outlined by the Next Generation Science Standards. Students will continue to build Scientific and Engineering skills by participating in more complex inquiry-based laboratory investigations, graphing, technology, reflective critical thinking, and technical writing.

## **INDIVIDUAL GOALS SCIENCE**

**7, 8**

Prerequisite - IEP team recommendation  
0514 – 1 unit

Enrollment in the course is determined by the Individual Education Plan team. The team will base recommendations on individual student need and state requirements.

# SOCIAL STUDIES

Required Year-Long Courses		
3010	Social Studies 7	7
3020	Social Studies 8	8
3022	Social Studies Advanced 8	8
0512	Individual Goals Social Studies	7, 8

**SOCIAL STUDIES 7** **7**  
 Prerequisite - None  
 3010 – 1 unit

The seventh grade course includes a study of geography themes and concepts applied to the study of North America. Students also study specific units in Kansas History and the U.S. Constitution. Building upon U.S. history taught in previous grades, students study our nation's history from the American Revolution to the start of the Civil War. Students receive instruction on the process and skills necessary for analyzing history and historical documents.

**SOCIAL STUDIES 8** **8**  
 Prerequisite - None  
 3020 – 1 unit

The eighth grade course will continue the study of U.S. history beginning with the Civil War. Students study critical events, people and groups from this time period through the conclusion of World War I. During the study of these historical eras, students will continue to develop the processes and skills necessary to investigate and analyze what made this period transformative in our nation's history. During this unit, students will seek to build connections between state history and events in U.S. history. Key concepts in economics, government, and geography are integrated throughout the eighth grade curriculum.

**SOCIAL STUDIES ADVANCED 8** **8**  
 Prerequisite - None  
 3022 – 1 unit

The advanced social studies course is designed for students demonstrating a strong interest in the study of U.S. history and who demonstrate the academic ability and willingness to exert the effort required for advanced study. This course provides students with the academic preparation needed for success in high school honors and Advanced Placement social studies courses. Students are instructed in document-based and visual analysis, analytical reading, developing thesis statements, and free-response question essay writing as part of historical analysis. Completion of quarterly writing projects and two document-based question projects are required. Students who are task-oriented, proficient readers and who are seeking the challenge of an advanced course are encouraged to enroll.

**INDIVIDUAL GOALS SOCIAL STUDIES** **7,8**  
 Prerequisite - IEP team recommendation  
 0512 – 1 unit

Enrollment in the course is determined by the Individual Education Plan team. The team will base recommendations on individual student need and state requirements.

# STUDENT SUPPORTS

Semester Elective Courses		
0817	Social Skills	7, 8
9169	Study Skills	7, 8

**SOCIALSKILLS** **7, 8**  
 Prerequisite - IEP team recommendation  
 0817 – 1/2 unit

Enrollment in the course is determined by the Individual Education Plan team. The team will base recommendations on individual student need and state requirements.

**STUDY SKILLS** **7, 8**  
 Prerequisite – Student Improvement Team or IEP team recommendation  
 9169 – 1/2 unit

Enrollment in the course is determined by the Individual Education Plan team. The team will base recommendations on individual student need and state requirements.

# ENGLISH LANGUAGE LEARNERS (ELL)

Year-Long Courses		
1980, 1982, 1984	ELL Language Arts 1	7, 8
1985, 1986	ELL Language Arts 2	7, 8
1988, 1989	ELL Language Arts 3	7, 8

English Language Learner (ELL) courses are available to meet the needs of students with limited English language proficiency.

**ELL LANGUAGEARTS 1** **7, 8**  
 Prerequisite - Language testing and recommendation for placement by ELL staff  
 1980, 1982, 1984 – 3 units

ELL Language Arts 1 is for English language learners at the beginning level of proficiency. Emphasis is given to English listening, speaking, reading, and writing skills. Basic English language and vocabulary skills are taught through a variety of teaching strategies and materials. Students will also be introduced to U.S. culture through the use of various activities and materials.

**ELL LANGUAGE ARTS 2** **7, 8**  
 Prerequisite - Language testing and recommendation for placement by ELL staff  
 1985, 1986 – 3 units

ELL Language Arts 2 is for English language learners at the early intermediate level of proficiency. Emphasis is given to the development of English listening, speaking, reading, and writing skills in order to achieve communicative competence in social and academic use. Situational dialogues and conversations are used to address listening and speaking. Reading for comprehension and vocabulary in the content areas is addressed. Students are taught English sentence structure through grammar and writing practice.

**ELL LANGUAGE ARTS 3** **7, 8**  
 Prerequisite - Language testing and recommendation for placement by ELL staff  
 1988, 1989 – 2 units

ELL Language Arts 3 is for English language learners at the intermediate level of proficiency. Emphasis is given to the continued development of English language skills in order to develop communicative competence in social and academic use. Emphasis is given to language appropriateness in social and academic settings. Students will learn by participating in a variety of oral presentations and discussions, and reading a variety of texts. Writing will focus on using narrative, expository, technical, and persuasive text types.

# GIFTED EDUCATION

<b>Semester Course</b>		
01-0138	S.E.E.K. - Fall	7, 8
02-0138	S.E.E.K. - Spring	7, 8

## **S.E.E.K. (STUDENTS EXAMINING AND EXPERIENCING KNOWLEDGE)**

**7, 8**

Prerequisite - IEP Team

01-0138 – 1/2 Unit Fall

02-0138 – 1/2 Unit Spring

This elective course is designed for the identified gifted student and is curriculum differentiation above and beyond what is offered in the general education classroom. Students will enhance their creative and critical thinking skills, problem-solving skills, and tools needed to develop independent studies. Verbal and non-verbal communication and leadership skills will also be refined. Students will be evaluated on their ability to communicate and set personal goals for their future, and utilizing their individual strengths, interests and leadership skills. Students will enroll in the S.E.E.K. classroom in accordance with their IEP. The semester course may be repeated for credit.

# WORLD LANGUAGES

Year-Long Course		
5010	French 1	7, 8
5020	French 2	8
5160	Spanish 1	7, 8
5170	Spanish 2	8
5162	Spanish for Native Speakers	7, 8
5171	Spanish for Native Speakers 2	8
<b>*8<sup>th</sup> grade students who complete a year-long course of language at the middle school will earn one unit of high school credit.</b>		
Semester Course		
5011	Introduction to World Language	7, 8

## **FRENCH 1**

**7, 8**

Prerequisite - None  
5010 – 1 unit

French 1 offers a basic understanding of the French language and of the culture and geography of the French-speaking world. Students can expect to understand, speak, read, and write French in the context of ordinary daily situations and topics such as family, school, numbers, telling time, sports, and clothing. Learning is enhanced through interactive activities, digital media, role playing, and authentic language activities.

## **FRENCH 2**

**8**

Prerequisite - French 1  
5020 – 1 unit

In French 2, students continue to expand their skills in speaking, listening, reading, writing, and cultural awareness of the French-speaking world. In order to promote language proficiency, much of this class is taught in French.

## **SPANISH 1**

**7, 8**

Prerequisite - None  
5160 – 1 unit

Spanish 1 offers a basic understanding of the Spanish language and of the culture and geography of the Spanish-speaking world. Students can expect to understand, speak, read, and write in Spanish in the context of ordinary daily situations and topics such as family, school, numbers, telling time, sports, and clothing. Learning is enhanced through interactive activities, digital media, role playing, and authentic language activities.

## **SPANISH 2**

**8**

Prerequisite - Spanish 1  
5170 – 1 unit

In Spanish 2, students continue to expand their skills in speaking, listening, reading, writing, and cultural awareness of the Spanish-speaking world. In order to promote language proficiency, much of this class is taught in Spanish.

## **SPANISH FOR NATIVE SPEAKERS**

**7, 8**

Prerequisite - Placement test or teacher recommendation  
5162 – 1 unit

Students will focus on the interpretive and formal presentation mode through reading and composition, and will improve listening and speaking skills in Spanish. Through the study of Hispanic literature and cultural readings, students will compare and contrast the people, geography, customs, and manners of Western and Spanish-speaking societies. The class will be conducted exclusively in Spanish. Students will be assessed at the end of the year to determine placement in the next level of Spanish after completion of the course.

## **SPANISH FOR NATIVE SPEAKERS 2**

**8**

Prerequisite - Spanish for Native Speakers  
5171 – 1 unit

This course continues students' development of advanced communicative competence in reading, writing, speaking, and listening. Students continue their study of Hispanic literature and culture. Students critically view and evaluate media resources and websites in Spanish. There is an increased focus on Spanish competency as a skill for career paths. In addition, this course provides students with an introduction of using Spanish in various careers such as the field of interpreting and translating.

## **INTRODUCTION TO WORLD LANGUAGES**

**7, 8**

Prerequisite - None  
5011 – 1/2 unit

This course provides students with both a linguistic and cultural overview of world languages. Topics include writing systems, phonology, gestures, geography, and customs. Students will be provided with a brief overview of multiple world languages. Students will gain knowledge about the places where these languages are spoken. Since language is an integral part of culture, students will learn customs, compare and contrast ways of life, and gain an understanding of language. A wide variety of motivating activities will engage the students in language learning.

# PLANNING

## SHAWNEE MISSION GRADUATION REQUIREMENTS

### Units of Credit Required in Specific Curricular Areas

A unit of credit represents the equivalent of a year's work with a passing grade. A year-long course receives one unit of credit per period. A semester course receives a half unit of credit per period.

<b>ENGLISH LANGUAGE ARTS</b>	<b>4 units</b>
English 1	1 unit
English 2	1 unit
English 3	1 unit
English 4	1 unit
<b>SOCIAL STUDIES</b>	<b>3 units</b>
World Regional Studies	1 unit
United States History	1 unit
American Government	1/2 unit
Social Studies Elective	1/2 unit
<b>MATHEMATICS</b>	<b>3 units</b>
Math courses	3 units
<b>SCIENCE</b>	<b>3 units</b>
One unit of Biology and one unit of Physical Science. One unit Must be a Laboratory Science	
<b>PHYSICAL EDUCATION</b>	<b>1 unit</b>
Physical Education and/or Naval Science	1 unit
<b>HEALTH</b>	<b>1/2 unit</b>
Health	1/2 unit
<b>FINE ARTS</b>	<b>1 unit</b>
<b>FINANCIAL LITERACY</b>	<b>1/2 unit</b>
<b>TOTAL REQUIRED UNITS</b>	<b>16 units</b>
<b>OPTIONAL ELECTIVE COURSES</b>	<b>7.5 units</b>
<b>TOTAL CREDITS REQUIRED</b>	<b>23.5 units</b>

### CREDIT BY EXAMINATION/VALIDATION OF CREDIT/HIGH SCHOOL CREDIT

In rare cases, procedures must be used to appropriately place students in courses which do not follow the sequential course plan. When this occurs, a credit-by-examination process is used to determine appropriate placement.

This process serves two purposes:

- Validation of credits received from non-accredited academic institutions
- Advanced placement in a course of study

With the approval of the appropriate middle and high school principals, an accelerated student below grade nine may earn high school credit for course work of equivalent content and rigor. Credits earned and verified by the high school principal shall be entered on the student's official transcript of record at the time of admission to the ninth grade. Such credit may be used to meet the district's requirements for graduation. Courses offered at both middle school and high school may be awarded high school credit if taken prior to the ninth grade. Specific courses offered for high school credit are designated in the *Middle School Program of Studies* approved on an annual basis by the board.

## INTENSIVE COLLEGE PROGRAM

Those students anticipating enrollment in highly selective private or public colleges or universities should investigate the specific requirements of those colleges or universities and make appropriate course and activity selections.

### GUIDANCE, COUNSELING, AND CAREER PLANNING

The middle school guidance counselors play a vital role in the overall educational planning of the middle school student. They are the key participants in the explanation of enrollment options and procedures. They also assist students and parents by administering and interpreting tests and assist in monitoring progress and initiating modifications of student educational programs when needed.

Counselors serve both as consultants and resource persons to staff members and work closely with staff to assure the best possible educational program for students.

Counselors provide an important service in helping students evaluate their interests, abilities, and goals and assist students in planning a program of selected courses that will best contribute to the fulfillment of those personal and career goals.

Students and parents are also encouraged to take advantage of the assistance counselors offer in the areas of individual and group counseling, which would include such topics as personal counseling, academic counseling, social and family counseling in areas of peer relationships, personality conflicts, and family crisis.

### SIGNATURE PROGRAMS

Shawnee Mission Signature Programs provide high school students the opportunity to explore unique areas of study in preparation for specialized academic and future career opportunities. Students participating in Signature Programs receive targeted instruction that is both rigorous and relevant. These specialized programs reflect our district's commitment to providing quality educational opportunities that will enable students to be successful in 21st-century careers. In the majority of programs listed below, introductory courses are offered (unless noted in the program of studies course information) at each of the respective high schools with advanced coursework offered at the Center for Academic Achievement (CAA) and Broadmoor Technical Center.

<u>Program</u>	<u>Location</u>
Biotechnology	CAA
Culinary Arts and Hospitality	CAA
Game Design and Development	CAA
Global Systems	CAA
International Baccalaureate	SM East, SM North, SM Northwest
Law, Public Safety & Security	High Schools/Broadmoor Technical Center
Medical Health Science	CAA
Project Lead-the-Way®	CAA

# SIGNATURE PROGRAMS

## BIOTECHNOLOGY

Center for Academic Achievement

Students have the opportunity to learn and practice advanced skills in biotechnology in the areas of pharmacology, agriculture, and bioinformatics. Advanced laboratory work including original research, design and implementation, and exposure to onsite experiences in area biotechnical laboratories will be provided.

## CULINARY ARTS AND HOSPITALITY

Center for Academic Achievement

The program prepares students for the multi-faceted hospitality career industry. The award-winning Broadmoor Bistro is a restaurant hospitality operation, directed and executed by students in either the culinary or baking program. The Bistro focuses on all aspects of restaurant entrepreneurship.

## ENGINEERING

### PROJECT LEAD THE WAY®

Center for Academic Achievement

The engineering pathway is a four-year sequence of courses which, when combined with traditional mathematics and science courses in high school, introduces students to the scope, rigor, and discipline of engineering prior to entering college.

Students learn to work as a team to solve real-world problems using state-of-the-art computer software and technology. Teams apply principles developed in PLTW courses and are guided by community mentors. Students brainstorm possibilities, research current patents and regulations, construct working models, test the models in real-life situations, document their designs, and present and defend the design to a panel of experts. Introduction to Engineering Design and Principles of Engineering, the first two courses in the series, are available at all SMSD high schools.

## ANIMATION AND GAME DESIGN

Center for Academic Achievement

In this Signature Program, state-of-the-art software and equipment is used by students as they learn 21st century multimedia skills. The courses taken in this program teach students the fundamentals of motion graphics, principles of animation, and problem-solving skills they need to excel in advertising, movies, video games, architecture, engineering, and other industries where 3D animators are in demand.

## INTERNATIONAL BACCALAUREATE

SM East, SM North, SM Northwest

The International Baccalaureate (IB) Program is a two-year college preparatory curriculum. Students who successfully complete the comprehensive program may earn a diploma from the International Baccalaureate Organization. The program is widely recognized by the world's leading universities and students may earn college credit for certain courses.

The IB program requires that diploma students complete a sequence of courses from six curricular groups: English, world languages, history, science, math, and the arts and sciences. Students who wish to participate in IB but not obtain a diploma can take individual classes for recognition via certificate at SM North and SM Northwest.

## LAW, PUBLIC SAFETY AND SECURITY

### (Project Blue Eagle)

High Schools/Broadmoor Technical Center

Courses introduce students in basic law, the history of each of the three professional areas, an explanation of how each professional area works, the requirements, their compensation, and all of the pertinent information necessary for a student to consider moving in the career path. Classes in this program of study could be beneficial and informative to any student regardless of their chosen career path.

## MEDICAL HEALTH SCIENCE

Center for Academic Achievement

This Signature Program is designed to address the needs of students who desire a rigorous curricular experience. The program will provide skills, knowledge, and understanding that will create a foundation for students planning to enter the medical field after completing college.

Students receive intensive exposure to medical careers through tours, speakers, seminar participation, and shadowing. Emphasis is placed upon increasing self-awareness, critical thinking skills, and problem-solving skills. The Pre-Medical Signature Program will provide students the opportunity to explore and investigate various professional opportunities in this very competitive career field.

# PLANNING

## SUGGESTED PROGRAMS OF STUDY

The schedules listed below illustrate two sample high school programs. Students should make schedule decisions based on personal preference, post-secondary plans, and career interests.

### GENERAL EDUCATION PROGRAM

<b>9th</b> 1 unit English 1 1 unit World Regional Studies 1/2 unit Health* 1 unit Science (Biology) 1 unit Math 2 1/2 units Electives	<b>10th</b> 1 unit English 2 1/2 unit Physical Education 1 unit Science (Physical Science or Chemistry) 1 unit Math 2 1/2 units Electives 1 unit Fine Arts
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<b>11th</b> 1 unit English 3 1 unit United States History 1/2 unit Physical Education 1 unit Math 2 1/2 units Electives 1 unit Science 1/2 unit Financial Literacy	<b>12th</b> 1 unit English 4 1/2 unit American Government 1/2 unit Social Studies Elective** 5 units Electives
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\*The Health course may be taken in Grade 10.

\*\*The Social Studies Elective listed in Grade 12 may be taken earlier.

### COLLEGE PREPARATORY PROGRAM

<b>9th</b> 1 unit English 1 1 unit World Regional Studies 1/2 unit Health* 1 unit Science (Biology) 1 unit Math (Algebra or Geometry) 1 unit World Language 1 1/2 units Electives	<b>10th</b> 1 unit English 2 1/2 unit Physical Education 1 unit Science (Chemistry or Physics) 1 unit Math (Geometry or Algebra 2) 1 unit World Language 1 unit Modern World History 1 1/2 units Electives
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<b>11th</b> 1 unit English 3 1 unit United States History 1/2 unit Physical Education 1 unit Math (Algebra 2 or Precalculus) 1 unit Science (Chemistry, Physics, Biology 2) 1 unit World Language 1 1/2 units Electives 1/2 unit Financial Literacy	<b>12th</b> 1 unit English 4 1/2 unit American Government 1 unit Math (Algebra 2 or higher) 1 unit Science (if 3 units not previously taken) 2 1/2 units Electives 1 unit Fine Arts
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\*The Health course may be taken in Grade 10.

### IMPORTANT NOTES

1. All freshmen, sophomores, and juniors are required to attend school full-time. Seniors will be expected to meet full-time equivalency requirements. Changes in this rule may only be approved by the building principal.
2. One unit of science credit must be earned in both a biological and a physical science.
3. Enrichment and remediation are available to students through the opportunities that exist for flexible scheduling and variety of course and class options.
4. Naval Science (NJROTC) may, if desired, count for physical education credit to meet graduation requirements. One full year of NJROTC can substitute for one-half (1/2) unit of physical education credit. Two full years of NJROTC would satisfy the graduation requirement of one (1) unit of physical education. Additional NJROTC units will be counted as elective credits.
5. The Shawnee Mission School District provides a wide range of career and technology education courses, work study opportunities, English Language Learners programs, and special education programs to meet the needs of all students. Students should consult counselors for additional information on special programs.
6. In planning a course of study, the student must be continually aware of the need to fulfill the requirements for graduation.
7. Students are encouraged to investigate, with their counselors and/or parents, the requirements of the specific institution(s) of higher learning they may wish to enter, taking that information into consideration in designing their 4-year educational plan.
8. With principals approval, a maximum of 2 units of activity credit may be applied toward meeting graduation requirements.
9. The Shawnee Mission high school program is designed to be completed in eight semesters. A candidate for graduation from the district must have been in attendance in the district during the last semester of his or her senior year, or have attended Shawnee Mission School District high school at least four semesters in grades 9, 10, 11, 12.
10. The College Board (SAT, PSAT) recommends a study of the arts to provide a full rounded program. This study could include visual arts, theater, dance, or music.

### KANSAS BOARD OF REGENTS REQUIREMENTS

The Kansas Board of Regents has established curricular standards for students wishing to enroll in a Board of Regents university or obtain a state-sponsored scholarship. Students should see their counselor for more details or consult the Regents website: [www.kansasregents.org](http://www.kansasregents.org). Information regarding admission standards may also be found in the High School Program Planning Guide.

**Eligibility for Kansas State Scholarship**  
State scholarship applicants will be designated as a State Scholar during their senior year of high school. To be designated, a student must have taken the ACT by the end of December of senior year and complete the Kansas Scholars curriculum which includes 4 years of English, 4 years of Math (Algebra 1, Geometry, Algebra 2, and 1 unit of Advanced Math), 3 years of Science (Biology, Chemistry, and Physics), 3 years of Social Studies, and 2 years of one World Language. Designation is based on an index combining the ACT composite score and GPA. Applicants must complete the FAFSA financial aid application. Awards are based on financial need.

# ATHLETICS

## ELIGIBILITY FOR HIGH SCHOOL INTER-SCHOLASTIC ACTIVITIES

Any student who represents a school in activities must satisfy all scholastic requirements for participation. Students must be enrolled and passing five classes of unit credit not previously passed. Courses that may be repeated for credit according to the program planning guide may count toward eligibility. The student must be in attendance in all regularly scheduled classes in which he or she is enrolled the day the activity is scheduled unless the activity is in another city and it is necessary that the student be absent, or unless the activity is scheduled on a day when school is not in session. This policy shall apply to all students and shall also apply to practice sessions.

**Students must be bona fide students as defined by the Kansas State High School Activities Association:**

### **Section 1 – General Regulations** (apply to grades 7-12)

- Art. 1:** The student shall be a bona fide undergraduate member of his or her school and in good standing.
- Art. 2:** A student who is under penalty of suspension or whose character or conduct brings discredit to the school or to the student is not in good standing.
- Art. 3:** A student who uses any form of tobacco, illegal drugs, alcoholic beverages, etc. at school events is not in good standing.
- Art. 4:** A student who uses anabolic steroids would be ineligible for interscholastic competition until such time as medical evidence can be presented that his/her system is free of that drug.
- Art. 5:** A student shall not be permitted to make up work after the close of the semester (this includes summer school), for the purpose of becoming eligible. A "condition" or an "incomplete" shall count as a failure. (See Rule 13. Scholarship Requirements.)
- Art. 6:** If the student competes under an assumed name, he or she shall be ineligible in all sports.

If the student initially enters senior high as a ninth grader, after having completed the eighth grade in middle school, he or she is immediately eligible if he or she has passed five subjects of unit weight the previous semester excluding activity credit.

"SPECIAL" transfers from one attendance center to another within the same unified school district (USD), when initiated by the school, may be declared eligible without a move on the part of the parents, provided policies on such transfer are clearly defined in board of education policy and provided both principals approve the "special" transfer.

After a student is eligible in his or her initial year of senior high school, he or she may not change schools without forfeiting 18 weeks of eligibility, unless there is a bona fide move on the part of the student's parents to a permanent residence in the vicinity of the new school to which the student transfers.

In addition to the residence requirements for eligibility, each student must also be scholastically eligible as defined by the Kansas State High School Athletic Association and the Shawnee Mission Board of Education regulations. Before the student may compete in activities, a student must be enrolled in a minimum of five (5) units of credit and be passing a minimum of five (5) units of credit to participate in interscholastic competition sponsored by the Kansas State High School Activities Association. If you have questions, please contact your high school activities director.

## NCAA REQUIREMENTS

All students considering participating in athletics in college should check with counselors in the student services offices for more information and to review the National Collegiate Athletic Association eligibility guidelines. These guidelines are also found on the NCAA website: [www.ncaa.org](http://www.ncaa.org).

## SPECIAL EDUCATION DEPARTMENT

Shawnee Mission middle schools provide individual programming for students eligible to receive special education services. The district offers a continuum of service options ranging from collaboration in the general education classroom to direct services provided in special education classrooms. Individualized services and programming are provided as determined by a student's Individualized Education Program (IEP) Team. Placement in these programs/services is by Special Education action only. For information regarding special education services, contact your middle school administrator or the Special Services Office at 913-993-8600.

**For additional information please see the district website. <http://specialed.smsd.org/Pages/default.aspx>**

## ADDITIONAL INFORMATION

### HEALTH INFORMATION

The Shawnee Mission School District complies with Kansas health law which is as follows:

A student entering a Kansas school for the first time must present a printed copy of their immunizations from a doctor's office, health department, or school previously attended. The document must show that the student has received all immunizations required by Kansas law appropriate for the student's age. Per Kansas law, the student must have received a minimum of one inoculation of each required immunization in order to attend school. If this minimum school entry requirement is met, and the student's immunization record is incomplete, a student is allowed to attend school as long as he/she is receiving the required immunizations on the prescribed time schedule. If the student does not comply, the student would be excluded from school each time he/she failed to receive the follow-up immunizations as scheduled by the physician or health department. Transfer students must show immunization records or a statement from the school previously attended which shows compliance with state requirements. Under regulations prescribed by law, families may use alternative procedures to meet immunization requirements. Information about alternative procedures can be obtained from the school nurse.

The parent or guardian must complete the Health History and Permit form for a student entering a Shawnee Mission school for the first time. Updated health assessment forms must be provided at 4th, 7th, and 9th grades.

Here is some additional information about the district health guidelines:

1. By law, students who fail to complete the appropriate requirements may be excluded from attending school.
2. Students who become ill at school should report to the school nurse and upon staff notification of parents, if leaving school, sign out in the office.
3. By district policy, all medications must be dispensed from the nurse's office during the school day. Medication must be in the original, properly labeled container. School nurses, by law, cannot accept or distribute medications from any other type of container, such as a plastic bag. The medication must be accompanied by a note from the parent/guardian giving instructions about dosage, reason for administering, time to be given, how long the medication should be administered at school, and if there are any side effects of which the nurse should be aware. The permission forms are available from the school nurse or on the district health services web page. Students may not carry prescriptions or non-prescription medications with them at school with the exception of diabetic, asthma, or anaphylaxis prevention medications. However, these medications

may be carried only with written permission from parents or guardian and physician and in collaboration with the school nurse.

### POLICY AND PROCEDURES FOR TRANSFER

It is the policy of this school district that a student shall be required to attend the school designated for the attendance area in which the student resides. However, under exceptional circumstances, a student may be permitted to transfer to a school outside of the student's attendance area.

For more information on the policy regarding intra-district choice/open enrollment, see your school principal. The policy is also found on the district's website at [www.smsd.org](http://www.smsd.org) (see policy JBC and/or JBCB).

