



Green Bay Area Public School District

Engagement. Equity. Excellence.

MIDDLE SCHOOL

(Grades 6-8)

Academic and Course Planning Guide 2027-2028 School Year



Detailed course description information is available online at www.gbaps.org.

INFORMATION AND ASSISTANCE AVAILABLE

Any student or parent may contact one of the counselors or administrators for assistance in career planning or course selections. This information may also be found on the school district's website, www.gbaps.org

EAST HIGH SCHOOL

Main Office: (920) 448-2090

Student Services: (920) 448-2092

JOHN DEWEY ACADEMY OF LEARNING

Main Office: (920) 272-7074

DR. ROSA MINOKA-HILL SCHOOL (K-12)

Main Office: (920) 448-2150

NORTHEAST WISCONSIN SCHOOL OF INNOVATION

Main Office: (920) 272-7658

PREBLE HIGH SCHOOL

Main Office: (920) 391-2400

Student Services: (920) 391-2402

SOUTHWEST HIGH SCHOOL

Main Office: (920) 492-2650

Student Services: (920) 492-2652

WEST HIGH SCHOOL

Main Office: (920) 492-2600

Student Services: (920) 492-2602

ALDO LEOPOLD COMMUNITY SCHOOL (K-8)

Main Office: (920) 448-2140

Student Services: (920) 448-2140

EDISON MIDDLE SCHOOL

Main Office: (920) 391-2450

Student Services: (920) 391-2452

FRANKLIN MIDDLE SCHOOL

Main Office: (920) 492-2670

Student Services: (920) 492-2672

LEONARDO DA VINCI SCHOOL FOR GIFTED LEARNERS (K-8)

Main Office: (920) 448-2135

LOMBARDI MIDDLE SCHOOL

Main Office: (920) 492-2625

Student Services: (920) 492-2627

RED SMITH SCHOOL (K-8)

Main Office: (920) 391-2425

Student Services: (920) 391-2510

WASHINGTON MIDDLE SCHOOL

Main Office: (920) 448-2095

Student Services: (920) 448-2097

Interpreters are available to assist families.

Please contact your student's school for additional information.

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College, Career, and Community Ready: PORTRAIT OF A GBAPS GRADUATE

The GBAPS Portrait of a Graduate was developed through a robust process that engaged staff, students, families, and community members. The Portrait collaboratively created from the input of students, staff, families, and community members as a collective vision of the skills, traits, and characteristics each student should obtain prior to graduation.



Academic Achievers perform at high levels in their studies and demonstrate a commitment to learning.



Communicators and Connectors effectively communicate and collaborate with others, showing teamwork and empathy.



Personal Architects take responsibility for their actions and choices, actively pursuing personal growth with a vision for their own successes.



Leaders and Teammates exhibit the qualities to lead and inspire others, as well as work collaboratively.



Empowered Navigators develop and sharpen practical skills to journey through everyday life.

MIDDLE SCHOOL COURSE PROGRAM OVERVIEW

ACADEMIC CORE COURSES

The middle level program provides a portion of time known as an academic core, where students study the subjects of English language arts, mathematics, science, and social studies.

Reading is also recognized as a major process by which students learn and, consequently, is part of instruction used by each teacher in each subject at each grade level.

Students in the sixth grade academic core also have designated reading time. Instruction in the seventh grade academic area is geared to meet individual needs. Instruction in the eighth grade academic area is geared toward assisting students in making the transition from middle school to high school. Academic core courses meet every day all year.

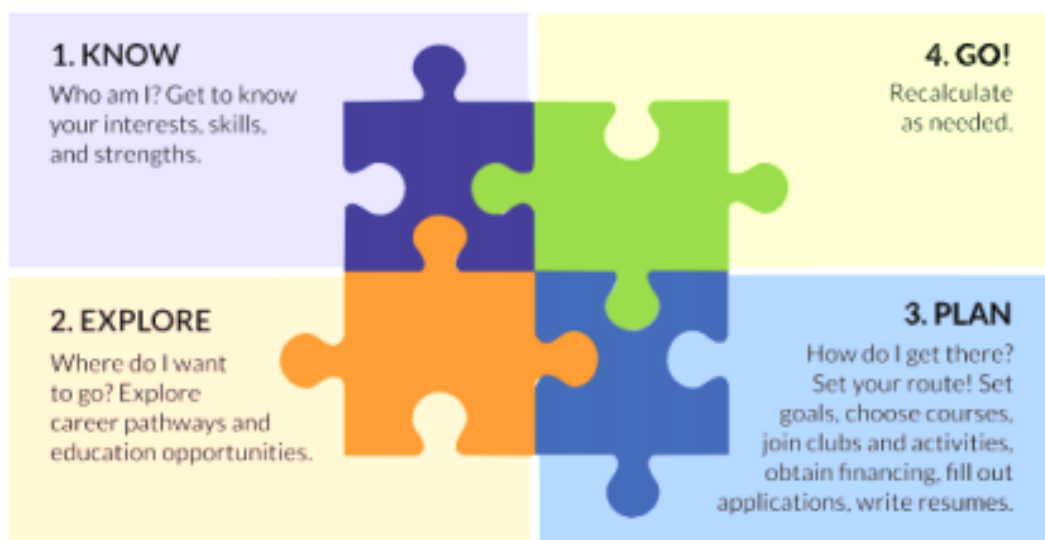
EXPLORATORY COURSES

The middle level program offers a portion of time to explore various areas of study. Included in these areas are some required exploratory courses and many elective exploratory courses. These courses offer students the chance to explore various subjects and career interests and begin the career planning process. In most cases, these courses, whether required or elective, meet every other day all year. Study halls are assigned during periods when classes are not scheduled.

College, Career and Community Ready: ACADEMIC AND CAREER PLANNING



4 Stages to Successful Academic and Career Planning (ACP)



Academic and Career Planning is a student's journey to develop awareness of self, through exploration and collaboration with parents, educators, and mentors, opening the door to endless possibilities.

The ACP process encompasses the activities, instruction, resources, experiences, and opportunities provided by the school district in partnership with our community to assist students in developing and implementing a plan for their academic and career future.

Tools to support ACP:

- Online Tools: Xello, Infinite Campus, Parchment
- Testing Results: PALS, STAR, State testing, PreACT, PSAT, ACT, WorkKeys, ASVAB
- Course opportunities: AP, IB, Dual Credit, Early College Credit Program and Start College Now, Specialized Programs and Schools
- Industry-recognized Credentials
- Work-based learning experiences
- Community involvement
- Individual Student Planning Conferences

INDIVIDUAL STUDENT PLANNING CONFERENCES

Academic and Career Planning Conferences are a key ingredient of the student planning process. School Counselors direct this opportunity to assist students in the planning, monitoring, and managing of their academic, career, and personal development. Through these activities, students are encouraged and given opportunities to set and evaluate their educational and career goals and make connections to activities that will support goal achievement.

Academic and Career Planning conferences are scheduled for all eighth grade students and include both students and parents. Topics discussed include student's individual learning plan, transitioning to high school, academic and career goals, and course selection based on goals and other opportunities.

THE CAREER CLUSTERS



Career Clusters link what students learn in school with the knowledge and skills they need for success in the future. Career Clusters identify pathways from high school to technical, two- and four-year colleges, graduate school, and the workplace so that students can learn in school what they can do in the future.

These 16 career clusters represent all career possibilities. They are an ideal way to organize course selection and student work-related experiences. Understanding career clusters prepares students for a wide range of careers by helping students achieve academic success and improved employment outcomes. For more information on career clusters and pathways, see your school counselor and visit <https://careertech.org/career-clusters>.

The Green Bay Area Public School District provides opportunities for students to study all 16 career clusters. The district has specific pathways in many of the career clusters. Flyers for these pathways can be found below. Students should speak with their School Counselor if they have questions about career clusters or programs of study.

ADVANCED MANUFACTURING

The Cluster blends innovative technologies and practices to enhance design and production. It aims to increase efficiency, reduce waste, ensure safety, and produce high-quality goods, driving the industry's growth and adapting to modern demands.

Sub-clusters: Engineering, Industrial Machinery, Production and Automation, Robotics, Safety and Quality Assurance

AGRICULTURE

The Cluster concentrates on scientific advancement of agriscience, cultivation, processing, and distribution of agricultural products, employing advanced technologies and sustainable practices to optimize global food systems. This Cluster also supports other plant- and animal-based industries including regenerative agriculture, sustainable logging, and fisheries.

Sub-clusters: Agribusiness, Agricultural Technology and Automation, Animal Systems, Food Science and Processing, Plant Systems, Water Systems

ARTS, ENTERTAINMENT, AND DESIGN

The Cluster combines creative roles in visual and performing arts, film, journalism, fashion, interior design, and creative technologies. It focuses on creating, producing, and sharing artistic and design work across multiple platforms, aiming to entertain, inform, beautify, and inspire.

Sub-clusters: Design and Digital Arts, Fashion and Interiors, Fine Arts, Lighting and Sound Technology, Media Production and Broadcasting, Performing Arts

CONSTRUCTION

The Cluster focuses on professions involved in designing, planning, managing, and executing projects in the built environment. It emphasizes sustainable building practices to ensure that structures are both environmentally responsible and resilient.

Sub-clusters: Architecture and Civil Engineering, Construction Planning and Development, Equipment Operation and Maintenance, Skilled Trades

DIGITAL TECHNOLOGY

The Cluster focuses on developing digital systems for communication and data storage using critical technologies such as artificial intelligence (AI), data analytics, and cybersecurity. It builds skills necessary for all careers to navigate and lead in the constantly evolving tech landscape and drives innovation across all industries to tackle complex challenges and opportunities in communities and economies.

Sub-clusters: Data Science and Artificial Intelligence, Information Technology (IT) Support and Services, Network Systems and Cybersecurity, Software Solutions, Unmanned Vehicle Technology, Web and Cloud

EDUCATION

The Cluster spans careers aimed at fostering learning from early childhood to adulthood. It emphasizes quality education standards and lifelong learning, preparing individuals for success through all life stages by nurturing knowledge, skills, and critical thinking and encouraging personal and societal growth in a constantly evolving world.

Sub-clusters: Early Childhood Development, Education Administration and Leadership, Learner Support and Community Engagement, Teaching, Training, and Facilitation

ENERGY and NATURAL RESOURCES

The Cluster spans careers in traditional and renewable fuel production, power generation and energy conversion, utilities, environmental preservation, ecological research, and resource extraction. These industries focus on efficient and responsible resource management, including conservation, transmission, distribution and storage, to minimize environmental impacts and meet global energy needs. Careers are dedicated to creating a sustainable future, innovating cleaner energy solutions, and preserving our planet's natural resources for generations to come.

Sub-clusters: Clean and Alternative Energy, Conservation and Land Management, Ecological Research and Development, Environmental Protection, Resource Extraction

FINANCIAL SERVICES

The Cluster encompasses careers that contribute to economic stability and growth by supporting the financial health of individuals and organizations.

Sub-clusters: Accounting, Banking and Credit, Financial Strategy and Investments, Insurance, Real Estate

HEALTH CARE and HUMAN SERVICES

The Cluster promotes whole health in individuals and communities through a diverse array of services. By addressing social determinants of health and leveraging health data and science, this Cluster aims to enhance the overall health and resilience of individuals, families, and communities.

Sub-clusters: Behavioral and Mental Health, Biotechnology Research and Development, Community and Social Services, Health Data and Administration, Personal Care Services, Physical Health

HOSPITALITY, EVENTS, and TOURISM

The Cluster encompasses a broad range of services and experiences related to food and beverage, lodging, travel, events, and conferences. It focuses on delivering quality customer service, memorable experiences, and seamless logistics to cater to the needs and preferences of guests, tourists, and event participants.

Sub-clusters: Accommodations, Conferences and Events, Culinary and Food Services, Travel and Leisure

MANAGEMENT and ENTREPRENEURSHIP

The Cluster involves skills and occupations that are essential across all industries. It ensures that businesses across all industries efficiently meet their goals, adapt to market changes, and maintain competitive advantage. By emphasizing entrepreneurship, this Cluster supports the creation of new ventures, driving economic growth and innovation and making it a cornerstone of modern economies.

Sub-clusters: Business Information Management, Entrepreneurship and Small Business, Leadership and Operations, Project Management, Regulation

MARKETING and SALES

The Cluster focuses on promoting products, understanding consumer needs, engaging with communities, and driving sales. It builds strong customer connections and supports business growth. This Cluster is essential in all industries for creating value, effectively reaching and engaging target audiences, and achieving commercial success in a competitive marketplace.

Sub-clusters: Market Research, Analytics, and Ethics, Marketing and Advertising, Retail and Customer Experience, Strategic Sales

PUBLIC SERVICE and SAFETY

The Cluster encompasses roles in local, state, and federal government; legal and justice systems; security; and military operations, all aimed at promoting civic responsibility and ensuring the well-being, security, functionality, and resilience of communities, states, and countries.

Sub-clusters: Emergency Response, Judicial Systems, Local, State and Federal Services, Military and National Security, Public Safety

SUPPLY CHAIN AND TRANSPORTATION

The Cluster encompasses the transfer, coordination, and management of goods from production to consumption, ensuring efficient movement across various modes of transportation including air, ground, and water, as well as maintenance of the respective transport modes. It integrates logistics and distribution networks to facilitate the seamless flow of materials and products, playing a crucial role in global commerce, economic development, and community health.

Sub-clusters: Air and Space Transportation, Ground and Rail Transportation, Maintenance and Repair, Marine Transportation, Planning and Logistics, Purchasing and Warehousing

The Career Clusters logo and its extensions are registered trademarks of Advance CTE. Our use of them does not imply an affiliation with or endorsement by Advance CTE.

CO-CURRICULAR ACTIVITIES

This page lists many school/community activities that are available to middle school students. This is not an all-inclusive list and the activities available are subject to change. Participation in co-curricular activities has been cited in numerous studies as very important in developing lifelong and job related skills such as teamwork, self-motivation, problem solving, creativity, and self-discipline.

ATHLETIC AND INTRAMURAL AT INDIVIDUAL SCHOOLS

Basketball – Boys (6-8)
Basketball – Girls (6-8)
Cross Country – Boys (6-8)
Cross Country – Girls (6-8)
Football (7-8)
Soccer (6-8)

Softball – Girls (6-8)
Track and Field – Boys (6-8)
Track and Field – Girls (6-8)
Volleyball – Girls (7-8)
Wrestling (6-8)

CLUBS AT ALL SCHOOLS

Leadership Club
Musical
Student Council

Running Strength Conditioning Club
Swing Show Choir
Yearbook

CLUBS AT INDIVIDUAL SCHOOLS

Art Club
Aviators Club
Archery Club
Battle of the Books
Board Game Club
Book Club
Bowling Club
Cards Club
Chamber Orchestra (7-8)
Chess Club
Circle of Friends
Community Club
Crochet Club
Dance Team
DECA*
Destination Imagination
Disk Golf
Dungeons and Dragons
Club FBLA*
FFA*
Flag Football
French Club
Forensics

Food Preservation Club Future
Educators of America Gaming
Club
Garden Club
Gay/Straight Alliance
Geography Bee
Going Green
Harry Potter Club
Homework Club
History Bee
IB Buzz
Indoor Soccer
Jazz Band
Junior National Honor Society
Leadership Club
Library Media Aide
MAC Scholars
Marching Band
Math Counts
Memory Club
National History Day
Newspaper Club
Oneida YES

Peer Mediation
Play
Pops Orchestra
Raptor 99 Club
Robotics Club
Running/Walking Club
School Socials
School Store
Science Fair
Scrapbooking Club
Sign Language Club
Skills USA*
Solo and Ensemble
Spelling Bee
Sting Cancer
Talent Show
Tech Ed Club
Technical Crew
Tennis
Transformer Club
WEB (Where Everybody Belongs)

**Career and Technical Student Organization.*

SPECIALTY SCHOOLS AND PROGRAMS

ALDO LEOPOLD COMMUNITY SCHOOL



Providing a choice for Green Bay families since 1977

Aldo Leopold Community School is a 4K-8th grade choice school located in downtown Green Bay's historic Astor Park neighborhood. Aldo program staff believe education must prepare all learners to be critical thinkers and thoughtful citizens. Through our whole child, experiential learning approaches, students work toward compassion, respect, equality, and justice and discover their place in the world.

School Vision: Aldo students and staff grow together in an inclusive learning environment to create and accomplish goals, persevere through challenges, and seek and utilize the support needed to cultivate respectful, responsible, self-assured citizens who aspire to achieve great things.

Student Commitment Statement

Aldo Leopold Community School students agree they are responsible for their learning and understand the importance of sharing their knowledge. Our students realize that learning occurs every day. Aldo Leopold students demonstrate high levels of responsibility, self-direction, initiative, and cooperation. Each student contributes to making our school a friendly, positive learning environment.

Students who find joy and success at Aldo care for our environment, believe that kindness matters, and use their strengths and skills to help others. They enjoy trying out new experiences and learning through multiple perspectives. They engage in free play and welcome others to join in. They learn to use their voice to advocate for themselves and their learning needs and learn to listen to their peers to deepen their understanding of the human condition.

Students at Aldo Leopold Community School understand the importance of connecting with their peers; for this reason, classrooms of all ages are interspersed throughout the building, older and younger students participate in buddy learning activities, and a peer mediation program ensures that students have a positive role in keeping our culture. The Aldo Way has room for each individual.

Enrollment:

The enrollment process includes a tour of the school, an [application](https://aldo.gbaps.org/enroll), an interview, and completion of appropriate district enrollment forms. These opportunities are designed for students and guardians to attend. Aldo is a choice school and any student is welcome to apply for admission. Please visit this link for more information: <https://aldo.gbaps.org/enroll>.

LEONARDO DA VINCI SCHOOL FOR GIFTED LEARNERS



Leonardo da Vinci School for Gifted Learners is a K-8 school located in downtown Green Bay. Leonardo da Vinci provides the appropriate level of challenge for academically gifted students in a rigorous, student-centered and diverse learning environment that prepares students to be world leaders. Academic clustering and cross-curricular units are used to meet the unique academic, social and emotional needs of gifted students.

Why Choose Leonardo da Vinci?

- Our school provides the appropriate level of challenge for academically gifted students in a rigorous, student-centered, diverse learning environment that prepares them to be world leaders.
- Academic groupings are driven by formative and benchmark assessments of students' learning needs. Students move through the program at a pace appropriate to the needs of gifted learners.
- Global education includes linguistic and cultural studies.
- We have extremely dedicated parents who advance the school's vision, mission and beliefs by providing financial and volunteer support, as well as organizing fellowship opportunities for families.
- We offer various enrichment opportunities for students, including SeaPerch (underwater robotics competition), Destination Imagination, Theater Arts, Running Club, Astronomy Club, Dragon Council, Talent Show, National Junior Honor Society, and more.

Enrollment Details

Leonardo da Vinci School for Gifted Learners serves academically gifted learners in grades Kindergarten through 8th grade. All students seeking enrollment must complete the Naglieri General Abilities Test (NGAT) to determine whether da Vinci is the best fit for their learning. Assessment results will be emailed to families within two weeks of the assessment date. However, please be aware that the assessment results are not indicative of enrollment at da Vinci, they are a pre-requisite for enrollment. In June, a letter will be sent out notifying families if their student has been accepted into da Vinci, placed on a waiting list, or declined. Please visit this link for more information

<https://davinci.gbaps.org/>

GREEN BAY WEST SIDE INTERNATIONAL BACCALAUREATE MIDDLE YEARS PROGRAMME (MYP)



West High School and Franklin Middle School are an authorized International Baccalaureate Middle Years Program (IB MYP) Partnership. The IB MYP provides students rigorous instruction wrapped in global awareness and authentic learning opportunities. The MYP focuses students on how to learn and deep conceptual understanding as a foundation for future studies. Students successful in the completion of the MYP are well prepared for high school advanced coursework (including the Diploma and Career Programmes at West High School) and have a solid foundation for post-secondary education.

The IB Middle Years Programme is an age-appropriate framework of academic challenges that encourages students in grades 6-10 to embrace and understand the connections between traditional subjects and their real world applications. The program is designed to teach students to be critical and reflective thinkers about their own learning. Both Franklin and West MYP courses are designed for continual academic progress and serve the entire school population.

Curriculum:

The MYP consists of eight subject groups integrated through six global contexts that provide a framework for thinking and learning within and across the subjects. Students are required to study their native language (language and literature), a second language (language acquisition), social studies (individuals and societies), sciences, mathematics, arts, physical and health education, and design. In the final year of the programme, students also engage in a community project, which allows them to demonstrate the understandings and skills they have developed throughout the programme.

Assessment:

Assessment is criterion based, students' understanding is measured with specified objectives for each subject group. Student grades are a composite of four different assessment categories: Knowledge and Understanding, Inquiring and Design, Processing and Evaluating, and Reflecting on Impacts. Instructors score assessments based on specific categories being assessed and it is likely that all categories will not be assessed on a single assessment. Instructors assess each category on a 0-8 continuum and the composite total will be used to correlate a letter grade. Additional details can be found on the school website under Assessment Policy.

IB Learner Profile

The guiding principles of our program are found in these 10 attributes that we work to develop in our learners:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective

Benefits of an IB MYP Education

- Encourages Student Inquiry
- Creates Confident Communicators
- Cultivates a Global Mindset
- Develops Caring and Responsible Citizens
- Encourages Life-Long Learning
- Expands Critical and Creative Thinking
- Empowers Student to Develop Their Talents
- Creates Connections Between Course Subjects
- Fosters a Learning Community Among Cohorts
- Increases Academic Opportunities

Program Structure

- Available for GBAPS students in Grades 6-10 (MYP 1-MYP 5)
- A 5 year-long program, with courses at Franklin Middle School and West High School
- MYP 4 and MYP 5 courses are recognized by Wisconsin DPI as advanced coursework
- 8th grade students complete a self-directed Community Project
- 10th grade students (MYP 5) completed a self-directed Personal Project

Enrollment:

- All students at Franklin Middle School are enrolled in MYP 1-3 programming
- All 9-10th grade West High School Students are enrolled in MYP 4-5 programming



JOHN DEWEY ACADEMY OF LEARNING

A Project-Based Learning Charter School

"Learning by Doing!"



Are you interested in being actively involved in your learning?
Are you passionate about learning, ready to take on the future and make an impact?

John Dewey Academy of Learning (JDAL) offers an innovative choice for 6-12th grade learners in the Green Bay Area Public School District. JDAL provides learners with the opportunity to thrive in a collaborative, interdisciplinary, and technology-rich learning environment. Learners engage in partnerships with Green Bay area organizations and businesses. Learners take ownership of their academic opportunity by synthesizing authentic projects that focus on topics relevant to academic learning targets.

In addition to offering innovative academic instruction, JDAL places special emphasis on developing close relationships among learners, advisors, and community members working to develop interpersonal skills and building community.

John Dewey Academy of Learning's mission is to provide learners with a rigorous project-based curriculum and a safe caring community in which to thrive academically. By developing the whole person – academically, professionally, and personally – John Dewey will assist learners in reaching their full potential.

Core Values: Fellowship • Integrity • Responsibility • Engagement

John Dewey Academy of Learning believes learning is active. Learners come to school to get involved in opportunities and participate in a community, which gives them real, guided experiences that increase their capacity to meet their full potential. (Paraphrased from John Dewey, *Experience and Education*, 1938) JDAL believes that learners should be involved in authentic tasks and challenges and should have a hand in choosing and designing these tasks. They should be involved in bringing the learning to life and be actively involved in the assessment of their learning.

Advisors at JDAL function as mentors and coaches. They encourage learners to think deeply, critically, and passionately about their academic work. Advisors help learners construct meaningful, focused, rich lines of inquiry. They guide learners to choose academic targets and experiences that will result in meaningful, genuine learning. Advisors help learners focus on content and process in order to evaluate the rigor and quality of their products and to provide opportunities for continued learning.

Project-Based Learning (PBL) learners:

- Are interested in project-based learning
- Are motivated, self-directed and actively involved learners
- Have an area of passion that cannot be met in a traditional school setting
- Are open to a new model of learning
- Are willing to learn time management and independent work skills
- Are motivated to create in depth learning experiences
- Persevere to reach independent goals
- Are skilled at reflecting on their work, assessing their learning and using multiple methods of communication to demonstrate their learning

Learners have the opportunity to participate in any seminars, workshops, or field experiences offered at JDAL, with the potential of earning credit in the content areas. After earning 17 credits, learners begin creating a capstone project that is a culmination of the interest developed and is worked on throughout an entire year. The project incorporates mentors and finds multiple means of serving the community in addition to reaching the learner's career goals.

The following credits are required for graduation:

- | | | | |
|-------------------------|------------|-------------------------------|-------------|
| • English Language Arts | 4 credits | • Physical Education | 1.5 credits |
| • Mathematics | 3 credits | • Personal Financial Literacy | 0.5 credit |
| • Social Studies | 3 credits | • Service Learning | 1 credit |
| • Science | 3 credits | • Electives | 6.5 credit |
| • Health | 0.5 credit | | |

- ❖ Learners must meet the Civics Test Requirement outlined in Wisconsin Statute 118.33(1m)(a).
- ❖ Credits earned in grade 8 apply towards graduation as electives only if earned in high school math, health, or world language.
- ❖ Learners need to demonstrate proficiency on learning targets to obtain credits at John Dewey.

Enrollment:

The enrollment process includes a tour, learner shadow day, and completion of appropriate district enrollment forms. If interested in learning more about JDAL's program offerings, please discuss with your school counselor and contact JDAL at (920) 272-7074. John Dewey Academy of Learning is located at 701 Cherry Street, Green Bay, WI 54301.



NORTHEAST WISCONSIN SCHOOL OF INNOVATION

"Where learning is the constant and time is the variable"

Engage - Educate - Empower College - Workforce - Community

The educational experience of Northeast Wisconsin School of Innovation (N.E.W. Innovation) is to prepare students for college, workforce, and life. Our unique learning experience provides a relevant and meaningful college and career preparatory education focused on the whole child. N.E.W. Innovation provides a choice for students in Green Bay Area Public Schools, as well as students from Northeast Wisconsin in grades 6-12.

With this in mind, the school is designed to provide an innovative and supporting education setting for students, to increase graduation rates, as well as the overall career and college readiness by working collaboratively with Northeast Wisconsin Technical College and the University of Wisconsin-Green Bay.

N.E.W. Innovation will assure strong vocational education by incorporating career pathways and content into course work and student experiences. Students will benefit from individualized learning plans designed to ensure their needs are met and skill gaps identified are addressed continuously instead of waiting until the end of the semester or school year.

Mission

The mission of Northeast Wisconsin School of Innovation is to meet all students where they are at, guide them to where they need to be, and help them get to where they want to go.

Vision

Utilizing personalized learning and engaged citizenship, all students will be prepared to successfully transition to post-secondary school, the high demand careers of tomorrow, and become vital members of our community.

Additionally, the school's academic and support systems will create an environment that fosters civic engagement. Each student will participate in *Launch* daily. *Launch* provides students an opportunity to start each day with nutrition, engage in meaningful conversation, and offer support and encouragement to peers. In addition, *Launch* eases students into school in a welcoming environment rather than an academic class. The principal, teachers, and support staff will create curricular activities to intentionally build an educational community to support student behavior, 21st century job skills, social emotional health and lifelong learning.

N.E.W. Innovation Students

N.E.W. Innovation is designed for the success of all students. In order to achieve this goal, N.E.W. Innovation is committed to meet every child at their current academic and social emotional level.

N.E.W. Innovation has structures in place to support students who:

- Need more time and supports to ensure an innovative education experience;
- Want to become engaged, independent, and self-directed learners;
- Have chosen and are committed to attend N.E.W School of Innovation and NWTC on Fridays as part of their education;
- Would benefit from a smaller personalized student-centered learning environment;
- Want opportunities to explore areas of passion or strengths;
- Have an adult, parent, and/or champion to support them;
- Demonstrate a mismatch between their ability and performance;
- Want learning to be meaningful to them and to engage in their community.

Proficiency-Based Learning Pathway

“How do students earn a high-school diploma?”

In a proficiency-based system, students earn their diploma by demonstrating mastery of skills and content. Mastery can be demonstrated through multiple venues, including (but not limited to) teacher-designed assessments, written papers, presentations, portfolios or projects. The specific requirements are determined by local policy, but must represent the content standards adopted by the Wisconsin Department of Instruction in the curriculum areas of:

- Literacy
- Mathematical content and practices
- Scientific inquiry and content knowledge
- Global citizenship
- Physical education
- Health
- Artistic/Technical expression
- Guiding principles

11th Grade Pathway Program

The N.E.W. 11th Grade Pathway Program is designed for students who have been disengaged from school. Students will spend their 11th grade year reengaging in school, while developing literacy and math skills in preparation to complete graduation requirements through the 12th grade pathway. Students who demonstrate readiness will have the opportunity to participate in Dual Credit courses and work based learning.

Our Four Guiding Principles

In addition to our subject graduation standards, our graduates will embody the following four guiding principles and transition to postsecondary life with the skills to be:

- **A creative and practical problem solver**, who recognizes a problem and uses their resources to find and test possible solutions. They use this problem-solving process to help them shape their beliefs and understanding of the world.
- **A purposeful and effective communicator**, who can write and speak clearly to a variety of audiences. Using technology, they enhance and share ideas effectively and respectfully.
- **A responsible and engaged citizen**, who recognizes how history has shaped their community while exploring ways to create a better world. They seek out and address injustice by understanding, respecting, and valuing diversity.
- **A self-directed and lifelong learner**, who continuously looks for opportunities to learn and grow by setting and achieving personal goals. They understand how to effectively learn and work with others.

Enrollment

As a charter school, parents and students must choose to attend the school through the District's intra-district transfer process or open enrollment for non-district resident students.

Learn more about the intra-district process at www.gbaps.org/why_choose_gbaps/intra-district_transfer.

The process for enrollment includes an orientation and completion of appropriate district enrollment forms. If interested in learning more about the unique programming that N.E.W. Innovation offers, please discuss with your school counselor or social worker, visit the school website at <https://newinnovation.gbaps.org>, and/or contact N.E.W. Innovation at (920) 272-7658.

Agriculture, Food, & Natural Resources

In AFNR, you will have the opportunity to pursue animal, plant, food or natural resource pathways. In plant sciences you will have the opportunity to work in the school greenhouse and learn about landscape design and how plants can be utilized to create spaces for client needs. In addition to plants, this pathway explores the production of food. It also looks at how natural resources can be developed, used, maintained, and managed for use in our society. Animal sciences provides you with the foundation you need to work with animals. You will learn about nutrition, disease, prevention and treatment, and how to work with and manage a wide variety of animals.

Career Opportunities:

Horticulturist, Agricultural Manager, Forester, Natural Resource Officer, Aquaculture Management, Veterinary Medicine, Biology, Wildlife Management and Resource Conservation



Potential to Earn:  1 Industry Certification  11 College Credits

Course Work in this Career Pathway

Middle School Career Exploration Courses	Plant Science Grades 7 or 8	Natural Resources Grades 7 or 8	Animal Science Grades 7 or 8	
Intro-Level Courses	Landscape, Floriculture & Greenhouse Grades 9-12	Wisconsin Natural Resources Grades 9-12	Biotechnology Grades 10-12	Small Animal Vet Science Grades 9-12
Specialized Courses	Advanced Plant Science & Design DC Grades 11-12	Global Conservation Perspectives Grades 9-12	Sustainable Agriculture DC Grades 11-12	Large Animal Vet Science DC Grades 10-12
Capstone Courses	Youth Apprenticeship Grades 11-12	Urban Agriculture and Food Production DC Grades 11-12	Advanced Veterinary & Animal Sciences Grades 11-12	
Additional Recommended Courses for 4-Year Programs	AP Biology or IB Biology	AP Chemistry or IB Chemistry	Environmental Science DC	

AP – Advanced Placement

DC – Dual Credit

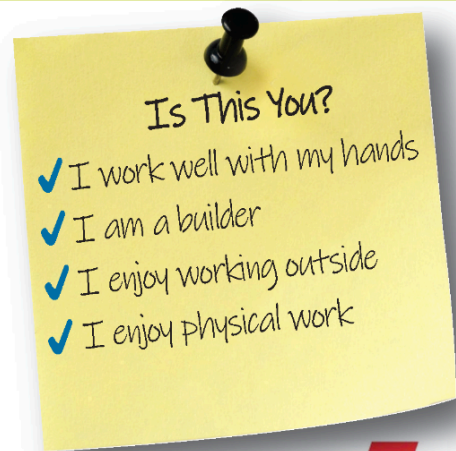
IB – International Baccalaureate

Architecture and Construction

Every home, every business, and every structure is the product of skilled construction professionals. If you enjoy working with your hands and seeing the results of your work, this area may be for you. You'll learn carpentry skills and remodeling techniques. You'll have the chance to master a wide range of hand tools and power tools, read blueprints and building plans. From foundations to roofing, you'll learn to create buildings that last for many years.

Career Opportunities:

Carpenter, Electrician, Mason, Construction Manager, Civil Engineer, Operating Engineers



Potential to Earn:  5 Industry Certifications  7 College Credits

Course Work in this Career Pathway

Middle School Career Exploration Course	Construction & Manufacturing Grades 7 or 8		
Intro-Level Courses	Intro to Construction Grades 9 – 12	Woods 1 Grades 9 – 12	Intro to Engineering (PLTW)  
Specialized Courses	 Woods 2 Grades 10 – 12	 Civil Engineering & Architecture Grades 10 – 12	
Capstone Courses	 Bridges Construction DC Grades 11 – 12 	 Youth Apprenticeship Grades 11 – 12	
Additional Recommended Courses for 4-Year Programs	AP Physics 	AP Calculus AB & BC or IB Mathematics 	

AP – Advanced Placement

DC – Dual Credit

IB – International Baccalaureate

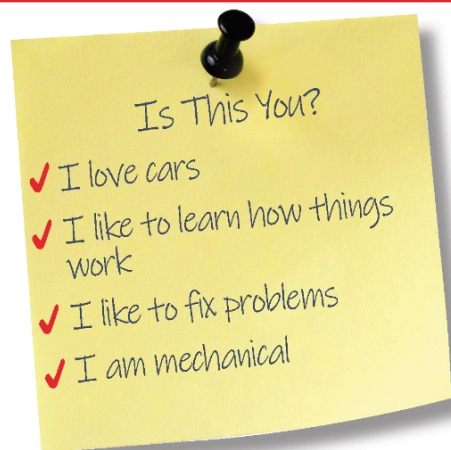
PLTW – Project Lead the Way

Automotive Technology

Do you enjoy working on machines? Use the latest equipment and tools to diagnose and repair engines, as well as brakes, electrical systems and suspension. In this pathway you have the opportunity to earn Automotive Service Excellence (ASE) certifications through a National Automotive Technicians Education Foundation (NATEF) certified program that will provide a foundation to begin a career in the automotive industry.

Career Opportunities:

Automotive Technician, Aircraft Mechanic,
Automotive Body Repair, Automotive Engineer



Potential to Earn:  2 Industry Certifications  25 College Credits

Course Work in this Career Pathway

Middle School Career Exploration Course	Robotics & Engineering Grades 7 or 8	
Intro-Level Courses	Small Engines Grades 9 – 12	Intro to Technology Grades 9 – 12
Specialized Courses	Vehicle Service Grades 10 – 12	
Capstone Courses	Automotive Maintenance Technician 1 & 2 Grades 11 – 12 	Youth Apprenticeship Grades 11 – 12 

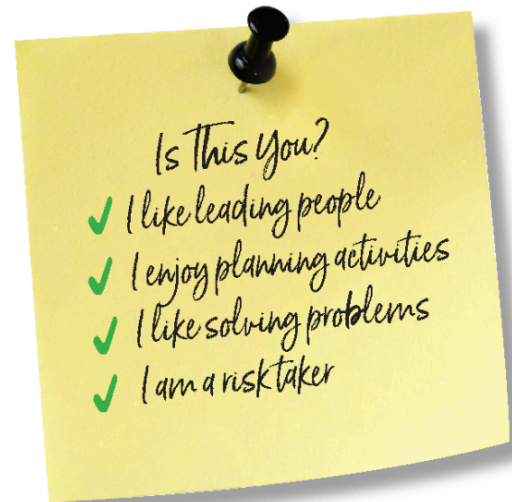


Business Management and Administration

What goes into running a business? In the Business Management courses you will learn about the legal, human resources, finance, and management parts, of working in a business.

Career Opportunities:

Business Owner, HR Specialist, Accountant, Operations Manager, General Manager, Customer Service Specialist



Potential to Earn:

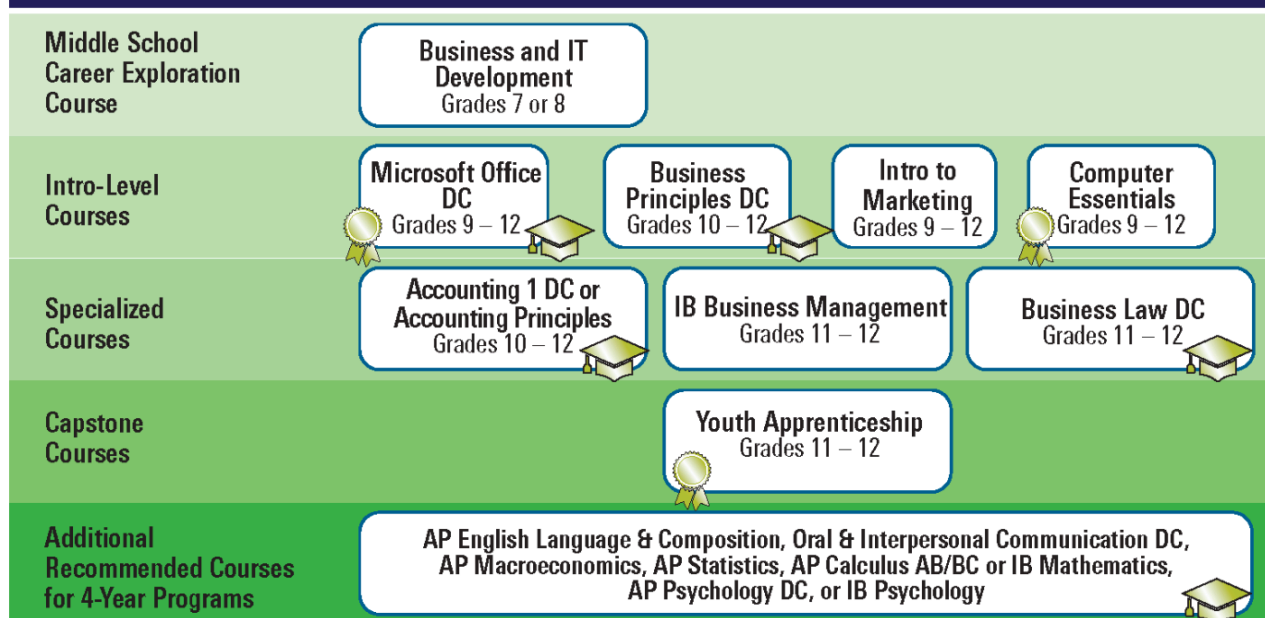


4 Industry Certifications



13 College Credits

Course Work in this Career Pathway



AP – Advanced Placement

DC – Dual Credit

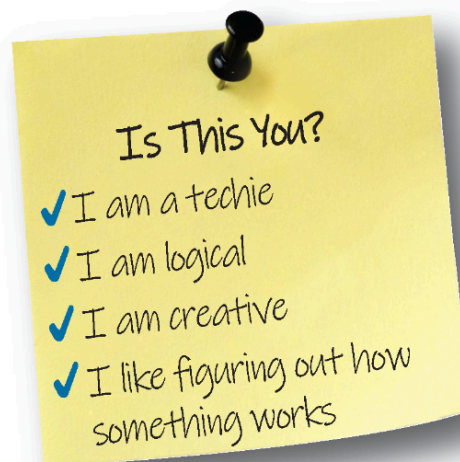
IB - International Baccalaureate

Computer Science & Information Technology

Life without computers is hard to imagine. That means the professionals who build and repair hardware, and design webpages and apps are essential. Learn cutting-edge information technology skills in a growing field. Work alone and in teams to help make 21st century life smoother and easier with the latest technology.

Career Opportunities:

Software or Web Developer, Computer Technician, Software Engineer, Computer Programmer, Help Desk Analyst, Computer Systems or Network Support Analyst



Potential to Earn: 6 Industry Certifications 7 College Credits

Course Work in this Career Pathway

Middle School Career Exploration Courses	Computer Literacy Grade 6	Intro to Computer Science Grade 7	Business & IT Development Grades 7 - 8	Computer Science 8 Grade 8
Intro-Level Courses	Digital Media Grades 9 - 12	Web Design 1 Grades 9 - 12	Mobile App Development Grades 9 - 12	AP Computer Science Principles PLTW (9 - 12)
Specialized Courses	Web Design 2 Grades 10 - 12	Computer Repair and Troubleshooting Grades 10 - 12	AP Computer Science A Grades 10 - 12	3D Animation & Game Design Grades 10 - 12
Capstone Courses	Senior Business & Marketing Internship Grade 12	Youth Apprenticeship Grades 11 - 12		
Additional Recommended Courses for 4-Year Programs	AP Statistics	Oral & Interpersonal Communication DC	AP Calculus AB/BC or IB Mathematics	

AP – Advanced Placement

DC – Dual Credit

IB – International Baccalaureate

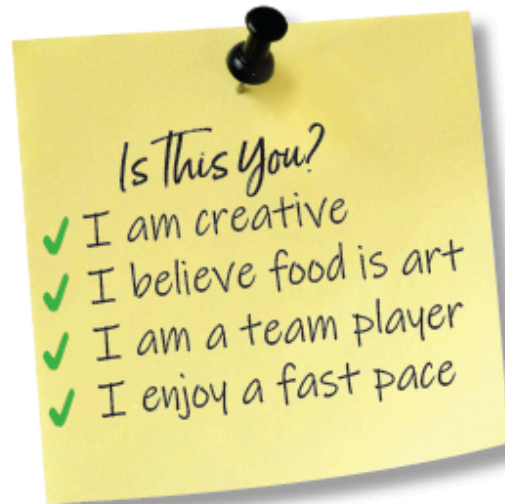
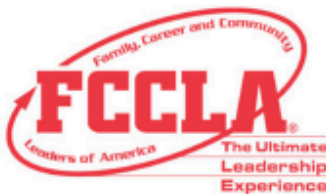
PLTW – Project Lead the Way

Culinary Arts

If creativity and food go together for you, then this is a logical choice. In Culinary Arts you will explore and discover how to plan and prepare memorable meals by using popular cooking methods and learn how to create and understand recipes. You will learn about safe food handling and preparation skills. In this pathway you have the opportunity to earn ServSafe and ProStart certification.

Career Opportunities:

Chef, Restaurant Manager, Dietitian, Banquet Manager



Potential to Earn:  2 Industry Certifications  3+ College Credits

Course Work in this Career Pathway

Middle School Career Exploration Courses	Culinary Arts, Textiles/ Design & Child Development Grades 7 or 8	Nutrition, Health Sciences & Human Services Grades 7 or 8
Intro-Level Course	Culinary Arts 1 Grades 9–12	
Specialized Courses	Culinary Arts 2 Grades 9–12	Nutritional Science Grades 11–12
		Food Science Process & Production Grades 11–12
Capstone Courses	Culinary Arts 3 DC Grades 11–12	Youth Apprenticeship Grades 11–12

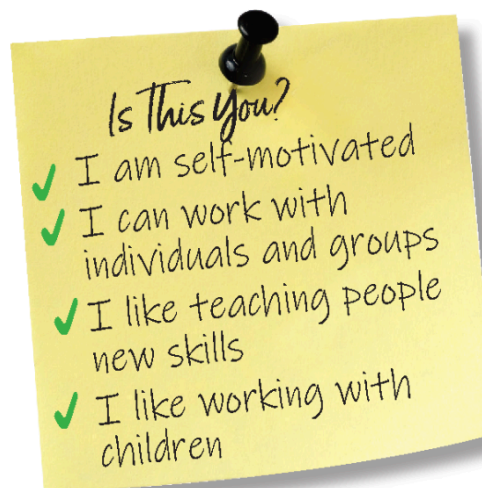
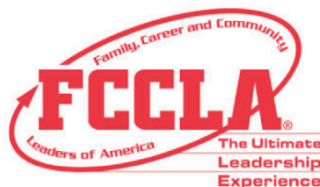
DC – Dual Credit

Education

Inspiring young people is what this area is all about, as you get the opportunity to learn and work with kids. You will learn about all aspects of child development as well as how to create lessons for early childhood students. You have the opportunity to earn an early childhood assistant instructor certificate in this program to allow you to begin your career working in education. This foundation prepares you to continue your education if you'd like to be a primary teacher at any grade level.

Career Opportunities:

Child Care Teacher, Paraprofessional, Teacher, School Principal, Coach, Counselor



Potential to Earn:



1 Industry Certification



12+ College Credits

Course Work in this Career Pathway

Middle School Career Exploration Courses	Culinary Arts, Textiles/ Design & Child Development Grades 7 or 8		
Intro-Level Course	Intro to Educational Practices DC Grades 9-12 		
Specialized Courses	Child & Adolescent Development DC Grades 9-12 	Human Development -Across the Lifespan Grades 9-12	Technology in Education DC
Capstone Course	Foundations of Early Childhood Education DC Grades 11-12 	Concepts, Issues, & Field Experience in Education DC 	Culturally Responsive Teaching & Learning DC 
Additional Recommended Courses for 4-Year Programs	AP Psychology DC, or IB Psychology 		

AP – Advanced Placement DC – Dual Credit IB – International Baccalaureate

Engineering

Engineering and robotics are essential in today's manufacturing industry. A problem-solving mindset is foundational to the engineering field. You will learn how to step into the role of an engineer to develop solutions to problems by engaging in real-world problems. Students will explore engineering topics such as mechanisms, strength of structures and materials, and automation/robotics.

Career Opportunities:

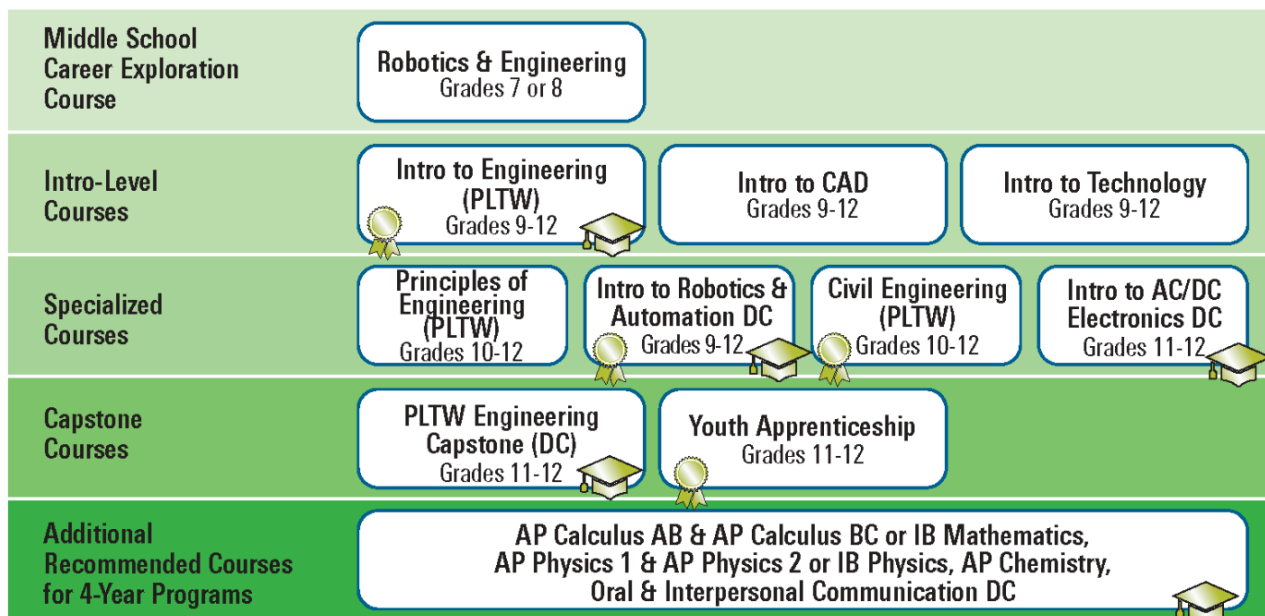
Civil Engineer, Electrical Engineer, Mechanical Engineer, BioMedical Engineer, Industrial Engineer



- Is This You?*
- ✓ I am interested in how things work
 - ✓ I am analytical
 - ✓ I like solving problems
 - ✓ I like to use technology

Potential to Earn: 2 Industry Certifications 12 College Credits

Course Work in this Career Pathway



AP – Advanced Placement

DC – Dual Credit

IB – International Baccalaureate

PLTW – Project Lead the Way

Health Sciences

Want to learn the foundations of the healthcare field? You will have the opportunity to learn many skills such as taking vital signs, infection control, medical terminology, and foundational patient care skills that are essential to all healthcare fields. You can earn certification as a Certified Nursing Assistant that will allow you to start working in a medical facility right away while you continue education to pursue your career goal in the medical field.

Career Opportunities:

Doctor, Nurse, Paramedic, Medical Lab Technician, Therapist



- Is This You?*
- ✓ I want to help others
 - ✓ I am adaptable
 - ✓ I am good with people
 - ✓ I like learning about how the body works

Potential to Earn:



3 Industry Certifications



14 College Credits

Course Work in this Career Pathway

Middle School Career Exploration Course	Nutrition, Health Sciences & Human Services Grades 7 or 8			
Intro-Level Course	Intro to Health Careers Grades 9-12		Principles of Biomedical Science (PLTW)	
Specialized Courses	Med Term DC Grades 11-12	Contemporary Healthcare Practices DC Grades 11-12	Digital Literacy for HC DC Grades 11-12	Anatomy & Physiology DC Grades 11-12
Capstone Courses	Nursing Assistant Grades 11-12		Youth Apprenticeship Grades 11-12	
Additional Recommended Courses for 4-Year Programs	AP Biology or IB Biology, AP Chemistry, AP Psychology DC, or IB Psychology, AP Statistics, AP Calculus AB/BC or IB Mathematics, Oral & Interpersonal Communication DC, AP English Literature & Composition, IB English Language & Literature			

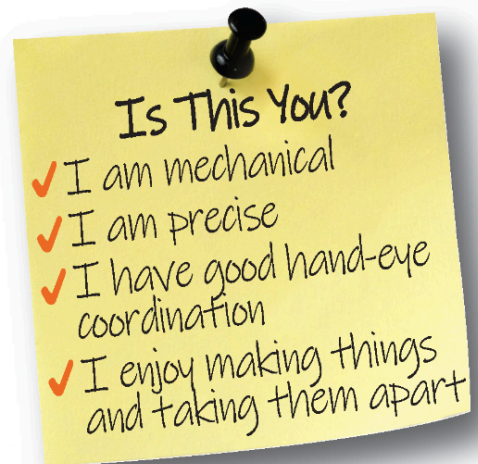
AP – Advanced Placement DC – Dual Credit IB – International Baccalaureate

Manufacturing

Today's manufacturing is a combination of engineering and technology around precision machining and welding. Creating parts and products may require you to program a Computer Numeric Control (CNC) machine, or it may involve plasma cutting and welding. You will learn various types of welds and cutting operations, as well as fabrication, quality control, and weld testing. In the capstone course students have the opportunity to work in a fully functioning high school business, Bay Link Manufacturing®, building parts for companies. This is a high demand pathway offering students opportunities in many different industries.

Career Opportunities:

CNC Technician, Fabricator,
Welder, Project Engineer



Potential to Earn: 1 Industry Certification 6 College Credits

Course Work in this Career Pathway

Middle School Career Exploration Course	Construction & Manufacturing Grades 7 or 8		
Intro-Level Courses	Intro to CAD Grades 9-12	Intro to Technology Grades 9-12	Metals 1 Grades 9-12
Specialized Courses	Metals 2 Grades 9-12	Welding/Shielded Metal Arc & Gas Metal Arc DC Grades 9-12	
Capstone Courses	Bay Link Manufacturing® Grades 11-12	Youth Apprenticeship Grades 11-12	

BAY LINK
MANUFACTURING

A PARTNERSHIP LINKING EDUCATION AND MANUFACTURING

DC – Dual Credit

Marketing

Every day we are surrounded by sales and promotion to get us to purchase products. This is a creative area in which you learn about the marketing techniques and the role that it plays in influencing us. In classes you will learn about advertising, promoting products, and starting a business.

Career Opportunities:

Advertising Manager, Marketing Director, Sales Associate, Client Services, Market Research Analyst, Real Estate Agent

- Is This You?*
- ✓ I am creative
 - ✓ I like to talk to people
 - ✓ I enjoy solving problems
 - ✓ I want to be my own boss



Potential to Earn:



3 Industry Certifications



3 College Credits

Course Work in this Career Pathway

Middle School Career Exploration Courses	Intro to Computer Science/ Personal Finance Grades 7	Business & IT Development Grades 7 or 8	
Intro-Level Courses	Intro to Marketing Grades 9 - 12	Digital Media Grades 9 - 12	
Specialized Courses	Marketing Principles DC Grades 10 - 12	Sports and Event Marketing Grades 10 - 12	Marketing Projects Grades 10 - 12
Capstone Courses	Senior Business & Marketing Internship Grade 12	Youth Apprenticeship Grades 11 - 12	
Additional Recommended Courses for 4-Year Programs	AP English Language & Composition, Oral & Interpersonal Communication DC, AP Macroeconomics, AP Statistics, AP Calculus AB/BC or IB Mathematics, AP Psychology DC, IB Psychology, Accounting Principles		

AP – Advanced Placement DC – Dual Credit IB – International Baccalaureate



Seal of Biliteracy

The Wisconsin Seal of Biliteracy (SBL) is a state-approved student credential awarded to high school students in districts with a Department of Public Instruction-approved program, who have demonstrated advanced achievement in bilingualism, biliteracy, and sociocultural competence in English and a language other than English (LOTE).

Credential Structure

- Available for all students in the Green Bay Area Public School District who developed language proficiency in English and a language other than English.
- Students may be enrolled in World Language courses, the Bilingual Program, the Multilingual Learner Program, or have learned languages in home or community environments.

Languages Available

- **GBAPS Educational Programs:** American Sign Language (ASL), Chinese (Mandarin), French, Spanish
- **Other Languages:** Other languages learned by students will be eligible in the future

Language Proficiency Assessment

- English Proficiency (students must meet one requirement from this category)
 - ACT ELA (American College Testing in English Language Arts) composite score of 18 or better
 - AP (Advanced Placement) English Language & Composition Exam score of 3 or better
 - WIDA ACCESS Assessment composite score of 4 or better for seniors only
 - Exited Multilingual Learner (ML) Status in grades 6-12
- **Language Other Than English Proficiency** (students must meet one requirement from this category)
 - LTI Assessment of Performance toward Proficiency in Languages (AAPPL) Score of Intermediate High (I-5) or better in all four components
 - AP Language & Culture Exam score of 4 or higher
- **Sociocultural Competence**
 - World Language courses: Students will demonstrate sociocultural competence in the languages other than English as they engage in authentic language learning through the rigorous and culturally relevant world language curriculum.
 - Languages learned in the home or community: Students will develop sociocultural competence in the language other than English through authentic, lived experiences.

*For more information, please contact Angie La Combe, Director of Curriculum
(allacombe@gbaps.org).*

COURSE DESCRIPTIONS

*The courses listed in this coursebook reflect those offered in the school district.
Whether a course runs at each school is determined by multiple factors,
including student requests, available staff, and facility requirements.*

AGRICULTURE, FOOD, AND NATURAL RESOURCES

Course Number	Course Name	Grade			Course Length	Course Type	School							
		6	7	8			A	DV	E	F	L	R	W	
AGR079425	Appreciation of Animals and Animal Sciences		•	•	Every Other Day	Elective			•		•	•	•	
AGR079325	Plant Science and Design		•	•	Every Other Day	Elective			•		•	•	•	
AGR079225	Wildlife Conservation and the Environment		•	•	Every Other Day	Elective			•		•	•	•	
AGR093625	Agriscience / Life Skills	•	•	•	Every Other Day	Elective			•		•	•	•	

AGR079425 - APPRECIATION OF ANIMALS AND ANIMAL SCIENCES

Appreciation of Animals and Animal Sciences introduces students to the variety of ways animals influence our everyday lives. In this course, the size and scope of domesticated companions, recreation and production animals' systems, and their interactions with the ecosystem or environment will be explored. Students will learn the mental and/or physical health benefits from animal products and the economic impact and influence the companion, recreation, and production animal industries can have on our habits, behaviors, and actions. Care and management of a variety of animals, as well as understanding the science behind animal systems to maintain healthy animals is studied through hands-on activities.

AGR079325 - PLANT SCIENCE AND DESIGN

This introductory plant science course is a hands-on approach to growing and maintaining a variety of plants in the home and yard. Budding career applications relating to the floricultural and horticultural industries will be explored. Lab-based applications in food production and sustainability practices will be completed. Some activities would include floral and landscape design, experiments with light and growing media, food production, growing plants, and plan related career and recreational exploration.

AGR079225 - WILDLIFE CONSERVATION AND THE ENVIRONMENT

Wildlife and natural resource conservation are necessary to preserve and maintain our environment. The course explores a variety of wildlife species from deer and wolves to birds of prey, fish, and waterfowl. Conservation topics range from natural resource preservation of land, water, and soil to animals, endangered species, and forestry. Course participants learn hunting ethics, while hands on activities involve animal tracking, GPS, wildlife identification, fly tying and how to use a map and compass. The course includes practicing leadership skills/FFA and discussion of career opportunities in all related areas.

AGR093625 - AGRISCIENCE/LIFE SKILLS

This course gives students opportunities to participate in Agriscience activities using a modified curriculum. The Agriscience curriculum content as well as the instruction and assessment are modified. Activities will be designed to meet the individual needs of the students. Teacher recommendation is required.

Note: Agriscience/Life Skills is offered on a rotating schedule and may not be available every year.

ART AND DESIGN

Course Number	Course Name	Grade			Course Length	Course Type	School						
		6	7	8			A	DV	E	F	L	R	W
EXP061025 EXP661025	Art Foundations	•			Every Day (for seven weeks)	Required Exploratory	•		•	•	•	•	•
ART078025 ART678025	Discovering Fine Arts		•	•	Every Other Day	Elective	•	•	•	•	•	•	•
ART067825 ART667825	Journey into Design		•	•	Every Other Day	Elective	•		•	•	•	•	•
ART077125	Integrated Visual Art		•		Every Other Day	Elective							•
ART093225	Art/Life Skills	•	•	•	Every Other Day	Elective			•	•	•	•	•

Note: As part of the IB Middle Years Programme at Franklin Middle School, all students develop and showcase their artistic talents as they participate in community/public events including a fine arts annual event.

EXP061025 - ART FOUNDATIONS

EXP661025 - ART FOUNDATIONS (MYP)

Art Foundations teaches the basic techniques and skills of art. Students will be challenged to become creative problem solvers and be introduced to the Elements and Principles of Art and Design. Artistic concepts presented may include drawing techniques, color exploration, sculpture, and painting. Students will apply their knowledge of art to design and produce quality two-dimensional and three-dimensional works while demonstrating craftsmanship through appropriate use of materials, tools, and equipment.

Note: This course meets every day for approximately seven weeks as part of a five-course rotation at Edison, Lombardi, Red Smith, and Washington. It meets every other day for the year as part of the IB MYP program at Franklin.

ART078025 - DISCOVERING FINE ARTS

ART678025 - DISCOVERING FINE ARTS (MYP)

In Discovering Fine Arts, students develop their knowledge and skills of the Elements and Principles of Art and Design. Students will have opportunities to experience a variety of art processes (drawings, paintings, printmaking and sculpture). Students will develop technical skills, individual styles, knowledge of tools and materials, as well as the ability to creatively solve problems. Additionally, this course will give students the opportunity to respond, analyze, and interpret their own artwork and the work of others. This course will engage students in better understanding the arts, themselves, and our diverse world.

Note: Discovering Fine Art runs every other year at Aldo.

ART067825 - JOURNEY INTO DESIGN

ART667825 - JOURNEY INTO DESIGN (MYP)

In Journey into Design, students continue to develop their knowledge and skills of the Elements and Principles of Art and Design and apply them in real world projects and assignments typical of the design industry (e.g. graphic, packaging, interior, fashion, and architecture design). Students will experience a variety of art processes (drawing, painting, sculpture, ceramics etc.). Students will begin to develop the ability to understand, interpret, and communicate with visual images and symbols. Students will demonstrate their ability to respond, analyze, and interpret their own artwork and the work of others. This course will engage students in exploring the role of art and design in the ever-changing workplace.

Note: Journey into Design runs every other year at Aldo.

ART077125 - INTEGRATED VISUAL ART

In Integrated Visual Art, students continue to develop their knowledge and skills of the Elements and Principles of Art and Design while integrating knowledge and concepts from core subjects into their artwork. Students will experience a variety of art media and processes (drawing, painting, sculpture, fiber arts, and printing) while developing their individual styles and ability to creatively solve problems. Students will demonstrate their ability to respond, analyze, and interpret their own artwork and the work of others. Students get a deeper level of learning through the integrated arts model as they engage in cross-curricular learning through combining knowledge gained in core subjects with visual arts.

ART093225 - ART/LIFE SKILLS

This course gives students opportunities to have experiences with art using a modified curriculum. The Art curriculum content, as well as the assessment, is modified. Teacher recommendation is required.

Note: Course is offered on a rotating schedule and may not be available every year.

BUSINESS, MARKETING, AND INFORMATION TECHNOLOGY

Course Number	Course Name	Grade			Course Length	Course Type	School						
		6	7	8			A	DV	E	F	L	R	W
BUS078225	Business and Information Technology Development		•	•	Every Other Day	Elective	•		•	•	•	•	•
EXP062525	Computer Literacy	•			Every Day* (for seven weeks)	Required Exploratory	•		•		•	•	•
BUS098725	Computer Literacy/Life Skills	•	•	•	Every Other Day	Elective			•	•	•	•	•
BUS081025	Computer Science 8			•	Every Other Day	Elective					•		
BUS078125	Introduction to Computer Science and Personal Finance		•		Every Other Day	Required Exploratory	•		•		•	•	•
EXP000625	Design 6 (MYP)	•			Every Other Day*	Required Exploratory				•			
BUS000725	Design 7 (MYP)		•		Every Other Day	Required				•			
BUS000825	Design 8 (MYP)			•	Every Other Day	Required				•			

BUS078225 - BUSINESS AND INFORMATION TECHNOLOGY DEVELOPMENT

This is an innovative course designed to incorporate content that crosses the pathways of both business and computer science. Students will learn real-world skills through dynamic activities involving entrepreneurship, video editing, accounting/finance, coding, marketing, web design, and human resources/management. This course is recommended for any 7th or 8th grade student with an interest in emerging technologies in business.

EXP062525 - COMPUTER LITERACY

This course focuses on computer literacy skills for life-long learning while also integrating in topics of business. Course topics include, word processing, research skills, keyboarding, entrepreneurship, and presentations.

**Note: This course meets every day for approximately seven weeks as part of a five-course rotation at Edison, Lombardi, Red Smith, and Washington.*

BUS098725 - COMPUTER LITERACY/LIFE SKILLS

This course is designed to teach computer literacy and life skills using an adapted curriculum. The goal for students is to acquire the computer skills necessary to enter and manipulate text and data. Emphasis will be on developing skills for personal use and future employment. Teacher recommendation is required.

BUS081025 - COMPUTER SCIENCE 8

This course focuses on foundational concepts and skills of computer science. Students will shift from being the consumers to the creators of technology, and they will explore how to use the power of computers to solve big, real-world problems. Students will develop collaborative and creative skills while building their understanding of computing concepts using many unplugged and plugged activities and will apply their understanding through creative projects in multiple programming languages. Units include, but are not limited to, computational thinking, block-based coding, app creation, Python coding, etc. This course is ever evolving and topics and units may fluctuate from year to year based on industry advancement and needs.

BUS078125 - INTRODUCTION TO COMPUTER SCIENCE AND PERSONAL FINANCE

This course will integrate business and computer-related skills using a variety of software and applications. We will explore the world of business and technology through hands-on units such as coding, personal finance, digital/graphics communications, and spreadsheets. The skills and knowledge gained in this course will help to prepare for, and participate in, our ever-changing global economy.

EXP000625 - DESIGN 6 (MYP)

BUS000725 - DESIGN 7 (MYP)

BUS000825 - DESIGN 8 (MYP)

As part of the IB Middle Years Programme (MYP), students at Franklin Middle School apply inquiry and problem-solving through computer and technology experiences. The design cycle is used to structure the inquiry and analysis of problems, the development of feasible solutions, the creation of solutions, and the testing and evaluation of the solution. All components of the design cycle require and enhance students' strategies for creative and critical thinking.

Note: Design 6 meets every other day for the year as part of the IB MYP program at Franklin.

ENGLISH LANGUAGE ARTS

Students Must Select an English Language Arts Course Each Year

Course Number	Course Name	Grade			Course Length	Course Type	School						
		6	7	8			A	DV	E	F	L	R	W
MID000621 MID600621	English Language Arts 6	•			Every Day for 2 Periods	Required Academic Core	•	•	•	•	•	•	•
MID00B621	English Language Arts 6 (Bilingual)	•			Every Day for 2 Periods	Required Academic Core			•				•
FSE000611	English Language Arts 6 Life Skills	•			Every Day	Required Academic Core			•	•	•	•	•
FSE000615	Reading – Life Skills	•			Every Day	Required Academic Core			•	•	•	•	•
RDG090625 SSE092025	Supplemental Literacy 6	•			Every Day	Required Academic Core			•	•	•	•	•
ENG071125 ENG671125	English Language Arts 7		•		Every Day	Required Academic Core	•	•	•	•	•	•	•
FSE071125	English Language Arts 7 Life Skills		•		Every Day	Required Academic Core			•	•	•	•	•
RDG090725 SSE092025	Supplemental Literacy 7		•		Every Day	Teacher Recommendation			•	•	•	•	•
ENG071325 ENG671325	Accelerated English Language Arts 7		•		Every Day	Required Academic Core	•	•	•	•	•	•	•
ENG082125 ENG682125	English Language Arts 8			•	Every Day	Required Academic Core	•	•	•	•	•	•	•
FSE082125	English Language Arts 8 Life Skills			•	Every Day	Required Academic Core			•	•	•	•	•
ENG082325 ENG682325	Accelerated English Language Arts 8*			•	Every Day	Required Academic Core	•	•	•	•	•	•	•
RDG090825 SSE092025	Supplemental Literacy 8			•	Every Day	Teacher Recommendation			•	•	•	•	•

*Note - Please see page 57 for information about high school credit for courses taken in middle school.

MID000621 - ENGLISH LANGUAGE ARTS 6

MID600621 - ENGLISH LANGUAGE ARTS 6 (MYP 1)

MID00B621 - ENGLISH LANGUAGE ARTS 6 (BILINGUAL)

English Language Arts 6 moves from *learning to read* in elementary school, to *reading to learn* in a multi-genre approach to reading, writing, speaking and listening, and language skills. Each unit features a mix of literary and informational texts, including short stories, poems, excerpts from novels, and nonfiction articles. Students work on close reading, text analysis, vocabulary development, and evidence-based writing. Students engage in regular collaborative discussions and writing tasks including argumentative, narrative, and explanatory essays.

Note: Students in the bilingual course receive this instruction in both English and Spanish.

FSE000611 - ENGLISH LANGUAGE ARTS 6 LIFE SKILLS

The Life Skills option will emphasize the development of competence in the areas of career preparation, community participation, personal/social skills, and daily living skills.

FSE000615 - READING – LIFE SKILLS

An assessment is made of each student's reading skills, and programming is implemented based upon the student's needs.

ENG071125 - ENGLISH LANGUAGE ARTS 7

ENG671125 - ENGLISH LANGUAGE ARTS 7 (MYP 2)

English Language Arts 7 builds on foundational literacy skills learned in Grade 6 with more complex texts and analytical tasks. Each unit employs a multi-genre approach, incorporating a diverse range of literary and informational works from various cultures and time periods. Students focus on critical reading, textual evidence, and advanced vocabulary, while refining their writing in argumentative, narrative, and informative modes. Students engage in deeper literary analysis, collaborative discussions, and multimedia projects.

ENG071325 - ACCELERATED ENGLISH LANGUAGE ARTS 7**ENG671325 - ACCELERATED ENGLISH LANGUAGE ARTS 7 (MYP)**

Prerequisite - Teacher Recommendation based on specified achievement data

This course compacts learning expectations of 7th and 8th grade English Language Arts curriculum. Units of study include: citing evidence when researching and writing, developing an argument, historical writing, and narrative short stories. Across the units, students will analyze the language authors use in mentor texts in order to expand their own understanding of language and writing. Students will practice the authors' mentor language in their own speaking and writing. Students will explore craft, text structure, conventions and literary concepts through a variety of thinking strategies to comprehend, analyze, and create text.

FSE071125 - ENGLISH LANGUAGE ARTS 7 LIFE SKILLS

The Life Skills option will emphasize the development of competence in the areas of career preparation, community participation, personal/social skills, and daily living skills.

ENG082125 - ENGLISH LANGUAGE ARTS 8**ENG682125 - ENGLISH LANGUAGE ARTS 8 (MYP 3)**

English Language Arts 8 challenges students with more sophisticated texts and themes, promoting critical thinking and more rigorous literary analysis. Each unit applies a multi-genre approach through a diverse selection of literature, nonfiction, and multimedia texts that explore complex ideas and cultural perspectives. Students strengthen their writing through argumentative, narrative, and informative writing, with an emphasis on structure, clarity, and evidence. Students further develop their speaking and listening skills through collaborative discussions and presentations.

ENG082325 - ACCELERATED ENGLISH LANGUAGE ARTS 8**ENG671325 - ACCELERATED ENGLISH LANGUAGE ARTS 8 (MYP)**

1.0 High School Credits Prerequisite: Accelerated English Language 7

This course compacts learning expectations of 8th and 9th grade English Language Arts Curriculum. Students understand and create text for personal enrichment, inquiry, and problem solving. Students will integrate technology to complete various writing projects that include: analyzing classical myths, exploring informational texts on timeless human issues, building a well-organized argument that establishes a claim and influences an audience, and a literary analysis. Students will practice the authors' mentor language in their own speaking and writing. Students will explore craft, text structure, conventions and literary concepts through a variety of thinking strategies to comprehend deeply, analyze and create text.

FSE082125 - ENGLISH LANGUAGE ARTS 8 LIFE SKILLS

The Life Skills option will emphasize the development of competence in the areas of career preparation, community participation, personal/social skills, and daily living skills.

RDG090625 / SSE092025 - SUPPLEMENTAL LITERACY 6**RDG090725 / SSE092025 - SUPPLEMENTAL LITERACY 7****RDG090825 / SSE092025 - SUPPLEMENTAL LITERACY 8**

Prerequisite - Teacher Recommendation based on specified achievement data

This course uses high-interest literature and direct instruction in reading, writing, and vocabulary skills to accelerate progress for those who have been challenged by reading and/or writing. The focus is on each student's needs in order to help them become successful readers.

ENGLISH LANGUAGE ARTS AT LEONARDO DA VINCI							
Course Number	Course Name	Grade			Course Length	Course Type	School DV
		6	7	8			
MID000621	English Language Arts 6 (LdV)	•			Every Day	Required Academic Core	•
ENG071825	English Language Arts 7 (LdV)		•		Every Day	Required Academic Core	•
ENG082825	English Language Arts 8 (LdV)			•	Every Day	Required Academic Core	•

MID000621 - ENGLISH LANGUAGE ARTS 6 (LdV)

ENG071825 - ENGLISH LANGUAGE ARTS 7 (LdV)

ENG082825 - ENGLISH LANGUAGE ARTS 8 (LdV)

In this course, students will work both collaboratively and independently to strengthen their communication skills in a multitude of ways. Readers will understand diverse perspectives, cultures, and backgrounds other than their own. Students will read a variety of genres including both informational and fictional texts. Using what they have learned from reading, students will plan, organize, and write a variety of pieces that include research projects, narratives, and argumentative pieces. This learning will be accomplished using advanced texts as well as learning strategies meant to challenge gifted students. Learning activities support the ELA standards while offering students increased depth and rigor.

MULTILINGUAL LEARNER LANGUAGE ARTS COURSES											
Course Number	Course Name	Grade			Course Length	Course Type	School				
		6	7	8			E	F	L	R	W
ELL031325	English Language Arts for Newcomers 1	•	•	•	Every Day	Required Academic Core					•
ELL031425	English Language Arts for Newcomers 2	•	•	•	Every Day	Required Academic Core					•
ELL001100	English Language Arts for SLIFE Newcomers 1	•	•	•	Every Day	Required Academic Core					•
ELL002100	English Language Arts for SLIFE Newcomers 2	•	•	•	Every Day	Required Academic Core					•

ELL031325 - ENGLISH LANGUAGE ARTS FOR NEWCOMERS 1

This course is designed for Multilingual learners who are in their first year in the United States and are not designated as a student with limited or interrupted formal education (SLIFE). Throughout the course, students will learn how to communicate in English for social and instructional purposes in culturally appropriate ways. Students will learn and use English vocabulary, expressions, and questioning techniques related to content area topics so that they are able to build social and academic English and background knowledge across curricular areas. Students will also receive instruction in the foundational literacy skills in English.

ELL031425 - ENGLISH LANGUAGE ARTS FOR NEWCOMERS 2

This course is designed for Multilingual learners who are in their second year in the United States and are not designated as a student with limited or interrupted formal education (SLIFE). Throughout the course, students will learn how to communicate in English for social and instructional purposes in culturally appropriate ways. Students will learn and use English vocabulary, expressions, and questioning techniques related to content area topics so that they are able to build social and academic English and background knowledge across curricular areas. Students will also receive instruction in the foundational literacy skills in English.

ELL001100 - ENGLISH LANGUAGE ARTS FOR SLIFE NEWCOMERS 1

This course is designed for Multilingual learners who are in their first year in the United States and designated as a student with limited or interrupted formal education (SLIFE). Throughout the course, students will learn how to communicate in English for social and instructional purposes in culturally appropriate ways. Students will learn and use practical English vocabulary, common expressions, and questioning techniques related to content area topics so that they are able to build social and academic English as well as background knowledge across curricular areas. Students will also receive instruction in the foundational literacy skills in English.

ELL002100 - ENGLISH LANGUAGE ARTS FOR SLIFE NEWCOMERS 2

This course is designed for Multilingual learners who are in their second year in the United States and are designated as a student with limited or interrupted formal education (SLIFE). Throughout the course, students will continue to learn how to communicate in English for social and instructional purposes in culturally appropriate ways. Students will learn and use practical English vocabulary, common expressions, and questioning techniques related to content area topics so that they are able to build social and academic English as well as background knowledge across curricular areas, and are prepared to enter mainstream English Language Arts classes. Students will also receive instruction in the foundational literacy skills in English.

FAMILY AND CONSUMER SCIENCES

Course Number	Course Name	Grade			Course Length	Course Type	School						
		6	7	8			A	DV	E	F	L	R	W
EXP062325	Exploring Family and Consumer Science	•			Every Day* (for seven weeks)	Required Exploratory	•		•		•	•	•
FCS075825 FCS675825	Culinary Arts, Textiles/Design, and Child Development		•	•	Every Other Day	Elective	•		•	•	•	•	•
FCS076425 FCS676425	Nutrition, Health Sciences, and Human Services		•	•	Every Other Day	Elective	•		•	•	•	•	•
FCS080025	Visual Arts in the Family and Consumer Sciences			•	Every Other Day	Elective							•
FCS093325	Family and Consumer Science/Life Skills	•	•	•	Every Other Day	Elective			•	•	•	•	•

EXP062325 - EXPLORING FAMILY AND CONSUMER SCIENCE

This course explores topics related to Family and Consumer Science. Emphasis will be placed on life-long learning skills necessary to be a contributing member of a family and society. Projects will be related to foods, children, family dynamics, and consumerism.

Note: This course meets every day for approximately seven weeks as part of a five-course rotation at Edison, Lombardi, Red Smith, and Washington.

FCS075825 - CULINARY ARTS, TEXTILES/DESIGN, AND CHILD DEVELOPMENT

FCS675825 - CULINARY ARTS, TEXTILES/DESIGN, AND CHILD DEVELOPMENT (MYP)

Have you ever wondered if you have what it takes to run your own restaurant? Could you be the next designer of the latest sportswear trends? Do you enjoy working with young children? Treat yourself to the latest “flavors” of culinary arts! Students will participate in food labs and menu design while learning safety and sanitation skills transferable to the world of work. Get a “taste” of fashion, interior and textile design as you explore hand and machine sewing techniques. You could also become a “seasoned” babysitter, childcare worker or coach as you discover the concepts of child development.

FCS076425 - NUTRITION, HEALTH SCIENCES, AND HUMAN SERVICES

FCS676425 - NUTRITION, HEALTH SCIENCES, AND HUMAN SERVICES (MYP)

Are you “craving” real world experiences? Do you have a “zest” for the field of medicine? Would you like a “taste” of what it is like to be a CSI? Students will be able to step into the shoes of a medical detective to explore how choices impact health for a lifetime. “Spice” up your knowledge of Nutritional Sciences, as you discover the importance of nutrients and participate in food labs. Friendship is on the “menu” in this course as we examine the importance of relationships, communication, family and self-concept. Join us for this enticing “course”!

FCS080025 - VISUAL ARTS IN THE FAMILY AND CONSUMER SCIENCES

This course will engage students in exploring the role of art and design in career and technical education through the Family and Consumer Sciences. Students continue to develop their knowledge and skills of the elements and principles of art and design and apply them in real world activities in the culinary arts and textile services. They will experience a variety of art processes through food labs and menu design and fashion, interior, and textile design.

FCS093325 - FAMILY AND CONSUMER SCIENCE/LIFE SKILLS

This course gives students opportunities to participate in activities related to Family and Consumer Science. The Family and Consumer Science curriculum content as well as the instruction and assessment are modified. Teacher recommendation is required.

MATHEMATICS

Students Must Select a Mathematics Course Each Year

Course Number	Course Name	Grade			Course Length	Course Type	School						
		6	7	8			A	DV	E	F	L	R	W
MID000625 MID600625 MID006625	Mathematics 6	•			Every Day	Required Academic Core	•	•	•	•	•	•	•
FSE000622	Mathematics 6 Life Skills	•			Every Day	Required Academic Core			•	•	•	•	•
MTH090625 SSE091025	Supplemental Mathematics 6	•			Every Other Day	Teacher Recommendation			•	•	•	•	•
MTH072325 MTH672325 MTH007725	Mathematics 7		•		Every Day	Required Academic Core	•	•	•	•	•	•	•
MTH073325 MTH673325	Accelerated Mathematics 7		•		Every Day	Required Academic Core		•	•	•	•	•	•
FSE072325	Mathematics 7 Life Skills		•		Every Day	Required Academic Core			•	•	•	•	•
MTH090725 SSE091025	Supplemental Mathematics 7		•		Every Other Day	Teacher Recommendation	•		•	•	•	•	•
MTH083625 MTH683625 MTH008825	Mathematics 8			•	Every Day	Required Academic Core	•	•	•	•	•	•	•
FSE083625	Mathematics 8 Life Skills			•	Every Day	Required Academic Core			•	•	•	•	•
MTH090825 SSE091025	Supplemental Mathematics 8			•	Every Other Day	Teacher Recommendation	•		•	•	•	•	•
MTH072825 MTH672825	Algebra 1*			•	Every Day	Required Academic Core	•	•	•	•	•	•	•

*Note - Please see page 57 for information about high school credit for courses taken in middle school.

MID000625 - MATHEMATICS 6

MID600625 - MATHEMATICS 6 (MYP 1)

MID006625 - MATHEMATICS 6 (LdV)

Through exploration and collaborative activities, students will grow their understanding in the following grade level standard domains: (1) Number Systems, including extending division to decimals and fractions, and extend the number ideas to negative values; (2) Ratio and Proportional Reasoning, including rates and percents; (3) Expressions and Equations, including reasoning about, and solving, one variable equations and inequalities; (4) Statistics, including summarizing and describing distributions; and (5) Geometry, including solving problems involving area and surface area.

FSE000625 - MATHEMATICS 6 – LIFE SKILLS

The Life Skills option emphasizes development in mathematical operations and relationships.

MTH072325 - MATHEMATICS 7

MTH672325 - MATHEMATICS 7 (MYP 2)

MTH007725 - MATHEMATICS 7 (LdV)

Through exploration and collaborative activities, students will grow their understanding in the following grade level standard domains: (1) Number Systems, including an understanding of various representations of rational numbers (fractions, decimals, percents, negative numbers) and their applications; (2) Ratio and Proportional Reasoning, including scale drawing and proportionality; (3) Expressions and Equations, including reasoning about, and solving, two variable equations and inequalities; (4) Probability, including chance processes and models; and (5) Geometry, including solving problems involving the real life application of geometric figures.

MTH073325 - ACCELERATED MATHEMATICS 7

MTH673325 - ACCELERATED MATHEMATICS 7 (MYP)

Prerequisite - Teacher Recommendation based on specified achievement data

Through exploration and collaborative activities, students will grow their understanding of both the grade 7 and grade 8 math standard domains. These domains include: Ratio and Proportional Reasoning, Number Systems, Expressions and Equations, Functions, Geometry, and Statistics. Compared to the traditional Math 7 course, this course demands a faster pace for instruction and learning.

FSE072325 - MATHEMATICS 7 - LIFE SKILLS

The Life Skills option emphasizes development in mathematical operations and relationships.

MTH083625 - MATHEMATICS 8**MTH683625 - MATHEMATICS 8 (MYP 3)****MTH008825 - MATHEMATICS 8 (LdV)**

Through exploration and collaborative activities, students will grow their understanding in the following grade level standard domains: (1) Number Systems, including the introduction of irrational numbers; (2) Expressions and Equations, including exponents, linear equations and systems of linear equations; (3) Functions, including modeling and comparing functions graphically; (4) Statistics, including two-variable data; and (5) Geometry, including 2D transformations, the Pythagorean Theorem and applications of volume.

FSE083625 - MATHEMATICS 8 - LIFE SKILLS

The Life Skills option emphasizes development in mathematical operations and relationships.

MTH072825 - ALGEBRA 1**MTH672825 - ALGEBRA 1 (MYP 4)**

1.0 High School Credits Prerequisite: Accelerated Mathematics 7

Through exploration and collaborative activities, students will develop a deep and extended understanding of linear, exponential and quadratic functions. They will apply, compare and contrast these functions, as well as examine methods for solving, graphing, and analyzing them. Successful completion of this course will fulfill the first entry level mathematics course requirements for most four-year colleges and two-year technical colleges.

Note: Please see page 57 for information about high school credit for courses taken in middle school.

MTH090625 / SSE091025 - SUPPLEMENTAL MATHEMATICS 6**MTH090725 / SSE091025 - SUPPLEMENTAL MATHEMATICS 7****MTH090825 / SSE091025 - SUPPLEMENTAL MATHEMATICS 8**

Prerequisite - Teacher Recommendation based on specified achievement data

This course uses small group and individual instruction in order to accelerate progress for those who have been challenged by mathematics. Classroom activities are student-centered, emphasizing concrete mathematical experiences and active learning. The focus is on each student's needs in order to help them to become proficient mathematicians.

MATHEMATICS AT LEONARDO DA VINCI							
Course Number	Course Name	Grade			Course Length	Course Type	School
		6	7	8			DV
MTH073325	Advanced Mathematics 1	•			Every Day	Required Academic Core	•
MTH073325	Advanced Mathematics 2	•			Every Day	Required Academic Core	•
MTH072825	Algebra 1*			•	Every Day	Required Academic Core	•
MTH082825	Geometry*			•	Every Day	Required Academic Core	•
MTH044825	Algebra 2 for Pre-Calculus*			•	Every Day	Required Academic Core	•

*Note - Please see page 57 for information about high school credit for courses taken in middle school.

MTH073325 - ADVANCED MATHEMATICS 1 (LdV)

In this course students will: (1) use reasoning about multiplication and division to solve ratio and rate problems; (2) use the meaning of fractions, the meanings of multiplication and division, and the relationships between multiplication and division to understand and explain why the procedure for division of fractions make sense; (3) understand the use of variables in mathematical expressions and equations to describe the relationships between quantities; (4) begin to develop their ability to think statistically, and (5) will develop an understanding of various representations of rational numbers (fractions, decimals, percent's, negative numbers) and their contexts. These topics cover all of grade 6 math topics and some of the standards from grade 7 math.

MTH073325 - ADVANCED MATHEMATICS 2 (LdV)

Prerequisite: Advanced Mathematics 1

In this course students will: (1) formulate and reason about expressions and linear equations, including modeling relationships, solving equations, and exploring systems of linear equations; (2) understand functions as representations of rules; (3) analyze two- and three-dimensional space and figures using geometric and algebraic concepts, (4) extend their understanding of ratios and develop an understanding of proportionality; (5) solve geometric problems involving scale drawings, informal geometric constructions, area, surface area, and volume; and (6) learn to draw inferences about populations based on samples. These topics cover the remainder of grade 7 math standards as well as all of grade 8 math standards.

MTH072825 - ALGEBRA 1

1.0 High School Credits Prerequisite: Advanced Mathematics 2

Through exploration and collaborative activities, students will develop a deep and extended understanding of linear, exponential and quadratic functions. They will apply, compare and contrast these functions, as well as examine methods for solving, graphing, and analyzing them. Successful completion of this course will fulfill the first entry level mathematics course requirements for most four-year colleges and two-year technical colleges.

Note: Please see page 57 for information about high school credit for courses taken in middle school.

MTH082825 - GEOMETRY

1.0 High School Credits Prerequisite: Algebra 1

Students will formalize and extend their geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments.

MTH044825 - ALGEBRA 2 FOR PRE-CALCULUS

1.0 High School Credits Prerequisite: Geometry

This course will deepen and expand the understanding of algebraic concepts. New topics introduced include complex numbers, conic sections, and polynomial, logarithmic, and trigonometric functions. This course will primarily utilize direct instruction, though students will be expected to use multiple representations to deepen their understanding of advanced algebraic concepts and models. Graphing calculators will be utilized in this course. Successful completion of this course will fulfill the third entry-level mathematics course requirements for most four-year colleges and two-year technical colleges.

MULTILINGUAL LEARNER MATHEMATICS COURSES											
Course Number	Course Name	Grade			Course Length	Course Type	School				
		6	7	8			E	F	L	R	W
ELL300130	EL Intensive Mathematics	•	•	•	Every Day	Required Academic Core			•		

ELL300130 - EL INTENSIVE MATHEMATICS

This course is for new-to-the-country Multilingual Learners (MLs) with documented limited or interrupted formal education (SLIFE) with very limited math proficiency. This intensive course is designed to accelerate math acquisition and close the achievement gap while building students' academic language of mathematics in English. The curriculum covers the state standards for Mathematics from grades K-5. Teachers will differentiate instruction for students who are at various levels of math proficiency.

MUSIC

*Students Must Select a Music Course in Grade 6
Students in Grades 7 and 8 may take more than one course in Music.*

BAND													
Course Number	Course Name	Grade			Course Length	Course Type	School						
		6	7	8			A	DV	E	F	L	R	W
MUS063625 MUS663625 MUS073625 MUS673625	Beginning Band	•	•	•	Every Other Day	Meets Requirement (6 th) Elective (7 th and 8 th)	•		•	•	•	•	•
MUS063725 MUS663725	Band 1	•	•	•	Every Other Day	Meets Requirement (6 th) Elective (7 th and 8 th)	•	•	•	•	•	•	•
MUS073725 MUS673725	Band 2		•	•	Every Other Day	Elective	•	•	•	•	•	•	•
MUS074725 MUS674725	Band 3		•	•	Every Other Day	Elective	•	•	•	•	•	•	•

NOTES:

- Students may need to rent or purchase an instrument from outside of school. Musical instruments and other articles may be transported by the students as long as they do not block the bus aisles or take up seating space.
- Regular individual practice is expected. Performances will be required outside of the school day.

MUS063625 (GRADE 6) - BEGINNING BAND

MUS663625 (GRADE 6) - BEGINNING BAND (MYP)

MUS073625 (GRADES 7/8) - BEGINNING BAND

MUS673625 (GRADES 7/8) - BEGINNING BAND (MYP)

In band courses, students will learn to play woodwind, brass, and percussion instruments. Beginning Band is for students who do not have prior experience in band, students needing additional development of foundational skills, and/or students who are switching instruments. Students will continue to develop their music literacy skills and be introduced to proper techniques for performing on a selected instrument.

MUS063725 - BAND 1

MUS663725 - BAND 1 (MYP)

Prerequisite: Completion of beginning band program or equivalent

Band 1 is for students who have prior experience on a woodwind, brass, or percussion instrument. Students will continue to develop their music literacy skills and proper techniques on a selected instrument. Additionally, students will develop ensemble skills.

MUS073725 - BAND 2

MUS673725 - BAND 2 (MYP)

Prerequisite: Prior experience on a woodwind, brass, or percussion instrument

In Band 2, students will continue to develop their musical literacy, ensemble skills, and technical skills on a woodwind, brass, or percussion instrument in a large group setting. Students will perform music that encompasses a variety of styles, historical backgrounds, and technical demands.

MUS074725 - BAND 3

MUS674725 - BAND 3 (MYP)

Prerequisite: Completion of Band 2 or equivalent prior experience on a woodwind, brass, or percussion instrument

In Band 3, students will continue to develop their musical literacy, ensemble skills, technical skills, and independent musicianship skills on a woodwind, brass, or percussion instrument in a large group setting. Students will perform music that encompasses a variety of styles, historical backgrounds, and technical demands.

CHOIR													
Course Number	Course Name	Grade			Course Length	Course Type	School						
		6	7	8			A	DV	E	F	L	R	W
MUS063525 MUS663525	Choir 6	•			Every Other Day	Meets Requirement (6 th)	•	•	•	•	•	•	•
MUS074225	Mixed Choir		•	•	Every Other Day	Elective	•	•	•	•	•	•	•
MUS064025 MUS664025	Tenor/Bass Choir		•	•	Every Other Day	Elective			•	•	•	•	•
MUS064125 MUS664125	Treble Choir		•	•	Every Other Day	Elective			•	•	•	•	•

NOTE: Performances will be required outside of the school day.

MUS063525 - CHOIR 6

MUS663525 - CHOIR 6 (MYP)

Choir 6 is available to students regardless of their musical background. They continue to develop their knowledge of music fundamentals as they learn vocal technique and part-singing. Students will sing music of various styles and genres in large and small group settings.

MUS074225 - MIXED CHOIR

Mixed Choir gives students the opportunity to continue developing their technical and expressive skills using increasingly complex repertoire in a mixed-voice ensemble. Students will continue to refine their abilities in vocal technique, part-singing, and music fundamentals. They will sing music of various styles and genres in large and small group settings.

MUS064025 - TENOR/BASS CHOIR

MUS664025 - TENOR/BASS CHOIR (MYP)

MUS064125 - TREBLE CHOIR

MUS664125 - TREBLE CHOIR (MYP)

These courses give students the opportunity to enhance their technical and expressive vocal skills. Students will continue to develop their abilities in vocal technique, part-singing, and music fundamentals. They will sing music of various styles and genres in large and small group settings.

Note: These choirs may be offered as a voice-specific or as a mixed choir depending on enrollment.

Note: Tenor/Bass Choir sings music usually written on the bass clef (lower notes). Treble Choir sings music usually written on the treble clef (higher notes). If you have questions about which choir to enroll in, please ask the choir teacher or your school counselor.

GENERAL MUSIC														
Course Number	Course Name	Grade			Course Length	Course Type			School					
		6	7	8			A	DV	E	F	L	R	W	
MUS063025	General Music 6	•			Every Other Day	Meets Requirement (6 th)			•		•	•	•	
MUS093525	Music/Life Skills	•	•	•	Every Other Day	Elective			•	•	•	•	•	
MUS046525	Popular Music Workshop		•	•	Every Other Day	Elective	•	•	•	•	•	•	•	
EXP063325	World Drumming	•			Every day (for seven weeks)	Required Exploratory							•	

MUS063025 - GENERAL MUSIC 6

In this class, students will learn music appreciation, critical listening, and recognizing the role of music in society. They will study traditional, historical, and modern music from Western and World Music traditions. Students will learn about and use musically relevant criteria to analyze and evaluate performances and individual work. Activities will include opportunities to engage in a variety of listening activities and discussions so students can understand and develop their personal tastes in music.

MUS093525 - MUSIC/LIFE SKILLS

This course gives students opportunities to have experiences with music using a modified curriculum. The Music curriculum content, as well as the assessment, is modified. Teacher recommendation is required.

Note: Course is offered on a rotating schedule and may not be available every year.

MUS046525 - POPULAR MUSIC WORKSHOP

Students in this course will have the opportunity to play the electric guitar, keyboard, and percussion instruments while learning about world music and pop culture. This course is open to all students who enjoy music and want to expand their learning in the Fine Arts area without concert performance or required practice outside of class time. Concert performances are not required in this course. No outside practice is required.

Note: This course may be taken again if previously taken in 7th grade.

EXP063325 - WORLD DRUMMING

In this course, students will be introduced to hand drumming techniques and traditions from multiple world regions. Students will study the music of multiple cultures, including African, Central and South American, Middle Eastern, Indonesian, and Native American. They will continue to develop their ability to read and improvise music individually and with an ensemble.

**Note: This course meets every day for approximately seven weeks as part of a five-course rotation for the Arts House at Washington.*

ORCHESTRA													
Course Number	Course Name	Grade			Course Length	Course Type	School						
		6	7	8			A	DV	E	F	L	R	W
MUS063825 MUS663825	Beginning Orchestra	•	•	•	Every Other Day	Meets Requirement (6 th) Elective (7 th and 8 th)	•		•	•	•	•	•
MUS063925 MUS663925	Orchestra 1	•	•	•	Every Other Day	Meets Requirement (6 th) Elective (7 th and 8 th)	•	•	•	•	•	•	•
MUS073925 MUS673925	Orchestra 2		•	•	Every Other Day	Elective	•	•	•	•	•	•	•
MUS074825 MUS674825	Orchestra 3		•	•	Every Other Day	Elective	•	•	•	•	•	•	•

NOTES:

- Students may need to rent or purchase an instrument from outside of school. Musical instruments and other articles may be transported by the students as long as they do not block the bus aisles or take up seating space.
- Regular individual practice is expected. Performances will be required outside of the school day.

MUS063825 - BEGINNING ORCHESTRA

MUS663825 - BEGINNING ORCHESTRA (MYP)

In orchestra courses, students will learn to play an orchestral string instrument: violin, viola, cello, or string bass. Beginning Orchestra is for students who do not have prior experience in orchestra, students needing additional development of foundational skills, and/or students who are switching instruments. Students will continue to develop their music literacy skills and be introduced to proper techniques for performing on a selected instrument.

MUS063925 - ORCHESTRA 1

MUS663925 - ORCHESTRA 1 (MYP)

Prerequisite: Completion of beginning orchestra program or equivalent

Orchestra 1 is for students who have prior experience on an orchestral string instrument (violin, viola, cello, or string bass). Students will continue to develop their music literacy skills and proper techniques on a selected instrument. Additionally, students will develop ensemble skills.

MUS073925 - ORCHESTRA 2

MUS673925 - ORCHESTRA 2 (MYP)

Prerequisite: Prior experience on a string instrument

In Orchestra 2, students will continue to develop their musical literacy, ensemble skills, and technical skills on an orchestral string instrument (violin, viola, cello, or string bass) in a large group setting. Students will perform music that encompasses a variety of styles, historical backgrounds, and technical demands.

MUS074825 - ORCHESTRA 3

MUS674825 - ORCHESTRA 3 (MYP)

Prerequisite: Completion of Orchestra 2 or equivalent prior experience on a string instrument

In Orchestra 3, students will continue to refine their musical literacy, ensemble skills, technical skills, and independent musicianship skills on an orchestral string instrument (violin, viola, cello, or string bass) in a large group setting. Additionally, they will also begin to develop leadership skills in large and small group settings. Students will perform music that encompasses a variety of styles, historical backgrounds, and technical demands.

NON-DEPARTMENT SPECIFIC COURSES

GENERAL EDUCATION COURSES													
Course Number	Course Name	Grade			Course Length	Course Type	School						
		6	7	8			A	DV	E	F	L	R	W
OTH008925	Aldo Leopold Community School Capstone Project			•	Every Day	Required Capstone	•						
MID078725 MID678725	Exploring STEM		•	•	Every Other Day	Elective	•		•	•	•	•	•
EXP063525	Personalize Your Path	•			Every Day (for seven weeks)	Required Exploratory	•		•	•	•		•

OTH008925 - ALDO LEOPOLD COMMUNITY SCHOOL CAPSTONE PROJECT

The Capstone Project is a culminating experience where Aldo Leopold Community School eighth graders examine and use all the facets of their education and experiences from their time as an Aldo student. Students will demonstrate what it means to be a community member and explore their world through creative problem solving and interaction. They will learn how city government works, the role of business and non-profits in a community, how to make personal financial decisions, and the impact on the larger community. A film and speaker series engages students in discussions around contemporary issues. Students will create and run their own business in a simulated city for other students and guests to visit at the end of the year.

MID078725 - EXPLORING STEM

MID678725 - EXPLORING STEM (MYP)

This course is for students who are interested in hands-on applications of science, technology, engineering, and math (STEM). Students will explore and investigate topics such as engineering and design; flight and motion; psychology; crime scene investigation and technology tools. They will have opportunities to develop not only their science and math skills, but also their skills in teamwork, communication, creativity, and critical thinking.

EXP063525 - PERSONALIZE YOUR PATH

In sixth grade, students will learn how school prepares them for the future as they begin exploring careers, career clusters, and pathways/programs of study that match their learning styles, interests, values, and skills. Students will begin to learn how academic achievement impacts future goals, as well as what options they have to further explore career interests in middle school and high school, to best prepare them for the future.

Note: This course meets every day for approximately seven weeks as part of a five-course rotation at Edison, Lombardi, and Washington.

AVID (Advancement Via Individual Determination)													
Course Number	Course Name	Grade			Course Length	Course Type	School						
		6	7	8			A	DV	E	F	L	R	W
MID079025	AVID 7		•		Every Day	Application Process			•		•	•	•
MID089025	AVID 8			•	Every Day	Application Process			•		•	•	•
MIDB79025	AVID Excel 7		•		Every Day	Application Process			•				
MIDB89025	AVID Excel 8			•	Every Day	Application Process			•				

MID079025 - AVID 7

MID089025 - AVID 8

AVID is an academic elective course that prepares students for college readiness and success. Students receive instruction that utilizes a rigorous college-preparatory curriculum, twice weekly facilitated study groups and motivational activities. Students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization, and reading to support their academic growth. AVID students engage in activities centered around exploring college and career opportunities and their own agency such as college visits at each grade level and guest speakers.

MIDB79025 - AVID EXCEL 7**MIDB89025 - AVID EXCEL 8**

AVID Excel is an accelerated pathway into high school that provides Multilingual Learners the tools and support to take control of their schooling and plan their pathway to college and careers. The courses focus on six learning strands: reading, writing, oral language, academic vocabulary, study skills, and self-determination and leadership. These learning strands help to accelerate language acquisition, increase overall achievement, and give students access to rigorous coursework.

IB MIDDLE YEARS PROGRAMME													
Course Number	Course Name	Grade			Course Length	Course Type	School						
		6	7	8			A	DV	E	F	L	R	W
OTH000025	MYP Community Project			•	Embedded	Required				•			

OTH000025 - MYP COMMUNITY PROJECT

As part of the IB Middle Years Programme (MYP), students in Grade 8 at Franklin Middle School complete a Community Project. The community project focuses on community and service, encouraging students to explore their interests and realize the contributions and differences they make in their community. Community projects enable students to engage in practical explorations through a cycle of inquiry, action, and reflection. The community project helps students develop the attributes of the IB learner profile, approaches to learning skills, and become independent, lifelong learners. Students are supported throughout their community project from their supervisor and the MYP coordinator.

MULTILINGUAL LEARNERS											
Course Number	Course Name	Grade			Course Length	Course Type	School				
		6	7	8			E	F	L	R	W
ELL030125	Academic Language Development 1		•		Every Day	ML Teacher Recommendation	•	•	•	•	•
ELL030225	Academic Language Development 2			•	Every Day	ML Teacher Recommendation	•	•	•	•	•
ELL001010	English Language Development 1	•	•	•	Every Day	ML Teacher Recommendation	•	•	•	•	•
ELL001020	English Language Development 2	•	•	•	Every Day	ML Teacher Recommendation	•	•	•	•	•
ELL001030	English Language Development 3	•	•	•	Every Day	ML Teacher Recommendation	•	•	•	•	•
ELL071225	Spanish Literacy and Language 7		•		Every Day	ML Teacher Recommendation	•				•
ELL082225	Spanish Literacy and Language 8			•	Every Day	ML Teacher Recommendation	•				•

ELL030125 - ACADEMIC LANGUAGE DEVELOPMENT 1**ELL030225 - ACADEMIC LANGUAGE DEVELOPMENT 2**

Academic Language Development is designed for long-term Multilingual Learner students that provides explicit instruction in English language development and academic language through reading, writing, oral language, and academic vocabulary. In this course students will use language for various purposes, tasks, and audiences in order to build proficiency in English.

ELL001000 - ENGLISH LANGUAGE DEVELOPMENT 1**ELL001020 - ENGLISH LANGUAGE DEVELOPMENT 2****ELL001030 - ENGLISH LANGUAGE DEVELOPMENT 3**

English Language Development (ELD) is designed for Multilingual Learners, who are in their first years in the country, to develop language proficiency in English. Students will participate in listening, speaking, reading, and writing activities in both content and literature-based lessons. This builds critical language skills into and from the English content and is focused on the WIDA ELD Standards. This course is taken in conjunction with grade level English Language Arts.

Note: Course 1 is designed for Multilingual Learners who are in their first year in the country, Course 2 for MLs in their second year, and Course 3 for MLs in their third year.

ELL071225 - SPANISH LITERACY AND LANGUAGE 7

This course is only for students enrolled in the dual language program and is taken alongside their grade level English Language Arts course as a part of their pathway toward bilingualism, biliteracy, and biculturalism. Instruction emphasizes proficiency in reading, writing, listening, and speaking in Spanish as students expand vocabulary, strengthen grammar, and deepen their understanding of Spanish language structures.

ELL082225 - SPANISH LITERACY AND LANGUAGE 8

This course is only for students enrolled in the dual language program and builds on skills learned in Spanish Literacy and Language 7. This course is taken alongside their grade level English Language Arts course as a part of their pathway toward bilingualism, biliteracy, and biculturalism. Instruction emphasizes proficiency in reading, writing, listening, and speaking in Spanish as students continue to expand vocabulary, strengthen grammar, and deepen their understanding of Spanish language structures.

SPECIAL EDUCATION											
Course Number	Course Name	Grade			Course Length	Course Type	School				
		6	7	8			E	F	L	R	W
SEO093525	Exploring Choices and Challenges		•	•	Every Other Day	Teacher Recommendation	•	•	•	•	•
MID099525	Navigating Social Dynamics	•	•	•	Every Other Day	Teacher Recommendation	•	•	•	•	•

SEO093525 - EXPLORING CHOICES AND CHALLENGES

This course works with students to effect long-term change in the cognitive-behavioral area. It is designed to teach strategies for decision making, evaluating life choices, managing anger and implementing corrective thinking processes.

MID099525 - NAVIGATING SOCIAL DYNAMICS

The purpose of this course is to effect long-term change in the area of social thinking. The course involves understanding of specific social cognitive challenges and learning how to use strategies to compensate for these challenges in the real world. Emphasis is on personal problem solving, conversation skills, initiating interactions, perspective taking, and abstract thinking.

PHYSICAL EDUCATION AND HEALTH

Students Must Select a Physical Education Course Each Year

PHYSICAL EDUCATION													
Course Number	Course Name	Grade			Course Length	Course Type	School						
		6	7	8			A	DV	E	F	L	R	W
PED061025 PED661025	Physical Education 6	•			Every Other Day	Required	•	•	•	•	•	•	•
PED071025 PED671025	Physical Education 7		•		Every Other Day	Required	•	•	•	•	•	•	•
PED081025 PED681025	Physical Education 8			•	Every Other Day	Required	•	•	•	•	•	•	•
PED093125	Adaptive Physical Education	•	•	•	Every Other Day	Required			•	•	•	•	•

PED061025 - PHYSICAL EDUCATION 6

PED661025 - PHYSICAL EDUCATION 6 (MYP 1)

In middle school, students use and continue to develop the skills learned in elementary school and apply them in games and fitness activities. Sixth graders will emphasize skill development and be introduced to concepts of game play. They will learn the rules and basic principles of a variety of individual and group activities and games, which they will build upon in future years. Students will work with a diverse population and be willing to accept feedback to accomplish group goals. Students will be introduced to fitness concepts and begin to understand how they may be applied to a lifetime of personal fitness.

PED071025 - PHYSICAL EDUCATION 7

PED671025 - PHYSICAL EDUCATION 7 (MYP 2)

In middle school, students use and continue to develop the skills learned in previous grades and apply them in games and fitness activities. Seventh graders will continue to develop their skills, while emphasizing strategies and tactics of game play. They will continue to apply the rules and principles in a variety of individual and group activities and games. Students will work with a diverse population and be willing to give and accept feedback to accomplish group goals. Students will continue to examine fitness concepts and begin to make informed decisions for a lifetime of personal fitness.

PED081025 - PHYSICAL EDUCATION 8

PED681025 - PHYSICAL EDUCATION 8 (MYP 3)

In middle school, students use and continue to develop the skills learned in previous grades and apply them in games and fitness activities. Eighth graders will refine their skills, as well as the strategies and tactics of game play. They will consistently apply the rules and principles in a variety of individual and group activities and games. Students will promote positive social interactions with a diverse population to accomplish group goals. Students will continue to examine fitness concepts and apply them to make informed decisions for a lifetime of personal fitness.

PED093125 - ADAPTIVE PHYSICAL EDUCATION

This course gives students opportunities to explore various areas of recreation using a modified curriculum. The Physical Education curriculum content, as well as the assessment is modified. Teacher recommendation is required.

Note: Course is offered on a rotating schedule and may not be available every year.

HEALTH													
Course Number	Course Name	Grade			Course Length	Course Type	School						
		6	7	8			A	DV	E	F	L	R	W
EXP062225 EXP662225	Introduction to Health and Wellness	•			Every Day (for seven weeks)	Required Exploratory	•	•	•	•	•	•	•
HEA049025 HEA649025	Health and Wellness*			•	Every Other Day	Elective	•	•	•	•	•	•	•

***Note** - Please see page 57 for information about high school credit for courses taken in middle school.

EXP062225 - INTRODUCTION TO HEALTH AND WELLNESS

EXP662225 - INTRODUCTION TO HEALTH AND WELLNESS (MYP)

This course is designed to introduce students to all areas of health and personal wellness. Students will examine various influences on their wellness choices, including society, the media, family, and peers. They will practice decision making skills and identify the consequences of their decisions. In addition, they will practice effective communication skills that will help them take greater personal responsibility for their health decisions. Emphasis is placed on how decisions they make today will have an effect on their future.

***Note:** This course meets every day for approximately seven weeks as part of a five-course rotation at Edison, Lombardi, Red Smith, and Washington. It is combined with Physical Education 6 at Franklin and Da Vinci.*

HEA049025 - HEALTH AND WELLNESS

HEA649025 - HEALTH AND WELLNESS (MYP)

1.0 High School Credits

The goal of Health and Wellness is to equip all learners with the knowledge, attitudes, and practical skills they need to make informed decisions, adopt healthy behaviors, and promote overall well-being. The course will emphasize developing the skills necessary to support their own health and the health of others by focusing on accessing valid and reliable information, products, and services; analyzing influences; interpersonal communication; decision making; goal setting; self-management; and advocacy.

Notes:

- This course is required for high school graduation. Students who successfully completed this health course in eighth grade will meet the graduation requirement. The grade will be counted in the high school grade point average.
- Watch for a parent letter regarding the Human Growth and Development unit.

SCIENCE

Students Must Select a Science Course Each Year

Course Number	Course Name	Grade			Course Length	Course Type	School						
		6	7	8			A	DV	E	F	L	R	W
MID000613 MID600613	Physical Science	•			Every Day	Required Academic Core	•	•	•	•	•	•	•
MID00B613	Physical Science (Bilingual)°	•			Every Day	Required Academic Core			•				•
FSE000613	Physical Science Life Skills	•			Every Day	Required Academic Core			•	•	•	•	•
SCI071325 SCI671325	Life Science		•		Every Day	Required Academic Core	•	•	•	•	•	•	•
SCIB71325	Life Science (Bilingual)°		•		Every Day	Required Academic Core			•				•
FSE071325	Life Science Life Skills		•		Every Day	Required Academic Core			•	•	•	•	•
SCI082325 SCI682325	Earth and Space Science			•	Every Day	Required Academic Core	•	•	•	•	•	•	•
SCIB82325	Earth and Space Science (Bilingual)°			•	Every Day	Required Academic Core			•				•
FSE082325	Earth and Space Science Life Skills			•	Every Day	Required Academic Core			•	•	•	•	•

°This course is for students enrolled in the bilingual program

MID000613 - PHYSICAL SCIENCE

MID600613 - PHYSICAL SCIENCE (MYP 1)

MID00B613 - PHYSICAL SCIENCE (BILINGUAL)°

In this hands-on science course, students will explore key concepts from physics and chemistry, including energy, matter, motion, forces, and waves. Through engaging investigations and activities, they'll discover how energy moves between objects and systems, how atoms and molecules shape the properties of matter, how physical interactions occur, and how waves behave and can be used in everyday life.

As students explore these topics, they will engage in hands-on experiments, build and test models, and analyze data to uncover patterns in the physical world. They will make claims to explain scientific phenomena—such as energy transfer or molecular behavior—supported by evidence and reasoning. The course also encourages creative problem-solving through engineering practices connected to real-world applications.

Note: Physical Science and Life Science are offered every other year at Leonardo da Vinci.

FSE000613 - PHYSICAL SCIENCE LIFE SKILLS

The Life Skills option will emphasize development of competence in the areas of career preparation, community participation, personal/social skills, and daily living skills. The general education curriculum will be expanded to focus on the functional academic skills.

SCI071325 - LIFE SCIENCE

SCI671325 - LIFE SCIENCE (MYP 2)

SCIB71325 - LIFE SCIENCE (BILINGUAL)°

This lab-based science course introduces students to foundational concepts in biology, including cells, genetics, body systems, evolution, and ecology. Through hands-on investigations and activities, students will explore how cells support life functions, how traits are passed from one generation to the next, how organisms adapt over time, and how living and nonliving components interact within ecosystems to meet the needs of organisms.

Throughout the course, students will investigate biological systems through lab work, modeling, and data analysis. They will make claims to explain phenomena like genetic inheritance or ecosystem interactions, using evidence and reasoning. Engineering practices are woven into the curriculum to help students design solutions to biological challenges and deepen their understanding of living systems.

Note: Physical Science and Life Science are offered every other year at Leonardo da Vinci.

FSE071325 - LIFE SCIENCE LIFE SKILLS

The Life Skills option will emphasize development of competence in the areas of career preparation, community participation, personal/social skills, and daily living skills. The general education curriculum will be expanded to focus on the functional academic skills.

SCI082325 - EARTH AND SPACE SCIENCE**SCI682325 - EARTH AND SPACE SCIENCE (MYP 3)****SCIB82325 - EARTH AND SPACE SCIENCE (BILINGUAL)°**

This inquiry-based science course invites students to explore the dynamic systems of Earth, including the geosphere, atmosphere, and hydrosphere, as well as Earth's place in the universe and the makeup of our solar system. Through hands-on investigations and engaging activities, students will examine how Earth's surface materials change over time, how celestial bodies influence Earth's position and movement, how scientists uncover evidence of Earth's and life's history, how human actions impact Earth's systems, and how various factors shape weather, climate, and the changing surface of our planet.

Students will explore Earth's systems and the universe through inquiry-based investigations, modeling, and interpretation of real-world data. They will make claims to explain phenomena such as climate patterns, planetary motion, or environmental change, supported by evidence and reasoning. Engineering practices will help students apply their learning to environmental and planetary challenges, fostering systems thinking and scientific curiosity.

FSE082325 - EARTH AND SPACE SCIENCE LIFE SKILLS

The Life Skills option will emphasize development of competence in the areas of career preparation, community participation, personal/social skills, and daily living skills. The general education curriculum will be expanded to focus on the functional academic skills.

SOCIAL STUDIES

Students Must Select a Social Studies Course Each Year

Course Number	Course Name	Grade			Course Length	Course Type	School						
		6	7	8			A	DV	E	F	L	R	W
MID000636 MID600636	World History: Ancient Civilizations	•			Every Day	Required Academic Core	•	•	•	•	•	•	•
MIDB00635	World History: Ancient Civilizations (Bilingual)°	•			Every Day	Required Academic Core			•				•
FSE000636	World History: Ancient Civilizations Life Skills	•			Every Day	Required Academic Core			•	•	•	•	•
SOC071725 SOC671725	World History: Medieval Civilizations		•		Every Day	Required Academic Core	•	•	•	•	•	•	•
SOCB71725	World History: Medieval Civilizations (Bilingual)°		•		Every Day	Required Academic Core			•				•
FSE0717255	World History: Medieval Civilizations Life Skills		•		Every Day	Required Academic Core			•	•	•	•	•
SOC082825 SOC682825	United States History: Beginnings to the Civil War			•	Every Day	Required Academic Core	•	•	•	•	•	•	•
SOCB82825	United States History: Beginnings to the Civil War (Bilingual)°			•	Every Day	Required Academic Core			•				•
FSE082825	United States History: Beginnings to the Civil War Life Skills			•	Every Day	Required Academic Core			•	•	•	•	•

°This course is for students enrolled in the bilingual program

MID000636 - WORLD HISTORY: ANCIENT CIVILIZATIONS

MID600636 - WORLD HISTORY: ANCIENT CIVILIZATIONS (MYP 1)

MIDB00636 - WORLD HISTORY: ANCIENT CIVILIZATIONS (BILINGUAL)°

In World History: Ancient Civilizations, students will become historians and explore ancient civilizations through inquiry. Students will examine each of the ancient civilizations through the integrated study of behavioral sciences, geography, economics, history, and political science. Student historians will also examine the long lasting impacts that these civilizations had on our world today.

Note: Ancient Civilizations and World History: Medieval Civilizations are offered every other year at Leonardo da Vinci.

FSE000636 - WORLD HISTORY: ANCIENT CIVILIZATIONS - LIFE SKILLS

This course develops an understanding of geographical concepts, map skills and civic responsibilities. Students will have the opportunity to explore other countries and determine how geography, location, and resources have influenced and continue to influence people's lives. Students will experience cultural customs and traditions of countries other than the U.S. Current events are studied on an on-going basis.

SOC071725 - WORLD HISTORY: MEDIEVAL CIVILIZATIONS

SOC671725 - WORLD HISTORY: MEDIEVAL CIVILIZATIONS (MYP 2)

SOCB71725 - WORLD HISTORY: MEDIEVAL CIVILIZATIONS (BILINGUAL)°

In World History: Medieval Civilizations, students will become historians and explore the medieval civilizations through inquiry. Students will examine each of the medieval civilizations through the integrated study of behavioral sciences, geography, economics, history, and political science. Student historians will also examine the long lasting impacts that these civilizations had on our world today.

Note: Ancient Civilizations and World History: Medieval Civilizations are offered every other year at Leonardo da Vinci.

FSE071725 - WORLD HISTORY: MEDIEVAL CIVILIZATIONS - LIFE SKILLS

This course develops an understanding of geographical concepts, map skills, and civic responsibilities. Students will have the opportunity to explore other countries and determine how geography, location, and resources have influenced and continue to influence people's lives. Students will experience cultural customs and traditions of countries other than the U.S. Current events are studied on an on-going basis.

SOC082825 - UNITED STATES HISTORY: BEGINNINGS TO THE CIVIL WAR

SOC682825 - UNITED STATES HISTORY: BEGINNINGS TO THE CIVIL WAR (MYP)

SOCB82825 - UNITED STATES HISTORY: BEGINNINGS TO THE CIVIL WAR (BILINGUAL)°

In the US History: Beginnings to the Civil War, students will study the creation of the United States of America from its roots as a British colony to an independent, industrial nation. Students will investigate Native American cultures, colonization and colonial growth, United States independence, developing a new nation, the beginning of westward movement, and the Civil War through close reading of primary and digital sources, collaborative discussion, and inquiry. The causes and effects of events that shaped our nation will be explored.

FSE082825 - UNITED STATES HISTORY: BEGINNINGS TO THE CIVIL WAR - LIFE SKILLS

This course develops an understanding of geographical concepts, map skills, and civic responsibilities. Students will have the opportunity to explore other countries and determine how geography, location, and resources have influenced and continue to influence people's lives. Students will experience cultural customs and traditions of countries other than the U.S. Current events are studied on an on-going basis.

TECHNOLOGY AND ENGINEERING EDUCATION

Course Number	Course Name	Grade			Course Length	Course Type	School						
		6	7	8			A	DV	E	F	L	R	W
EXP062425	Exploring Technology	•			Every Day (for seven weeks)	Required Exploratory	•		•		•	•	•
TED077125 TED677125	Construction and Manufacturing		•	•	Every Other Day	Elective	•		•	•	•	•	•
TED077225 TED677225	Robotics and Engineering		•	•	Every Other Day	Elective	•		•	•	•	•	•
TED077325	Pathway to Engineering		•	•	Every Day	Elective					•		
TED077425	Advanced Pathways to Engineering			•	Every Other Day	Elective					•		
TED077525	Pathway to Manufacturing			•	Every Other Day	Elective					•		
TED093425	Technology Education/Life Skills	•	•	•	Every Other Day	Elective			•	•	•	•	•

EXP062425 - EXPLORING TECHNOLOGY

This is an exciting beginning class that emphasizes the improvement of problem-solving skills where students work on mini modules such as robotics, flight, electricity, mechanical reasoning and pneumatics. Students will also spend class time in the lab using a variety of tools and machines to complete projects made of metal, plastic and wood. Problem-solving skills will be emphasized.

Note: This course meets every day for approximately seven weeks as part of a five-course rotation at Edison, Lombardi, Red Smith, and Washington.

TED077125 - CONSTRUCTION AND MANUFACTURING

TED677125 - CONSTRUCTION AND MANUFACTURING (MYP)

In this course students will use computers, hand tools, power tools and machines. Challenging activities will include the design, construction, and evaluation of structures, and mass-produced and individually designed products made of wood, metal, plastic and other material. Teamwork, problem-solving skills, and career exploration will be stressed in a safety conscious environment.

TED077225 - ROBOTICS AND ENGINEERING

TED677225 - ROBOTICS AND ENGINEERING (MYP)

Students will discover the design process and develop an understanding of the influence of creativity and innovation in their lives. They are then challenged and empowered to use and apply what they've learned throughout the units such as: Transportation, 3D CAD software, and 3D printing. Students will also learn about mechanical systems, energy transfer, machine automation, and computer control systems. Students use the VEX Robotics® platform to design, build, and program real-world objects. Teamwork, problem solving skills and career exploration will be emphasized in all areas of this class.

TED077325 - PATHWAY TO ENGINEERING

This course is designed to teach problem solving and pre-engineering skills as well as integrate other STEM classes – mathematics, science, and technology. The course helps students develop and hone skills in middle school that enable them to enter high school with foundation knowledge and skills for success in pre-engineering courses. Different aspects of this course deal with the design process, sketching/drawing techniques, 3D CAD drawings, energy types and forms, and automation and robotics.

TED077425 - ADVANCED PATHWAY TO ENGINEERING

Prerequisite: Pathway to Engineering

This course is a specialized class that builds off of the Pathway to Engineering course. This gives the students a chance to advance their acquired knowledge and skill in problem solving, team work, and innovation as well as exploring STEM. The class will achieve this through the study of both Green Architecture and Robotics. This class is designed to prepare students for the transition to high school.

TED077525 - PATHWAY TO MANUFACTURING

This is a hands-on course designed to introduce students to the various techniques related to the metal manufacturing process. Students will develop basic understanding and skills necessary to weld, machine, fabricate, and finish their work. Students will be actively engaged in projects while being prepared for further courses in the Manufacturing pathway.

TED093425 - TECHNOLOGY EDUCATION/LIFE SKILLS

This course is designed to give students opportunities to experience the field of Technology and Engineering, using a modified curriculum. This class will offer hands-on projects and more one on one attention with the instructor. The class will focus on measuring, materials, and the basic use of hand and power tools. Activities will be individually designed to fit the needs and abilities of the students. Teacher recommendation is required.

Note: *Course is offered on a rotating schedule and may not be available every year.*

THEATRE AND DANCE

Course Number	Course Name	Grade			Course Length	Course Type	School							
		6	7	8			A	DV	E	F	L	R	W	
EXP063225	Introduction to Theatre Arts	•			Every Day	Required Exploratory	•							•
THD070225	Dance Performance and Production 1		•	•	Every Other Day	Elective								•
THD080225	Dance Performance and Production 2			•	Every Other Day	Elective								•
THD070125	Theatre Performance and Production 1		•	•	Every Other Day	Elective								•
THD080125	Theatre Performance and Production 2			•	Every Other Day	Elective								•

EXP063225 - INTRODUCTION TO THEATRE ARTS

Introduction to Theatre Arts introduces students to the essentials of acting through activities, exercises, and creative play. They will develop their acting skills through team building, improvisation, scene work, and script work. The semester concludes with character development and analysis, enabling students to perform in a theatre showcase (dance, improvisation, and readers' theater). Students will be required to attend a live theatre performance as part of the course (at no additional cost to students).

THD070225 - DANCE PERFORMANCE AND PRODUCTION 1

This course introduces students to basic dance techniques, anatomical awareness, and the artistic processes of dance. Students will develop their technical, creative, and analytical skills through dance exercises, movement exploration, and observations. They will experience multiple styles of dance and dances from global cultural traditions. Through this course, students will explore movement and dance concepts, allowing them to compose a creative piece of their own.

THD080225 - DANCE PERFORMANCE AND PRODUCTION 2

In this course, students continue to develop dance techniques, anatomical awareness, and the artistic processes of dance. Students will apply their technical, creative, and analytical skills to dance exercises, movement exploration, choreography, and observations. They will experience multiple styles of dance and dances from global cultural traditions. Through this course, students will further explore movement and dance concepts, allowing them to compose complex creative choreography of their own.

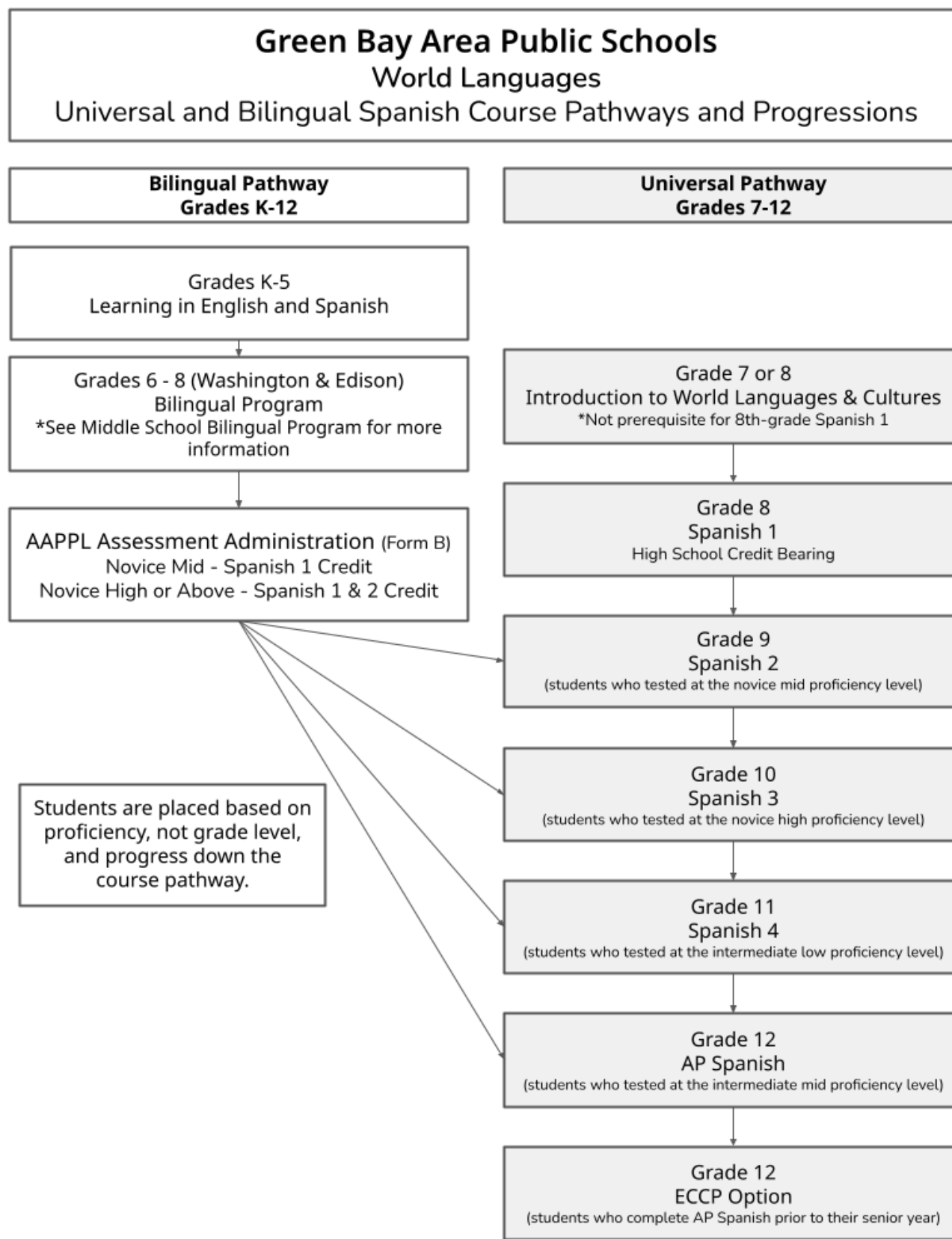
THD070125 - THEATRE PERFORMANCE AND PRODUCTION 1

This course offers students the opportunity to learn how the acting and technical sides of a theatrical piece combine to create a complete production. Students continue to develop their acting skills through acting exercises, scene study, directing, music, and choreography. Additionally, they will be introduced to the technical aspects of theatre, including sets, lighting, makeup, costumes, and sound. Students will begin to develop the ability to analyze a script and understand the choices made in all aspects of production of a piece. Students will attend a live theatre performance (at no additional cost to students).

THD080125 - THEATRE PERFORMANCE AND PRODUCTION 2

In this course, students will continue learning how the acting and technical sides of a theatrical piece combine to create a complete production. They will continue developing their acting skills combined with technical aspects of a performance. Students will use their ability to independently analyze a script to make acting and technical choices made in the production of a piece. Students will attend a live theatre performance (at no additional cost to students).

WORLD LANGUAGE



Notes

- Please see page 59 for information about high school credit for courses taken in middle school.
- As part of the IB Middle Years Programme, all students at Franklin are required to take a World Language course

GENERAL WORLD LANGUAGE													
Course Number	Course Name	Grade			Course Length	Course Type	School						
		6	7	8			A	DV	E	F	L	R	W
WLA070125	Introduction to World Language and Culture		•		Every Other Day	Elective	•		•		•	•	•

WLA070125 - INTRODUCTION TO WORLD LANGUAGE AND CULTURE

Our world is steadily becoming more interconnected globally, which makes it increasingly important to understand diverse cultures and languages. In this introductory course, 7th-grade students will explore several world languages that are represented locally, such as: French, Hmong, Oneida, Somali, and Spanish. We will examine the importance of studying other languages, the value of communicating and interacting with other cultures, and some basic phrases. Students will develop an understanding of our multicultural world.

SPANISH													
Course Number	Course Name	Grade			Course Length	Course Type	School						
		6	7	8			A	DV	E	F	L	R	W
EXP060125	Introduction to Spanish Language and Culture	•			Every Other Day)	Required Exploratory				•			
WLA019125 WLA619125	Spanish 1*	•	•	•	Every Day	Elective/Meets Requirement	•	•	•	•	•	•	•
WLA019225 WLA619225	Spanish 2*		•	•	Every Day	Meets Requirement		•		•			
WLA019325 WLA619325	Spanish 3*			•	Every Day	Meets Requirement		•					

***Note** - Please see page 57 for information about high school credit for courses taken in middle school.

EXP060125 - INTRODUCTION TO SPANISH LANGUAGE AND CULTURE

Introduction to Spanish Language and Culture begins with the basic skills of listening, speaking, reading, and writing as a basis for further study of the language. The curriculum includes introductory vocabulary, pronunciation, common daily expressions, questioning techniques, greetings, geography, history and culture. These are presented within the context of limited grammatical structures.

Note: This course meets every other day for the year as part of the IB MYP program at Franklin.

WLA019125 - SPANISH 1

WLA619125 - SPANISH 1 (MYP)

1.0 High School Credits

Spanish 1 is for students new to Spanish language study. First-year students engage daily with written and spoken Spanish language to build communicative capacity. They experience the language to learn about worldwide Spanish culture and current events and develop their productive capacity. Year one students start in the novice range of language proficiency and focus on expressing themselves on familiar topics using various words, phrases, simple sentences, and practiced and memorized questions. At the end of Spanish 1, students will likely be in the novice mid language proficiency range and communicate confidently in short phases on practiced and familiar topics. At this level, students usually understand more than they can produce.

***Note:** This course is only available in Grade 8 at Aldo, Edison, Lombardi, Red Smith, and Washington and Grades 7-8 at Franklin.

WLA019225 - SPANISH 2**WLA619225 - SPANISH 2 (MYP)**

1.0 High School Credits Prerequisite: Spanish 1

Spanish 2 is for students who completed Spanish 1 and want to increase their Spanish communicative proficiency and build solid foundational skills. Students continue to engage daily with written and spoken Spanish language to expand their communicative capacities. In the target language, they learn about worldwide Spanish culture, historical events, and current events. Spanish 2 students focus on expressing themselves on very familiar topics using a variety of phrases, sentences, and practiced questions. At the end of Spanish 2, students will likely be in the novice high range of language proficiency. They will communicate more effectively in short exchanges by asking questions, understanding answers, navigating authentic texts for big ideas, and presenting simplified concepts to an audience. At this level, students usually understand more than they can produce.

Note: This course is only available in Grade 7-8 at Da Vinci and Grade 8 at Franklin.

WLA019325 - SPANISH 3**WLA619325 - SPANISH 3 (MYP)**

1.0 High School Credits Prerequisite: Spanish 2

Spanish 3 is for students who completed Spanish 2 and want to improve their Spanish language skills in reading, writing, listening, and speaking. Students' target language proficiency level begins at novice high. Students demonstrate an understanding of the topic and related information on familiar topics from sentences in short spoken or written texts and conversations. They participate in spontaneous spoken or written conversations on everyday topics, creating simple sentences and asking appropriate follow-up questions. Students communicate information, make presentations, and express thoughts about familiar topics using simple sentences. They compare cultural products and practices of their own and other cultures to deepen their understanding of perspectives and use language creatively to interpret, exchange, and present ideas and information in culturally appropriate ways. At the end of Spanish 3, students will likely be in the intermediate low range of language proficiency.

APPENDIX

ADDITIONAL FEES

Some courses may have additional fees for materials and supplies. Consult with your school counselor if you have questions on these fees or any other fees.

ADVISORY

All middle and high school students have an Advisory time during their school day. During this time, students will engage in activities related to Academic and Career Planning, Social Emotional Learning, and School-based Activities.

DROPPING CLASSES

A middle school student must have the permission of the student's parent/guardian, teacher, and building principal to withdraw from an elective course. Students must be scheduled into the required number of courses (6). Reasons for allowing a student to withdraw from a course include, but are not limited to, physical, mental or emotional concerns, inappropriate placement, or other circumstances beyond the student's control.

GIFTED AND TALENTED

Opportunities for gifted and talented students at the middle school level include advanced courses such as Accelerated English Language Arts 7 and 8, Accelerated Mathematics 7, and Algebra 1. Students may also take the required high school Health and Wellness course in eighth grade. On occasion, students may need to take courses beyond these options; in these situations, parents should discuss placement with their school's Gifted and Talented Resource Teacher (GTRT) to best meet the needs of their student. For more information, check this coursebook, discuss options with your student's teachers, contact the Gifted and Talented Resource Teacher, contact the school counselor, or check the district website: <https://www.gbaps.org/aboutgbaps/district-programs/gifted-talented>.

MIDDLE SCHOOL COURSES AND HIGH SCHOOL GRADUATION REQUIREMENTS

High school credit will be awarded to middle school students for taking equivalent high school courses as well as courses taken at a high school while enrolled in Grades 7-8. Approved credit can count toward the District requirement of 22 credits and as part of the specific requirement in the various academic areas. Students who have earned these credits will still be required to take 4 credits of English, 3 credits of math, 3 credits of science, 3 credits of social studies, and 1 1/2 credits of physical education in Grades 9-12. The course(s) will automatically appear on the transcript with credit given and the grade will be computed in the grade point average. If a parent/guardian determines at any point in the student's career that the course(s) will not be taken for credit, the parent/guardian must provide a request in writing to their student's counselor requesting the removal of the course and credit from the transcript. (This does not apply to the high school *Health and Wellness* course.) The course(s) and grade(s) will not appear on the transcript, no credit given and the grade will not be computed as part of the high school grade point average.

Additionally:

- Students in Grades 7-8 can earn credit for world language courses. See the World Language section for details.
- Students in Grade 8 enrolled in Accelerated English Language Arts 8 may receive high school elective credit. Four credits of English must be taken in grades 9-12 to meet graduation requirements.
- Students enrolled in Algebra 1 in Grade 8 may receive high school elective credit. Three credits of math must be taken in grades 9-12 to meet graduation requirements.
- Students in Grade 8 may take the high school Health and Wellness course offered at the middle school site. This course meets the high school health requirement for graduation. The grade will be counted in the high school grade point average and appear on the high school transcript.
- Students in Grade 8 enrolled in Geometry at a high school site may receive credit toward the three required math credits or may opt for an elective credit.

MIDDLE SCHOOL BILINGUAL PROGRAM

The Bilingual Program at the Middle School is open to all students who participated in a bilingual program (either a one-way or two-way bilingual program) at one of the elementary schools. Parents and students make a choice to continue the program at Edison or Washington Middle School. Students who choose the Bilingual Pathway at the Middle School enroll in the following courses:

6th Grade

English Language Arts 6 (Bilingual)
World History: Ancient Civilizations
(Bilingual) OR
Physical Science (Bilingual)

7th Grade

English Language Arts 7
Spanish Literacy and Language 7
World History: Medieval Civilizations
(Bilingual) OR
Life Science (Bilingual)

8th Grade

English Language Arts 8
Spanish Literacy and Language 8
U.S. History: Beginnings to the Civil War
(Bilingual) OR
Earth and Space Science (Bilingual)

ONLINE COURSES

Online courses are available for high school students during Summer School. Courses available in the summer will be listed in the Summer School Coursebook. Courses are taught by Green Bay Area Public School District teachers, delivered through the Internet and may be accessed from home or school computers. Further information about online courses may be obtained from the student's school counselor.

SPECIAL EDUCATION

The course description book has been designed so all courses for students with special education needs are embedded in the content area course description book. If you have questions or concerns about course selection for your child, please contact your child's individual education plan (IEP) teacher or school counselor for more information. Green Bay Area Public Schools offer a complete range of educational opportunities for all students with special education needs. Special Education programming may involve a student in regular education courses, with or without accommodations and/or support, an academic lab, a self-contained classroom or combination of these options. Various program options can be designed to meet the student's educational needs through the IEP. Placement decisions are made based on the student's IEP.

SUMMER SCHOOL

Summer School is a learning opportunity for students to engage in academic/credit bearing and enrichment opportunities all designed to help students stay on track for graduation to become college, career and community ready. Students should be encouraged to consider earning additional credits to apply toward graduation, taking a course for enrichment, making up credit that is needed to earn a high school diploma, or simply pursuing learning that is of interest. Course information and registration materials will be available at high schools and at gbaps.org/summerschool. It is the student's responsibility to register in a timely manner. Both credit and non-credit opportunities are planned and will be offered based on sufficient enrollment.

TURBOCHARGE with College Credit

Turbocharge with College Credit is a PK-16 partnership between the Green Bay Area Public Schools, Northeast Wisconsin Technical College, and the University of Wisconsin-Green Bay with a shared transformational vision to create a college-going culture. It is an intentional effort by the partners to successfully transition high school graduates to postsecondary education (4-year college/university, technical college, or military) by having them earn college credit towards a certificate, credential, or degree upon graduation.

For more information about Turbocharge, visit
<https://www.gbaps.org/families/academics/academic-career-planning/turbocharge>.



“We educate all students to be college, career and community ready, inspired to succeed in our diverse world.”

- Green Bay Area Public School District Mission Statement

**Green Bay Area Public School District
200 South Broadway
Green Bay, WI 54303
www.gbaps.org**

The Green Bay Area Public School District prohibits all forms of unlawful discrimination against students and other persons in all aspects of the District's programs and operations. Accordingly, consistent with Wis. Stat. § 118.13, no person shall unlawfully be denied admission to any public school in this District, or be denied participation in, be denied the benefits of, or be discriminated against in any curricular, extracurricular, pupil service, recreational or other program or activity because of the person's sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability. Any questions concerning this notice, may be directed to Abby Tilkins, Associate Counsel - Title VI and Title IX Coordinator, 200 S.

Broadway Green Bay, WI 54303, (920) 448-2284, astilkins@gbaps.org.