



QCUSD COURSE CATALOG

JUNIOR HIGH COURSES | 2026 - 2027



Course Description Catalog

Grades 7-8

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Junior High School Course Requirements

| Grade 7 | Grade 8 |
|---------------------------------|-------------------------|
| Math | Math |
| Language Arts | Language Arts |
| Science | Science |
| Social Studies | Social Studies |
| Career Exploration (1 semester) | Electives (4 semesters) |
| Electives (3 semesters) | |

1 Semester = $\frac{1}{2}$ Year

Arizona State Assessments

AASA

Arizona's Academic Standards Assessment (formally AzM2), measures student proficiency on English Language Arts (including both Reading and Writing) and Mathematics. It is aligned to Arizona's state learning standards which detail what students should be able to do at each grade level. It is also designed to measure student learning and progress towards readiness for college and career. AASA is a computer-based test given to students each Spring in Grades 3-8.

AzSCI

The Arizona statewide test to measure Science is the AzSCI (formerly the AIMS Science test) and is administered to students in Grades 5, 8, and 11 in the Spring. The AzSCI is a computer-based assessment that allows for the use of a variety of innovative item types, all aligned to the Arizona Science Standards adopted in 2018.

Civics Testing

The American Civics Act (HB 2064) passed in January 2015, requires students to pass a Civics test in order to graduate from high school, beginning with the graduating class of 2017. 8th grade students will take the Civics test as part of their studies of American History, Government, and Civics. Existing 8th grade test results will be applied to this high school requirement. Students may take the test as often as necessary and are required to pass with a score of 70% or greater per Arizona State Graduation Requirements.

Course Selection and Schedule Changes

Selecting courses is an important process that involves students, parents/guardians and school personnel. Course selections for the following school year will begin in the fall. After reviewing course offerings and considering a student's long-term goals, a full schedule of classes is selected. Although there is no guarantee that a student will receive a schedule with all of the requested choices, every attempt is made to ensure that schedules are correct and accurate. Students/families may request a schedule change during the summer prior to the start of school. However, keep in mind that schedule changes will only be made after school begins if an error has been made or it is in the best interest of the student. Requests to change a schedule for a period, lunch or staff change will not be approved. Schedule change requests are available for the first 10 days of each semester and may require parental and administrative approval. We expect that students will thoroughly discuss their desires in changing their schedule with parents/guardians and staff, keeping in mind the possible consequences for graduation, class rank, career preparation and college admission. Athletes and students involved in extracurricular activities should pay special attention to the consequences of dropping a class and its effect on eligibility.

Honors and Accelerated Courses

Honors courses are designed and implemented to demand more challenging involvement on the part of the students. The coursework is significantly more rigorous (higher levels of student thinking) than their standard course counterpart and provides students multiple opportunities to take greater ownership of their learning. These courses are distinguished by differences in the quality and composition of their coursework, not by the quantity of the work required.

Accelerated courses cover more than the traditional number of standards. For example, an accelerated 7th grade math course covers the second half of the 7th grade standards and the entire year of 8th grade standards. Teachers may recommend accelerated courses based on student progress and testing data. Families should know that starting accelerated coursework will mean additional time and energy spent on the condensed content.

Accordingly, students and parents should understand that honors courses are more demanding and have requirements beyond those of non-honors courses.

All honors courses contain:

- Significant academic rigor requiring additional effort and perseverance on the part of the student
- Additional depth and breadth of content compared to a non-honors section
- Relevant learning to students
- Critical and reflective thinking emphasis
- Greater amount of class discussion, using the Socratic method, with opportunities to defend ideas and positions
- Alignment to Arizona College and Career Ready standards
- Technology integration
- Various types of writing tasks including argumentative, informational, and persuasive components
- Novel/creative approach to instruction
- Requirement of prior mastery of prerequisite skills
- Assessments that include peer evaluation, risk taking, critical thinking and creativity

Honors courses should also exhibit two or more of the following:

- Independent research
- Inquiry learning
- Integration of two or more content areas
- Leadership components
- Service-learning opportunities

High School Credit

Junior high students can earn high school credit towards graduation for Algebra 1, Geometry and/or Spanish 1. Students must achieve a grade of 'C' or better in order to receive high school credit for high school courses taken at the junior high. High school credit is only guaranteed if attending a QCUSD high school. Only 8th grade courses will count as electives for graduation requirements. Please note: All QCUSD students are required to take four math credits in grades 9-12.

Grading Information

Teacher gradebooks will reflect 3 categories of grades: 40% Assessments, 40% Assignments and 20% Final. Teachers will assign a category to each assignment they enter. Grades are cumulative for each semester. Students are eligible to redo assigned tasks based on the teacher's discretion. Students must advocate for the redo within 2 weeks of the original grade posting and/or prior to the summative assessment for the unit. Note: Gradebook comment codes of late, missing and absent will automatically score the task as a 0 until a grade is entered.

Honor Roll

- Students must be full-time students.
- Students must have A's and B's.
- Students must have a weighted grade point average between 3.500-3.999 for Honor Roll.

Updated November 2025

Junior High Homework Guidelines

In QCUSD, we believe that homework is an important part of the educational process for our students. Homework can be a powerful tool to help parents become more involved in their child's learning. It can provide insights into a child's strengths and interests and can also encourage conversations about a child's life at school. We also recognize the importance of family and recreational time for our students outside of school.

Homework is intended to reinforce what students are learning, can be completed independently, and should deepen our student's understanding of key standards.

In order to support a balance of home/school activities on any given night, the following guidelines will be put in place:

1. Homework may be assigned Monday through Thursday. *Generally*, homework assignments will consist of approximately 20 minutes of practice. A student should not work on any given subject for more than 20-30 minutes a night. If a student is spending *significantly* more time than this, they should document the cause and share with the teacher the next day.
 - a. It is important that the student communicates exactly what aspect of the homework is creating a challenge. This helps build advocacy and gives the teacher guidance on how to best support the student.
2. Teachers will collaborate to increase awareness of what other content teachers are assigning and plan accordingly in order to support this balance. The general guideline will be 60 minutes of homework maximum per night, but this may fluctuate depending on upcoming projects, assessments, etc.
3. Teachers will consider the time needed to work on projects when assigning homework as part of the recommended minutes per subject. Parents should support students with pacing work on projects throughout the quarter to avoid excessive homework time spent completing projects right before the due date.

7th Grade Course Selections

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|------------------------------|---------------|-----------------------------|
| MAT700A & MAT700B | Math 7 | One Year-2 Semesters |
|------------------------------|---------------|-----------------------------|

Students will develop an understanding of proportional relationships to solve single- and multi-step problems. Students will develop a unified understanding of numbers by recognizing fractions, decimals, and percents as different representations of rational numbers. The course includes the addition, subtraction, multiplication and division of rational numbers. Students will use variables to represent quantities and construct simple equations and inequalities to solve problems. Topics in geometry, statistics and probability will also be explored. The standards of mathematical practices and modeling with mathematics are embedded into this course.

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|------------------------------|---------------------------|-----------------------------|
| MAT710A & MAT710B | Accelerated Math 7 | One Year-2 Semesters |
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This course is intended to be taken after completing Accelerated Math 6. It is an accelerated course that includes the 2nd portion of the Math 7 standards and all of the Math 8 standards. The course is designed for a student preparing to take Algebra 1 during their 8th grade year. Students will develop an understanding of expressions, equations and inequalities, including modeling bivariate data with linear equations and solving linear equations and systems of linear equations. Students will explore the concept of functions and use them to describe quantitative relationships. Students will analyze two- and three-dimensional space and figures using distance, angle, similarity, congruence, and the Pythagorean Theorem. Topics in statistics and probability will also be explored. The standards of mathematical practices and modeling with mathematics are embedded into this course.

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|------------------------------|------------------|-----------------------------|
| SCI700A & SCI700B | Science 7 | One Year-2 Semesters |
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The course is aligned with the Arizona State Standards for 7th-grade science and is designed to further our understanding of inquiry and the scientific method as it applies to each core concept. The class focuses on Life Sciences, particularly Cell Theory, structure and levels of organization, as well as organism's response to stimuli in their environment. Students will also study how energy and matter move and cycle throughout the Earth by means of weather, the rock cycle, and plate tectonics. The course also offers an investigative approach to the study of magnetic and gravitational forces as well as the mathematical and computational thinking of Newton's Three Laws of Motion.

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|------------------------------|-------------------------|-----------------------------|
| SCI710A & SCI710B | Honors Science 7 | One Year-2 Semesters |
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In addition to the topics covered in 7th grade Science, this course will include more in-depth study of all the science state standards focusing on critical thinking skills and collaborative work.

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| SOC700A & SOC700B | Social Studies 7 | One Year-2 Semesters |
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The content focus will be viewed through historical and geographic lenses. Seventh grade students will understand the relationships and interactions between societies and cultures in both the Eastern and Western Hemispheres. United States history will be taught as it intersects with global issues. Students will begin with the Scientific Revolution and Enlightenment through the present day.

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|------------------------------|--------------------------------|-----------------------------|
| SOC710A & SOC710B | Honors Social Studies 7 | One Year-2 Semesters |
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In addition to the topics covered in 7th grade Social Studies, this course will include more in-depth study of all the social studies state standards focusing on critical thinking skills and collaborative work. In honors class, a greater emphasis is placed on independent reading, analyzing, developing, and demonstrating critical and reflective thinking skills. A greater amount of class discussion, using the Socratic Method, with opportunities to defend ideas and positions is a cornerstone of all honors classes.

| | | |
|------------------------------|------------------------|-----------------------------|
| ENG700A & ENG700B | Language Arts 7 | One Year-2 Semesters |
|------------------------------|------------------------|-----------------------------|

Language Arts 7 is an integrated reading, writing, speaking, listening, and grammar curriculum. Essential reading strategies, language acquisition, and speaking and listening skills will be emphasized. Students in this course will study literary elements, vocabulary in context, and text structures by reading texts from literary genres including, but not limited to short stories, novels, poetry, and nonfiction selections. An emphasis will also be placed on reading and analyzing informational and functional text. Additionally, students will begin honing skills in the areas of research, citing sources of information, quote/evidence integration in writing, grammatical structures of writing, and the steps of the writing process.

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|------------------------------|-------------------------------|-----------------------------|
| ENG710A & ENG710B | Honors Language Arts 7 | One Year-2 Semesters |
|------------------------------|-------------------------------|-----------------------------|

In honors class, a greater emphasis is placed on analyzing, developing, and demonstrating critical and reflective thinking skills. A greater amount of class discussion, using the Socratic Method, with opportunities to defend ideas and positions is a cornerstone of all honors classes. Honors Language Arts 7 is an integrated reading, writing, speaking, listening, and grammar curriculum. Essential reading strategies, language acquisition, and speaking and listening skills will be emphasized. Students in this course will study literary elements, vocabulary in context, and text structures by reading texts from literary genres including, but not limited to short stories, novels, poetry, and nonfiction selections. An emphasis will also be placed on reading and analyzing informational and functional text. Additionally, students will begin honing skills in the areas of research, citing sources of information, quote/evidence integration in writing, grammatical structures of writing, and the steps of the writing process.

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| CEP700 | Career Exploration | One Semester |
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This required 7th grade course exposes students to academic success strategies, financial literacy, and college & career exploration. While utilizing best practice academic strategies, students will explore their interests, aptitudes, and skills to compete in the workplace as well as learn about their individual learning and personality styles to find possible career matches. Students will explore a variety of college and career options, engage in numerous research projects, and use the steps in the decision-making process to develop their college and career plan through the MajorClarity Platform. This will guide them to make appropriate decisions about high school level courses, post-secondary education and training, and career fields.

8th Grade Course Descriptions

| MAT800A & MAT800B | Math 8 | One Year-2 Semesters |
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| <p>Students will develop an understanding of expressions, equations and inequalities, including modeling bivariate data with linear equations and solving linear equations and systems of linear equations. Students will explore the concept of functions and use them to describe quantitative relationships. Students will analyze two- and three-dimensional space and figures using distance, angle, similarity, congruence, and the Pythagorean Theorem. Topics in statistics and probability will also be explored. The standards of mathematical practices and modeling with mathematics are embedded into this course.</p> | | |

| MAT820A & MAT820B | Algebra 1 - HS | One Year-2 Semesters |
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| <p>This course is intended to be taken after completing accelerated Math 7. Junior high students may receive high school elective credit by successfully completing both semesters with a "C" or higher. Failure to earn a grade of a "C" or higher in both semesters may result in the student taking Algebra I again during their Freshman year. Credit will be recorded onto the students' high school transcript with junior high letter grades attached. These grades will fulfill a credit requirement toward graduation. Accelerated math opportunities are intended to provide students with access to higher levels of math in high school, not replace high school math instruction. All students are required to take math all four years of high school. This course is accelerated for students who have proven their exceptional interest, ability, and industry in mathematics. It is designed to deepen and extend understanding of linear and non-linear relationships by comparing and contrasting them with each other. Students will apply models to data that exhibit a linear trend. In addition, students will engage in methods of analyzing, solving and using exponential and quadratic functions. Emphasis will be on the application of the functions studied. This accelerated course uses the state standards as a guideline for its curriculum and prepares students for advanced study in mathematics and science. A graphing calculator is recommended for this course.</p> | | |

| SCI800A & SCI800B | Science 8 | One Year-2 Semesters |
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| <p>In this course, students will gain a better understanding of the world around them through Earth Science, Physical Science, and Life Science. To understand changes over time, students will analyze Earth's geological column. They will also interpret data from natural disasters and geologic events and explore how human consumption of natural resources can impact Earth's biosphere. To understand the structure of the world, students will learn about matter from an atomic level up to compounds and molecules. They will also study the properties of matter and how it can change through energy transfer and chemical reactions. This will also include understanding how some energy is transferred in waves. To understand how traits are passed to generations over time, students will study the basic principles of heredity. They'll look at dominant and recessive traits, in both plants and animals, including human hair color and blood type. Throughout all content, students will also learn that our understanding of the world changes as new technologies and discoveries are made.</p> | | |

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|------------------------------|-------------------------|-----------------------------|
| SCI810A & SCI810B | Honors Science 8 | One Year-2 Semesters |
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In this course, students will gain a better understanding of the world around them through Earth Science, Physical Science, and Life Science. The Honors course utilizes curricula that take the content further, providing students with a more holistic understanding of the content. In addition to the 8th grade Science standards, students in the Honors course will focus on critical thinking skills and collaborative strategies that take the content further. Emphasis is placed on asking questions and connecting their thinking to the content, as well as constructing claims regarding the topics and supporting them with sources and data. Self-reflection of learning is also highly encouraged.

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|------------------------------|-------------------------|-----------------------------|
| SOC800A & SOC800B | Social Studies 8 | One Year-2 Semesters |
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The content focus will be viewed through civic and economic lenses. Citizenship and civic engagement will be taught through inquiry. Eighth grade students will make connections between historical and current/recent issues as a base for implementing change in society. Students will recognize and practice their roles and responsibilities as both American and global citizens. United States History will focus on the major events that have their roots in the Constitution, Bill of Rights, and subsequent amendments. Students will begin with the American Revolution and continue through the present day.

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| SOC810A & SOC810B | Honors Social Studies 8 | One Year-2 Semesters |
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In honors class, a greater emphasis is placed on independent reading, analyzing, developing, and demonstrating critical and reflective thinking skills. A greater amount of class discussion, using the Socratic Method, with opportunities to defend ideas and positions is a cornerstone of all honors classes. Honors classes may include independent research projects, summer reading lists, and possible service-learning opportunities.

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|------------------------------|------------------------|-----------------------------|
| ENG800A & ENG800B | Language Arts 8 | One Year-2 Semesters |
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Language Arts 8 is an integrated reading, writing, speaking, listening, and grammar curriculum. Essential reading strategies, language acquisition, and speaking and listening skills will be emphasized. Students in this course will deeply study literary elements, vocabulary in context, and text structures by reading texts from literary genres including, but not limited to short stories, novels, poetry, and nonfiction selections. An emphasis will also be placed on reading and analyzing informational and functional text. Additionally, students will continue honing skills in the areas of research, citing sources of information, quote/evidence integration in writing, grammatical structures of writing, and the steps of the writing process.

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|------------------------------|-------------------------------|-----------------------------|
| ENG810A & ENG810B | Honors Language Arts 8 | One Year-2 Semesters |
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In addition to the topics covered in 8th grade Language this course will include more in-depth study of all the language arts state standards focusing on critical thinking skills and collaborative work. Honors Language Arts 8 is an integrated reading, writing, speaking, listening, and grammar curriculum. Essential reading strategies, language acquisition, and speaking and listening skills will be emphasized. Students in this course will deeply study literary elements, vocabulary in context, and text structures by reading texts from literary genres including, but not limited to short stories, novels, poetry, and nonfiction selections. An emphasis will also be placed on reading and analyzing informational and functional text. Additionally, students will continue honing skills in the areas of research, citing sources of information, quote/evidence integration in writing, grammatical structures of writing, and the steps of the writing process.

Junior High Electives

Elective courses may not be offered at all sites.

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| ART700 | Art I | One Semester |
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Art I course includes basic instruction in painting, drawing, ceramics and various media (printmaking, paper mache, repurposed art, etc). Students gain knowledge and learn new skills through engaging, hands-on experiences as they express individual creativity and make original works of art. Each studio project is inspired by a brief study of specific artists or artworks (past and present), art styles, aesthetics, and/or processes and techniques. Lessons align with State and National Core Visual Arts Standards and often include cross-curricular connections with core academic areas. *No prerequisites or skill/experience levels required.*

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| ART705 | Art II | One Semester |
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Prerequisite: Art I

Art II course offers students a learning experience similar to the Art I course (see description), with increased levels of artistic and academic expectations appropriate for this grade level. Lessons provide an in-depth progression into drawing, painting and printmaking. Art II students are challenged to build on current artistic knowledge and skill levels.

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| CEP800A&CEP800B | Career Pathways Exploration | One Semester |
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This course exposes 8th grade students to future career pathways at the high school level. Students will engage in a rotation of exploratory, hands-on "mini-courses" for specific pathways. Students will also use Major Clarity to explore and define their interests, aptitudes and skills while learning about different careers. This course will empower students to make informed choices at the end of 8th grade regarding high school class selection and potential career pathways for their future.

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| FAC700 | Family and Consumer Science I (FACS) | One Semester |
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A class designed to build independent living skills. Students will work on several units which include, but not limited to cooking, sewing, budgeting, and child development. Students will practice safe kitchen skills while preparing simple recipes designed to support basic fundamentals of recipe construction, safe food handling, measurement of ingredients and responsibility in a kitchen. Good nutrition habits and recommendations. The sewing unit will focus on the basics of hand and machine sewing. The child development unit teaches the basics of physical, emotional and cognitive development of children.

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| FAC705 | Family and Consumer Science II (FACS) | One Semester |
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Prerequisite: FACS I

A higher level of FACS that is more project based. This class will dive deeper into the development of children, cover adequate childcare and babysitting, create developmental toys with a focus on using what you already have in the home. Students will complete the unit with an Egg Baby Project, where they gain an understanding of how challenging it might be to care for a child full time. Students will also learn basic principles of interior design, more advanced skills in sewing on the machine and of course everyone's favorite, cooking. Students will use prior knowledge to complete various food labs that encourage innovative thinking and creativity in their cooking, while maintaining the safety of the kitchen and safe food handling skills. This class is designed to give students some freedom in how they plate their food for presentation.

Elective courses may not be offered at all sites.

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| DRA700 | Drama I | One Semester |
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This course is designed to inspire the student who wishes to develop an appreciation of the theater. Students will be provided with basic theater skills, such as improvisation, pantomime, musical dance theater, basic acting and public speaking. Students will also be introduced to the mechanics of theater including make-up, set design, costume design, lighting design and sound. The course includes two student performances. The goal for this course is to offer a creative outlet and produce well-rounded performers.

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| DRA705 | Drama II | One Semester |
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Prerequisite: Drama I

This course is designed to encourage an appreciation of the theatre in students who have already been introduced to the performing arts. Students will first review skills learned in Drama I. Students will then move to the more advanced skill of monologue and debate. Students will practice the mechanics of theater, including make-up, set design, costume design, lighting design and sound; in the production of a one act play. The course includes two student performances. The goal for this course is to offer a creative outlet and produce skilled and well-rounded performers.

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| FHP700 | Future Health Professionals I | One Semester |
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Students will be exposed to the technical skills and soft skills associated with a broad range of occupations relating to the Health Science career cluster, including job requirements and tasks performed, to assist students in making informed decisions regarding their future academic and occupational goals. The course includes, but is not limited to, relevant history, medical terminology, applied technologies, and career opportunities. Students enrolled in this course will be able to apply skills learned in the student organization, Health Occupations Students of America (HOSA). Students will learn the following through HOSA: collaboration with peers, leadership, speaking and listening skills such as presenting in front of a panel of judges, medical terminology, reading, annotating, and responding to rigorous medical reading comprehension materials.

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| MIC700 | Media Interactions in the 21st Century I | One Semester |
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In this course, students will be exposed to an introduction to media and film as they are looking at possible electives for high school or careers. Students will work planning, organizing, filming, and editing a variety of videos. Students develop project planning and implementation skills as well as collaborative skills as many projects are done with a group. This course is perfect for anyone interested in communication and technology.

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| ARO700 | Automation and Robotics | One Semester |
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Students learn about the history and impact of automation and robotics as they explore mechanical systems, energy transfer, machine automation, and computer control systems. Using the VEX Robotics® platform, students apply what they know to design and program traffic lights, robotic arms, and more.

Elective courses may not be offered at all sites.

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| ARO705 | APP Creator | One Semester |
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Prerequisite: ARO 700 Automation and Robotics

This unit will expose students to computer science as a means of computationally analyzing and developing solutions to authentic problems through mobile app development and will convey the positive impact of the application of computer science to other disciplines and to society.

| SLC700A & SLC700B | Student Leadership | One Year-2 Semesters |
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** Limited positions available per grade level

Students choosing to be involved in student leadership and developing strong skills do not want to pass up this opportunity to get involved! Seventh and eighth graders will work together to study famous leaders, develop leadership and communication skills, provide community service opportunities, run school events, and implement projects from beginning to end. Students interested in being student council class ambassadors, class representatives or officers must register for this course.

| SLW800A & SLW800B | Student Leadership (WEB) 8th Gr | One Year-2 Semesters |
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** This course includes attendance at 2 summer training days and 1 summer day for incoming student orientation.

As WEB leaders, eighth graders will work to provide a quality experience for seventh graders transitioning into the middle school environment. WEB leaders will learn various leadership skills, explore their strengths and weaknesses, mentor 7th graders, and work on events that improve the overall school culture. As WEB leaders, students will learn and practice real-world communication skills as they are required to reach out to their assigned seventh graders throughout the school year. It is essential that WEB leaders mark the required summer days for their personal leadership development as well as creating bonds with their assigned seventh graders.

| SPA820A & SPA820B | Spanish I - HS | One Year-2 Semesters |
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Junior high students may receive high school credit for Spanish I by successfully completing both semesters with a "C" or higher. Credit will be recorded onto the students' high school transcript with junior high letter grades attached. These grades will fulfill an elective credit requirement toward graduation. Students will learn basic vocabulary related to people, places, things and actions close to their own lives. They will express themselves in phrases, short sentences and memorized material exhibiting an emerging control of the most common basic grammatical forms and structures. Their written language will reflect what they can say. Students will gain an understanding and appreciation of the diversity of language and cultures.

Elective courses may not be offered at all sites.

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| JOU800 | Journalism | One Semester -OR- Two Semesters |
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This course creates a volume of student school memories. These students will not only have a hand in creating the yearbook but gain an understanding of layout and design. They will learn the journalism code of ethics, interviewing skills, and how to transfer their interviews into a written document with photography in a newspaper format. Students in this class are creative, original, and hardworking. Photographers, graphic artists, and budding writers are encouraged to apply. Competent writing skills, which include spelling and grammar, as well as computer literacy are preferred. Junior High Yearbook may be combined with High School Yearbook at CHS and EHS.

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| PHE700 | Physical Education (Boys) | One Semester |
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Lockers and locks are provided by the school. There is a \$5.00 lock replacement fee for lost locks.

This course covers basic skills which are taught through individual and team activities. Emphasis is placed on lifetime physical fitness through a daily exercise and fitness program. Areas of emphasis include responsibility, sportsmanship, character, socialization, rule knowledge and more. Active participation and appropriate dress are required daily. PE uniform is mandatory.

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|---------------|-----------------------------------|---------------------|
| PHE800 | Physical Education (Girls) | One Semester |
|---------------|-----------------------------------|---------------------|

Lockers and locks are provided by the school. There is a \$5.00 lock replacement fee for lost locks.

This course covers basic skills which are taught through individual and team activities. Emphasis is placed on lifetime physical fitness through a daily exercise and fitness program. Areas of emphasis include responsibility, sportsmanship, character, socialization, rule knowledge and more. Active participation and appropriate dress are required daily. PE uniform is mandatory.

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|---------------|-------------------------------|---------------------|
| FIT700 | Fitness/Weights (Boys) | One Semester |
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This course is designed to teach students the knowledge and skills that are necessary to create and maintain a healthy lifestyle. Students will explore a variety of activities including weight-training, aerobic activities, and team sports that will promote fitness and can be used in achieving life-long wellness. PE uniform is mandatory.

| | | |
|---------------|--------------------------------|---------------------|
| FIT800 | Fitness/Weights (Girls) | One Semester |
|---------------|--------------------------------|---------------------|

This course is designed to teach students the knowledge and skills that are necessary to create and maintain a healthy lifestyle. Students will explore a variety of activities including weight-training, aerobic activities, and team sports that will promote fitness and can be used in achieving life-long wellness. PE uniform is mandatory.

Elective courses may not be offered at all sites.

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|------------------------------|---|------------------------------|
| APA700A & APA700B | Athletic Performance Academy (7th Grade) | One Year- 2 Semesters |
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This full year course is open to 7th grade competitive athletes from all sports whose goal is to improve their overall athletic performance. This course will focus on improving students' health (physical and mental), strength, speed, agility and endurance. In addition, this course will help students prepare mentally and physically to be leaders in their specific sport(s).

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| APA800 series A&B | Athletic Performance Academy by Sport (8th Grade) | One Year- 2 Semesters |
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This course is highly encouraged for athletes on the official school sports team and is designed to improve students' sport specific strength, speed, agility and endurance. In addition, this course will help students prepare mentally and physically to be leaders in their specific sports teams (on and off the field/court). This class will also embed age-appropriate AZ Comprehensive health standards such as communicable diseases, addiction, wellness, safety, self-esteem and decision-making.

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|---------------|----------------------|---------------------|
| DFI700 | Dance/Fitness | One Semester |
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In this course, students will be taught different dance techniques, including eight counts to a variety of music. Areas of emphasis include choreography, cooperation, teamwork, leadership, character development, responsibility, and more. Students will also be involved in Fitness units that will show how to incorporate fitness into their daily life. We will work on muscular strength, endurance, and flexibility. PE uniform is mandatory.

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| DFI800 | Advanced Dance/Fitness | One Semester |
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Audition Required. In this course, students will refine different dance techniques. Areas of emphasis include choreography, cooperation, teamwork, leadership, character development, responsibility, and more. Students will also be involved in Fitness units that will show how to incorporate fitness into their daily life. We will work on muscular strength, endurance, and flexibility. PE uniform is mandatory.

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| BND700A & BND700B | Cadet Band | One Year-2 Semesters |
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A training-oriented performance ensemble made up of standard band instruments. This ensemble is recommended for students that are still new to an instrument or students who would like to learn a new instrument. Fundamental playing and technical skills as well as music theory will be studied. This ensemble will prepare and perform concerts each semester, some of which may be outside school hours. Students will be required to provide their own instrument and concert attire; however, rental instruments will be available for those who need them. Attendance is required at all scheduled performances.

Elective courses may not be offered at all sites.

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| BND710A & BND710B | Concert Band | One Year-2 Semesters |
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Placement is by teacher recommendation/audition.

Intermediate playing and technical skills as well as music theory will be studied. This ensemble will prepare and perform concerts at each quarter. Students will be required to provide their own instrument and concert attire; however, rental instruments will be available for those who need them. Attendance is required at all scheduled performances.

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|------------------------------|-----------------------|-----------------------------|
| BND720A & BND720B | Symphonic Band | One Year-2 Semesters |
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Placement is by teacher recommendation/audition.

Symphonic band is a performance-oriented ensemble made up of a select group of 8th grade band students. Rehearsals focus on advanced musical concepts and playing techniques to meet the needs of the advanced band student. The Symphonic Band will perform at several concerts, community functions and festival performances throughout the year. Attendance for these performances is mandatory. Students will be required to provide their own instrument and concert attire; however, rental instruments will be available for those who need them.

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|------------------------------|---------------------------|-----------------------------|
| BND725A & BND725B | Concert Percussion | One Year-2 Semesters |
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Concert Percussion is a beginning/intermediate level class for Junior High school students with little or no experience of playing a percussion instrument. Fundamental playing and technical skills and music theory will be studied. This ensemble will prepare and perform concerts each quarter, some of which may be other than during school hours. Students will be required to provide their own concert attire. Attendance is required at all scheduled performances.

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|------------------------------|----------------------------|-----------------------------|
| BND730A & BND730B | Advanced Percussion | One Year-2 Semesters |
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Placement is by teacher recommendation/audition.

Advanced Percussion is a performance-oriented ensemble made up of a select group of percussion students. Rehearsals focus on advanced musical concepts and playing techniques to meet the needs of the advanced percussion student. The Advanced Percussion will perform at several concerts, community functions and festival performances throughout the year. Attendance for these performances is mandatory. Students will be required to provide their own concert attire.

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| GUI700A & GUI700B | Guitar I | One Year-2 Semesters |
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Intro to Guitar is a class for beginning instrumentalists with little to no experience playing an instrument. The course will cover basic note reading skills, music theory, chords and playing techniques associated with guitar. Students will be required to provide their own instrument.

Elective courses may not be offered at all sites.

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|------------------------------|------------------|-----------------------------|
| GUI715A & GUI715B | Guitar II | One Year-2 Semesters |
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Prerequisite: Guitar I or placement by teacher recommendation/audition. Students must be able to read music. Guitar II continues to develop the students' understanding of the fundamentals of music but begins to introduce more advanced guitar-playing techniques. This class is oriented more toward students that have had some prior music experience. Focus will be on advanced music reading, exploring chord patterns and strumming techniques. Ensemble performance is an integral part of the class and students will have an opportunity to perform in small groups as well as the large ensemble. The Guitar Ensemble may perform at several concerts, community functions and festival performances throughout the year. Attendance for all of these scheduled performances is mandatory. Students are required to provide their own instrument and performance attire.

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| CHR700A & CHR700B | Choir | One Year-2 Semesters |
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This ensemble is open to all singers. Students will learn basic vocal technique, music reading skills and performance techniques while studying a variety of choral repertoire. Participation in concerts and performances outside of the school day will be mandatory.

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| ORC700A & ORC700B | Cadet Orchestra | One Year-2 Semesters |
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This course is designed for students who have very little or no experience in orchestra. This course will cover note reading, posture, performing individually and in a group, as well as a survey of music in context to today. Music played will be a wide variety, ranging from classical to pop contemporary music. Instruments played in orchestra are violin, viola, cello, and bass. Students will be required to provide their own instrument and concert attire; however, rental instruments will be available for those who need them. Cello and bass players are expected to have an instrument at home to practice but will be allowed to play a school cello or bass during class. There will be around four concerts per year. All students are expected to perform in every performing opportunity.

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|------------------------------|--------------------------|-----------------------------|
| ORC715A & ORC715B | Concert Orchestra | One Year-2 Semesters |
|------------------------------|--------------------------|-----------------------------|

Prerequisite: Teacher recommendation and/or audition

Placement is by teacher recommendation/audition. Intermediate playing and technical skills as well as music theory will be studied. This ensemble will prepare and perform concerts at each quarter. Students will be required to provide their own instrument and concert attire; however, rental instruments will be available for those who need them. Attendance is required at all scheduled performances.

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|------------------------------|------------------------|-----------------------------|
| AJR800A & AJR800B | 8th Grade JROTC | One Year-2 Semesters |
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Junior Officer Training Corps (JROTC) LET I: The Emerging Leader

This introductory JROTC course gives students an overview of leadership, teamwork, decision-making, health and fitness, citizenship, and basic military customs and courtesies. Students learn communication and study skills, participate in drill and physical training, and complete a service-learning activity. Cadets may also join JROTC extracurricular teams and events. This junior high course does not transfer as high school credit.

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|------------------------------|------------------------|-----------------------------|
| NND800A & NND800B | 8th Grade NNDCC | One Year-2 Semesters |
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Navy National Defense Cadet Corps (NNDCC): Naval Science Introduction

This course introduces students to topics such as oceanography, meteorology, sea power, navigation, and basic leadership skills. Students learn about teamwork, discipline, health, and current events related to naval science. Classroom learning is supported by military drill, physical fitness training, and participation in formations and ceremonies. This junior high course does not transfer as high school credit.

Elective courses may not be offered at all sites.

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|------------------------------|----------------------------|-----------------------------|
| ORC720A & ORC720B | Symphonic Orchestra | One Year-2 Semesters |
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Prerequisite: Teacher recommendation and/or audition

This course is designed for students with two to three years of playing experience. This orchestra is the showcase orchestra for the school. They will travel and perform at festivals and at the high school. Students in this course will be expected to perform their music with high quality and in a shorter amount of time. This course will cover advanced note reading, scales of two to three octaves, posture, performing individually and in a group, as well as a survey of music in context to today. Music played will be a wide variety, ranging from classical to pop contemporary music. Instruments played in orchestra are violin, viola, cello, and bass. Students will be required to provide their own instrument and concert attire; however, rental instruments will be available for those who need them. Cello and bass players are expected to have an instrument at home to practice but will be allowed to play a school cello or bass during class. There will be around four concerts per year. All students are expected to perform in every performing opportunity.

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| MLB700A & MLB700B | Math Lab | One Year-2 Semesters |
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Math Lab is a required course for students who are not mastering grade level math skills. Student placement is determined by AASA (AASA scores), school city benchmark test scores and staff recommendation. This course is designed to be paired with and support the assigned math class. This course will strengthen prerequisite skills, support and maintain grade level concepts, as well as address study skills.

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|------------------------------|--------------------|-----------------------------|
| RLB700A & RLB700B | Reading Lab | One Year-2 Semesters |
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In this course, students will gain foundational skills necessary to be successful in Language Arts. Student placement is determined by AASA (AASA scores), School City benchmark test scores and staff recommendation. This course will provide students with strategies and skills that proficient, critical, and close readers bring to any text. Areas of focus include but are not limited to reading fluently, summarizing main ideas, engaging in discussion, developing vocabulary, and making connections. Students will read and discuss fiction and non-fiction texts from multiple genres. An emphasis will also be placed on finding textual evidence to support claims made within a text.

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|------------------------------|---|-----------------------------|
| ENG720A & ENG720B | Structured English Immersion (SEI) Writing | One Year-2 Semesters |
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A Writing course for secondary English language learners. The content of the course is based on the specific teaching/learning objectives derived from the Arizona K-12 English Language Proficiency Standards. This course is intended to accelerate language acquisition and prepare students for the mainstream classroom, where they will be ready to access the content of instruction that is then driven by the Arizona English Language Arts Standards.

Special Education Resource Program

Special Education individualized programs and services are available to students identified with a disability. State and federal laws and guidelines regulate eligibility for special education programs. Multi-disciplinary teams, including administrators, teachers, counselors, psychologists, parents, and students participate in developing these individualized education programs (IEP's). Specialized accommodations in regular education classes are also developed for qualified students. Services in fourteen disability categories are available in a variety of environments, including inclusion, resource, and self-contained programs. Related services such as speech, OT, PT, Adaptive PE, counseling, transportation, hearing, and vision are also available to students who qualify for these services.

| RMT800A & RMT800B | Math 7 | One Year-2 Semesters |
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This course is a study of individual instruction in basic math concepts, adding, subtracting, multiplying, dividing, and development of higher math skills. Students work on modified grade level material in a classroom environment with a smaller student to teacher ratio. Curriculum and pace of instruction is individualized to meet each student's IEP needs.

| RMT810A & RMT810B | Math 8 | One Year-2 Semesters |
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|------------------------------|---------------|-----------------------------|

This course is a study of individual instruction in basic math concepts, adding, subtracting, multiplying, dividing, and development of higher math skills. Students work on modified grade level material in a classroom environment with a smaller student to teacher ratio. Curriculum and pace of instruction is individualized to meet each student's IEP needs.

| RMT815A & RMT815B | ELA 7 | One Year-2 Semesters |
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This course is designed for students with special needs to improve their reading and writing skills as determined appropriately by the IEP team. The course is a study of reading skills and writing skills and designed to meet state curriculum standards. The major areas are vocabulary and reading comprehension, writing paragraphs, letter writing, spelling, and essay composition. Students work on grade level material in a classroom environment with a smaller student to teacher ratio. Curriculum and pace of instruction is individualized to meet each student's IEP needs.

| RMT825A & RMT825B | ELA 8 | One Year-2 Semesters |
|------------------------------|--------------|-----------------------------|
|------------------------------|--------------|-----------------------------|

This course is designed for students with special needs to improve their reading and writing skills as determined appropriately by the IEP team. The course is a study of reading skills and writing skills and designed to meet state curriculum standards. The major areas are vocabulary and reading comprehension, writing paragraphs, letter writing, spelling, and essay composition. Students work on grade level material in a classroom environment with a smaller student to teacher ratio. Curriculum and pace of instruction is individualized to meet each student's IEP needs.

| RSO800A & RSO800B | Social Skills 7 | One Year-2 Semesters |
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This program is designed to improve appropriate classroom behavior and responsibilities to a level where the student can complete regular or special education classes and interact appropriately with peers. The program is offered on a as needed basis. Curriculum and instruction are supported by other special education staff such as the school psychologist and/or speech and language pathologist. The class is developed to meet the unique needs of each student and to provide for their IEP needs.

| | | |
|------------------------------|------------------------|-----------------------------|
| RSO810A & RSO810A | Social Skills 8 | One Year-2 Semesters |
|------------------------------|------------------------|-----------------------------|

This program is designed to improve appropriate classroom behavior and responsibilities to a level where the student can complete regular or special education classes and interact appropriately with peers. The program is offered on a as needed basis. Curriculum and instruction are supported by other special education staff such as the school psychologist and/or speech and language pathologist. The class is developed to meet the unique needs of each student and to provide for their IEP needs.

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|------------------------------|-----------------------|-----------------------------|
| RSO815A & RSO815B | Study Skills 7 | One Year-2 Semesters |
|------------------------------|-----------------------|-----------------------------|

This elective course will assist students in developing study skills, personal responsibility, and time management for success in their regular course work. Students are provided with direct assistance with study skills and schoolwork completion. Curriculum is designed to meet the individual IEP needs of each student in the course at the time.

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|------------------------------|-----------------------|-----------------------------|
| RSO825A & RSO825B | Study Skills 8 | One Year-2 Semesters |
|------------------------------|-----------------------|-----------------------------|

This elective course will assist students in developing study skills, personal responsibility, and time management for success in their regular course work. Students are provided with direct assistance with study skills and schoolwork completion. Curriculum is designed to meet the individual IEP needs of each student in the course at the time.

Special Education SAILS Program

Students Achieving Independent Life Skills. “SAILS” program has Life Skills classrooms for students with mild to moderate levels of disability. This classroom follows the same QCUSD objectives as all other classrooms. The classroom provides hands-on learning as appropriate.

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| SMT800A & SMT800B | SAILS Math | One Year-2 Semesters |
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This course is a study of individual instruction in basic math concepts, adding, subtracting, multiplying, dividing, and development of higher math skills. This course is taught in a self-contained environment to meet student needs.

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| SRG800A & SRG800B | SAILS ELA | One Year-2 Semesters |
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This course is a study of reading and writing skills. The major areas are reading and writing. Other features will include use of reference materials, and outlining, is also a study in basic sentence structure, capitalization, punctuation, and development of ideas into a paragraph. and essays. This course is taught in a self-contained environment to meet student needs.

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| SSC800A & SSC800B | SAILS Science | One Year-2 Semesters |
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The major topics covered in this course will be life and earth sciences. This course is taught in a self-contained environment to meet student needs.

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|------------------------------|-----------------------------|-----------------------------|
| SSO800A & SSO800B | SAILS Social Studies | One Year-2 Semesters |
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This course is designed to provide students with the social studies background needed for success in future social studies classes. This course is taught in a self-contained environment to meet student needs.

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|------------------------------|-----------------------|-----------------------------|
| SEL800A & SEL800B | SAILS Elective | One Year-2 Semesters |
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This course is designed to be a flexible elective course for students in the SAILS program.

Notification of Rights under FERPA for Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student education records. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school within 45 days of a request made to the school administrator. Schools are not required to provide copies of records unless it is impossible for parents or eligible students to review the records without copies. Schools may charge a fee for copies.
- Parents or eligible students have the right to request in writing that a school corrects records that they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions.
- School officials with legitimate educational interest
 - A school official is a person employed or contracted by the school to serve as an administrator, supervisor, teacher, or support staff member (including health staff, law enforcement personnel, attorney, auditor, or other similar roles); a person serving on the school board; or a parent or student serving on an official committee or assisting another school official in performing his or her tasks;
 - A legitimate educational interest means the review of records is necessary to fulfill a professional responsibility for the school.
- Other schools to which a student is seeking to enroll.
- Specified officials for audit or evaluation purposes.
- Appropriate parties in connection with financial aid to a student.
- Organizations conducting certain studies for or on behalf of the school.
- Accrediting organizations.
- To comply with a judicial order or lawfully issued subpoena.
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, sports participation (including height and weight of athletes) and dates of attendance unless notified by the parents or eligible student that the school is not to disclose the information without consent.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Queen Creek Unified School District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901