



# Middle School PLANNING GUIDE



**MARICOPA**  
Unified School District  
Dream. Learn. Become.



2026-2027



# MUSD Middle School

## Course Catalog

2026-2027

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## **GENERAL INFORMATION:**

This course guide contains a list of middle school (6th-8th grade) courses offered at Desert Wind Middle School and Maricopa Wells Middle School. Graduation requirements, course prerequisites, and other pertinent information are included in this guide. Students need to carefully review their options in order to make informed decisions about the courses they will take to prepare them for opportunities in high school. When selecting courses, it is important to make sure that prerequisite requirements have been met. Student selections of courses are used to develop classes as well as assign and hire teachers to meet student requests. Courses may not be available if sufficient registration requests are not received.

## **COUNSELING DEPARTMENT**

As part of the educational team, the counselors work in a variety of capacities to assist each student with academic advisement and counseling needs. Students are strongly encouraged to take advantage of the many services offered through the counseling department. Students may sign up for an appointment in the counseling office before school, after school, or during lunch.

## **MIDDLE SCHOOL COURSE REQUIREMENTS**

Students are required to take one year of language arts, social studies, math, and science in sixth, seventh, and eighth grade. Students can also select two elective courses each semester. The availability of elective classes, however, will depend on the grade level of the student, special program eligibility, the number of students who register for the course, and school resources. Counselors are available to help students select their classes.

Failure to pass both language arts and math may result in retention. Additionally, if students fail to pass one or more of the other core academic classes (science or social studies) they may either be retained or required to attend summer school.

## **High School Program Planning**

During the spring of the eighth-grade year, all students in consultation with their families, will develop a four-year high school plan of studies in order to prepare the student for college, vocational or technical studies, or for the job market. Proper planning ensures that students meet all the requirements for high school graduation. To assist with this planning, review the chart below that lists the course requirements for high school graduation. In addition to the requirements listed below, students are required to pass the state-mandated Civics test in order to graduate. Special Education students are required to complete the course of study as prescribed in their Individual Education Plan (IEP).

## Maricopa Unified School District High School Graduation Requirements

COURSES	AZ State Mandated	DSHS - MHS	Arizona University Requirements
English	4	4	4
Math	4	4	4 <sup>th</sup> year Mathematics (Above Algebra 2)
Science	3 (including Biology)	3 (including Biology)	3 Lab Science One credit in at least three of the four areas (Biology, Chemistry, Physics, Earth Science). An advanced level or honors course in a lab science completed previously can be used for a third unit.
Social Sciences			2
World Studies	1	1	
US American History	1	1	
American Government	0.5	0.5	
Economics	0.5	0.5	
Physical Education		0.5	
Fine Arts	1 Fine Arts or 1 CTE	1 Fine Arts or 1 CTE	1 Fine Arts or 1 CTE
Foreign Language			2 (of the same language)
Career & Technical Education	1 Fine Arts or 1 CTE	1 CTE or 1 Fine Arts	1 Fine Arts or 1 CTE
Electives	7	6.5	
Civics Exam	Required	Required	
Total	22	22	16

### COURSE SELECTION AND SCHEDULE CHANGES

Selecting courses is an important process that involves students, parents, and school personnel. After reviewing course offerings and considering a student's long-term goals, a full schedule of classes is selected. Although there is no guarantee that a student will receive a schedule with all of the requested choices, every attempt is made to ensure a schedule is correct and accurate. If a mistake is made, school personnel will correct the situation. Keep in mind that schedule changes will only be made if an error has been made or it is in the best interest of the student. There will be no course changes after the 10th day of each semester. Course changes may require parent and administrative permission. We expect that students will thoroughly discuss their desires in changing their schedule with parents/guardians and staff keeping in mind the possible consequences for graduation, class rank, career preparation or college admission. Athletes and students involved in other extra-curricular activities should pay special attention to the consequences of dropping a class and its effect on eligibility.

### MIDDLE SCHOOL COURSE CREDIT

District policy allows students to receive high school credit for some middle school courses under specific provisions. Students desiring to earn Algebra 1 math credit for coursework completed at a MUSD middle school will need an A or B and a 70% on the final exam. Students wishing to receive credit for a World Language course will need to schedule a test out for both semesters scoring at least an 80% on the assessment. Credit will be given in the form of a P (pass) on the transcript (this grade will not be calculated into the GPA).

### ENGLISH TRANSITION

English transition is provided for students with Limited English Proficiency (LEP). The program offers two hour blocks of instruction that complement other coursework in required and elective courses. LEP students are tested for proper placement in this program.

### ACCOUNTABILITY

MUSD 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 Maricopa 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).

### **EXCEPTIONAL STUDENT SERVICES (Special Education)**

DWMS and MWMS provide a variety of services to support all exceptional students, including those who are gifted and those who have a disability.

### **SPECIAL EDUCATION CHILD FIND**

It is the Maricopa Unified School District's responsibility to inform the general public and all parents within our boundaries of our responsibility to make available special education services for students with disabilities aged 3 through 21 years and how to access those services. In addition, we have a responsibility to provide information regarding early intervention services for children birth through 2.6 years. We are responsible for identifying, locating, and evaluating all children with disabilities; including, children aged 3 through 21 and for referring children from birth through 2.6 years of age to Arizona Early Intervention Program (AzEIP) for evaluation and appropriate services. We are also responsible for providing a Free and Appropriate Public Education (FAPE), which includes special education and related services to children with disabilities at public expense, under public supervision and direction, and without charge to the parents. For all new students to the district, the classroom teacher will complete screening activities within 45 days of enrollment. The teacher will look at the child's ability in the areas of academics, vision, hearing, communication, social/emotional, adaptive development and motor skills. If any concerns are noted, the child may be referred for additional help.

Children, birth through 2.6 years of age, who are receiving early intervention services and will be participating in preschool programs for children with disabilities, will be assured of a smooth transition into that program. We will ensure that: transition conferences for children aged 2 years 6 months to 2 years 9 months will be held; by the child's 3rd birthday an Individualized Education Program (IEP) or Individualized Family Service Plan (IFSP) will be developed and implemented; and for the child who turns 3 during the summer, the IEP team will determine the date for services to begin, including eligibility for Extended School Year (ESY) services. Parents may review Special Education Policies and Procedures at schools and at the District Office. If you have any concerns about a child you know, please contact the Maricopa Unified School District 20 office at (520) 568-5100 for more information.

## **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records. They are:

The right to inspect and review the student’s education records within 45 days of the day the District receives request for access. Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible students of the time and place where the records may be inspected.

The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate, misleading or otherwise in violation of the student’s privacy rights under FERPA. Parents or eligible students may ask Maricopa Unified School District to amend a record that they believe is inaccurate or misleading. They should write to the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. One exception permitting disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical staff and law enforcement unit personnel); a person serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the District discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. Upon request, the district will provide the parent or eligible student a copy of the records sent.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA.

The name and address of the Office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-5920



## NOTICE OF NONDISCRIMINATION

### Annual Nondiscrimination Notification

Maricopa Unified School District does not discriminate on the basis of sex, race, color, national origin, age, or disability in its program or activities. Maricopa Unified School District's Career and Technical Education department does not discriminate in enrollment or access to any of the programs available, such as Agriculture, Communications, Business Management, Education & Training, Hospitality & Tourism, Information Technology, Law & Public Safety, Marketing, Science, Technology, Engineering & Mathematics. The lack of English language skills shall not be a barrier to admission or participation in the district's activities and programs. Maricopa Unified School District also does not discriminate in its hiring or employment practices. The following people have been designated to handle inquiries regarding nondiscrimination policies: Tom Beckett, Assistant Superintendent of Human Resources & Title IX Coordinator: (520) 568-5100 ext. 1003, [tbeckett@musd20.org](mailto:tbeckett@musd20.org). Dr. Lindsay Stollar Slover, Director of Exceptional Student Services & 504 Coordinator: (520) 568-5100 ext. 1018, [lstollarslover@musd20.org](mailto:lstollarslover@musd20.org).

### Notificación anual contra la discriminación

El Distrito Escolar Unificado de Maricopa no discrimina por motivos de sexo, raza, color, origen nacional, edad o discapacidad en sus programas o actividades. El departamento de Educación Técnica y Profesional del Distrito Escolar Unificado de Maricopa no discrimina en la inscripción o el acceso a ninguno de los programas disponibles, como Agricultura, Comunicaciones, Administración de Empresas, Educación y Capacitación, Hospitalidad y Turismo, Tecnología de la Información, Leyes y Seguridad Pública, Mercadeo, y Ciencia, Tecnología, Ingeniería y Matemáticas. La falta de habilidades en el idioma inglés no será una barrera para la admisión o participación en las actividades y programas del distrito. El Distrito Escolar Unificado de Maricopa tampoco discrimina en sus prácticas de contratación o empleo. La siguiente persona ha sido designada para manejar consultas sobre las políticas de no discriminación: Tom Beckett, Assistant Superintendent of Human Resources & Title IX Coordinator: (520) 568-5100 ext. 1003, [tbeckett@musd20.org](mailto:tbeckett@musd20.org). Dr. Lindsay Stollar Slover, Director of Exceptional Student Services & 504 Coordinator: (520) 568-5100 ext. 1018, [lstollarslover@musd20.org](mailto:lstollarslover@musd20.org).



# Blended Learning

## What is Blended Learning?

- Blended Learning is a program that blends traditional instruction, online instruction, and project-based learning across ELA, math, social studies, and science. Students work independently and interdependently within project and assignment due dates/times. Blended Learning allows students to take more control of their own learning through choice, place, time, path, and pace. The program was developed to grow 21st-century skills: critical thinking, creativity, problem-solving, metacognition, collaboration, communication, and global citizenship.

## What qualities do typical Blended Learning students have?

- Responsible
- Independent
- Self-Motivated
- Hardworking
- Organized
- Problem Solvers
- Work cooperatively with others

\*This program is not just for gifted or honors students, the qualities listed above are what matter most.

## Blended Learning involves some elements of student control of Time, Place, Path, Choice, and Pace.

**TIME:** No longer restricted to the school day. All work is in Google Classroom, so students are able to work from home if needed.

**PLACE:** Learning is not restricted to the walls of the traditional classroom.

**PATH:** No longer just teacher led instruction. Interactive and adaptive software allows students to learn in a method that is customized to their needs.

**CHOICE:** Students often have a choice as to how they will show their knowledge of a topic or exactly what they want to learn.

**PACE:** Learning is not restricted to the pace of the entire classroom of students.

## Classroom Structure

- Multi-grade level cohorts
- Blended for all 4 core subjects
- Approximately 75 students between 2 teachers
- Stay in same cohort all 3 years
- Flexible seating to meet a variety of work styles

Blended Learning is available for students in grades 6-8 at Desert Wind Middle School and Maricopa Wells Middle School. For more information, please contact the front office of the desired location.

# English Language Arts

MUSD offers both on-level and Honors level courses in English Language Arts (ELA) at both middle schools, grades 6-8. All middle level ELA courses align to the Arizona State Standards for English Language Arts. The Honors ELA courses build upon the on-level curriculum engaging students in critical analysis, reasoning skills and establish a strong foundation for AP coursework, and college readiness.

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

<i>Course Title</i>	<i>Grade(s)</i>	<i>Duration</i>	<i>School Site:</i> <i>DWMS &amp; MWMS</i>
<b>6<sup>th</sup> Grade English Language Arts</b>	<b>6</b>	<b>YEAR-LONG</b>	
<i>Description</i>			
6 <sup>th</sup> 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.			

<i>Course Title</i>	<i>Grade(s)</i>	<i>Duration</i>	<i>School Site:</i> <i>DWMS &amp; MWMS</i>
<b>Honors 6<sup>th</sup> Grade English Language Arts</b>	<b>6</b>	<b>YEAR-LONG</b>	
<i>Description</i>			
This course begins the ELA Honors program in the MUSD setting the foundational expectations of increased rigor and enrichment that includes higher expectations for student performance. The class will develop the critical analysis and reasoning skills required for any upper level AP coursework and college readiness. 6 <sup>th</sup> Grade ELA Honors 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.			

<i>Course Title</i>	<i>Grade(s)</i>	<i>Duration</i>	<i>School Site:</i> <i>DWMS &amp; MWMS</i>
<b>7<sup>th</sup> Grade English Language Arts</b>	<b>7</b>	<b>YEAR-LONG</b>	
<i>Description</i>			
This course builds upon skills developed in 6 <sup>th</sup> grade and creates opportunities for students to apply those skills through an increased focus on progressively more challenging texts and tasks. 7 <sup>th</sup> 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.			

<i>Course Title</i>	<i>Grade(s)</i>	<i>Duration</i>	<i>School Site:</i> <b>DWMS &amp; MWMS</b>
<b>Honors 7<sup>th</sup> Grade English Language Arts</b>	<b>7</b>	<b>YEAR-LONG</b>	
<i>Description</i>			
<p>This course builds upon the foundations of the 6<sup>th</sup> Grade Honors ELA class with increased rigor and achievement that includes higher expectations of student study and performance. Students who enroll will continue to develop their skills of critical reading and written analysis in preparation for AP coursework and college readiness. 7<sup>th</sup> Grade Honors 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.</p>			

<i>Course Title</i>	<i>Grade(s)</i>	<i>Duration</i>	<i>School Site:</i> <b>DWMS &amp; MWMS</b>
<b>8<sup>th</sup> Grade English Language Arts</b>	<b>8</b>	<b>YEAR-LONG</b>	
<i>Description</i>			
<p>This course builds upon skills developed in 7<sup>th</sup> Grade and creates opportunities for students to apply those skills through an increased focus on progressively more challenging texts and tasks. 8<sup>th</sup> 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>			

<i>Course Title</i>	<i>Grade(s)</i>	<i>Duration</i>	<i>School Site:</i> <b>DWMS &amp; MWMS</b>
<b>Honors 8<sup>th</sup> Grade English Language Arts</b>	<b>8</b>	<b>YEAR-LONG</b>	
<i>Description</i>			
<p>The design for this Honors course is not only to continue the deep enrichment and rigor found in the previous classes within the Honors ELA program, but also to prepare students for upper level classes in the Grade 9-12 setting. Students will leave this program well-equipped for AP coursework and college readiness. 8<sup>th</sup> 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 them for the demands of High School coursework.</p>			

## ESS (Exceptional Student Services)

The goals of Special Education are to help students become independent learners, to teach learning strategies to prepare them to be successful in school and to prepare them for post-secondary experiences in higher education or the world of work.

Maricopa Unified School District follows the guidelines established by the Arizona Department of Education. Middle School Counselors and ESS Case Managers will work collaboratively with students and parents to determine coursework that will meet middle school requirements by reviewing the student's Individual Education Plan (IEP) annually. Students may be enrolled in some general education courses as well as courses designed for students with exceptional needs.

As part of the student's IEP, transition plans will be developed. Each transition plan will include goals and action steps to support students as they move from middle school to high school.

Placement in any special education course is determined by a partnership with the students and the Special Education team and is based on individual student strengths and needs. Courses will meet middle school requirements and will be aligned to the student's individual skills, interests and includes a post-secondary plan to reach career goals.

Students with disabilities receive designed instruction and services to meet their unique needs. This is not a one size fits all model. MUSD uses a variety of delivery models to provide specially designed instruction, services, and supports. Special Education at the resource level of support may be provided by a special education teacher within the general education classroom, in a special education classroom, or a combination of both. The location of the service is dependent on the level of support that the student requires and will be discussed by the IEP team.

Self-contained classrooms are designed to provide a more intensive level of special education instruction that may span several class subjects. Students may be included in some general education classes.

The location of the service and teacher is dependent on the level of instructional support that the student requires and will be discussed by the IEP team. The educational team will recommend programs based on the individual student needs, the complexity and/or severity of the student's disability.

# FINE ARTS

The MUSD 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.

## Band

<i>Course Title</i>	<i>Grade(s)</i>	<i>Duration</i>	<i>School Site:</i> <i>DWMS &amp; MWMS</i>
<b>Beginning Band</b>	<b>6, 7, 8</b>	<b>YEAR-LONG</b>	
<i>Description</i>			
Beginning Band courses develop students' technique for playing brass, woodwind, and percussion instruments and cover a variety of non-specified band literature styles (concert, marching, orchestral, and modern styles).			

<i>Course Title</i>	<i>Grade(s)</i>	<i>Duration</i>	<i>School Site:</i> <i>DWMS &amp; MWMS</i>
<b>Advanced Band</b>	<b>6, 7, 8</b>	<b>YEAR-LONG</b>	
<i>Description</i>			
<i>Prerequisite:</i> Site approval At the advanced level, students will have the opportunity to experience creating and performing music, while applying specific skills and concepts to a Band instrument. Students will continue to develop their understandings of tone, technique, range, scales, rhythms, intonation, theory, history, performance etiquette, and collaborative skills. Students will have various educational performances and experiences.			

<i>Course Title</i>	<i>Grade(s)</i>	<i>Duration</i>	<i>School Site:</i> <i>DWMS</i>
<b>Music Appreciation</b>	<b>6,7,8</b>	<b>SEMESTER</b>	
<i>Description</i>			
Students will be given opportunities to learn and appreciate music as a way to deepen and enrich their understanding of music and their cultural significance. Students will be provided the tools to become a more knowledgeable and perceptive listener when it comes to music. Through the course, students will be encouraged to expand their musical tastes for enrichment.			

<i>Course Title</i>	<i>Grade(s)</i>	<i>Duration</i>	<i>School Site:</i> <i>DWMS</i>
<b>Percussion Ensemble</b>	<b>6,7,8</b>	<b>YEAR-LONG</b>	
<i>Description</i>			
Percussion students will develop fundamentals of percussion playing including mallet technique and rudimentary percussion. Students will work in a collaborative environment to develop their percussive musicianship and prepare Percussion repertoire for performance. Percussionists will also prepare parts for performance with the concert bands			

## Orchestra

<i>Course Title</i>	<i>Grade(s)</i>	<i>Duration</i>	<i>School Site:</i> <b>DWMS &amp; MWMS</b>
<b>Beginning Orchestra</b>	<b>6, 7, 8</b>	<b>YEAR-LONG</b>	
<i>Description</i>			
Orchestra courses are designed to develop students' abilities to play string instruments, covering a variety of string and orchestral literature styles. Instrument choices include violin, viola, cello and bass.			

<i>Course Title</i>	<i>Grade(s)</i>	<i>Duration</i>	<i>School Site:</i> <b>DWMS &amp; MWMS</b>
<b>Advanced Orchestra</b>	<b>6, 7, 8</b>	<b>YEAR-LONG</b>	
<i>Description</i>			
This course is for the advancing string player 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.			

## Choir

<i>Course Title</i>	<i>Grade(s)</i>	<i>Duration</i>	<i>School Site:</i> <b>DWMS &amp; MWMS</b>
<b>Choir</b>	<b>6, 7, 8</b>	<b>SEMESTER/ YEAR-LONG</b>	
<i>Description</i>			
In this course, students will have the opportunity to experience creating and performing unison, two-part, rounds and canons, and basic three-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, composition, music terms (vocabulary), and singing skills.			

## Piano

<i>Course Title</i>	<i>Grade(s)</i>	<i>Duration</i>	<i>School Site:</i> <b>DWMS</b>
<b>Piano</b>	<b>6, 7, 8</b>	<b>SEMESTER</b>	
<i>Description</i>			
This course begins with an orientation to the piano and keyboard. Using the grand staff, students will learn to play warmups, basic piano techniques, and music reading. They will finish this course, approaching an intermediate level, playing in both Middle C and G Major positions.			

## Visual Arts

<i>Course Title</i>	<i>Grade(s)</i>	<i>Duration</i>	<i>School Site:</i> <b>DWMS &amp; MWMS</b>
<b>Beginning Art</b>	<b>6, 7, 8</b>	<b>SEMESTER</b>	
<i>Description</i>			
<p>Art courses provide to students activities that foster creative expression, communication through artistic endeavor, and appreciation of culture and heritage. Activities may include those that enable students to refine their technique, increase their artistic vocabulary, express themselves and their world view, make connections to other content areas, develop their own aesthetic, and strengthen their critical abilities. Although typically involving the visual arts (drawing, painting, sculpture, crafts, and the like), these courses may also include other forms of art (for example, dance, music, and theater). Specific course content conforms to any existing state standards for grade 6.</p>			

<i>Course Title</i>	<i>Grade(s)</i>	<i>Duration</i>	<i>School Site:</i> <b>DWMS &amp; MWMS</b>
<b>Advanced Art</b>	<b>7, 8</b>	<b>SEMESTER</b>	
<i>Description</i>			
<p>Art (Grade 7) courses provide to students activities that foster creative expression, communication through artistic endeavor, and appreciation of culture and heritage. Activities may include those that enable students to refine their technique, increase their artistic vocabulary, express themselves and their world view, make connections to other content areas, develop their own aesthetic, and strengthen their critical abilities. Although typically involving the visual arts (drawing, painting, sculpture, crafts, and the like), these courses may also include other forms of art (for example, dance, music, and theater). Specific course content conforms to any existing state standards for Grade 7.</p>			

## Drama

<i>Course Title</i>	<i>Grade(s)</i>	<i>Duration</i>	<i>School Site:</i> <b>DWMS &amp; MWMS</b>
<b>Drama 1</b>	<b>6, 7, 8</b>	<b>SEMESTER</b>	
<i>Description</i>			
<p>Drama 1 enables students to express themselves through dramatic play and storytelling. Course content includes the use of movement, language, character, plot, and spectacle to portray imaginary or real experiences. As appropriate, students may focus on acting techniques and traditions, other aspects of drama (staging, lighting, costuming), or both. Specific course content conforms to any existing state standards for middle school.</p>			

<i>Course Title</i>	<i>Grade(s)</i>	<i>Duration</i>	<i>School Site:</i> <b>MWMS</b>
<b>Drama 2</b>	<b>7, 8</b>	<b>SEMESTER</b>	
<i>Description</i>			
<p>Drama 2 is an ongoing study of acting and will teach the elements of acting through scene study. Students who are enrolled in this course in the fall will be in the fall production. Students who are enrolled in the spring semester will be performing in a talent show.</p>			

<i>Course Title</i>	<i>Grade(s)</i>	<i>Duration</i>	<i>School Site:</i> <b>MWMS</b>
<b>Drama 3</b>	<b>7, 8</b>	<b>SEMESTER</b>	
<i>Description</i>			
Drama 3, Technical Theatre, is designed for students who like to use their hands. In this course, students help build sets, design and build props, and design sound and lights for the fall and spring productions.			

## Dance

<i>Course Title</i>	<i>Grade(s)</i>	<i>Duration</i>	<i>School Site:</i> <b>DWMS &amp; MWMS</b>
<b>Dance</b>	<b>6, 7, 8</b>	<b>SEMESTER</b>	
<i>Description</i>			
Dance Technique courses provide experience in one or several dance forms (e.g., modern, jazz, ballet, and tap). Initial classes are usually introductory in nature, while the more advanced classes concentrate on improving students' technique and may offer or require experience in choreography and dance evaluation.			

## 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. In an effort to ensure the most appropriate placement in middle level math, multiple criteria are used to identify students who may benefit from acceleration.

The math diagnostics tests given to all students in 5<sup>th</sup>, 6<sup>th</sup>, and 7<sup>th</sup> 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.

Students are more successful in all mathematics courses if they have a solid understanding of the standards in math class prerequisites. Thus, decisions about recommending acceleration in math courses at the middle level are made very thoughtfully and in the best interest of students. 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. Note: Not all courses are able to be offered at all sites.

<i>Course Title</i>	<i>Grade(s)</i>	<i>Duration</i>	<i>School Site:</i> <b>DWMS &amp; MWMS</b>
<b>6<sup>th</sup> Grade Mathematics</b>	<b>6</b>	<b>YEAR-LONG</b>	
<i>Description</i>			
The instruction provided in this course of study follows the 6 <sup>th</sup> Grade State standards and will focus on three critical areas: 1) develop understanding of ratio and rate and use multiplicative reasoning to solve ratio and rate problems; 2) develop competency of division of whole numbers and fractions and extend the notion of number to the system of rational numbers; and 3) develop understanding of expressions, equations, and inequalities.			

<i>Course Title</i>	<i>Grade(s)</i>	<i>Duration</i>	<i>School Site:</i> <b>DWMS &amp; MWMS</b>
<b>Honors 6<sup>th</sup> Grade Mathematics</b>	<b>6</b>	<b>YEAR-LONG</b>	
<i>Description</i>			
<p>This accelerated course will follow all the State standards for 7<sup>th</sup> Grade math and selected State standards for 6<sup>th</sup> Grade math. The course 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; and 4) developing understanding of statistical thinking. Students will also learn to reason about relationships among shapes to determine area, surface area, and volume. After successful completion of this course, students will be prepared for 7<sup>th</sup> Grade accelerated mathematics.</p>			

<i>Course Title</i>	<i>Grade(s)</i>	<i>Duration</i>	<i>School Site:</i> <b>DWMS &amp; MWMS</b>
<b>7<sup>th</sup> Grade Mathematics</b>	<b>7</b>	<b>YEAR-LONG</b>	
<i>Description</i>			
<p>The instruction provided in this course of study follows the 7<sup>th</sup> Grade State standards and will focus on two critical areas: 1) develop understanding of proportional relationships, and 2) develop understanding of operations with rational numbers and work with expressions, inequalities, and linear equations.</p>			

<i>Course Title</i>	<i>Grade(s)</i>	<i>Duration</i>	<i>School Site:</i> <b>DWMS &amp; MWMS</b>
<b>Pre-Algebra</b>	<b>7</b>	<b>YEAR-LONG</b>	
<i>Description</i>			
<p>This accelerated course will follow all the State standards for 8<sup>th</sup> Grade math and selected State standards for 7<sup>th</sup> Grade math. The course will focus on four critical areas: 1) developing understanding of and applying proportional relationships; 2) developing understanding of operations with rational numbers and working with expressions and linear equations; 3) solving problems involving scale drawings and geometric constructions, and 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. After successful completion of this course, students will be prepared for Algebra I.</p>			

<i>Course Title</i>	<i>Grade(s)</i>	<i>Duration</i>	<i>School Site:</i> <b>DWMS &amp; MWMS</b>
<b>8<sup>th</sup> Grade Mathematics</b>	<b>8</b>	<b>YEAR-LONG</b>	
<i>Description</i>			
<p>The instruction provided in this course of study follows the 8<sup>th</sup> Grade State standards and will focus on three critical areas: 1) develop understanding of expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; 2) develop understanding of the concept of a function and use functions to describe quantitative relationships; and 3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, congruence, and understanding, and applying the Pythagorean Theorem.</p>			

<i>Course Title</i>	<i>Grade(s)</i>	<i>Duration</i>	<i>School Site:</i> <b>DWMS &amp; MWMS</b>
<b>Algebra I</b>	<b>8</b>	<b>YEAR-LONG</b>	
<i>Description</i>			
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. Emphasis will be on skills and application of the concepts of algebra and building a strong foundation for continuing the study of mathematics. *High School credit can be earned			

## Physical Education

<i>Course Title</i>	<i>Grade(s)</i>	<i>Duration</i>	<i>School Site:</i> <b>DWMS &amp; MWMS</b>
<b>General Physical Education - Grade 6</b>	<b>6</b>	<b>SEMESTER</b>	
<b>General Physical Education - Grade 7</b>	<b>7</b>	<b>SEMESTER</b>	
<b>General Physical Education - Grade 8</b>	<b>8</b>	<b>SEMESTER</b>	
<i>Description</i>			
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. MUSD 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.			

## Science

Middle level Science courses offer rich context for students to develop as future ready learners, fostering the skills of critical thinking, problem solving, communication, collaboration along with information literacy, through the study of engineering, making connections between Science, Technology, Engineering, Arts and Mathematics (STEAM). MUSD's Middle School Science also embeds 3-Dimensional Learning as outlined in the Framework for K-12 Science Education and the Arizona State Science Standards: 1) Science and Engineering Practices; 2) Crosscutting Concepts, and 3) Disciplinary Core Ideas.

<i>Course Title</i>	<i>Grade(s)</i>	<i>Duration</i>	<i>School Site:</i> <b>DWMS &amp; MWMS</b>
<b>6<sup>th</sup> Grade Science</b>	<b>6</b>	<b>YEAR-LONG</b>	
<i>Description</i>			
<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>			

<i>Course Title</i>	<i>Grade(s)</i>	<i>Duration</i>	<i>School Site:</i> <b>DWMS &amp; MWMS</b>
<b>7<sup>th</sup> Grade Science</b>	<b>7</b>	<b>YEAR-LONG</b>	
<i>Description</i>			
<p>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 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>			

<i>Course Title</i>	<i>Grade(s)</i>	<i>Duration</i>	<i>School Site:</i> <b>DWMS &amp; MWMS</b>
<b>8<sup>th</sup> Grade Science</b>	<b>8</b>	<b>YEAR-LONG</b>	
<i>Description</i>			
<p>This course covers topics 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 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</p>			

## History & Social Science

Middle grade History & Social Science will prepare students to be educated and engaged citizens. Preparing students for contemporary society cannot be accomplished without 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. Note: Not all courses are able to be offered at all sites.

<i>Course Title</i>	<i>Grade(s)</i>	<i>Duration</i>	<i>School Site:</i> <b>DWMS &amp; MWMS</b>
<b>6<sup>th</sup> Grade Social Studies</b>	<b>6</b>	<b>YEAR-LONG</b>	
<i>Description</i>			
<p>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 historical 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 historical era: beginnings of human society, early river civilizations, classical civilizations, rise and fall of empires, development of the 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>			

<i>Course Title</i>	<i>Grade(s)</i>	<i>Duration</i>	<i>School Site:</i> <b>DWMS &amp; MWMS</b>
<b>7<sup>th</sup> Grade Social Studies</b>	<b>7</b>	<b>YEAR-LONG</b>	
<i>Description</i>			
<p>This course focuses on Integrated Global Studies from the Scientific Revolution and Enlightenment to the present. The content focus will be viewed through historical 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>			

<i>Course Title</i>	<i>Grade(s)</i>	<i>Duration</i>	<i>School Site:</i> <b>DWMS &amp; MWMS</b>
<b>8<sup>th</sup> Grade Social Studies</b>	<b>8</b>	<b>YEAR-LONG</b>	
<i>Description</i>			
<p>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 &amp; 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.</p>			

## World Language

<i>Course Title</i>	<i>Grade(s)</i>	<i>Duration</i>	<i>School Site:</i> <i>DWMS &amp; MWMS</i>
<b>Beginning Spanish</b>	<b>6, 7, 8</b>	<b>Semester</b>	
<i>Description</i>			
Spanish courses introduce and then extend students' skills in speaking, reading, writing, and comprehending the Spanish language and students' knowledge of Spanish-speaking cultures. This initial course emphasizes grammar and syntax, vocabulary, and the spoken accent so that students have an understanding of the language and its rules. *High School credit can be earned			

<i>Course Title</i>	<i>Grade(s)</i>	<i>Duration</i>	<i>School Site:</i> <i>DWMS &amp; MWMS</i>
<b>Intermediate Spanish</b>	<b>6, 7, 8</b>	<b>Semester</b>	<b>Prerequisite: Beginning Spanish</b>
<i>Description</i>			
Spanish courses introduce and then extend students' skills in speaking, reading, writing, and comprehending the Spanish language and students' knowledge of Spanish-speaking cultures. This course emphasizes grammar and syntax, vocabulary, and the spoken accent so that students have an understanding of the language and its rules. *High School credit can be earned			

<i>Course Title</i>	<i>Grade(s)</i>	<i>Duration</i>	<i>School Site:</i> <i>DWMS &amp; MWMS</i>
<b>Spanish I (High School Credit)</b>	<b>7, 8</b>	<b>YEAR-LONG</b>	<b>Prerequisite: Intermediate Spanish</b>
<i>Description</i>			
This course is an introduction to the language and the culture of the Spanish-speaking world. The student learns vocabulary and grammar through listening, speaking, reading and writing. Emphasis is on simple conversation skills			

## General Electives

Please visit each middle school's website to learn more about which courses are offered at each school. The availability of elective course offerings at each site will be unique and is dependent on staffing and facilities.

### **Career Exploration in Middle School**

Students will be exposed to career pathways exploration and discover career clusters of interest as part of MUSD's comprehensive approach to college and career learning. Elements of study will include identifying personal qualities, building, and reflecting on important soft skills to the world of work, as well as learning one's personality type, strengths, and blind spots. Students will reflect on a career of interest and what it takes to achieve success in careers of interest. Students will understand how others have achieved successful career paths. Students will create short-term and long-term postsecondary education and career goal before exiting middle school. The Career Exploration curriculum will be embedded into existing courses which may include, but are not limited to, Social Studies, Computers, STEM, and College & Career Enhancement courses.

<i>Course Title</i>	<i>Grade(s)</i>	<i>Duration</i>	<i>School Site:</i> <b>MWMS</b>
<b>Career Exploration</b>	<b>8</b>	<b>SEMESTER</b>	
<i>Description</i>			
Career Exploration courses help students identify and evaluate personal goals, priorities, aptitudes, and interests, with the goal of helping them make informed decisions about their careers. These courses expose students to various sources of information on career and training options and may also assist them in developing job search and employability skills.			

<i>Course Title</i>	<i>Grade(s)</i>	<i>Duration</i>	<i>School Site:</i> <b>DWMS &amp; MWMS</b>
<b>Coding 1</b>	<b>6, 7, 8</b>	<b>SEMESTER</b>	
<i>Description</i>			
This is course one of a three course progression that 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.			

<i>Course Title</i>	<i>Grade(s)</i>	<i>Duration</i>	<i>School Site:</i> <b>DWMS &amp; MWMS</b>
<b>Coding 2</b>	<b>6, 7, 8</b>	<b>YEAR-LONG</b>	<b>Prerequisite: Coding 1</b>
<i>Description</i>			
This is course two of a three course progression that 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.			

<i>Course Title</i>	<i>Grade(s)</i>	<i>Duration</i>	<i>School Site:</i> <b>DWMS &amp; MWMS</b>
<b>Coding 3</b>	<b>7, 8</b>	<b>SEMESTER</b>	<b>Prerequisite: Coding 2</b>
<i>Description</i>			
This is course three of a three course progression that 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.			

<i>Course Title</i>	<i>Grade(s)</i>	<i>Duration</i>	<i>School Site:</i> <b>MWMS</b>
<b>Computer Applications</b>	<b>6, 7, 8</b>	<b>SEMESTER</b>	
<i>Description</i>			
In Computer Applications courses, students acquire knowledge of and experience in the proper and efficient use of previously written software packages. These courses explore a wide range of applications, including (but not limited to) word-processing, spreadsheet, graphics, and database programs, and they may also cover the use of electronic mail and desktop publishing.			

<i>Course Title</i>	<i>Grade(s)</i>	<i>Duration</i>	<i>School Site:</i> <b>DWMS &amp; MWMS</b>
<b>Chromebook Repair</b>	<b>7, 8</b>	<b>SEMESTER</b>	
<i>Description</i>			
In Chromebook Student Repair Academy (SRA) students learn the basics of repairing a Chromebook, providing high-quality tech support, exceptional customer service, and more, all while repairing their school's Chromebook fleet.			

<i>Course Title</i>	<i>Grade(s)</i>	<i>Duration</i>	<i>School Site:</i> <b>DWMS</b>
<b>Robotics</b>	<b>6, 7, 8</b>	<b>SEMESTER</b>	
<i>Description</i>			
Robotics teaches and applies science and engineering principles while encouraging creativity, teamwork, leadership, and problem solving among groups. It allows students to aspire to be the STEM problem solvers of tomorrow. Every student has the opportunity to be inspired by the excitement of hands-on, minds-on STEM learning and the feeling of creating something with technology.			

<i>Course Title</i>	<i>Grade(s)</i>	<i>Duration</i>	<i>School Site:</i> <b>DWMS</b>
<b>Robotics 2</b>	<b>6, 7, 8</b>	<b>YEAR-LONG</b>	<b>Prerequisite: Robotics 1</b>
<i>Description</i>			
Robotics 2 continues the teaching and application of science and engineering principles while encouraging creativity, teamwork, leadership, and problem solving among groups. It allows students to aspire to be the STEM problem solvers of tomorrow. Every student has the opportunity to be inspired by the excitement of hands-on, minds-on STEM learning and the feeling of creating something with technology.			

<i>Course Title</i>	<i>Grade(s)</i>	<i>Duration</i>	<i>School Site:</i> <b>MWMS</b>
<b>Student Council</b>	<b>6, 7, 8</b>	<b>YEAR-LONG</b>	
<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.			

<i>Course Title</i>	<i>Grade(s)</i>	<i>Duration</i>	<i>School Site:</i> <b>MWMS</b>
<b>Yearbook</b>	<b>6, 7, 8</b>	<b>YEAR-LONG</b>	
<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.			

<i>Course Title</i>	<i>Grade(s)</i>	<i>Duration</i>	<i>School Site:</i> <b>MWMS</b>
<b>Digital Photography</b>	<b>6, 7, 8</b>	<b>SEMESTER</b>	
<i>Description</i>			
Photography courses expose students to the materials, processes, and artistic techniques of taking artistic photographs. Students learn about the operation of a camera, composition, lighting techniques, depth of field, filters, camera angles, and film development. The course may cover black-and-white photography, color photography, or both. As students advance, the instruction regarding the creative process becomes more refined, and students are encouraged to develop their own artistic style. These courses may also cover major photographers, art movements, and styles.			

<i>Course Title</i>	<i>Grade(s)</i>	<i>Duration</i>	<i>School Site:</i> <b>MWMS</b>
<b>Graphic Design</b>	<b>6, 7, 8</b>	<b>SEMESTER</b>	
<i>Description</i>			
Computer Graphics courses provide the opportunity for students to explore the capability of the computer to produce visual imagery and to apply graphic techniques to various fields, such as advertising, TV/video, and architecture. Typical course topics include modeling, simulation, animation, and image retouching.			

<i>Course Title</i>	<i>Grade(s)</i>	<i>Duration</i>	<i>School Site:</i> <b>DWMS &amp; MWMS</b>
<b>Creative Writing</b>	<b>6,7,8</b>	<b>SEMESTER</b>	
<i>Description</i>			
Creative Writing offers students the opportunity to develop and improve their technique and individual style in poetry, short story, drama, essays, and other forms of prose. The emphasis of the course is on writing; however, students may study exemplary representations and authors to obtain a fuller appreciation of the form and craft.			

<i>Course Title</i>	<i>Grade(s)</i>	<i>Duration</i>	<i>School Site:</i> <b>DWMS &amp; MWMS</b>
<b>Teacher Aide</b>	<b>7, 8</b>	<b>SEMESTER</b>	
<i>Description</i>			
Aide courses offer the opportunity for students to assist instructors in preparing, organizing, or delivering course curricula or to assist other staff members in fulfilling their duties. Students may provide tutorial or instructional assistance to other students.			

<i>Course Title</i>	<i>Grade(s)</i>	<i>Duration</i>	<i>School Site:</i> <b>DWMS &amp; MWMS</b>
<b>Study Hall</b>	<b>6,7,8</b>	<b>SEMESTER</b>	
<i>Description</i>			
Study Hall provides the opportunity and time for students to complete classroom assignments or school projects. Students typically work on their own, without the help of a tutor; however, they are supervised and remain in the classroom.			



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