



MIDDLE SCHOOL PLANNING GUIDE

2025 - 2026



WWW.SUSD.ORG

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V I S I O N

*Engaging all students in world-class,
future-focused learning.*

M I S S I O N

*We inspire, motivate, and empower all to think critically, act collaboratively,
and embrace diversity for a life of intellectual exploration,
community engagement, and personal growth.*

V A L U E S

Excellence: *We nurture a growth-minded culture of high expectations,
creativity, persistence, and self-discipline.*

Integrity: *We demonstrate honesty, transparency, and reliability
through our words and actions.*

Empathy: *We welcome all with kindness, love, compassion, and joy.*

Trust: *We earn the confidence of stakeholders through
accountability, openness, and authenticity.*

Inclusion: *We create an equitable environment where everyone is respected,
is treated with dignity, and has a sense of belonging.*

Unity: *We connect across communities
to advance educational opportunities for all.*



VISION

Engaging all students in world-class, future-focused learning.

MISSION










We inspire, motivate, and empower all to think critically, act collaboratively, and embrace diversity for a life of intellectual exploration, community engagement, and personal growth.

VALUES

Excellence • Integrity • Empathy
Trust • Inclusion • Unity

Scottsdale Unified School District Middle Schools

Scottsdale Unified School District Middle Schools offer a comprehensive core curriculum that includes English Language Arts, Math, Science, and Social Studies. Students also have the opportunity to engage in various electives, such as World Language, STEM, Visual and Performing Arts, and Physical Education. To support diverse learning needs, specialized programs are available, including Dual Language Immersion, Gifted Education, Math and Science Academy and Middle Years International Baccalaureate (IB) Programme. For more information, we invite you to visit the school websites below to learn about the opportunities available.

Grades 6 – 8		K – 8 School	
<p><u>Cocopah</u> 6615 E. Cholla Street Scottsdale, AZ 85254 480-484-4400</p>		<p><u>Copper Ridge School</u> 10101 E. Thompson Peak Pkwy Scottsdale, AZ 85255 480-484-1400</p>	
<p><u>Desert Canyon</u> 10203 E. McDowell Mt. Ranch Rd. Scottsdale, AZ 85255 480-484-4600</p>		<p><i>K – 8 School of Choice</i></p>	
<p><u>Ingleside</u> 5402 E. Osborn Road Phoenix, AZ 85018 480-484-4900</p>		<p><u>Echo Canyon School</u> 4330 N. 62nd Street Scottsdale, AZ 85251 480-484-7500</p>	
<p><u>Mohave</u> 8490 E. Jackrabbit Road Scottsdale, AZ 85250 480-484-5200</p>		<p><u>Cheyenne Traditional School</u> 13636 N. 100th Street Scottsdale, AZ 85260 480-484-5600</p>	
<p><u>Mountainside</u> 11256 N 128th Street Scottsdale, AZ 85259 480-484-5500</p>			
<p><u>Tonalea</u> 6720 E. Continental Drive Scottsdale, AZ 85257 480-484-5800</p>			

NOTE

Echo Canyon K-8 and Cheyenne Traditional School are *Schools of Choice* within the Scottsdale Unified School District. Each of these schools has specialized programs and/or curriculum that support its unique philosophy, and therefore course and program offerings at these campuses may differ from those of other middle schools.

Vision and Mission Statement

Scottsdale Unified School District offers middle school programs designed to meet the academic, social, and emotional needs of the emerging adolescent.

Our middle school philosophy is demonstrated through the learning opportunities at each school. This Middle School Program Guide describes the variety of opportunities available to each student.

Middle Level Vision

Middle level programming that ensures challenging academics and readiness by supporting the social/emotional growth of the emerging adolescent.

Middle Level Mission Statement

Scottsdale Middle Schools are committed to providing a rich, dynamic, and safe environment that encourages personal and academic success for all students by meeting the unique needs of early adolescent learners.

Middle Level Concept

Scottsdale Middle Schools are committed to focusing on the learning needs of young adolescents. Schools are organized and teachers are trained to address the academic, physical, and emotional needs of our students as they face the changes that occur at this critical point in their development.

Each Scottsdale Middle School integrates the practices that have proven successful with this age group at schools around the country. Elective Courses are offered at each grade level to provide a greater breadth of learning and to introduce students to the areas they might pursue as they enter high school. Classes are organized to provide students many opportunities to learn from their teachers as well as from one another.

Each school provides programs for gifted, special education and second language students to meet their unique needs. Each school employs counseling services, nurses, media center specialists and a school resource officer to maintain a focus on student health and safety.

Each middle school is aligned with its respective high school to allow curriculum articulation and a smooth transition to the next level of education. Examine the information in this program guide and additional information provided on each middle school's website to learn more about middle level education in Scottsdale.

Successful Middle Schools are Characterized by a Culture That Includes:

- Educators who value working with students of this age group
- Courageous, collaborative leadership
- A shared vision that guides decision-making
- An inviting, supportive, safe environment
- High expectations for everyone
- Student and teacher engagement in active learning
- Adults who advocate for children
- A school-initiated family and community partnership

Therefore, Scottsdale Middle Schools Provide:

- Curriculum that is relevant, rigorous, integrated and enriched
- Differentiated instruction to meet the learning needs of all students
- Multi-faceted guidance and support services
- Organizational structures that support meaningful relationships
- Assessment and evaluation programs that promote quality learning

Adopted from *This We Believe, Successful Schools for Young Adolescents*, Copyright 2003, National Middle School Association

General Information

Accountability

SUSD Middle schools are committed to providing an environment that expands personal and academic success, focusing on the unique learning needs of young adolescent learners. All Scottsdale Middle Schools provide curriculum that is relevant and rigorous, support meaningful relationships, and ensure assessment and evaluation processes that promote quality learning.

Successful completion of middle school coursework is expected. Students who experience challenges in core classes may be offered specified academic support occurring during the school day, after school or in the summer. The structure of the academic support will be site-based, utilizing available resources. The intent of this support is to provide targeted, structured intervention to students requiring ongoing support in the core classes (language arts, math, science, social studies).

Appeal of a Grade

An appeal for a grade change must be made within ten (10) days of the completion of that course for which the grade was given. All appeals must be made at the site level, to the teacher of record for that course. Only the teacher of record for the class may change a grade.

Athletic and Extra- Curricular Participation: Supporting Student Learning

As stated in the SUSD Uniform Code of Conduct, there is a policy regarding a minimum GPA of 2.0 for all middle and high school students. Please refer to the SUSD Code of (www.susd.org) which explains how this policy impacts middle school and high school students' participation in extracurricular activities.

Grading Criteria

There are four (4) grading periods for middle school students. Grades are sent home to parents, or parents are notified of online posting, at the end of each nine-week grading period. Failing grades in core courses may result in students being placed in academic support classes or retention. Students will receive two (2) separate indicators for each standard course. They are:

Academic Grade	
A	Highest Grade
B	Above Average
C	Average
D	Below Average
F	Failure
I	Incomplete

Conduct Grade	
O	Outstanding
S	Satisfactory
I	Improving
N	Needs Improvement
U	Unsatisfactory
NM	No Mark

Grading Scale/Grade Point Averages – The following grading scale is used for computing grade point averages

A = 90 or above	= 4 points
B = 80 to 89	= 3 points
C = 70 to 79	= 2 points
D = 60 to 69	= 1 point
F = below 60	= 0 points

All graded classes are included in computing grade point averages. NOTE: May not apply to SUSD K-8 Schools of Choice, e.g., Cheyenne.

High School Credit

Algebra I and/or any World Language Level I course completed in Grade 8 within SUSD may be eligible for high school credit.

- Students/parents will have the opportunity to **opt-in** to have the course/s added to their High School transcript.
- The deadline for opting in will be no later than the last day of school of their sixth High School semester.
- SUSD does not recognize these classes from non-SUSD schools unless those are on a high school transcript.
- Students/families may choose to have the credit removed after the grade has been put on the transcript with administrative approval before the end of 6th semester.
- Seniors may choose to have the credit added to their transcript after the end of 6th semester with administrative approval.

Honors Geometry/Trigonometry and/or any World Language Level II course taken in Grade 8 will be recorded on the high school transcript and will be figured into a student's high school grade point average (GPA).

NOTE: 7th graders enrolled in high school level courses during their 7th grade year will not receive high school credit.

Mohave 7th grade DLI students enrolled in Spanish I will not be eligible to earn high school credit.

Mohave 8th grade DLI students will receive high school credit for Spanish II.

Desert Canyon 7th grade DLI students enrolled in Mandarin 1B (high school level Mandarin I) will not be eligible to earn high school credit.

Desert Canyon 8th grade DLI students will receive high school credit for Mandarin II.

Audit: Students are placed on audit for the following reasons:

- 1) Attendance audit – due to excessive absences and/or tardies
- 2) Late enrollment audit – due to student enrollment after the start of the semester without prior course enrollment of an equivalent course

NOTE: Students are placed on audit if they have missed ten (10) or more days of class. However, students who are placed on audit may earn credit in a course if it is determined that the student has met the requirements of the course. Students entering a course without prior enrollment after the first day of the second or fourth quarters will not earn credit due to the amount of instruction that has been missed in the course.

Homebound

Definition: "Homebound" or "Hospitalized" means a student who is capable of profiting from academic instruction but is unable to attend school due to illness, disease, accident, or other health conditions, who has been examined by a competent medical doctor and who is certified by that doctor as being unable to attend regular classes for a period of not less than three school months or a pupil who is capable of profiting from academic instruction but is unable to attend school regularly due to chronic or acute health problems, who has been examined by a competent medical doctor and who is certified by that doctor as being unable to attend regular classes for intermittent periods of time totaling three school months during a school year. The medical certification shall state that the general medical condition, such as illness, disease, or chronic health condition, is the reason that the pupil is unable to attend school. Homebound or hospitalized includes a student who is unable to attend school for a period of less than three months due to a pregnancy if a competent medical doctor, after an examination, certifies that the student is unable to attend regular classes due to risk to the pregnancy or to the student's health. A.R.S. 15-901 B14.

Eligibility for homebound services includes, but is not limited to, the completion of the homebound application, treating physician's signature, and certification in his/her opinion that the student will be able to receive academic instruction in the home or community setting while services are necessary. *For information, please call the SUSD Homebound office: (480)484-5037.*

Homework

Homework plays a role in the education of children. Generally, SUSD middle level students can plan to spend between 60 and 80 minutes daily on relevant homework assigned to prepare, integrate, or practice their learning. Actual time required to complete assignments will vary with each student's study habits, academic skills and selected course load. Independent reading assignments and expectations may be in addition to these homework guidelines. Please refer to the Code of Conduct regarding makeup work for absences.

Incompletes/Grades

If given an Incomplete for a grade, the student must make up the work within four (4) weeks after the grading period ends. It is up to the discretion of the teacher of record to give an incomplete grade.

Open Enrollment

SUSD's open enrollment policy offers students who live inside and outside of District boundaries the opportunity to attend any of our schools, providing the school has availability. Open Enrollment applications are completed online. Refer to the District website for the open enrollment priority period and additional information regarding priority status. All open enrollment students shall adhere to the open enrollment policy, including terms for revocation of open enrollment. For further information on the open enrollment policy please see the Scottsdale Unified School District website.

Principal's List/Honor Roll

A Principal's List shall be established at the end of each nine-week grading period. Academic grades and conduct grades are both indicators to determine honor rolls and principals' lists. To qualify for honor roll, students must earn at least a 3.5 grade point average with no conduct marks indicating a "U" and no more than one "N." To qualify for principals' lists, students must earn at least a 3.8 average with no conduct marks indicating a "U" and no more than one "N." To be eligible to apply for National Junior Honor Society, students must earn at least a 3.0 average. Per National Junior Honor Society Eligibility criteria, each school chapter can set a GPA requirement above this minimum.

Student Code of Conduct

The Scottsdale Unified School District has developed the Uniform Code of Conduct to provide students, parents, and staff with a clear outline of students' rights and behavioral expectations. These expectations, along with the District's guiding Vision and Goals, will help us to continue to provide the highest quality education possible to our students. The Student Code of Conduct is available on the Scottsdale Unified School District website.

Middle School Guidance Counseling

SUSD Guidance Counselors recognize that high school leading to college and career readiness begins as early as 6th grade. The Middle School Guidance teams play a key role in fostering this preparation by providing a strong academic, emotional, and social foundation that supports students' growth as they transition between elementary school and high school. Middle School Guidance Counselors offer strategies and resources for successful completion of middle school which include: academic skills (organization, time management, self-advocating with teachers, study skills, etc.), discussion regarding course selection to meet future high school, college and career goals, and ECAP-Educational Career Action Plan to introduce career exploration, college investigation and personal strengths.

Curriculum Offerings

Listed next are the curriculum offerings that the SUSD Governing Board believes are essential for every Middle School student. The curriculum described in this guide is presented at each school in a variety of ways. The teachers utilize a wide range of instruction methodologies to cultivate creativity, innovation, and learning. Elective and honors level courses vary by site. Parents are notified of the math course for their student for the following year. Students are assessed at the end of 5th, 6th, and 7th grade. This allows students to demonstrate readiness on a yearly basis.

English Language Arts - Recommended Course Sequences

6th Grade

7th Grade

8th Grade

On-Level

6th Grade English
Language Arts
1610

7th Grade English
Language Arts
1710

8th Grade English
Language Arts
1810

Honors

Honors 6th Grade
English Language
Arts
1610H

Honors 7th Grade
English Language
Arts
1710H

Honors 8th Grade
English Language
Arts
1810H

International Baccalaureate Middle Years Programme (IB MYP)

IB MYP Language
and Literature - 6
31610

IB MYP Language
and Literature - 7
31710

IB MYP Language
and Literature - 8
31810

IB MYP Honors
Language and
Literature - 6
31610H

IB MYP Honors
Language and
Literature - 7
31710H

IB MYP Honors
Language and
Literature - 8
31810H

Required Courses

English Language Arts

SUSD offers both on-level and Honors level courses in English Language Arts (ELA) at all middle schools, grades 6-8. All middle level ELA courses align to the Arizona State Standards for English Language Arts.

Course Title	Grade(s)	Duration	Course ID
6th Grade English Language Arts	6	Year-long	1610
<i>Description</i>			
6th Grade ELA coursework aligns to the State Standards and focuses on four critical areas of student literacy: 1) the reading of grade-level appropriate literary and informational texts; 2) the writing of various modes, including narrative, informative and persuasive/argumentative; 3) the building of speaking and listening skills through independent and collaborative tasks; 4) the close study and development of language vocabulary. Through thematic Units of Study, students will develop skills in critical analysis and thinking, the writing process, research, and effective communication.			

Course Title	Grade(s)	Duration	Course ID
Honors 6th Grade English Language Arts	6	Year-long	1610H
<i>Description</i>			
The Honors ELA course is designed to provide a rigorous enriched curriculum that sets higher expectations for student performance. Students participating in Honors ELA will: 1) read and analyze District identified texts that have greater complexity and/or higher Lexile levels; 2) compose additional anchor performance-based written tasks related directly to texts to further develop as clear and coherent writers; 3) participate in higher level thinking and collaborative, peer-led discussions and activities related to thematic concepts; 4) develop a growth mindset that fosters self-advocacy and resiliency; 5) demonstrate independent thinking and a strong work ethic.			

Course Title	Grade(s)	Duration	Course ID
7th Grade English Language Arts	7	Year-long	1710
<i>Description</i>			
This course builds upon skills developed in 6th grade and creates opportunities for students to apply those skills through an increased focus on progressively more challenging texts and tasks. 7th Grade ELA coursework aligns to the State standards and focuses on four critical areas of student literacy: 1) the reading of grade-level appropriate literary and informational texts; 2) the writing of various modes, including narrative, informative, and persuasive/argumentative; 3) the building of speaking and listening skills through independent and collaborative tasks; 4) the close study and development of language vocabulary. Through thematic Units of Study, students continue to develop skills in critical analysis and thinking, the writing process, research, and effective communication.			

Course Title	Grade(s)	Duration	Course ID
Honors 7th Grade English Language Arts	7	Year-long	1710H
<i>Description</i>			
The Honors ELA course builds upon skills developed in 6th grade and is designed to provide a rigorous enriched curriculum that sets higher expectations for student performance. Students participating in Honors ELA will: 1) read and analyze District identified texts that have greater complexity and/or higher Lexile levels; 2) compose additional anchor performance-based written tasks related directly to texts to further develop as clear and coherent writers; 3) participate in higher level thinking and collaborative, peer-led discussions and activities related to thematic concepts; 4) develop a growth mindset that fosters self-advocacy and resiliency; 5) demonstrate independent thinking and a strong work ethic.			

Course Title	Grade(s)	Duration	Course ID
8th Grade English Language Arts	8	Year-long	1810
<i>Description</i>			
<p>This course builds upon skills developed in 7th grade and creates opportunities for students to apply those skills through an increased focus on progressively more challenging texts and tasks. 8th Grade ELA coursework aligns to the State standards and focuses on four critical areas of student literacy: 1) the reading of grade-level appropriate literary and informational texts; 2) the writing of various modes, including narrative, informative, and persuasive/argumentative; 3) the building of speaking and listening skills through independent and collaborative tasks; 4) the close study and development of language vocabulary. Through thematic Units of Study, students continue to develop and strengthen skills in critical analysis and thinking, the writing process, research, and effective communication, while preparing the students for the demands of High School coursework.</p>			

Course Title	Grade(s)	Duration	Course ID
Honors 8th Grade English Language Arts	8	Year-long	1810H
<i>Description</i>			
<p>The design for this Honors course is to continue the deep enrichment and rigor found in grades 6 and 7 within the Honors ELA program. This course engages students in the development of critical analysis and reasoning skills and establishes a strong foundation for future AP coursework and college readiness. Students participating in this course will: 1) develop as critical readers of nonfiction work, including expository, argumentative, analytical and personal texts from various authors and time periods; 2) learn the elements that define effective argumentation, rhetoric, persuasion, and composition through critical analysis, comparison, and interpretation of complex texts; 3) evaluate the interactions among a writer's purpose, audience, subject, and genre and how each of these contributes to effective writing; 4) produce clear and coherent writing of informational/explanatory, analytical, narrative, and argumentative compositions when employing each stage of the writing process; 5) engage in collaborative discussions that clearly express one's own ideas and build upon others.</p>			

Course Title	Grade(s)	Duration	Course ID
Humanities (6th gr)	6	Year-long	1600
Humanities (7th gr)	7	Year-long	1700
Humanities (8th gr)	8	Year-long	1800
<i>Description</i>			
<p><i>*This course is required at Cheyenne Traditional School.</i></p> <p>This course is an examination of the elements of language, literature, and creativity in the written and spoken word. The course aligns to grade-level English Language Arts standards with a focus on expanding critical grade-level vocabulary, improving reading comprehension, and applying knowledge of Greek and Latin roots, figurative language, and word relationships to determine the meaning of unknown words in Latin-based languages and sciences.</p>			

Course Title	Grade(s)	Duration	Course ID
Language and Literature Intervention	6,7,8	Year-long	10029
<i>Description</i>			
<p>Successful completion of middle school coursework is essential. Students who experience challenges in Language and Literature may be scheduled to attend specified academic intervention courses during the school day in lieu of an elective course. This course is designed to provide targeted, structured intervention to students who would benefit from support in Language and Literature courses.</p>			

English Language Development

All students who enter Scottsdale schools with a Primary Home Language Other Than English (PHLOTE) are screened with the Arizona English Language Learner Assessment (AZELLA) to determine their proficiency in English.

ARS 15-756.01 requires that all middle school English learners receive 100 minutes of English Language Development (ELD) instruction per day, five hundred minutes per week or three hundred hours per school year. Contact your ELD Coach for specific details.

Course Title	Grade(s)	Duration	Course ID
English Reading	6,7,8	Year-long	10018
<i>Description</i>			
Students will develop reading skills in four areas: word analysis, fluency and vocabulary, comprehension and basic literary analysis and response. Students use sequential reading instructional materials at their level to establish a base for further content area and narrative reading tasks. Students develop sight word vocabulary as well as receive explicit phonics and decoding skills instruction.			

Course Title	Grade(s)	Duration	Course ID
English Writing	6,7,8	Year-long	10019
<i>Description</i>			
This course is designed to provide students with a foundation to English writing. Students in the course receive direct instruction in grammar, sentence expansion and writing forms (paragraphs, essay descriptive, narrative, and first person). Students will learn specific skills for pre-writing, draft composition, and editing using a process-writing format.			

Fine Arts - Recommended Course Sequences

6th Grade

7th Grade

8th Grade

Band

6th Grade
Concert Band
1262

7th Grade
Intermediate Band
1215

8th Grade
Advanced Band
1225

Orchestra

6th Grade
Concert Orchestra
1223

7th Grade
Intermediate
Orchestra

8th Grade
Advanced Orchestra
1230

Choir

6th Grade
Beginning Choir
1256

7th Grade
Concert Choir
6790

8th Grade
Advanced Mixed Choir
6794

Visual Arts

6th Grade
Visual Arts
1660

7th Grade
Visual Arts
1760

8th Grade
Visual Arts
1860

Theatre Arts

6th Grade
Theatre Arts
6918

7th Grade
Advanced Theatre Arts
6919

8th Grade
Advanced Theatre Arts
6919

Specific course offerings vary by school. Not all courses listed are available at every site. For information on specialized programs such as Dual Language Immersion (DLI), International Baccalaureate Middle Years Programme (IB MYP), Traditional School (CTS) and other specialized instructional programs, please refer to the relevant section in the Middle School Planning Guide or contact the school directly.

Fine Arts - Recommended Course Sequences

6th Grade

7th Grade

8th Grade

International Baccalaureate Middle Years Programme (IB MYP)

IB MYP Band

IB MYP Arts –
Band
31204

IB MYP Arts –
Band
31204

IB MYP Arts –
Band
31204

IB MYP Strings

IB MYP Arts –
Strings
31050

IB MYP Arts –
Strings
31050

IB MYP Arts –
Strings
31050

IB MYP Vocal

IB MYP Arts –
Vocal
30002

IB MYP Arts –
Vocal
30003

IB MYP Arts –
Vocal
30003

IB MYP Visual Arts

IB MYP Arts –
Visual Arts
31903

IB MYP Arts –
Visual Arts
31903

IB MYP Arts –
Visual Arts
31903

IB MYP Arts –
Media Production
3001

IB MYP Arts –
Media Production
3001

IB MYP Arts –
Media Production
3001

IB MYP Arts –
Sculpture/3D
Design
30004

IB MYP Arts –
Sculpture/3D
Design
30004

IB MYP Theatre

IB MYP Arts –
Theatre
30005

IB MYP Arts –
Theatre
30005

IB MYP Arts –
Theatre
30005

Specific course offerings vary by school. Not all courses listed are available at every site. For information on specialized programs such as Dual Language Immersion (DLI), International Baccalaureate Middle Years Programme (IB MYP), Traditional School (CTS) and other specialized instructional programs, please refer to the relevant section in the Middle School Planning Guide or contact the school directly.

Fine Arts

The SUSD Fine Arts programs offer diverse opportunities in both visual and performing arts for students at all experience levels. These courses are focused on both skill development and creative expression.

Note: Not all courses are able to be offered at all sites.

General Music

Course Title	Grade(s)	Duration	Course ID
Music Exploration	6,7,8	Year-long	1272
<i>Description</i>			
At varying levels, students will learn the elements of music, how to read music and how to play an instrument (either the guitar or the recorder) and Intro to Music Production as applicable. Instruments are provided for students' use during the course.			

Band

Course Title	Grade(s)	Duration	Course ID
Concert Band	6,7,8	Year-long	1262
<i>Description</i>			
For entry level instrumentalists and developing instrumentalists, students will have the opportunity to experience creating and performing music, while applying specific skills and concepts to a band instrument. Students will develop fundamental understandings of tone, technique, range, scales, rhythms, intonation, theory, history, performance etiquette, and collaborative skills. Students will have various educational performances and experiences.			

Course Title	Grade(s)	Duration	Course ID
Intermediate Band	6,7,8	Year-long	1215
<i>Description</i>			
<i>Prerequisite:</i> Site approval			
For the intermediate level instrumentalist, students will have the opportunity to experience creating and performing music, while applying specific skills and concepts to a band performance. Students will continue to develop their understanding of tone, technique, range, scales, rhythms, intonation, theory, history, performance etiquette, and collaborative skills. Students will have various performances, which could include competitions, guest clinicians and in-or out-of-state field trips.			

Course Title	Grade(s)	Duration	Course ID
Advanced Band	6,7,8	Year-long	1225
<i>Description</i>			
<i>Prerequisite:</i> Site approval			
For advanced level instrumentalists, students will have the opportunity to experience creating and performing music, while applying specific skills and concepts to a band instrument. Students will further develop advanced understandings of tone, technique, range, scales, rhythms, intonation, theory, history, performance etiquette, and collaborative skills. Students will have various performances, which could include competitions, guest clinicians and in-or out-of-state field trips.			

Course Title	Grade(s)	Duration	Course ID
Percussion Ensemble	6,7,8	Year-long	1266
<i>Description</i>			
<p><i>Prerequisite:</i> Site approval</p> <p>This course provides students with the opportunity to experience creating and performing music, while applying specific skills and concepts to a percussion instrument. Students will develop fundamental understandings of rudiments, technique, scales, rhythms, intonation, theory, history, performance etiquette, and collaborative skills. Students will have various performances, which could include competitions, guest clinicians and in-or out-of-state field trips.</p>			

Orchestra

Course Title	Grade(s)	Duration	Course ID
Concert Orchestra	6,7,8	Year-long	1223
<i>Description</i>			
<p><i>Prerequisite:</i> Site approval</p> <p>This course is a study of basic elements of music, tone production, note reading, and skill development. Reading and performance skills are stressed in preparation for more advanced orchestras. This ensemble will prepare and perform concerts each semester, some of which will be outside of school hours. All skill levels are welcome. Instrument choices include violin, viola, cello, and bass.</p>			

Course Title	Grade(s)	Duration	Course ID
Intermediate Orchestra	6,7,8	Year-long	1224
<i>Description</i>			
<p><i>Prerequisite:</i> Site approval</p> <p>This course will be for Intermediate string instrumentalists. New techniques will include tuning, vibrato, additional scales, and higher positions. This ensemble will prepare and perform concerts each semester, some of which will be outside of school hours. Instrument choices include violin, viola, cello, and bass. Students will have various performances, which could include competitions, guest clinicians and in- or out-of-state field trips.</p>			

Course Title	Grade(s)	Duration	Course ID
Advanced Orchestra	6,7,8	Year-long	1230
<i>Description</i>			
<p><i>Prerequisite:</i> Site approval</p> <p>This course is for the advancing string instrumentalist with an emphasis on improving individual musicianship. This class will include Chamber Music ensemble experience and incorporate more advanced music theory. Students will prepare and perform concerts each semester, some of which will be outside of school hours. Instrument choices include violin, viola, cello, and bass. Students will have various performances, which could include competitions, guest clinicians and in- or out-of-state field trips.</p>			

Course Title	Grade(s)	Duration	Course ID
Middle School Guitar	6,7,8	Semester	1202
<i>Description</i>			
<p>This course is designed to cover such areas as fundamental reading and basic techniques of playing the guitar. The students are responsible for providing their own acoustic guitar or utilize a school rental if available.</p>			

Choir

Course Title	Grade(s)	Duration	Course ID
Beginning Chorus	6,7,8	Semester or Year-long	1256
<i>Description</i>			
In this course students will have the opportunity to experience creating and performing unison, two-part, and basic 3-part choral literature. Students will learn to sing expressively with accuracy. They will be exposed to Western and non-Western (multicultural) music. Students will have a basic understanding of sight reading, music terms (vocabulary), and singing skills.			

Course Title	Grade(s)	Duration	Course ID
Concert Choir	7,8	Year-long	6790
<i>Description</i>			
<i>Prerequisite:</i> Site approval At this level students will have the opportunity to learn 2-part, and intermediate 3-part choral literature. Students will learn to sing expressively with technical accuracy. There will be immersion in Western and non-Western choral literature. They will gain a working knowledge of sight-reading, musical terms (vocabulary), and demonstrate performance practice methods as a singer. Students will have various performances, which could include competitions, guest clinicians and in- or out-of-state field trips.			

Course Title	Grade(s)	Duration	Course ID
Men's Choir	7,8	Year-long	6791
<i>Description</i>			
<i>Prerequisite:</i> Site approval This course is designed for students interested in performing all-men's literature. Students will study a variety of music including: Renaissance, vocal jazz, contemporary and popular music, as well as traditional standard choral repertoire. Students will practice proper tone quality production, music reading, sight-singing, ear training, and vocal flexibility as related to the style performed.			

Course Title	Grade(s)	Duration	Course ID
Women's Choir	7,8	Year-long	6793
<i>Description</i>			
<i>Prerequisite:</i> Site approval This course is designed for students interested in performing all-women's literature. Students will study a variety of music including: Renaissance, vocal jazz, contemporary and popular music, as well as traditional standard choral repertoire. Students will practice proper tone quality production, music reading, sight-singing, ear training, and vocal flexibility as related to the style performed.			

Course Title	Grade(s)	Duration	Course ID
Advanced Mixed Choir	7,8	Year-long	6794
<i>Description</i>			
<i>Prerequisite:</i> Site approval At this level, students will concentrate on advanced 2-part, 3-part, and some 4-part choral literature. Students will illustrate a technical approach to a higher level of vocal performance, including tone, style, range, diction, focus, expressive shaping, dynamics, and control. Students will show a mastery at the middle school level in harmony, rhythm, sight-reading, and interpretation. Students will have various performances, which could include competitions, guest clinicians and in- or out-of-state field trips.			

Visual Arts

Course Title	Grade(s)	Duration	Course ID
Visual Arts	6,7,8	QTR/SEM/YEAR	1903
<i>Description</i>			
<p>This course is an exploratory class that will help students understand, identify, and demonstrate the Elements and Principles of Design in the creation of their own works of art using a variety of mediums such as drawing and painting. Students will learn how to apply techniques of art materials in the creation of their own work. Students will also understand the design process in order to revise and further the development of their work.</p>			

Course Title	Grade(s)	Duration	Course ID
6th Grade Visual Arts	6	QTR/SEM/YEAR	1660
<i>Description</i>			
<p>This course is an exploratory class that will help students understand, identify, and demonstrate the Elements and Principles of Design in the creation of their own works of art using a variety of mediums such as drawing and painting. Students will learn how to apply techniques of art materials in the creation of their own work. Students will also understand the design process in order to revise and further the development of their work.</p>			

Course Title	Grade(s)	Duration	Course ID
7th Grade Visual Arts	7	QTR/SEM/YEAR	1760
<i>Description</i>			
<p>This course will continue to help students understand, identify, and demonstrate the Elements and Principles of Design in historical and peer works of art, and in the creation of their own works of art using a variety of 2D mediums such as drawing and painting, and 3D mediums such as clay and sculpture. Students will learn how to apply techniques of art materials in the creation of their own work. Students will also understand the design process in order to revise and further the development of their work and learn how to evaluate and critique their own work of art and the art of the peers. Art careers and projects will be explored.</p>			

Course Title	Grade(s)	Duration	Course ID
8th Grade Visual Arts	8	QTR/SEM/YEAR	1860
<i>Description</i>			
<p>This course will continue to help students understand, identify, and demonstrate the Elements and Principles of Design in historical and peer works of arts, and in the creation of their own works of art using a variety of more advanced 2D mediums such as drawing and painting and more advanced 3D mediums such as clay and sculpture. Students will learn how to apply techniques of art materials in the creation of their own work. Students will also understand the design process in order to revise and further the development of their work and critique their own work of art and the art of their peers. Art careers and projects will be explored. Students will learn how to present and display their work.</p>			

Theatre Arts

Course Title	Grade(s)	Duration	Course ID
Theatre Arts	6,7,8	Semester or Year-long	6918
<i>Description</i>			
<p>At varying levels, the Theatre Arts courses introduce a variety of opportunities to explore performance and technique development. Early concepts include public speaking, pantomime, monologues, puppetry, and stage performance. Additional opportunities may include improvisation, theatre history, theatre tech, staging, storytelling, and script writing. Students may enroll for a comprehensive yearlong course or a semester introductory course depending on campus offerings.</p>			

Course Title	Grade(s)	Duration	Course ID
Advanced Theatre Arts	7,8	Semester	6919
<i>Description</i>			
<p><i>Prerequisite:</i> Theatre Arts</p> <p>This course explores in depth opportunities in performance and technique development. Concepts include public speaking, monologues, directing, technical theatre, stage production and performance. Additional opportunities provide deeper analysis and understanding improvisation, theatre history, staging, storytelling, and script writing.</p>			

Mathematics - Recommended Course Sequences

6th Grade

7th Grade

8th Grade

On-Level

6th Grade
Mathematics
1620

7th Grade
Mathematics
1720

8th Grade
Mathematics
1820

Single Acceleration

6th Grade
Accelerated
Mathematics
1620AC

7th Grade
Accelerated
Mathematics
1720AC

Algebra I *
4410-4411
or
Pre-AP Algebra I
21012-21013

Double Acceleration

7th Grade
Accelerated
Mathematics
1720AC

Algebra I *
4410-4411
or
Pre-AP Algebra I
21012-21013

Honors
Geometry/
Trigonometry *
4524-4525
or
Pre-AP
Geometry/
Statistics
21014-21015

*Indicates: Specific course offerings at the middle school level depend on the course offerings available at the high school into which students matriculate.

International Baccalaureate Middle Years Programme (IB MYP)

On-Level

IB MYP
Mathematics - 6
31620

IB MYP
Mathematics - 7
31720

IB MYP
Mathematics - 8
31820

Single Acceleration

IB MYP
Accelerated Math -
6
1620IB

IB MYP
Accelerated
Mathematics - 7
31720

IB MYP
Mathematics -
Algebra I 31824

Double Acceleration

IB MYP
Accelerated
Mathematics - 7
31720

IB MYP
Mathematics -
Algebra I
31824

Honors
Geometry/
Trigonometry
4524-4525

Specific course offerings vary by school. Not all courses listed are available at every site. For information on specialized programs such as Dual Language Immersion (DLI), International Baccalaureate Middle Years Programme (IB MYP), Traditional School (CTS) and other specialized instructional programs, please refer to the relevant section in the Middle School Planning Guide or contact the school directly.

High School Math Trajectory

Standard Level

Algebra I / Pre-AP Algebra I

Geometry / Pre-AP Geometry

Algebra II or Algebra II Blended

Trigonometry/Pre-Calculus

or

***ABOR Approved 4th Year Math**

Brief Calculus
 AP Statistics
 Algebra III with Trigonometry
 College Mathematics
 Introduction to Statistics

or

****Not ABOR Approved 4th Math**

Financial Math-Personal Family
 Foundations of Mathematics
 Integrated Mathematics
 AP Computer Science

Honors Level

Algebra I /Pre-AP Algebra I

Honors Geometry/Trig

Honors Algebra II

Honors Trig/Pre-Calculus

AP Calculus (AB)

or

AP Calculus (BC)

Honors Calculus III and Differential Equations

Students are discouraged from taking Algebra I and Algebra II during summer school except for remediation. Summer courses are abridged and may not appropriately prepare students for higher level math courses.

Check Planning Guide for prerequisite requirements, dual enrollment opportunity and course availability at select high schools.

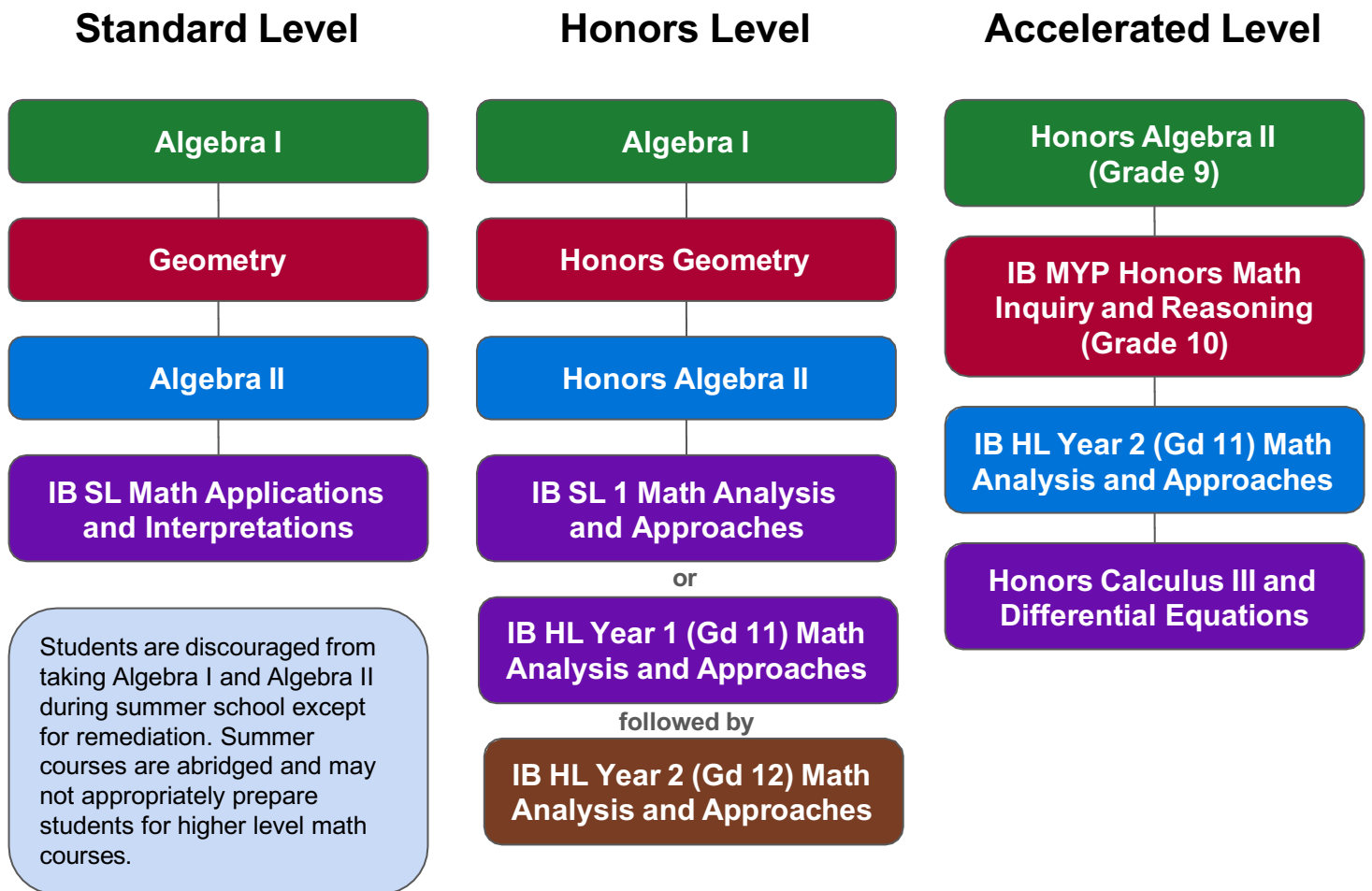
Minimum Math Course of Study and Competency Requirements for Graduation from High School

Minimum math requirement for graduation from high school as outlined in AZ Administration Code R7-2-302(1)(c) is four (4) math credits to minimally include Algebra I, Geometry, Algebra II, and a 4th credit that is to include significant math content.

***ABOR** (Arizona Board of Regents) approved courses meet most AZ college/university enrollment requirements.

****Not ABOR** approved courses meet SUSD graduation requirements but do not meet university enrollment requirements.

Desert Mountain High School International Baccalaureate Math Trajectory



Check Planning Guide for prerequisite requirements, dual enrollment opportunity and course availability at select high schools.

Minimum Math Course of Study and Competency Requirements for Graduation from High School

Minimum math requirement for graduation from high school as outlined in AZ Administration Code R7-2-302(1)(c) is four (4) math credits to minimally include Algebra I, Geometry, Algebra II, and a 4th credit that is to include significant math content.

***ABOR** (Arizona Board of Regents) approved courses meet most AZ college/university enrollment requirements.

****Not ABOR** approved courses meet SUSD graduation requirements but do not meet university enrollment requirements.

Mathematics

In order to best prepare our students for college and careers, the study of mathematics continues to shift its focus from computational procedures to conceptual understanding and connecting it to the world. All courses include the rigorous Arizona Standards at each grade level - and the mathematical practices associated with them. It is important to note that the rigor expected in the Arizona Standards for Mathematics and the instructional materials in all K-8 Math classes promote a deeper understanding of math for all of our students, regardless of the math class in which they are placed. Students are more successful in math if they have a solid understanding of the standards in all math class prerequisites. Thus, decisions about recommending accelerating in math courses at the middle school level are made thoughtfully, and in the best interest of the students. The math placement tests given to all students in 5th, 6th, and 7th grades are aptitude tests designed to assess a student's readiness to accelerate in math. This allows students the opportunity to demonstrate readiness yearly. By using this test as one of the main indicators for math placement, we are identifying students who are indeed ready for more complex concepts. For students in need of more math support, SUSD offers a variety of resources including lunchtime/after school tutoring, or targeted intervention courses.

Note: Not all courses are able to be offered at all sites.

Course Title	Grade(s)	Duration	Course ID
6th Grade Mathematics	6	Year-long	1620
<i>Description</i>			
The instruction provided in this course of study follows the 6th grade State standards and will focus on three critical areas: 1) develop understanding of ratios and rates and apply that knowledge to multi-step problem-solving tasks; 2) develop competency of division of whole numbers and fractions; and 3) develop understanding of expressions, equations, and inequalities.			

Course Title	Grade(s)	Duration	Course ID
6th Grade Accelerated Mathematics	6	Year-long	1620AC
<i>Description</i>			
This accelerated course will follow selected State standards for 6th grade math and selected State standards for 7th grade math. The course will focus on five critical areas: 1) develop understanding of ratios and rates and apply that knowledge to multi-step problem-solving tasks; 2) practice math fluency and application of arithmetic skills pertaining to rational numbers, including division of decimals, fractions and integers; 3) writing, interpreting, and applying algebraic expressions and equations; and 4) developing understanding of statistical thinking; and 5) explore area, surface area, and volume.			

Course Title	Grade(s)	Duration	Course ID
7th Grade Mathematics	6,7	Year-long	1720
<i>Description</i>			
The instruction provided in this course of study follows the 7th grade State standards and will focus on five critical areas: 1) develop understanding of proportional relationships; 2) develop understanding of operations with rational numbers; 3) solve single and multi-step equations and inequalities; 4) further develop understanding of statistical and geometrical applications, and 5) apply understanding of proportional reasoning to percents and financial math.			

Course Title	Grade(s)	Duration	Course ID
7th Grade Accelerated Mathematics	6,7	Year-long	1720AC
<i>Description</i>			
This accelerated course will follow selected State standards for 7th grade math and selected State standards for 8th grade math. The course will focus on five critical areas: 1) Develop and apply proportional reasoning to real-life scenarios; 2) solve single and multi-step equations and inequalities and extend that knowledge to systems of equations; 3) develop and extend understanding of statistical applications; 4) apply understanding of proportional reasoning to percents and financial math and; 5) explore Geometrical concepts such as transformations, angle relationships, triangle properties, volume, linear relationships, and functions.			

Course Title	Grade(s)	Duration	Course ID
8th Grade Mathematics	7,8	Year-long	1820
<i>Description</i>			
The instruction provided in this course of study follows the 8th grade State standards and will focus on four critical areas: 1) Solve single and multi-step equations and inequalities and extend that knowledge to systems of equations; 2) Extend understanding of statistical applications; 3) Understand the real number system and be able to work with exponents, radical expressions, and irrational numbers; and 4) Explore Geometrical concepts such as transformations, angle relationships, triangle properties, volume, linear relationships, and functions.			

Course Title	Grade(s)	Duration	Course ID
Algebra I	6,7,8	2 Semesters	4410-4411
<i>Description</i>			
NOTE: Students enrolled in Algebra 1 may earn High School credit on their High School Transcript. The instruction provided in this course of study follows the state standards and will focus on three critical areas: 1) deepen and extend understanding of linear and exponential relationships; 2) engage in methods for analyzing, solving, and using quadratic functions; and 3) apply linear models to data that exhibit a linear trend. Students will also work to understand independence and conditional probability and use them to interpret data. This course fulfills the college requirement for Algebra I.			

Course Title	Grade(s)	Duration	Course ID
Honors Geometry/Trigonometry	8	2 Semesters	4524-4525
<i>Description</i>			
NOTE: Students enrolled in Honors Geometry/Trigonometry will earn High School credit on their High School transcript. <i>Prerequisite: Algebra I with a grade of A or B with site approval.</i> The instruction provided in this course of study is an acceleration of the Geometry state standards meant to challenge academically talented students who have proven their exceptional interest, ability, and industry in math. The content of the regular Geometry course will be covered in depth, with additional topics in analytic geometry and trigonometry. This course fulfills the college requirements for Geometry.			

Course Title	Grade(s)	Duration	Course ID
Mathematics Intervention Support	6,7,8	QTR/SEM/YEAR	10028
<i>Description</i>			
Successful completion of middle school coursework is essential. Students who experience challenges in math may be scheduled to attend a specified academic course during the school day in lieu of an elective course. This course is designed to provide targeted, structured intervention to students who would benefit from support in Math.			

Course Title	Grade(s)	Duration	Course ID
Pre-AP Algebra I	6,7,8	2 Semesters	21012-21013
<i>Description</i>			
NOTE: Students enrolled in Pre-AP Algebra 1 may earn High School credit on their High School Transcript. In addition to meeting the standards of Algebra I, Pre- AP focuses on mastery of linear relationships as the basic building blocks of advanced topics in mathematics. Pre-AP Algebra I is designed to develop students' procedural fluency and deep conceptual understanding of algebraic concepts and skills. Students will be required to take online quizzes modeled after questions encountered on SAT tests and AP exams, and to complete performance tasks that ask students to synthesize skills and concepts from across the unit to answer questions about novel context.			

Physical Education - Recommended Course Sequences

6th Grade

7th Grade

8th Grade

General Physical Education

6th Grade
General P.E.
1674

7th Grade
General P.E.
1774

8th Grade
General P.E.
1874

International Baccalaureate Middle Years Programme (IB MYP)

IB MYP Physical
and Health
Education- PE
31844

IB MYP Physical
and Health
Education- PE
31844

IB MYP Physical
and Health
Education- PE
31844

IB MYP Physical
and Health
Education – Total
Fitness
30006

IB MYP Physical
and Health
Education – Total
Fitness
30006

Physical Education

28-293 Course Title	Grade(s)	Duration	Course ID
General Physical Education – Grade 6	6	1 Semester	1674
General Physical Education – Grade 7	7	1 Semester	1774
General Physical Education – Grade 8	8	1 Semester	1874
General Physical Education – Grade 6-8	6-8	1 Semester	1844
<i>Description</i>			
<p>This course is a semester-long course but may be taken both semesters during any or all middle school academic years due to differentiated curriculum at each grade level. Physical Education students learn the value of exercise, proper nutrition, sun safety, cardiovascular fitness, health physiology, and how to incorporate fitness in their everyday lifestyles. A strong emphasis is placed on promoting a positive self-image for all students. Our objective is to assist each student to develop physically, emotionally, and mentally. We believe these skills will help students establish a lifetime appreciation of the value of fitness. Character and fair play are incorporated into all activities, including individual, team and lifetime sports, and fitness activities. Students take part in cross-curricular activities to consider how wellness integrates into other content areas. SUSD Middle Level Physical Education aims to promote the development of healthy habits and an awareness of wellness as students are encouraged to consider physical fitness plans for life.</p>			

Course Title	Grade(s)	Duration	Course ID
Lifelong Fitness	6,7,8	1 Semester	1061
<i>Description</i>			
<p><i>Prerequisite: General Physical Education</i></p> <p>This course is for those students interested in holistic wellness, body conditioning and development, running, dumbbell work, calisthenics, and isotonic and isometric exercise. Students learn about muscle development in order to construct a training program to suit their needs. Students will create individual wellness plans that incorporate all aspects of fitness for long-term success.</p>			

Course Title	Grade(s)	Duration	Course ID
Sport Education	6,7,8	1 Semester	8553
<i>Description</i>			
<p><i>Prerequisite: General Physical Education</i></p> <p>This is a skill and theory-oriented course designed for the intermediate and advanced levels of ability. Included are various skill techniques in athletic functional movement, conditioning, and agility drills for athletes of any sports, as well as advanced theory and practice of strategies in that student's chosen sport.</p>			

Science - Recommended Course Sequences

6th Grade

7th Grade

8th Grade

On-Level

6th Grade Science
1640

7th Grade Science
1740

8th Grade Science
1840

Honors

Honors 6th Grade
Science
1640H

Honors 7th Grade
Science
1740H

Honors 8th Grade
Science
1840H

Dual Language Immersion (DLI)

Desert Canyon Middle School - Mandarin

6th Grade Science
(DLI) 1640L

7th Grade Science
(DLI) 1740L

8th Grade Science
(DLI) 1840L

Mohave Middle School - Spanish

6th Grade Science
(DLI) 1640L

At Mohave, DLI instruction does not continue in science beyond 6th Grade.

International Baccalaureate Middle Years Programme (IB MYP)

IB MYP Sciences -
6
31640

IB MYP Sciences -
7
31740

IB MYP Sciences -
8
31840

Accelerated Science

Accelerated
Science 1
2224

Accelerated
Science 2
2225

High School
Science course

Specific course offerings vary by school. Not all courses listed are available at every site. For information on specialized programs such as Dual Language Immersion (DLI), International Baccalaureate Middle Years Programme (IB MYP), Traditional School CTS) and other specialized instructional programs, please refer to the relevant section in the Middle School Planning Guide or contact the school directly.

Science

The Grades 6-8 Arizona Science Standards are designed to provide opportunities for students to develop an understanding of all thirteen core ideas across the 6-8 grade band. Within each grade level, students engage in multiple science and engineering practices as they gather information to answer their questions or solve design problems by reasoning how the data provide evidence to support their understanding, and then communicate their understanding of phenomena in physical, earth and space, and life science. Students apply their knowledge of the core ideas to understand phenomena, see the impact, or construct technological solutions. The crosscutting concepts support their understanding of patterns, cause and effect relationships, and systems thinking as students make sense of phenomena in the natural and designed worlds. The practices, core ideas, and crosscutting concepts help students develop an understanding of skills and knowledge in order to transfer them from one grade to the next and between content areas.

In sixth grade, students apply their understanding of the cycling of matter, energy flow, and scale, as it relates to molecules, geosphere, the solar system, and ecosystems. By the end of sixth grade, students apply their understanding of how matter and energy relate to atoms, the solar system, and ecosystems. Students will develop an understanding of the nature of matter and the role of energy transformation. Students will also deepen their understanding of scales, patterns, and properties of matter, the solar system, and ecosystems.

In seventh grade, students will investigate the relationship between forces and the changes in motion, how energy transfer impacts geologic and atmospheric processes, and the structure and function of cells. By the end of seventh grade, students will explore how forces cause changes in motion and how energy is transferred in geologic, atmospheric, and environmental processes. Students investigate force and motion in a wide variety of systems, model how heat energy drives cycles in weather and climate and explain the structure and function of cells.

In eighth grade, students will describe how cause-and-effect interact with stability and change to influence the natural world. By the end of eighth grade, students will describe how stability and change and the process of cause-and-effect influence changes in the natural world. Students will apply energy principles to chemical reactions, explore changes within Earth and understand how genetic information is passed down to produce variation among the populations.

(Adapted from Arizona 2018 Science Standards, Revised 2021)

Course Title	Grade(s)	Duration	Course ID
6th Grade Science	6	Year-long	1640
6th Grade Science (DLI)*	6	Year-long	1640L*
<i>Description</i>			
<p>NOTE: *DLI course taught in Spanish at Mohave MS and Mandarin at Desert Canyon MS</p> <p>This course covers topics of life, physical, and earth/space sciences. Life Science includes the analysis of the relationships among various organisms and their environment by studying populations of organisms in an ecosystem. The main concept in the physical science portion is energy and how it is stored and transferred. Earth and Space Science provides the foundation for students to understand the relationships between the atmosphere along with its layers and the Earth's water, along with Earth's relationship to the solar system. The process of scientific experimental design through the use of Science and Engineering Practices, the history, and nature of science, which includes personal social perspectives, are interwoven throughout the course. This course is taught using standards-based research modules that highlight 3-Dimensional Learning and future ready skills including critical thinking, problem solving, collaboration, communication, and high student engagement.</p>			

Course Title	Grade(s)	Duration	Course ID
Honors 6th Grade Science	6	Year-long	1640H
<i>Description</i>			
This course aligns to the 6th grade Arizona State Science standards and is designed to prepare students for advanced high school curriculum by focusing on enhanced curriculum, skills, academic discourse, reading, and writing. Emphasis is placed on outside scientific research projects.			

Course Title	Grade(s)	Duration	Course ID
7th Grade Science	7	Year-long	1740
7th Grade Science (DLI)*	7	Year-long	1740L*
<i>Description</i>			
NOTE: *DLI course taught in Mandarin at Desert Canyon MS			
This course covers topics of life and Earth/Space sciences with the major focus being Earth and Space science. Life science focuses on the characteristics of living things, the diversity of life, and how organisms change over time. Topics covered in the Earth and Space domain include the structure of Earth and its systems and processes. Physical Science introduces students to the physical concept of the relationship between force and motion. The process of scientific experimental design through the use of Science and Engineering practices, the history, and nature of science which includes personal and social perspectives that are interwoven throughout the course. This course is taught using standards-based research modules that highlight 3-Dimensional learning and future ready skills including critical thinking, problem solving, collaboration, communication, and high student engagement.			

Course Title	Grade(s)	Duration	Course ID
Honors 7th Grade Science	7	Year-long	1740H
<i>Description</i>			
This course aligns to the 7th grade Arizona State Science standards and is designed to prepare students for advanced high school curriculum by focusing on enhanced curriculum, skills, academic discourse, reading and writing. Emphasis is placed on outside scientific research projects.			

Course Title	Grade(s)	Duration	Course ID
8th Grade Science	8	Year-long	1840
8th Grade Science (DLI) *	8	Year-long	1840L*
<i>Description</i>			
NOTE: *DLI course taught in Mandarin at Desert Canyon MS			
This course covers topics of life and physical sciences. Life science focuses on how organism change over time in terms of biological adaption emphasizing diversity, behavior, genetics, and heredity. Physical science introduces students to chemistry (physical and chemical properties of matter) and understanding physics and waves. The process of scientific experimental design through the use of Science and Engineering practices, the history, and nature of science which include personal and social perspectives that are interwoven throughout the course. This course is taught using standards-based research modules that highlight 3-Dimensional learning and future ready skills including critical thinking, problem solving, collaboration, communication and high student engagement.			

Course Title	Grade(s)	Duration	Course ID
Honors 8th Grade Science	8	Year-long	1840H
<i>Description</i>			
This course is designed to prepare students for advanced high school curriculum by focusing on enhanced curriculum, skills, academic discourse, reading, and writing. Emphasis is placed on outside scientific research projects.			

Course Title	Grade(s)	Duration	Course ID
Accelerated Science 1	6	Year-long	2224
<i>Description</i>			
<p>Note: Mohave Middle School Only Prerequisite/Corequisite: Student must be enrolled in an accelerated middle school math course (Accelerated 6th Grade Math or higher). Eligibility for this accelerated science course may be based on demonstrated readiness through a diagnostic test and/or performance on the 5th grade state science assessment.</p> <p>Accelerated Middle School Science Year 1 is the foundational course in a two-year accelerated science pathway. This course, along with Year 2, compresses 6th, 7th and 8th grade Arizona Science Standards into a rigorous academic experience spanning two years. Students will explore units that seamlessly weave together standards from all three middle school grades. While the course covers topics across the three science domains: Life Science, Physical Science, and Earth and Space Science, it will primarily focus on Life Science and Earth and Space Science standards. Through engaging activities, hands-on experiments, and collaborative projects, students will gain a deep understanding of scientific concepts and develop critical thinking skills, preparing them for Accelerated Middle School Science Year 2 and advanced high school coursework.</p>			

Course Title	Grade(s)	Duration	Course ID
Accelerated Science 2	7	Year-long	2225
<i>Description</i>			
<p>Note: Mohave Middle School Only Prerequisite/Corequisite: Successful completion of Accelerated Middle School Science Year 1. Student must be enrolled in an accelerated middle school math course (Accelerated 7th Grade Math or Algebra 1)</p> <p>Building upon the knowledge gained in Accelerated Middle School Science Year 1, Accelerated Middle School Science Year 2 completes the comprehensive two-year advanced science program. In conjunction with Year 1, Year 2 covers standards and content from 6th Grade, 7th Grade, and 8th Grade across all three science domains. Year 2 specifically focuses on Physical Science and Earth and Space Science. Students will engage in interdisciplinary learning by connecting scientific principles to real-world scenarios. Additionally, hands-on exploration through labs, experiments, and projects will enhance their understanding and foster scientific inquiry.</p>			

History and Social Sciences - Recommended Course Sequences

6th Grade

7th Grade

8th Grade

On-Level

6th Grade Social Studies
1630

7th Grade Social Studies
1730

8th Grade Social Studies
1830

Honors

Honors 6th Grade Social Studies
1630H

Honors 7th Grade Social Studies
1730H

Honors 8th Grade Social Studies
1830H

Dual Language Immersion (DLI)

Mohave Middle School - Spanish

6th Grade Social Studies (DLI)
1630L

7th Grade Social Studies (DLI)
1730L

8th Grade Social Studies (DLI)
1830L

International Baccalaureate Middle Years Programme (IB MYP)

IB MYP Individuals and Societies - 6
31630

IB MYP Individuals and Societies - 7
31730

IB MYP Individuals and Societies - 8
31830

History & Social Science

Middle grade History & Social Science will prepare students to be educated and engaged citizens. Preparing students for contemporary society is enhanced by a strong emphasis on *civics, economics, geography, and history* – the core disciplines of History & Social Science. It is imperative that each generation gain an understanding of the knowledge, skills, and dispositions to participate fully in civic life in a rapidly changing world.

Arizona State High School Graduation Requirements

The American Civics Act (HB 2064) passed in January 2015, requires students to pass a Civics test in order to graduate from high school. 8th grade students will take the Civics test as part of their studies of American History, Government, and Civics. Exiting 8th grade test results will be applied to this high school requirement. Students may take the test as often as necessary and are required to pass with a score of 70% or greater per Arizona State Graduation Requirements.

Course Title	Grade(s)	Duration	Course ID
6th Grade Social Studies	6	Year-long	1630
6th Grade Social Studies (DLI)*	6	Year-long	1630L
<i>Description</i>			
<p>NOTE: *DLI course taught in Spanish at Mohave MS This course examines Global Studies: World Regions and Culture of the Eastern Hemisphere from ancient civilizations to the Renaissance and Reformation. The content focus will be viewed through geographic and historic lenses. Sixth grade students will understand the cultural, religious, economic, and political systems of selected societies in the Eastern Hemisphere. Regions in the Eastern Hemisphere include the Middle East and North Africa, sub-Saharan Africa, Europe, Asia (east, south, and southeast), and Oceania. The course will include content from the following historic eras: beginnings of human society; early river civilizations; classical civilizations; rise and fall of empires development of feudal systems, and the Renaissance and Reformation. Students will be able to apply the lessons of world history to their lives as citizens of the United States and members of the world community.</p>			

Course Title	Grade(s)	Duration	Course ID
Honors 6th Grade Social Studies	6	Year-long	1630H
<i>Description</i>			
<p>This course will address the same state standards as the on-level 6th grade classes. However, the process, product, and approach to learning will be different. Students in Honors classes will experience greater depth and complexity of content knowledge and disciplinary skills. Students will actively engage in a broad range of understanding and skills including thinking analytically; reading widely and critically; and communicating cogently and in a compelling manner. Emphasis will be placed on students doing the work of historians, geographers, political scientists, and economists to develop a deeper understanding of content and a stronger connection to the material.</p>			

Course Title	Grade(s)	Duration	Course ID
7th Grade Social Studies	7	Year-long	1730
7th Grade Social Studies (DLI)*	7	Year-long	1730L
<i>Description</i>			
<p>NOTE: *DLI course taught in Spanish at Mohave MS This course focuses on Integrated Global Studies from the Scientific Revolution and Enlightenment to the present. The content focus will be viewed through historic and geographic lenses. Seventh grade students will understand the relationships and interactions between societies and cultures in both the Eastern and Western Hemispheres. United States history will be taught as it intersects with global issues. The course will include content from the following historical eras: Scientific Revolution and the Enlightenment; revolutions around the world; global imperialism; industrialization and the rise of organized labor; global depressions; World War I and II; Cold War, and global conflicts. Students will be able to apply the lessons of world history to their lives as citizens of the United States and members of the world community.</p>			

Course Title	Grade(s)	Duration	Course ID
Honors 7th Grade Social Studies	7	Year-long	1730H
<i>Description</i>			
This course will address the same state standards as the on-level 7th grade classes. However, the process, product, and approach to learning will be different. Students in honors classes will experience a greater depth and complexity of content knowledge and disciplinary skills. Students will actively engage in a broad range of understanding and skills including thinking analytically; reading widely and critically; and communicating cogently and in a compelling manner. Emphasis will be placed on students doing the work of historians, geographers, political scientists, and economists to develop a deeper understanding of content and a stronger connection to the material.			

Course Title	Grade(s)	Duration	Course ID
8th Grade Social Studies	8	Year-long	1830
8th Grade Social Studies (DLI)*	8	Year-long	1830L
<i>Description</i>			
NOTE: *DLI course taught in Spanish at Mohave MS			
This course focuses on Citizenship and Civic Engagement in today's society. The content focus will be viewed through civic and economic lenses. Citizenship and civic engagement will be taught through inquiry. Eighth grade students will make connections between historical and contemporary issues as a basis for implementing change in society. Students will recognize and practice their roles and responsibilities as both American and global citizens. United States History will focus on the major events that have their roots in the Constitution, Bill of Rights, and subsequent amendments. The course will include content from the following topics: landmark Supreme Court cases; Civil Rights movements; immigration; social movements and issues; human rights and genocide; environmental issues; information and literacy age; and terrorism. Students will be able to apply the knowledge and skills to help them participate fully in civic life in a rapidly changing world.			

Course Title	Grade(s)	Duration	Course ID
Honors 8th Grade Social Studies	8	Year-long	1830H
<i>Description</i>			
This course will address the same state standards as the on-level 8th grade classes. However, the process, product, and overall approach to learning will be different. Students in Honors classes will experience a greater depth and complexity of content knowledge and disciplinary skills. Students will actively engage in a broad range of understanding and skills including thinking analytically; reading widely and critically; and communicating cogently and in a compelling manner. Emphasis will be placed on students doing the work of historians, geographers, political scientists, and economists to develop a deeper understanding of content and a stronger connection to the material.			

World Language - Recommended Course Sequences

6th Grade

7th Grade

8th Grade

French

French
Exploratory
1766

or

French
Exploratory
1766

French I
6110-6111

French
Exploratory
1766

and/
or

French IA
1112

French IB
1113

Japanese

Japanese
Exploratory
1658

or

Japanese
Exploratory
1658

Japanese I
6062-6063

Japanese
Exploratory
1658

and/
or

Japanese IA
1114

Japanese IB
1115

Spanish

Spanish
Exploratory
1761

or

Spanish
Exploratory
1761

Spanish I
6010-6011

Spanish
Exploratory
1761

and/
or

Spanish IA
1118

Spanish IB
1119

Mandarin Chinese

Mandarin Chinese
Exploratory
1758

or

Mandarin Chinese
Exploratory
1758

Mandarin Chinese
I
6302-6303

Mandarin Chinese
Exploratory
1758

and/
or

Mandarin Chinese
IA
1116

Mandarin Chinese
IB
1117

Specific course offerings vary by school. Not all courses listed are available at every site. For information on specialized programs such as Dual Language Immersion (DLI), International Baccalaureate Middle Years Programme (IB MYP), Traditional School (CTS) and other specialized instructional programs, please refer to the relevant section in the Middle School Planning Guide or contact the school directly.

World Language - Recommended Course Sequences (Continued)

6th Grade

7th Grade

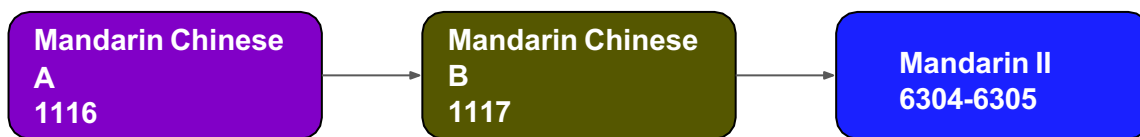
8th Grade

Dual Language Immersion (DLI)

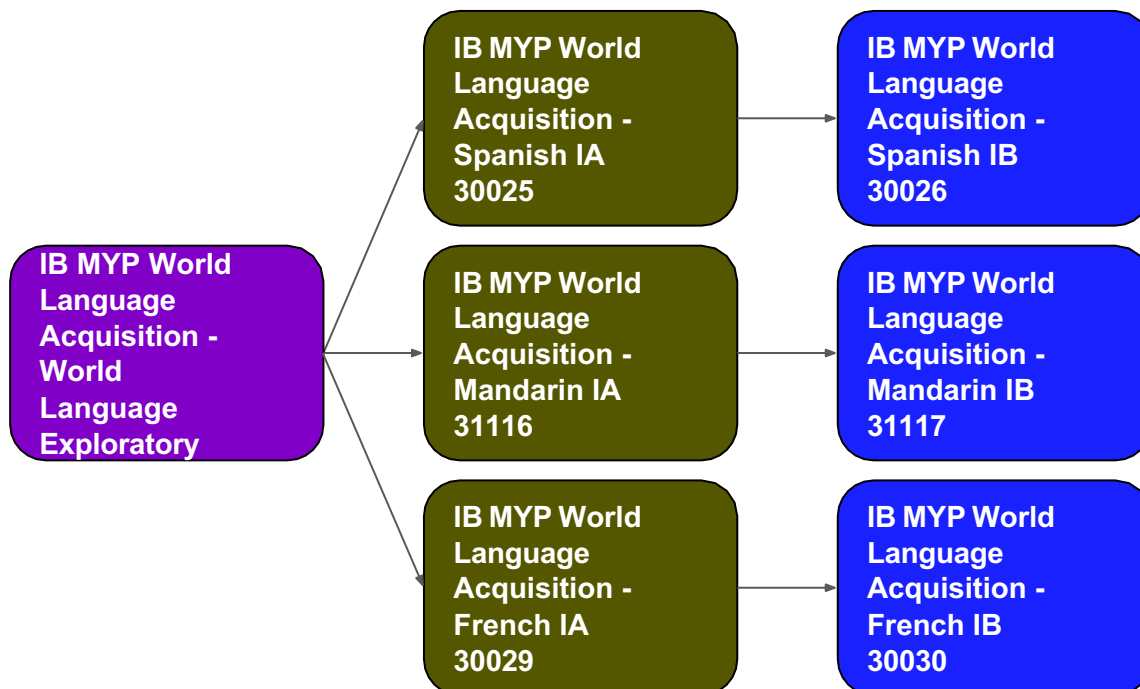
Mohave Middle School - Spanish



Desert Canyon Middle School - Mandarin



International Baccalaureate Middle Years Programme (IB MYP)



General Exploratory

In addition to the recommended course sequences provided, students can take a language exploratory course at any middle school grade level. These courses include Spanish Exploratory, French Exploratory, Japanese Exploratory, Mandarin Chinese Exploratory, and Multi-Cultural Exploratory.

World Languages

Two (2) years of the same language are required for Arizona state universities (example: French I and French II), but many out-of-state universities have a three (3) year requirement. The Scottsdale Unified School District World Language Program endorses a performance driven curriculum, based on State and National Standards that is student-centered and focused on building measurable proficiency for real world purposes. **Real world* is dictated by the students' perspective and is defined by learning tasks and situations that students would experience in the real world.

Note: Not all courses are able to be offered at all sites.

SUSD Dual Language Immersion Program

Dual Language Immersion (DLI) is an educational approach in which students receive instruction in two languages; Spanish Immersion at Mohave Middle School and Mandarin Immersion at Desert Canyon Middle School. SUSD Middle Schools follow a 70/30 model, with 2 classes in the target language and the rest of the day in English. The goal is to develop bilingualism, biliteracy, and cultural competence while achieving high academic standards. In DLI programs, students typically spend part of their day learning subjects like science and social studies in a target language (such as Spanish or Mandarin), and the remainder of classes in English. This method supports language development, cognitive flexibility, and prepares students to thrive in a multicultural world. The DLI program aims to prepare students for the [Seal of Biliteracy](#), which can be earned in level 4 of the target language. The Seal of Biliteracy recognizes students who are proficient in two languages. DLI distinction for High School graduation is earned by students who have continuous participation beginning no later than third grade. Students entering the Middle School program must have been in a prior DLI program. DLI students must meet proficiency requirements as measured by the STAMP assessment at the end of the level II course in order to enroll in level 3 at the high school level. To learn more visit: <https://www.susd.org/academics/academic-programs/dual-language-immersion>

NOTE: Students enrolled in Spanish I, French I, Japanese I or Mandarin Chinese in 8th grade **may elect** to have these courses count for high school credit on their high school transcripts. Students enrolled in a Level A Language course who successfully completed the course **AND** follow with a successful Language Level B course, **may elect** to have their courses count for high school credit on their high school transcripts as with Spanish I, French I, Japanese I or Mandarin Chinese I. The deadline for opting in will be no later than the last day of school of their sixth High School semester.

SUSD does not recognize these classes from non-SUSD middle/junior high schools.

Course Title	Grade(s)	Duration	Course ID
Multi-Cultural Exploratory	6,7,8	QTR/SEM/YEAR	1867
<i>Description</i>			
The intent of this multicultural exploratory course is to spark an interest in continued language study. This course is designed for students to acquire a basic knowledge of world cultures. Limited emphasis is placed on language acquisition. Students will investigate concepts from the target cultures and engage in process-based learning to examine essential questions. Benefits of a multicultural course include the following: Students will gain an understanding what culture is; Students will gain an appreciation of various cultures; Learning about cultures helps students to choose a language to study; The course will also help build upon the storylines (Global studies, citizenship, and civic engagement) in 6-8 th grade Social Studies.			

Course Title	Grade(s)	Duration	Course ID
French Exploratory	6,7,8	QTR/SEM/YEAR	1766
<i>Description</i>			
<p>This exploratory course is designed for students who have minimal or no prior knowledge of the target language and culture. Students will explore up to eight thematic cultural units where they will investigate, explain, and reflect on the relationship between practices, products and perspectives of the target language cultures studied. Students will be able to communicate in the target language on some very familiar topics using single words and phrases that have been practiced and learned. There is no proficiency goal for this semester long course, however, students will develop a basic foundation that will facilitate achieving proficiency goals as they advance through the SUSD World Language trajectory.</p>			

Course Title	Grade(s)	Duration	Course ID
Japanese Exploratory	6,7,8	QTR/SEM/YEAR	1658
<i>Description</i>			
<p>This exploratory course is designed for students who have minimal or no prior knowledge of the target language and culture. Students will explore up to eight thematic cultural units where they will investigate, explain, and reflect on the relationship between practices, products and perspectives of the target language cultures studied. Students will be able to communicate in the target language on some very familiar topics using single words and phrases that have been practiced and learned. There is no proficiency goal for this semester long course, however, students will develop a basic foundation that will facilitate achieving proficiency goals as they advance through the SUSD World Language trajectory.</p>			

Course Title	Grade(s)	Duration	Course ID
Mandarin Chinese Exploratory	6,7,8	QTR/SEM/YEAR	1758
<i>Description</i>			
<p>This exploratory course is designed for students who have minimal or no prior knowledge of the target language and culture. Students will explore up to eight thematic cultural units where they will investigate, explain, and reflect on the relationship between practices, products and perspectives of the target language cultures studied. Students will be able to communicate in the target language on some very familiar topics using single words and phrases that have been practiced and learned. There is no proficiency goal for this semester long course, however, students will develop a basic foundation that will facilitate achieving proficiency goals as they advance through the SUSD World Language trajectory.</p>			

Course Title	Grade(s)	Duration	Course ID
Spanish Exploratory	6,7,8	QTR/SEM/YEAR	1761
<i>Description</i>			
<p>This exploratory course is designed for students who have minimal or no prior knowledge of the target language and culture. Students will explore up to eight thematic cultural units where they will investigate, explain, and reflect on the relationship between practices, products and perspectives of the target language cultures studied. Students will be able to communicate in the target language on some very familiar topics using single words and phrases that have been practiced and learned. There is no proficiency goal for this semester long course, however, students will develop a basic foundation that will facilitate achieving proficiency goals as they advance through the SUSD World Language trajectory.</p>			

Course Title	Grade(s)	Duration	Course ID
French 1A	7	Year-long	1112
<i>Description</i>			
<p>This course introduces students to the basic vocabulary and grammar along with culture practices of the countries in which the target language is spoken. Methods are used to emphasize the three modes of communication: presentational, interpersonal, and interpretive. The targeted proficiency level is Novice-Mid. This course, when followed by Language Level B, is designed to meet World Language level I course competencies. Students must earn a 'C' or better both semesters to continue with Level B.</p>			

Course Title	Grade(s)	Duration	Course ID
Japanese 1A	7	Year-long	1114
<i>Description</i>			
This course introduces students to the basic vocabulary and grammar along with culture practices of the countries in which the target language is spoken. Methods are used to emphasize the three modes of communication: presentational, interpersonal, and interpretive. The targeted proficiency level is Novice-Mid. This course, when followed by Language Level B, is designed to meet World Language level I course competencies. Students must earn a 'C' or better both semesters to continue with Level B.			

Course Title	Grade(s)	Duration	Course ID
Mandarin Chinese 1A	7	Year-long	1116
<i>Description</i>			
This course introduces students to the basic vocabulary and grammar along with culture practices of the countries in which the target language is spoken. Methods are used to emphasize the three modes of communication: presentational, interpersonal, and interpretive. The targeted proficiency level is Novice-Mid. This course, when followed by Language Level B, is designed to meet World Language level I course competencies. Students must earn a 'C' or better both semesters to continue with Level B.			

Course Title	Grade(s)	Duration	Course ID
Spanish 1A	7	Year-long	1118
<i>Description</i>			
This course introduces students to the basic vocabulary and grammar along with culture practices of the countries in which the target language is spoken. Methods are used to emphasize the three modes of communication: presentational, interpersonal, and interpretive. The targeted proficiency level is Novice-Mid. This course, when followed by Language Level B, is designed to meet World Language level I course competencies. Students must earn a 'C' or better both semesters to continue with Level B.			

Course Title	Grade(s)	Duration	Course ID
French 1B	8	Year-long	1113
<i>Description</i>			
<i>Prerequisite:</i> Successful completion of French A or Site approval.			
This course enhances basic vocabulary and grammar as well as components of the culture of the countries in which the language is spoken. Methods are used to emphasize the three modes of communication: presentational, interpersonal, and interpretive. The targeted proficiency level is Novice-High. Students must earn a 'C' or better in the class for both semesters to continue to Level II in high school.			

Course Title	Grade(s)	Duration	Course ID
Japanese 1B	8	Year-long	1115
<i>Description</i>			
<i>Prerequisite:</i> Successful completion of Japanese A or Site approval.			
This course enhances basic vocabulary and grammar, as well as components of the culture of the countries in which the language is spoken. Methods are used to emphasize the three modes of communication: presentational, interpersonal, and interpretive. The targeted proficiency level is Novice-High. Students must earn a 'C' or better in the class for both semesters to continue to Level II in high school.			

Course Title	Grade(s)	Duration	Course ID
Mandarin Chinese 1B	8	Year-long	1117
<i>Description</i>			
<p><i>Prerequisite:</i> Successful completion of Mandarin Chinese A, or Site approval.</p> <p>This course enhances basic vocabulary and grammar, as well as components of the culture of the countries in which the language is spoken. Methods are used to emphasize the three modes of communication: presentational, interpersonal, and interpretive. The targeted proficiency level is Novice-High. Students must earn a 'C' or better in the class for both semesters to continue to Level II in high school.</p>			

Course Title	Grade(s)	Duration	Course ID
Spanish 1B	8	Year-long	1119
<i>Description</i>			
<p><i>Prerequisite:</i> Successful completion of Spanish A, or Site approval</p> <p>This course enhances basic vocabulary and grammar, as well as components of the culture of the countries in which the language is spoken. Methods are used to emphasize the three modes of communication: presentational, interpersonal, and interpretive. The targeted proficiency level is Novice-High. Students must earn a 'C' or better in the class for both semesters to continue to Level II in high school.</p>			

Course Title	Grade(s)	Duration	Course ID
French I	8	Year-long	6110-6111
<i>Description</i>			
<p>This class introduces the student to the French language and culture through authentic resources that allow students to listen, speak, read, and write in the target language. Methods are used to emphasize the three modes of communication: presentational, interpersonal, and interpretive. The targeted proficiency level is Novice-High. The class is predominately conducted in the target language with the end goal of 90% usage. Students must earn a 'C' or better in the class for both semesters to continue to Level II in high school.</p>			

Course Title	Grade(s)	Duration	Course ID
Japanese I	8	Year-long	6062-6063
<i>Description</i>			
<p>This class introduce the student to the Japanese language and culture through authentic resources that allow students to listen, speak, read, and write in the target language. Methods are used to emphasize the three modes of communication: presentational, interpersonal, and interpretive. The targeted proficiency level is Novice-High. The class is predominately conducted in the target language with the end goal of 90% usage. Students must earn a 'C' or better in the class for both semesters to continue to Level II in high school.</p>			

Course Title	Grade(s)	Duration	Course ID
Mandarin Chinese I	8	Year-long	6302-6303
<i>Description</i>			
<p>This class introduce the student to the Chinese language and culture through authentic resources that allow students to listen, speak, read, and write in the target language. Methods are used to emphasize the three modes of communication: presentational, interpersonal, and interpretive. The targeted proficiency level is Novice-High. The class is predominately conducted in the target language with the end goal of 90% usage. Students must earn a 'C' or better in the class for both semesters to continue to Level II in high school.</p>			

Course Title	Grade(s)	Duration	Course ID
Mandarin Chinese II	8	Year-long	6304-6305
<i>Description</i>			
<p><i>Prerequisite:</i> Successful completion of Mandarin Chinese I with a grade no lower than a C is strongly recommended, or site approval.</p> <p>This class is a continuation of Mandarin Chinese I and builds on the skills already acquired. Students will develop their cultural competency and language proficiency through the three modes of communication: presentational, interpersonal, and interpretive. The targeted proficiency level is Intermediate-Low. This class will be conducted primarily in the Mandarin Chinese language.</p>			

Course Title	Grade(s)	Duration	Course ID
Spanish I	8	Year-long	6010-6011
<i>Description</i>			
<p>This class introduce the student to the Spanish language and culture through authentic resources that allow students to listen, speak, read, and write in the target language. Methods are used to emphasize the three modes of communication: presentational, interpersonal, and interpretive. The targeted proficiency level is Novice-High. The class is predominately conducted in the target language with the end goal of 90% usage. Students must earn a 'C' or better in the class for both semesters to continue to Level II in high school.</p>			

Course Title	Grade(s)	Duration	Course ID
Spanish II	8	Year-long	6020-6021
<i>Description</i>			
<p><i>Prerequisite:</i> Successful completion of Spanish I and part of the DLI program.</p> <p>This class is a continuation of Spanish I and builds on the skills already acquired. Students will develop their cultural competency and language proficiency through the 3 modes of communication: presentational, interpersonal, and interpretive. The targeted proficiency level is Intermediate Low. This class will be conducted entirely in Spanish. Students must earn a 'C' or better in the class for both semesters to continue to Level II in high school.</p>			

Additional Elective Courses

The Scottsdale Unified School District is committed to meeting the unique needs of the early adolescent learner. As a result, the District has developed additional elective course offerings to meet the academic, physical, and emotional needs of middle level students.

Note: Not all courses are able to be offered at all sites.

Each SUSD middle school provides an updated list of elective courses at its campus and/or on its website. These lists include course descriptions for the elective courses.

As part of SUSD's comprehensive approach to college and career learning, middle school students will engage in career pathway exploration and identify career clusters that pique their interest. The curriculum will include activities focused on recognizing personal qualities and developing essential soft skills relevant to the workplace. Additionally, students will learn about their personality types, strengths, and blind spots.

Students will have the opportunity to reflect on a career of interest and explore what it takes to achieve success in that field. They will gain insights into how others have navigated their career paths successfully. Before graduating from middle school, students will set both short-term and long-term postsecondary education and career goals as part of their Education and Career Action Plan (ECAP).

The Career Exploration curriculum will be integrated into various existing courses, including but not limited to Design My Future, Social Studies, Computers, STEM, AVID, Advisory and College & Career Enhancement courses.

For further details on the specific courses offered at each middle school, please visit the respective school's website.

Summary of Site-Specific Schedules, Programs, and Electives

Programmatic structure varies between schools, which impacts the master schedule and the elective offerings available to students. In addition, student enrollment and student selection/interest of electives impacts the range of elective options. Each of these schedules honor the uniqueness of each campus while still complying with seat hour requirements for students to earn appropriate credit.

Traditional 6 Period Schedule

In a six-period day, students select two electives per semester, attending two electives each day.

Ingleside, Mohave, Cocopah, DCMS, Copper Ridge, Echo Canyon, and Tonalea all have 6 periods each day.

Signature Program Schedule

International Baccalaureate Middle Years Program (IB MYP)

Mountainside Middle School has eight periods a day and is an IB MYP school. In the International Baccalaureate Middle Years Program, student classes are prescribed by the program, providing a combination of required and student Selected courses.

Traditional School

Cheyenne Traditional School has seven periods a day. Electives are yearlong. Elective classes are prescribed by the Program, providing a combination of required signature program courses paired with a rotation of electives.

Computers

Middle level computer course curriculum is aligned with the Arizona State Technology Standards and prepares students for academic success and continuous learning. Computer courses reinforce the skills students need to analyze, learn, and explore resources as digital learners, allowing students to develop as future ready learners for their preparedness in a competitive global job market. Computer courses inspire and motivate students to pursue careers in Science, Technology, Engineering and Math (STEM). Computer course offerings vary by site.

Course Title	Grade(s)	Duration	Course ID
Introduction to Computers/Keyboarding	6,7,8	QTR/SEM/YEAR	10022
<i>Description</i>			
Emphasis is placed on building keyboard skills. This class is intended for 6th grade students as an introduction to basic Microsoft Office skills and the use of the Internet as a research tool.			

Course Title	Grade(s)	Duration	Course ID
Computers	6,7,8	QTR/SEM/YEAR	10023
<i>Description</i>			
In this course, students will learn to use the computer as an academic resource tool. Word Processing, Drawing, Spreadsheet data entry (using formulas and functions), Graphs, PowerPoint, Internet research and Digital Citizenship are the focus areas.			

Course Title	Grade(s)	Duration	Course ID
Advanced Computers	6,7,8	QTR/SEM/YEAR	10024
<i>Description</i>			
<i>Prerequisite:</i> Computers or Site approval. This course builds on students' basic computer knowledge to ensure proficient digital learners. Advanced Computer course availability and curriculum vary at each site.			

Engineering/STEM

STEM education at the middle level provides students with hands-on, problem-based learning opportunities that introduce principles to develop, produce, apply, and analyze products related to Science, Technology, Engineering, and Math. Students develop individual and teamwork skills to participate in society and the workplace. Activities focus on content related to engineering as a body of knowledge while applying the design process. Elective Engineering/STEM course offerings vary by site.

Course Title	Grade(s)	Duration	Course ID
Aeronautical Science	7,8	QTR/SEM/YEAR	10026
<i>Description</i>			
This course is for 7th and 8th grade students who are interested in aerospace science. The course will provide students with opportunities to explore aerospace science while meeting both National and State Science standards. The six Aerospace Dimension modules will include the physics of flight, how airplanes fly, aircraft systems, airports, aeronautical charts, weather elements, weather systems, rockets, drones, space environment and spacecraft.			

Course Title	Grade(s)	Duration	Course ID
Advanced Engineering and Design	8	QTR/SEM/YEAR	1394
<i>Description</i>			
<p><i>Prerequisite:</i> Discovering STEM or STEM Applications or site approval. Students apply engineering to solve complex, open-ended problems in a real-world context. The project-based curriculum emphasizes innovation/invention, critical thinking, oral and written communication, creativity, personal initiative, and accountability. Units of Study may include: Design Process, Transportation Technology, Biotechnology, and Problem-Based Career Exploration.</p>			

Course Title	Grade(s)	Duration	Course ID
CS101: Coding in Python 1	6,7,8	SEMESTER/YEAR	1388
<i>Description</i>			
<p>This course provides an introduction to coding in Python. Students master basic coding concepts common to all programming languages, such as statements, conditionals, and loops, and are additionally introduced to: libraries, procedural graphics, and complex input. Students develop coding-related skills such as decomposition of large programs, debugging, and analyzing code written by others. Students will be able to create games, animations, and other interactive programs in Python upon completion of the course.</p>			

Course Title	Grade(s)	Duration	Course ID
CS102: Coding in Python 2	6,7,8	SEMESTER/YEAR	1389
<i>Description</i>			
<p>This course builds on basic knowledge of Python from CS101. Students learn to use images from outside their program to create sprites and sprite-based animations for use in graphical programs. Students explore more in-depth coding concepts such as the list data structure and functions. Students completing this course will be able to create graphical, sprite-based games using custom images, and can write dense, well-organized code.</p>			

Course Title	Grade(s)	Duration	Course ID
Design My Future	6, 7, 8	QTR/SEM	1056
<i>Description</i>			
<p>Design My Future allows students to explore career pathways in trending technologies through creating projects in the fields of engineering, business, healthcare sciences, marketing and creative design. Students explore careers by completing real world simulations and design challenges that develop a solid foundation for success for college and career readiness. Teamwork and stress management skills are enhanced while improving academic performance habits. Industry simulation projects promote communication and presentation skills through video game design competitions, introductory coding challenges, and much more.</p>			

Course Title	Grade(s)	Duration	Course ID
Discovering STEM	6	QTR/SEM/YEAR	1390
<i>Description</i>			
<p>This middle level course prepares students to develop and reinforce critical thinking and problem-solving skills. This engaging curriculum is based on Arizona and National Technology and Engineering Standards as well as the ISTE standards. Units of Study may include: Design Process, Alternative Energy, Architecture, Graphic Design, Fashion Design, Physics, Robotics, and Video Production.</p>			

Course Title	Grade(s)	Duration	Course ID
Robotics	6,7,8	QTR/SEM/YEAR	1908
<i>Description</i>			
<p>This course is designed to teach core computer programming logic and reasoning skills using a robotics engineering context. It will provide an introduction to robotics for students with some, limited or no programming background using LEGO MINDSTORMS NXT and EV3 kits. Students will learn to construct, control and program these robots through investigative and exploration activities. Research projects will expose the students to the STEM engineering process.</p>			

Course Title	Grade(s)	Duration	Course ID
STEM Applications	7	QTR/SEM/YEAR	1392
<i>Description</i>			
Students are encouraged to apply skills essential for the real world and useful in any career path of interest. Emphasis is placed on providing opportunities to transfer knowledge and skills from one discipline to another. The hands-on curriculum is based on Arizona and National Technology and Engineering Standards as well as the ISTE standards. Units of Study may include: Design Process, Flight & Rocketry, Digital Responsibilities, Entrepreneurship, and Aeronautics.			

Course Title	Grade(s)	Duration	Course ID
Technology & 3D Print Design	6,7,8	QTR/SEM/YEAR	10025
<i>Description</i>			
This course will provide the students the chance to learn programs for digital video production, web-based programs including Google Apps/Sites, and a computer-aided design (CAD) program using STEM learning to create project based 3-D print design. Students will explore digital citizenship resources, their "digital footprint", digital privacy and technology in historical content. Students will complete a 20 Time Project for real-world problem solving. Some keyboarding practice is included.			

General Electives

The Advisory/Intervention/Enrichment Period

Course Title	Grade(s)	Duration	Course ID
Cheyenne Traditional School:W.I.N. (What I Need)	6, 7, 8	SEMESTER/YEAR	1009
Copper Ridge: W.I.N. (What I Need)	6, 7, 8	SEMESTER/YEAR	1009
Cocopah: Advisory	6, 7, 8	SEMESTER/YEAR	1007
Desert Canyon: Lion's Time	6, 7, 8	SEMESTER/YEAR	1008
Ingleside: Advisory	6, 7, 8	SEMESTER/YEAR	1007
Mohave: Advisory	6, 7, 8	SEMESTER/YEAR	1007
Tonalea: Power Hour	6, 7, 8	SEMESTER/YEAR	PH
<i>Description</i>			
The Advisory/Intervention/Enrichment period will offer students both an advisory time and an opportunity for intervention and/or enrichment to meet the needs of each individual student.			

Course Title	Grade(s)	Duration	Course ID
AVID	6,7,8	QTR/SEM/YEAR	1855
<i>Description</i>			
<p>The purpose of this course is to provide students with skills to help them succeed academically. AVID is an elective course for grades 6, 7, and 8 with content specific curriculum which emphasizes aspects of writing, inquiry, collaboration, and reading. In the AVID program, students receive academic instruction and tutorial support from teachers and college students as well as participate in motivational activities to prepare them for the more rigorous academic courses. AVID has a strong academic focus, encourages students to prepare them for the more rigorous coursework and has an enduring academic and social support network. Tutorials take place in the AVID class at least two times weekly. Study skills, focused note taking, and college/career exploration are examples of the areas covered by AVID. The trained AVID teacher serves as the students' advocate and provides social and academic support. This course is open to applicants who are identified based on specific criteria and interviewed. The student should meet ONE of the following criteria:</p> <ul style="list-style-type: none"> • In the academic middle • College and Career focused with support • Good attendance • Demonstrates good citizenship in and out of the classroom • Has the desire and the individual determination to work hard and succeed • Works well with others • May be the first generation in family to attend college • Historically underserved in four-year colleges and universities • Special circumstances <p>Exceptions are determined on a case-by-case basis. Application required. Contact the school's AVID coordinator if interested in applying.</p>			

Course Title	Grade(s)	Duration	Course ID
College and Career Enhancement (6th gr)	6	QTR/SEM/YEAR	1585
College and Career Enhancement (7th gr)	7	QTR/SEM/YEAR	1586
College and Career Enhancement (8th gr)	8	QTR/SEM/YEAR	1587
<i>Description</i>			
This elective course provides students with the skills and knowledge necessary to succeed in school and beyond. College and Career Enhancement is an elective course for grades 6, 7, and 8 with content specific curriculum that emphasizes self-advocacy, perseverance, and academic grit. Students receive the necessary knowledge to ensure successful transitions to college and career through instructional activities in self-knowledge, interpersonal and communication skills, collaboration, problem solving, goal setting and organization.			

Course Title	Grade(s)	Duration	Course ID
Creative Writing	6,7,8	QTR/SEM/YEAR	1972
<i>Description</i>			
This course builds upon students' current writing skills. They will learn an imaginative approach that expresses their ideas/thoughts by way of short stories, poems, advertisements, commercials, mysteries, etc. By the end of the course, students will have not only strengthened their writing abilities but also developed a deeper appreciation for the craft of writing. They will leave with a portfolio of diverse works showcasing their creativity and individual voice, ready to share their stories with the world.			

Course Title	Grade(s)	Duration	Course ID
Design My Future	6, 7, 8	QTR/SEM	1056
<i>Description</i>			
Design My Future allows students to explore career pathways in trending technologies through creating projects in the fields of engineering, business, healthcare sciences, marketing and creative design. Students explore careers by completing real world simulations and design challenges that develop a solid foundation for success for college and career readiness. Teamwork and stress management skills are enhanced while improving academic performance habits. Industry simulation projects promote communication and presentation skills through video game design competitions, introductory coding challenges, and much more.			

Course Title	Grade(s)	Duration	Course ID
Digital Art and Design	6,7,8	QTR/SEM/YEAR	1142-1143
<i>Description</i>			
Enjoy a deeper understanding and appreciation for all things digital as you explore this special genre of art found in everything from advertising to animation to photography and beyond. Additionally, students will create their own digital art.			

Course Title	Grade(s)	Duration	Course ID
Forensic Science	6,7,8	QTR/SEM/YEAR	10027
<i>Description</i>			
Students will use scientific research, critical thinking, make observations, analyze facts, and draw conclusions as it relates to a criminal investigation. Students will use chemistry for fiber analysis, link chromatography and chemical reactions; earth science to learn how to cast impressions; life science to study anatomy, and fingerprints; and physics to study blood splatter patterns and glass fracture patterns.			

Course Title	Grade(s)	Duration	Course ID
Game Design 1a	6,7,8	SEMESTER/YEAR	1143
<i>Description</i>			
Explore the design and creative process involved in game creation. Learn how to build a game from the ground up in an interactive and hands-on course that will teach you all the ins and outs of making your own game.			

Course Title	Grade(s)	Duration	Course ID
Game Design 1b	6,7,8	SEMESTER/YEAR	1144
<i>Description</i>			
Explore the design and creative process involved in game creation. Learn how to build a game from the ground up in an interactive and hands-on course that will teach you all the ins and outs of making your own game.			

Course Title	Grade(s)	Duration	Course ID
Gifted Humanities	6	SEMESTER/YEAR	0102
	7	SEMESTER/YEAR	0103
	8	SEMESTER/YEAR	0104
<i>Description</i>			
<p>NOTE: This course is designed for Gifted identified students. Students not identified as gifted may seek placement into this course based on the Honors Criteria Rubric.</p> <p>Gifted Humanities Program (GHP) is designed for gifted identified learners who foster a love for literature and history. Student- centered, thematic units of study, incorporating creative and critical thinking skills, the elective will facilitate literary analysis, composition, and communication skills, all within a project-based learning environment. An impactful and relevant curriculum, GHP's main objective is meeting the social, emotional, and academic needs of the middle school gifted learner.</p>			

Course Title	Grade(s)	Duration	Course ID
Independent Investigations – Visual Images	6,7,8	SEMESTER/YEAR	1695
<i>Description</i>			
<p>NOTE: This course is designed for Gifted identified students. Students not identified as gifted may seek placement into this course based on the Honors Criteria Rubric.</p> <p>This course will use 21st century skills to explore various aspects of visual imagery. Curriculum will include: understanding and applying the elements of art and design, learning how the human eye works, constructing early optical toys and experiencing illusions, investigating the photographic process, creating a camera, creation of a photography project and a moving images project, researching people, technology and career opportunities, exploring and reflecting on students' learning styles and issues of giftedness and solving challenging spatial puzzles and games.</p>			

Course Title	Grade(s)	Duration	Course ID
Independent Investigations – Architecture	6,7,8	SEMESTER/YEAR	1795
<i>Description</i>			
<p>NOTE: This course is designed for Gifted identified students. Students not identified as gifted may seek placement into this course based on the Honors Criteria Rubric.</p> <p>This course will explore in a hands-on manner providing introductions to various aspects of architecture. The curriculum will include: Study of form and function of structures and elements of design, identification of styles and impact of architecture research of famous architects, investigation of various career opportunities, using a home building simulation software to learn the building process, exploration and reflection on student learning styles and creation of an architectural project.</p>			

Course Title	Grade(s)	Duration	Course ID
Independent Investigations – Engineering	6,7,8	SEMESTER/YEAR	1895
<i>Description</i>			
<p>NOTE: This course is designed for Gifted identified students. Students not identified as gifted may seek placement into this course based on the Honors Criteria Rubric.</p> <p>This course will explore, in a hands-on-way, introductions to the various aspects of engineering: learning and applying the Engineering Design Process, conducting and analyzing hands-on activities in aerospace, mechanical, and chemical engineering disciplines, designing and creating an independent project in an engineering area of the student's choice; students will share and critique work, exploring and reflecting on students' learning styles, and issues of giftedness that are important to them; creating a Gifted Profile and researching people, feats, topics, and career opportunities related to our theme.</p>			

Course Title	Grade(s)	Duration	Course ID
Investigations	6,7,8	SEMESTER/YEAR	0101
<i>Description</i>			
<p>NOTE: This course is designed for Gifted identified students. Students not identified as gifted may seek placement into this course based on the Honors Criteria Rubric.</p> <p>PBL/Genius Hour format: student driven opportunity to engage in meaningful research and exploration of a topic of the students' choice which culminates in a multi-media presentation as the demonstration of knowledge. Students will adhere to a timeline aligned to their topic of exploration meeting checkpoint benchmarks throughout the course. Each checkpoint will be highlighted with a key artifact.</p>			

Course Title	Grade(s)	Duration	Course ID
Journalism	6,7,8	SEMESTER/YEAR	1146
<i>Description</i>			
In this course students will learn how to gather information, organize ideas, format stories for different forms of news media, and edit their stories for publication. In addition, students will examine the historical development of journalism.			

Course Title	Grade(s)	Duration	Course ID
Peer Mentoring	8	QTR/SEM/YEAR	1981
<i>Description</i>			
This course is designed for students who are selected and trained to provide assistance in supporting their peers to meet the state standards and/or IEP goals. Selected students will provide tutoring, mentoring, friendship, physical assistance, and enrichment activities to those students within the school setting.			

Course Title	Grade(s)	Duration	Course ID
Photography	6,7,8	SEMESTER/YEAR	1145
<i>Description</i>			
This course introduces students to the basics of photography, including camera functions and photo composition. Students will learn what it takes to create a good photograph and how to improve photographs.			

Course Title	Grade(s)	Duration	Course ID
Public Speaking and Debate	6,7,8	QTR/SEM/YEAR	1046
<i>Description</i>			
This course develops and improves students' communication skills. Students will learn techniques for building and delivering successful speeches. Activities will include preparing and delivering speeches as well as participating in formal and informal debates.			

Course Title	Grade(s)	Duration	Course ID
Student Government	6,7,8	QTR/SEM/YEAR	10020
<i>Description</i>			
This course is designed to provide students with an opportunity to develop and enrich their leadership skills while promoting a positive school climate, school spirit and community involvement. Throughout this class students will implement strategies and techniques involving literacy in relation to various forms of communication.			

Course Title	Grade(s)	Duration	Course ID
Video Production/Journalism	6,7,8	QTR/SEM/YEAR	10021
<i>Description</i>			
This course is intended for students who are interested in all aspects of video production. Students will learn skills to design, write and edit in a variety of video genres. The focus will be to create and produce the news daily announcements. Students will learn about developing concepts, script writing, acting on camera, filming, directing, editing, and producing a video production.			

Course Title	Grade(s)	Duration	Course ID
Yearbook	6,7,8	QTR/SEM/YEAR	8730
<i>Description</i>			
This course gives students the opportunity to record the school's history for the year. Students focus on using digital photography and publishing software to produce a digital yearbook. Emphasis is on teamwork, time management, and responsibility. Students also learn marketing and budgeting skills.			

International Baccalaureate Middle Years Program (IB MYP)

(*Offered at Mountainside MS Only)

CORE COURSES		
6th Grade	7th Grade	8th Grade
IB MYP Language and Literature – 6 IB MYP H Language and Literature – 6	IB MYP Language and Literature – 7 IB MYP H Language and Literature – 7	IB MYP Language and Literature – 8 IB MYP H Language and Literature – 8
IB MYP Individuals and Societies – 6	IB MYP Individuals and Societies – 7	IB MYP Individuals and Societies – 8
IB MYP Sciences – 6	IB MYP Sciences – 7	IB MYP Sciences – 8
IB MYP Mathematics – 6*	IB MYP Mathematics – 7*	IB MYP Mathematics – 8* IB MYP Mathematics – Algebra I*
IB MYP World Language Acquisition – World Language Exploratory	IB MYP World Language Acquisition – Spanish IA French IA Mandarin IA	IB MYP World Language Acquisition – Spanish IB French IB Mandarin IB Or (if student did not complete level IA) Spanish I French I Mandarin I
ELECTIVE COURSE OFFERINGS		
6th Grade	7th Grade	8th Grade
IB MYP Arts – Band (YL)	IB MYP Arts – Band (YL)	IB MYP Arts – Band (YL)
IB MYP Arts – Strings (YL)	IB MYP Arts – Strings (YL)	IB MYP Arts – Strings (YL)
IB MYP Arts – Vocal (SL)	IB MYP Arts – Vocal (YL)	IB MYP Arts – Vocal (YL)
IB MYP Arts – Visual Arts (SL)	IB MYP Arts – Visual Arts (SL)	IB MYP Arts – Visual Arts (SL)
IB MYP Arts – Theatre (SL)	IB MYP Arts – Theatre (SL)	IB MYP Arts – Theatre (SL)
IB MYP Arts – Media Production (YL)	IB MYP Arts – Media Production (YL)	IB MYP Arts – Media Production (YL)
IB MYP Physical and Health Education – PE (SL)	IB MYP Arts – Sculpture/3D Design (SL)	IB MYP Arts – Sculpture/3D Design (SL)
IB MYP Design – Discovering STEM (SL)	IB MYP Physical and Health Education – PE (SL)	IB MYP Physical and Health Education – PE (SL)
IB MYP Design – Designing my Future (SL)	IB MYP Physical and Health Education – Total Fitness (SL)	IB MYP Physical and Health Education – Total Fitness (SL)
IB MYP Design – Exploring Computer Science (SL)	IB MYP Design – STEM Applications (YL)	IB MYP Design – Applied Engineering (YL)
IB MYP Design – Yearbook (YL)	IB MYP Design – Applied Computer Concepts (SL)	IB MYP Design – Advanced Computers (SL)
Student Government (YL)	IB MYP Design – Yearbook (YL)	IB MYP Design – Yearbook (YL)
Mathematics Intervention Support (YL)	Student Government (YL)	Student Government (YL)
Language and Literature Intervention Support (YL)	Mathematics Intervention Support (YL)	Mathematics Intervention Support (YL)
	Language and Literature Intervention Support (YL)	Language and Literature Intervention Support (YL)
		IB MYP Community Project (SL)

IB MYP Language and Literature

Course Title	Grade(s)	Duration	Course ID
IB MYP Language and Literature – 6	6	Year-long	31610
IB MYP H Language and Literature – 6	6	Year-long	31610H
<i>Description</i>			
<p>This course aligns to the State standards and the IB MYP framework. This course focuses on four critical areas of student literacy: 1) the reading of grade-level appropriate literary and informational texts; 2) the writing of various modes, including narrative, informative and persuasive/argumentative; 3) the building of speaking and listening skills through independent and collaborative tasks; 4) the close study and development of language vocabulary. Through thematic Units of Study, students will develop skills in critical analysis and thinking, the writing process, research, and effective communication. MYP Language and Literature courses include a balanced study of genres and literary texts, including a world literature component. Students' interactions with texts generate moral, social, economic, political, cultural, and environmental insights. Through their studies, students learn how to form opinions, make decisions, and engage in ethical reasoning (International Baccalaureate Subject Brief 2015).</p>			

Course Title	Grade(s)	Duration	Course ID
IB MYP Language and Literature – 7	7	Year-long	31710
IB MYP H Language and Literature – 7	7	Year-long	31710H
<i>Description</i>			
<p>This course aligns to the State standards and the IB MYP framework. This course focuses on four critical areas of student literacy: 1) the reading of grade-level appropriate literary and informational texts; 2) the writing of various modes, including narrative, informative, and persuasive/argumentative; 3) the building of speaking and listening skills through independent and collaborative tasks; 4) the close study and development of language vocabulary. Through thematic Units of Study, students continue to develop skills in critical analysis and thinking, the writing process, research, and effective communication. MYP Language and Literature courses include a balanced study of genres and literary texts, including a world literature component. Students' interactions with texts generate moral, social, economic, political, cultural, and environmental insights. Through their studies, students learn how to form opinions, make decisions, and engage in ethical reasoning (International Baccalaureate Subject Brief 2015).</p>			

Course Title	Grade(s)	Duration	Course ID
IB MYP Language and Literature – 8	8	Year-long	31810
IB MYP H Language and Literature – 8	8	Year-long	31810H
<i>Description</i>			
<p>This course aligns to the State standards and the IB MYP framework. This course focuses on four critical areas of student literacy: 1) the reading of grade-level appropriate literary and informational texts; 2) the writing of various modes, including narrative, informative, and persuasive/argumentative; 3) the building of speaking and listening skills through independent and collaborative tasks; 4) the close study and development of language vocabulary. Through thematic Units of Study, students continue to develop and strengthen skills in critical analysis thinking, the writing process, research, and effective communication, while preparing them for the demands of high school coursework. MYP language and literature courses include a balanced study of genres and literary texts, including a world literature component. Students' interactions with texts generate moral, social, economic, political, cultural, and environmental insights. Through their studies, students learn how to form opinions, make decisions, and engage in ethical reasoning (International Baccalaureate Subject Brief 2015).</p>			

IB MYP Individuals and Societies

Course Title	Grade(s)	Duration	Course ID
IB MYP Individuals and Societies – 6	6	Year-long	31630
<i>Description</i>			
<p>This course aligns to the State standards and the IB MYP framework. Emphasis is placed on World history through a global study and ancient civilizations through the Enlightenment, including the early cultures of the Americas. IB MYP encourages learners to respect and understand the world around them and equips them with the necessary skills to inquire into historical, geographical, political, social, economic, and cultural factors that affect individuals, societies, and environments (International Baccalaureate Subject Brief 2015).</p>			

Course Title	Grade(s)	Duration	Course ID
IB MYP Individuals and Societies – 7	7	Year-long	31730
<i>Description</i>			
<p>This course aligns to the State standards and the IB MYP framework. The curriculum focuses on American history from events leading to the Civil War through the beginning of WWII. Students also study the impact of the Industrial Revolution and Imperialism on world events. IB MYP encourages learners to respect and understand the world around them and equips them with the necessary skills to inquire into historical, geographical, political, social, economic, and cultural factors that affect individuals, societies, and environments (International Baccalaureate Subject Brief 2015).</p>			

Course Title	Grade(s)	Duration	Course ID
IB MYP Individuals and Societies – 8	8	Year-long	31830
<i>Description</i>			
<p>This course aligns to the State standards and the IB MYP framework. This curriculum covers a review of the Revolutionary Period, followed by an in-depth study of the United States Constitution. Students will continue to study historical periods including postwar United States through contemporary times. IB MYP encourages learners to respect and understand the world around them and equips them with the necessary skills to inquire into historical, geographical, political, social, economic, and cultural factors that affect individuals, societies, and environments (International Baccalaureate Subject Brief 2015).</p>			

IB MYP Sciences

Course Title	Grade(s)	Duration	Course ID
IB MYP Sciences – 6	6	Year-long	31640
<i>Description</i>			
<p>This course aligns to the State standards and the IB MYP framework. This course covers topics in the areas of life, physical, and Earth/Space sciences. Life science focuses on the characteristics of living things, the diversity of life, and how organisms change over time. The main concept in the physical science portion is energy and how it is stored and transferred. Earth and Space science provides the foundation for students to understand the relationships between the atmosphere along with its layers and the Earth's water. With inquiry at the core, the IB MYP Sciences framework aims to guide students to independent, and collaboratively investigate issues through research, observation, and experimentation. As they investigate real examples of science applications, students discover the tensions and dependencies between science and morality, ethics, culture, economics, politics, and the environment. Scientific inquiry fosters critical and creative thinking about research and design, as well as the identification of assumptions and alternative explanations (International Baccalaureate Subject Brief 2015).</p>			

Course Title	Grade(s)	Duration	Course ID
IB MYP Sciences – 7	7	Year-long	31740
<i>Description</i>			
<p>This course aligns to the State standards and the IB MYP framework. The curriculum covers topics in the areas of Life and Earth/Space sciences with the major focus being Earth and Space science. Life science includes the analysis of the relationships among various organisms and their environment by studying populations of organisms in an ecosystem. Topics covered in the Earth and Space domain include the structure of Earth and its systems and processes along with Earth's relationship to the solar system. With inquiry at the core, the MYP Sciences framework aims to guide students to independently and collaboratively investigate issues through research, observation, and experimentation. As they investigate real examples of science applications, students discover the tensions and dependencies between science and morality, ethics, culture, economics, politics, and the environment. Scientific inquiry fosters critical and creative thinking about research and design, as well as the identification of assumptions and alternative explanations (International Baccalaureate Subject Brief 2015).</p>			

Course Title	Grade(s)	Duration	Course ID
IB MYP Sciences – 8	8	Year-long	31840
<i>Description</i>			
<p>This course aligns to the State standards and the IB MYP framework. The curriculum covers topics in the areas of Life and Physical sciences. Life science focuses on how organisms change over time in terms of biological adaptation emphasizing diversity, behavior, genetics, and heredity. Physical science introduces students to Chemistry (physical and chemical properties of matter) and Physics (relationships between force and motion) concepts. With inquiry at the core, the IB MYP Sciences framework aims to guide students to independent and collaboratively investigate issues through research, observation, and experimentation. As they investigate real examples of science applications, students discover the tensions and dependencies between science and morality, ethics, culture, economics, politics, and the environment. Scientific inquiry fosters critical and creative thinking about research and design, as well as the identification of assumptions and alternative explanations (International Baccalaureate Subject Brief 2015).</p>			

IB MYP Mathematics

Course Title	Grade(s)	Duration	Course ID
IB MYP Mathematics – 6	6	Year-long	31620
<i>Description</i>			
<p>This course aligns to the State standards and the IB MYP framework. The curriculum for this course of study follows the State standards and will focus on four critical areas: 1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; 2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers; which includes negative numbers; 3) writing, interpreting and using expressions and equations; 4) developing an understanding of statistical thinking. Students will also learn to reason about relationships among shapes to determine area, surface area, and volume. IB MYP promotes a powerful universal language, analytical reasoning and problem-solving skills that contribute to the development of logical, abstract, and critical thinking. The IB MYP Mathematics courses promote both inquiry and application, helping students to develop problem-solving techniques that transcend the discipline and are useful in the world outside school (International Baccalaureate Subject Brief 2015).</p>			

Course Title	Grade(s)	Duration	Course ID
IB MYP Mathematics – 7	7	Year-long	31720
<i>Description</i>			
<p>This course aligns to the State standards and the IB MYP framework. The curriculum for this course of study follows the State standards and will focus on four critical areas: 1) developing understanding of and applying proportional relationships; 2) developing understanding of operation with rational numbers and working with expressions and linear equations; 3) solving problems involving scale drawings and informal geometric constructions, working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and 4) drawing inferences about populations based on samples. IB MYP promotes a powerful universal language, analytical reasoning and problem-solving skills that contribute to the development of logical, abstract, and critical thinking. The IB MYP Mathematics courses promote both inquiry and application, helping students to develop problem-solving techniques that transcend the discipline and are useful in the world outside school (International Baccalaureate Subject Brief 2015).</p>			

Course Title	Grade(s)	Duration	Course ID
IB MYP Mathematics – 8	8	Year-long	31820
<i>Description</i>			
<p>This course aligns to the State standards and the IB MYP framework. The curriculum for this course of study follows the State standards and will focus on three critical area: 1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation; solving linear equations and systems of linear equations; 2) grasping the concept of a function and using functions to describe quantitative relationships; 3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, congruence, and understanding and applying the Pythagorean Theorem. IB MYP promotes a powerful universal language, analytical reasoning, and problem-solving skills that contribute to the development of logical, abstract, and critical thinking. The IB MYP Mathematics course promotes both inquiry and application, helping students to develop problem-solving techniques that transcend the discipline and are useful in the world outside school (International Baccalaureate Subject Brief 2015).</p>			

Course Title	Grade(s)	Duration	Course ID
IB MYP Mathematics – Algebra I	8	Year-long	31824
<i>Description</i>			
<p>This course is designed to introduce the skills, strategies, and vocabulary involved in algebraic problem solving. It includes algebra concepts, functions, probability, statistics, analysis of graphs and charts, number theory and connections to geometry. There will be emphasis on skills, application of the concepts of algebra and building a strong foundation for continuing studies of mathematics. IB MYP promotes a powerful universal language, analytical reasoning, and problem-solving skills that contribute to the development of logical, abstract, and critical thinking. The IB MYP Mathematics courses promote both inquiry and application, helping students to develop problem-solving techniques that transcend the discipline and are useful in the world outside school (International Baccalaureate Subject Brief 2015).</p> <p>NOTE: Students enrolled in Algebra I in 8th grade will receive High School credit on their High School transcript. This course fulfills the college requirements in Algebra I.</p>			

Course Title	Grade(s)	Duration	Course ID
Honors Geometry/Trigonometry	8	Year-long	4524-4525
<i>Description</i>			
<p><i>Prerequisite:</i> Algebra I with a grade of 'A' or 'B' and Site approval.</p> <p>This class is an accelerated course in plane and solid geometry for superior students who have proven their exceptional interest, ability, and industry in Math. The content of the regular Geometry course will be covered in depth, with additional topics in analytic geometry and trigonometry. Placement will be determined by Math teacher.</p> <p>NOTE: Students enrolled in Honors Geometry/Trigonometry in 8th grade will receive High School credit on their High School transcript.</p>			

IB MYP World Language Acquisition

Course Title	Grade(s)	Duration	Course ID
IB MYP World Language Acquisition – World Language Exploratory	6	Year-long	31661
<i>Description</i>			
<p>This introductory course allows students to acquire a basic knowledge of Latin, Spanish, French and Mandarin Chinese languages. Students will investigate concepts from the target cultures and engage in process-based learning to examine essential questions. Students may also gain the ability to understand basic vocabulary such as greetings, colors, and numbers. The ability to communicate in more than one language is essential to the concept of an international education that promotes intercultural understanding and is central to the IB MYP's mission. The study of additional languages in IB MYP provides students with the opportunity to develop insights into the features, processes and craft of language, the concept of culture, and to realize that there are diverse ways of living, behaving, and viewing the world (International Baccalaureate of Subject Brief 2015).</p>			

Course Title	Grade(s)	Duration	Course ID
IB MYP World Language Acquisition – Spanish IA	7	Year-long	30025
<i>Description</i>			
<p>This course introduces students to the basic vocabulary and grammar of Spanish as well as components of the culture of the countries in which the language is spoken. It prepares students to begin to read, write, speak, and understand the language. This course, when followed by Spanish 1B, is designed to meet the High School Level I course objectives. The ability to communicate in more than one language is essential to the concept of an international education that promotes intercultural understanding and is central to the IB MYP's mission. The study of additional languages in IB MYP provides students with the opportunity to develop insights into the features, processes and craft of language, the concept of culture, and to realize that there are diverse ways of living, behaving, and viewing the world (International Baccalaureate Subject Brief 2015).</p> <p>NOTE: Upon successful completion of both Spanish 1A and Spanish 1B, students will earn High School credit in Spanish I.</p>			

Course Title	Grade(s)	Duration	Course ID
IB MYP World Language Acquisition – Spanish IB	8	Year-long	30026
<i>Description</i>			
<p><i>Prerequisite:</i> Successful completion of Spanish IA</p> <p>This course enhances basic vocabulary and grammar, as well as components of the culture of the countries in which Spanish is spoken. Students refine their reading, listening, speaking, and writing skills. This course, when preceded by Spanish IA will meet the High School Level I course objectives. The ability to communicate in more than one language is essential to the concept of an international education that promotes intercultural understanding and is central to the IB MYP's mission. The study of additional languages in IB MYP provides students with the opportunity to develop insights into the features, processes and craft of language, the concept of culture, and to realize that there are diverse ways of living, behaving, and viewing the world (International Baccalaureate Subject Brief 2015).</p> <p>NOTE: Upon successful completion of both Spanish A and Spanish B, students will earn High School credit in Spanish I.</p>			

Course Title	Grade(s)	Duration	Course ID
IB MYP World Language Acquisition – Spanish I	8	Year-long	30027
<i>Description</i>			
<p>This course is designed for students who have not taken Spanish IA or were not ready to continue to Spanish 1B. This first-year Spanish language learner will experience a variety of techniques, procedures, and activities to effectively communicate at a beginning level. Emphasis is placed on listening, speaking, reading, and writing to facilitate communication in the target language. Vocabulary acquisition and a cultural overview will be integral components of the Level I coursework. The ability to communicate in more than one language is essential to the concept of an international education that promotes intercultural understanding and is central to the IB MYP's mission. The study of additional languages in IB MYP provides students with the opportunity to develop insights into the features, processes and craft of language, the concept of culture, and to realize that there are diverse ways of living, behaving, and viewing the world (International Baccalaureate Subject Brief 2015).</p> <p>NOTE: Upon successful completion of Spanish I (8th grade), students will earn High School credit in Spanish I.</p>			

Course Title	Grade(s)	Duration	Course ID
IB MYP World Language Acquisition – Mandarin IA	7	Year-long	31116
<i>Description</i>			
<p>This 7th grade course introduces students to the basic vocabulary and grammar of Mandarin Chinese to components of the culture of the countries in which the language is spoken. It prepares students to begin to read, write, speak, and understand the language. This course, when followed by Mandarin 1B, is designed to meet the High School Level 1 course objectives. The ability to communicate in more than one language is essential to the concept of an international education that promotes intercultural understanding and is central to the IB MYP's mission. The study of additional languages in IB MYP provides students with the opportunity to develop insights into the features, processes and craft of language, the concept of culture, and to realize that there are diverse ways of living, behaving, and viewing the world (International Baccalaureate Subject Brief 2015).</p> <p>NOTE: Upon successful completion of both Mandarin 1A and Mandarin 1B, students will earn High School credit in Mandarin 1.</p>			

Course Title	Grade(s)	Duration	Course ID
IB MYP World Language Acquisition – Mandarin IB	8	Year-long	31117
<i>Description</i>			
<p><i>Prerequisite:</i> Successful completion of Mandarin 1A or teacher/administrator approval.</p> <p>This 8th grade course enhances basic vocabulary and grammar, as well as components of the culture of the countries in which Mandarin Chinese is spoken. Students refine their reading, listening, speaking, and writing skills. This course, when preceded by Mandarin Chinese 1A, is designed to meet the High School Level 1 course objectives. The ability to communicate in more than one language is essential to the concept of an international education that promotes intercultural understanding and is central to the IB MYP's mission. The study of additional languages in IB MYP provides students with the opportunity to develop insights into the features, processes and craft of language, the concept of culture, and to realize that there are diverse ways of living, behaving, and viewing the world (International Baccalaureate Subject Brief 2015).</p> <p>NOTE: Upon successful completion of both Mandarin 1A and Mandarin 1B, students will earn High School credit in Mandarin 1.</p>			

Course Title	Grade(s)	Duration	Course ID
IB MYP World Language Acquisition – Mandarin I	8	Year-long	30028
<i>Description</i>			
<p>This 8th grade course is designed for students who have not taken Mandarin 1A or were not ready to continue onto Mandarin 1B. This first-year Mandarin Chinese language learners will experience a variety of techniques, procedures, and activities to effectively communicate at a beginning level. Emphasis is placed on listening, speaking, reading, and writing to facilitate communication in the target language. Vocabulary acquisition and a cultural overview will be integral components of the Level 1 coursework. The ability to communicate in more than one language is essential to the concept of an international education that promotes intercultural understanding and is central to the IB MYP's mission. The study of additional languages in IB MYP provides students with the opportunity to develop insights into the features, processes and craft of language, the concept of culture, and to realize that there are diverse ways of living, behaving, and viewing the world (International Baccalaureate Subject Brief 2015).</p> <p>NOTE: Upon successful completion of Mandarin I, students will earn High School credit in Mandarin 1.</p>			

Course Title	Grade(s)	Duration	Course ID
IB MYP World Language Acquisition – French IA	7	Year-long	30029
<i>Description</i>			
<p>This 7th grade course introduces students to the basic vocabulary and grammar of French and components of the culture of the countries in which French is spoken. It prepares students to begin to read, write, speak, and understand the language. This course, when followed by French 1B, is designed to meet the high school Level I course objectives. The ability to communicate in more than one language is essential to the concept of an international education that promotes intercultural understanding and is central to the IB MYP's mission. The study of additional languages in IB MYP provides students with the opportunity to develop insights into the features, processes and craft of language, the concept of culture, and to realize that there are diverse ways of living, behaving, and viewing the world (International Baccalaureate Subject Brief 2015).</p> <p>NOTE: Upon successful completion of both French1A and French 1B, students will earn High School credit in French 1.</p>			

Course Title	Grade(s)	Duration	Course ID
IB MYP World Language Acquisition – French IB	8	Year-long	30030
<i>Description</i>			
<p><i>Prerequisite:</i> Successful completion of French 1A</p> <p>This 8th grade course enhances basic vocabulary and grammar, as well as components of the culture of the countries in which French is spoken. Students refine their reading, listening, speaking, and writing skills. This course, when preceded by French 1A, is designed to meet the High School Level I course objectives. The ability to communicate in more than one language is essential to the concept of an international education that promotes intercultural understanding and is central to the IB MYP’s mission. The student of additional languages in IB MYP provides students with the opportunity to develop insights into the features, processes and craft of language, the concept of culture, and to realize that there are diverse ways of living, behaving, and viewing the world (International Baccalaureate Subject Brief 2015).</p> <p>NOTE: Upon successful completion of both French 1A and French 1B, students will earn High School credit in French 1.</p>			

Course Title	Grade(s)	Duration	Course ID
IB MYP World Language Acquisition – French I	8	Year-long	30031
<i>Description</i>			
<p>This 8th grade course is designed for students who have not taken French 1A or were not ready to continue to French 1B. This first-year French language learner will experience a variety of techniques, procedures, and activities to effectively communicate at a beginning level. Emphasis is placed on listening, speaking, reading, and writing to facilitate communication in the target language. Vocabulary acquisition and a cultural overview will be integral components of the Level I coursework. The ability to communicate in more than one language is essential to the concept of an international education that promotes intercultural understanding and is central to the IB MYP’s mission. The study of additional languages in IB MYP provides students with the opportunity to develop insights into the features, processes and craft of language, the concept of culture, and to realize that there are diverse ways of living, behaving, and viewing the world (International Baccalaureate Subject Brief 2015).</p> <p>NOTE: Upon successful completion of French 1, students will earn High School credit in French 1.</p>			

IB MYP Arts

Course Title	Grade(s)	Duration	Course ID
IB MYP Arts – Band	6,7,8	Year-long	31204
<i>Description</i>			
<p>At varying levels, students will learn to create and perform music through a band instrument. The concepts of musical collaboration, history, intonation, annotation, rhythm, and theory will be explored. In Band, as in all IB MYP Arts courses, students function as artists as well as learners of the Arts. Development in the Arts is a dynamic process, and not necessarily linear. Students move freely through a creative process towards a deeper understanding of the Arts. The process of creating, as well as the product, demonstrates what students have experienced, learned, and attempted to convey. Arts in the IB MYP stimulate young imaginations, challenge perceptions, and develop creative and analytical skills (International Baccalaureate Subject Brief 2015).</p>			

Course Title	Grade(s)	Duration	Course ID
IB MYP Arts – Strings	6,7,8	Year-long	31050
<i>Description</i>			
<p>At varying levels, students will learn to create and perform music through a string instrument. The concepts of musical collaboration, history, intonation, notation, rhythm, and theory will be explored. In Strings, as in all IB MYP Arts courses, students function as artists as well as learners of the Arts. Development in the Arts is a dynamic process, and not necessarily linear. Students move freely through a creative process towards a deeper understanding of the Arts. The process of creating, as well as the product, demonstrates what students have experienced, learned, and attempted to convey. Arts in the IB MYP stimulate young imaginations, challenge perceptions, and develop creative and analytical skills (International Baccalaureate Subject Brief 2015).</p>			

Course Title	Grade(s)	Duration	Course ID
IB MYP Arts – Vocal	6	1 Semester	30002
IB MYP Arts – Vocal	7,8	Year-long	30003
<i>Description</i>			
<p>At varying levels, students will learn to create and perform music through the vocal instrument. The concepts of musical collaboration, history, intonation, notation, rhythm, and theory will be explored. In vocal courses, as well as all IB MYP Arts courses, students function as artists as well as learners of the Arts. Development in the Arts is a dynamic process, and not necessarily linear. Students move freely through a creative process towards a deeper understanding of the Arts. The process of creating artwork, as well as the product, demonstrates what students have experienced, learned, and attempted to convey. Arts in the IB MYP stimulate young imaginations, challenge perceptions, and develop creative and analytical skills (International Baccalaureate Subject Brief 2015).</p>			

Course Title	Grade(s)	Duration	Course ID
IB MYP Arts – Visual Arts	6,7,8	1 Semester	31903
<i>Description</i>			
<p>At varying levels, students will learn to create and present art in a 2D environment. The concepts of drawing, painting, and printmaking will be explored. In Visual Arts courses, students function as artists as well as learners of the Arts. Development in the Arts is a dynamic process, and not necessarily linear. Students move freely through a creative process towards a deeper understanding of the Arts. The process of creating artwork, as well as the product, demonstrates what students have experienced, learned, and attempted to convey. Arts in the IB MYP stimulate young imaginations, challenge perceptions, and develop creative and analytical skills (International Baccalaureate Subject Brief 2015).</p>			

Course Title	Grade(s)	Duration	Course ID
IB MYP Arts – Sculpture/3D Design	7,8	1 Semester	30004
<i>Description</i>			
<p>This introductory course provides students with an opportunity to create and present art in a 3D environment. The concepts of carving, casting, and modeling will be explored. In Sculpture/3D Design, as in all IB MYP Arts courses, students function as artists as well as learners of the Arts. Development in the Arts is a dynamic process, and not necessarily linear. Students move freely through a creative process towards a deeper understanding of the Arts. The process of creating artwork, as well as the product, demonstrates what students have experienced, learned, and attempted to convey. Arts in the IB MYP stimulate young imaginations, challenge perceptions, and develop creative and analytical skills (International Baccalaureate Subject Brief 2015).</p>			

Course Title	Grade(s)	Duration	Course ID
IB MYP Arts – Theatre	6,7,8	1 Semester	30005
<i>Description</i>			
<p>This introductory course provides students an opportunity to express their creative and playful selves in a purposeful environment. The concepts of public speaking, basic acting, and stage presence will be explored. In Theatre courses, as well as all IB MYP Arts courses, students function as artists as well as learners of the Arts. Development in the Arts is a dynamic process, and not necessarily linear. Students move freely through a creative process towards a deeper understanding of the Arts. The process of creating artwork as well as the products, demonstrates what students have experienced, learned, and attempted to convey. Arts in the IB MYP stimulate young imaginations, challenge perceptions, and develop creative and analytical skills (International Baccalaureate Subject Brief 2015).</p>			

Course Title	Grade(s)	Duration	Course ID
IB MYP Arts – Media Production	6,7,8	1 Semester	30001
<i>Description</i>			
<p>IB MYP Design courses enable students to develop not only practical skills but also strategies for creative and critical thinking (International Baccalaureate Subject Brief 2015). In IB MYP Media Production, students will be introduced to the basic media techniques and terminology. This class will produce a live news broadcast daily to the school. Students study various aspects of video technologies including basic equipment operation, video composition, lighting and audio production, and visual storytelling. Students learn and practice pre-production, product, and post-production skills to produce videos and practice learned skills throughout the course.</p>			

IB MYP Physical and Health Education

Course Title	Grade(s)	Duration	Course ID
IB MYP Physical and Health Education- PE	6,7,8	1 Semester	31844
<i>Description</i>			
<p>In the IB MYP framework, Physical and Health Education are of central importance to human identity and global communities, creating meaningful connections among people, nations, cultures, and the natural world. Through Physical and Health Education, students learn to appreciate and respect the ideas of others and develop effective collaboration and communication skills (International Baccalaureate Subject Brief 2015). Physical Education students learn the value of exercise, proper nutrition, sun safety, cardiovascular fitness, health physiology, and how to incorporate fitness in their everyday lifestyles. A strong emphasis is placed on promoting a positive self-image for all students. Our objective is to assist each student to develop physically, emotionally, and mentally. Character and fair play are incorporated into all activities, including individual, team and lifetime sports and fitness activities. SUSD middle level Physical Education hopes to promote the development of healthy habits and an awareness as students are encouraged to consider physical fitness plans for life.</p>			

Course Title	Grade(s)	Duration	Course ID
IB MYP Physical and Health Education – Total Fitness	7,8	1 Semester	30006
<i>Description</i>			
<p>In the IB MYP framework, Physical and Health Education are of central importance to human identity and global communities, creating meaningful connections among people, nations, cultures, and the natural world. Through Physical and Health Education, students learn to appreciate and respect the ideas of others and develop effective collaboration and communication skills (International Baccalaureate Subject Brief 2015). This course places an equal emphasis on aerobic activity for cardiovascular fitness and flexibility, and resistance training for strength. This class is designed to alternate days in the two activities. This alternating activity builds all components of fitness: cardiovascular, muscular strength and endurance, and flexibility.</p>			

IB MYP Design

Course Title	Grade(s)	Duration	Course ID
IB MYP Design – Discovering STEM	6	1 Semester	30007
<i>Description</i>			
<p>IB MYP Design courses enable students to develop not only practical skills but also strategies for creative and critical thinking (International Baccalaureate Subject Brief 2015). IB MYP Discovering STEM prepares students to develop and reinforce critical thinking and problem-solving skills. The engaging curriculum is based on Arizona and National Technology and Engineering Standards. Units of Study may include: Alternative Energy, Architecture, Graphic Design, Fashion Design, Physics, Robotics and Video Production.</p>			

Course Title	Grade(s)	Duration	Course ID
IB MYP Design – STEM Applications	7	1 Semester	30008
<i>Description</i>			
<p>IB MYP Design courses enable students to develop not only practical skills but also strategies for creative and critical thinking (International Baccalaureate Subject Brief 2015). In this course students are encouraged to apply skills essential for the real world and useful in any career path of interest. Emphasis is placed on providing opportunities to transfer knowledge and skills from one discipline to another. The hands-on curriculum is based on Arizona and National Technology and Engineering Standards. Units of Study may include: Flight & Rocketry, Digital Citizenship, Intern/Social Media Safety, Entrepreneurship, and Video Game/App Development.</p>			

Course Title	Grade(s)	Duration	Course ID
IB MYP Design – Applied Engineering	8	1 Semester	30009
<i>Description</i>			
<p>IB MYP Design courses enable students to develop not only practical skills but also strategies for creative and critical thinking (International Baccalaureate Subject Brief 2015). In this course, students apply engineering to solve complex, open-ended problems in a real-world context. The project-based curriculum emphasizes innovation/invention, critical thinking, oral and written communication, creativity, personal initiative, and accountability. Units of Study may include: Automotive Engineering, Aeronautics, Biotechnology, Business Start-Up, College/Career Opportunities, Marine Engineering and Structural Engineering.</p>			

Course Title	Grade(s)	Duration	Course ID
IB MYP Design – Exploring Computer Science	6	1 Semester	30022
<i>Description</i>			
<p>IB MYP Design courses enable students to develop not only practical skills but also strategies for creative and critical thinking (International Baccalaureate Subject Brief 2015). In this course, students will learn to use the computer as an academic resource tool. Word Processing, Drawing, Spreadsheet data entry (using formulas and functions), Graphs, PowerPoint, Internet research and Digital Citizenship are the focus areas. Students will build keyboarding skills and be engaged in project-based learning. The curriculum is aligned with the Arizona State Technology Standards and builds on students' basic computer knowledge to ensure proficient digital learners.</p>			

Course Title	Grade(s)	Duration	Course ID
IB MYP Design – Applied Computer Concepts	7	1 Semester	30023
<i>Description</i>			
<p>IB MYP Design courses enable students to develop not only practical skills but also strategies for creative and critical thinking (International Baccalaureate Subject Brief 2015). In this course, students will build on their computer science knowledge. The primary focus will be engaging in real-life applications and project-based learning. Students will develop knowledge, understanding and skills from different disciplines to design and create solutions to problems using the design cycle. The curriculum is aligned with the Arizona State Technology Standards and builds on students' basic computer knowledge to ensure proficient digital learners.</p>			

Course Title	Grade(s)	Duration	Course ID
IB MYP Design – Advanced Computers	8	1 Semester	30024
<i>Description</i>			
<p>IB MYP Design courses enable students to develop not only practical skills but also strategies for creative and critical thinking (International Baccalaureate Subject Brief 2015). In this course, students will continue to apply the design cycle to computer sciences. Additionally, students will develop an appreciation of the impact of design innovations for life, global society, and environments. The curriculum is aligned with the Arizona State Technology Standards and builds on students' basic computer knowledge to ensure proficient digital learners.</p>			

Course Title	Grade(s)	Duration	Course ID
IB MYP Design – Yearbook	6,7,8	Year-long	38730
<i>Description</i>			
<p>IB MYP Design courses enable students to develop not only practical skills but also strategies for creative and critical thinking (International Baccalaureate Subject Brief 2015). In this course, students will continue to apply the design cycle to computer sciences. Additionally, students will develop an appreciation of the impact of design innovations for life, global society, and environments. The curriculum is aligned with the Arizona State Technology Standards and builds on students' basic computer knowledge to ensure proficient digital learners.</p>			

Course Title	Grade(s)	Duration	Course ID
IB MYP Design – Designing My Future	6	1 Semester	30040
<i>Description</i>			
<p>IB MYP Design courses enable students to develop not only practical skills but also strategies for creative and critical thinking (International Baccalaureate Subject Brief 2015). In this course, students will learn the importance of planning and designing one’s future through personal exploration. Students will inventory interests, strengths, skills, and goals, culminating into an aligned career investigation. Students will build awareness and aspirations about post-secondary options, including college and careers. Students will recognize the roles of social, emotional, and cultural factors that affect their planning. Students will design a preliminary personal career pathway plan to help guide future choices.</p>			

IB MYP Community Project

Course Title	Grade(s)	Duration	Course ID
IB MYP Community Project	8	1 Semester	30000
<i>Description</i>			
<p>The Community Project focuses on community and service, encouraging students to explore their right and responsibility to implement service as action in the community. The Community Project gives students an opportunity to develop awareness of needs in various communities and address those needs through service learning. As a consolidation of learning the Community Project engages in a sustained in-depth inquiry leading to service as action in the community. The Community Project may be completed individually or by groups of a maximum of three (3) students. (IB MYP Projects Guide 2017).</p>			

Gifted Services

From Gifted Specialists to specific course offerings and specialized programming, SUSD supports gifted middle school learners in a variety of ways. With differentiated curriculum and instruction tailored to their unique learning needs, we offer opportunities that build upon gifted students' potential, areas of interest, and passions.

Gifted Specialists

Each site has a Gifted Specialist who supports gifted students, by leveraging their training in the students' unique characteristics and learning needs. These gifted case managers are skilled in differentiating curriculum and instruction to provide educational opportunities that build upon students' potential, interests, and passion for learning. Although the role varies from site to site, it generally includes academic monitoring, affective interventions, teacher support, identification, communication, and enrichment.

Honors, Advanced, and Gifted Course Offerings

Classrooms incorporate a variety of best practice teaching strategies to meet the academic and affective needs of gifted learners. These strategies may include differentiated instruction, independent projects, extension opportunities, and curriculum compacting. Honors and Advanced teachers are trained in the characteristics and learning needs of gifted students and receive support from the school's Gifted Specialist.

Honors courses are offered at multiple middle school campuses. Gifted students may receive services through the cluster grouping model at schools without an honors section. Gifted students qualify for placement into Honors/Advanced classes and Gifted Electives based on academic need. Students not identified as gifted may seek placement into the Honors courses and/or Gifted Electives based on the rubric shared below.

Honors, Advanced, & Gifted Elective Criteria Rubric

Any student with a gifted identification at the 97th percentile or higher qualifies for placement in Honors courses and/or Gifted Electives based on academic need.

Students who are not identified gifted must meet 3 of 4 criteria listed below:

- Score at the 90 percentile or higher on a state approved Gifted Assessment
- Recent State Assessment OR Benchmark score of Proficient / Highly Proficient in ELA and/or Math
- Academic Performance
 - (6th) 3 or 4 (standards based) final grades in reading and writing for Q 1 – 2
 - (7th) A or B final grade in ELA and the Honors subject of interest for Q 1 – 2
- Teacher Recommendation based on Student demonstrating:
 - Strong task commitment, with no or few missing or late assignments
 - Strong command of writing structures and conventions

Parent Waiver: Parent may request a waiver for one of the three criteria needed. Probationary placement will be made. Student must maintain a B average, demonstrate good task commitment, and participate appropriately in class. If these requirements are not maintained the student will be removed from the course.

Specialized Programming

Comprehensive Gifted Program at Desert Canyon and Ingleside Middle Schools The Comprehensive Gifted Program (CGP) offers interdisciplinary studies, academic rigor, and critical and creative thinking in all core subject areas. It is designed for students in grades 6-8 who have extraordinary academic needs, ability, and intellectual potential. Students are placed in Mathematics courses according to the process indicated on page 21. This program is available at Desert Canyon and Ingleside Middle Schools. Applications for the CGP are accepted throughout the school year and can be found on our district website.

Scottsdale Math & Science Academy at Mohave Middle School As a premier destination for students passionate about STEM (Science, Technology, Engineering, and Math), Mohave Middle School offers a dynamic and challenging educational environment designed to spark curiosity, foster critical thinking, and prepare students for future success. For gifted students, Mohave offers accelerated pathways with Advanced/Honors courses and opportunities to earn high school credit while still in middle school, ensuring that students are always challenged and supported.

Special Education

Special Education services are individualized to meet the unique needs of students with disabilities and are provided in the least restrictive environment. This includes pre-school for students starting at age 3, services for school-age children in Grades K-12, and transition services for eligible students up to age 22. Specialized education may include individual or small group instruction, curriculum and/or teaching modification, and other related services such as occupational therapy, physical therapy, adapted physical education, vision services, hearing services, transportation, and assistive technology. These services and programs are in accordance with an Individualized Education Plan (IEP), which is specifically tailored to the exceptional needs of each student.

The goals of Special Education are to help students become independent learners, to teach learning strategies to prepare them to be successful in their general education classes and to prepare them for post-secondary experiences. These goals will be achieved through a partnership between student, home, and school. Credit is given for courses whether as an elective or as a class required for graduation.

Transition services provide purposeful, organized goals designed to help students move from school to post-secondary education and/or employment and quality adult living. Regulations require consideration of transition services for students receiving Special Education by age 16 and each year thereafter.

Specialized Program classes are provided for students who, because of the severity of their disability, need a more extensive program. The classes are limited in size to permit flexibility in meeting individual needs. These students are included in the general education setting whenever appropriate. Placement in any special education course is determined by the Special Education team and is based on individual student needs.

Academic Support is an elective class designed to assist students in improving academic skill areas, such as reading, math and/or written language as well as organizational and study skills, which are identified in their Individual Education Plans (IEP). Students also learn to become self-advocates as they prepare to transition from high school.

Essential Academic Courses are required academic courses offered through a modified curriculum to meet individual needs per IEP goals aligned to State Standards.

Functional Academic courses are designed to teach basic skills in the context of everyday living in order to maximize generalization from the classroom to real-life experiences. Course content is developed to meet the needs of individual students. These classes may include English, math, science, social studies, and Life Skills courses.

Communication in Language Other than English

Written translation services are provided upon request in Spanish. Oral interpretation services are provided upon request in Spanish by Translation Services and in languages other than Spanish through the Voiance. For further assistance please call 480-484-5060.

Español:

Este documento y otra información se encuentra disponible en la oficina de su escuela o en la página Web del Distrito <https://www.susd.org/> Si necesitan servicios de interpretación, por favor comuníquense con la oficina de su escuela o llamen a Servicios de Traducción al 480-484-5060.

Francés:

Si vous avez des questions sur des parties du présent document ou si vous désirez obtenir des explications verbales sur des renseignements concernant l'école, veuillez communiquer avec les services de traduction au 480-484-5060.

Árabe:

المعلومات نرجمة إلى بحاجة كن
إذلتو الوثيقة هذه أترام حول أولية لديك كفايت إذا
ب انصل نضلك من، شنهيا المدرسية Translation Services (على الترجمة خدمات
الرقم 5060-484-480 .

Ruso:

Если у Вас возникли вопросы по поводу информации, указанной в разделах данного документа, или Вам необходим устный перевод информации о школе, обратитесь в Службу переводов по телефону 480-484-5060.

Farsi:

پیشی سید این [مخالف] های قیمت مورد در که صورتی در نهادی
بصورت مدرس به مربوط اطالعات دانشنی نیاز با و دانشنی
شماره به ترجمه خدمات مرکز با لطفاً، شود ترجمه 480-484-5060
نماس بگنید



Mohave District Annex
8500 E. Jackrabbit Road
Scottsdale, Arizona 85250

Telephone: 480-484-6100
FAX: 480-484-6293
Web site: www.susd.org

LEGAL NOTICE

The Scottsdale Unified School District No. 48 affirms its intent to comply with all federal and state laws relating to the prevention of discrimination. All courses, services, activities, employment, and admission opportunities are offered without regard to race, color, creed, national origin, sex, disability or age in its programs and activities and provides equal access to the Boy Scouts, Girl Scouts, Young Men's Christians Association (YMCA), Boys and Girls Clubs and other designated youth groups. This compliance includes, but is not limited to, the regulations of Title IX of the Education Amendments of 1972; the Individuals with Disabilities Education Act of 2004; Section 504 of the Vocational Rehabilitation Act of 1973; Title VI of the Civil Rights Acts of 1964; the Americans With Disabilities Act of 1990; the Age Discrimination Act of 1974; and federal vocational education guidelines issued to meet a requirement of the *Adams v. Califano* consent decree.

The vocational education program areas included in the program of studies for school year 2025-2026 are: Biotechnology, Business, Culinary Arts, Engineering, Film & TV, Graphic Design, Healthcare, Information Technology and Technical Theatre. Our regional partner in Career and Technical Education, East Valley Institute of Technology (EVIT), offers many vocational [programs](#) on their campus that SUSD students attend. A lack of English language skills will not be a barrier to admission and participation in the Career and Technical (vocational) Education programs.

Due process is adhered to in any disciplinary proceedings.

The Compliance Officer for the Scottsdale Unified School District No. 48, with respect to **Section 504** of the Vocational Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act, is:

Shannon Cronn, NCSP, Director of Support Services
Scottsdale Unified School District, Mohave District Annex. 8500 E. Jackrabbit Road, Scottsdale, AZ 85250
Phone (480) 484-5094
scronn@susd.org

The Compliance Officer for the Scottsdale Unified School District No. 48, with respect to **all other anti-discrimination laws including but not limited to, Title IX (gender-based discrimination)**, is:

Dr. Milissa Sackos, Title IX Coordinator
Scottsdale Unified School District, Mohave District Annex. 8500 E. Jackrabbit Road, Scottsdale, AZ 85250
Phone (480) 484-6239
msackos@susd.org

Please see the Office for Civil Rights notice regarding Title IX and Sex Discrimination here: [Title IX and Sex Discrimination \(ed.gov\)](#) and Governing Board Policy AC, Nondiscrimination/Equal Opportunity. Policies are located at www.susd.org.

Questions about the application of Title IX and its implementing regulations may be referred to the District's Compliance Officers, to the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Dr. Scott A. Menzel
Superintendent