

# Middle School Pre-Registration Handbook

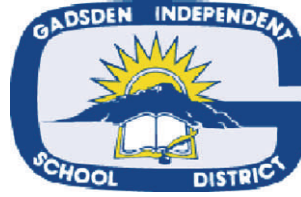


2009-2010

Gadsden Independent School District

**DRAFT—  
DO NOT REPRODUCE**

**Cynthia Nava**  
Superintendent  
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## **GADSDEN INDEPENDENT SCHOOL DISTRICT PRE-REGISTRATION INFORMATION**

Dear Parents,

We encourage you to review this handbook with your son/daughter concerning the requirements and course offerings, and then assist your child in developing a schedule for next year.

Students who plan to enroll in the Gadsden Independent School District should check this handbook carefully before completing the pre-registration work sheet. This handbook contains information concerning tests, grades, registration, career advisement, and the course catalog.

Students should be very careful in their selection of courses. Choice of courses at this time will determine the master schedule to be devised for the next school year. Requests will determine what courses will be offered and the number of class sections for each course. Careful course selection helps the student obtain the courses wanted.

Parents, you are encouraged to use this pre-registration handbook to discuss and assist your child in the selection of courses. Your involvement in this process of course selection will greatly aid your child in making appropriate choices for their academic program toward graduation. Please feel free to call the school if you desire further information.

Sincerely,

Cynthia Nava,  
Superintendent



**GADSDEN INDEPENDENT SCHOOL DISTRICT MIDDLE  
SCHOOL PRE-REGISTRATION HANDBOOK  
2009-2010**

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## Testing

Exact test dates are available in the Counseling Center.

### Testing Calendar

SBA	Spring
ACT EXPLORE	See counselor for information
NMELPA	Spring

## Grading Policies

Grades will reflect academic performance skill levels.

The weight of various assignments during the nine-week grading periods will be left to the discretion of the teacher. The weighing of assignments must be logical, fair, and described in the classroom procedures so that the students are aware of the systems being used.

The teacher will assess all students at least one time each week and record grades numerically.

Each semester of the school year will have two nine-week periods.

Grades will be determined on the basis of possible points for the grading period. No curving of grades is allowed.

A percentage grade will be derived from the numerical grade and will be assigned a letter equivalent based upon the following scale:

90-100	A
80-89	B
70-79	C
60-69	D
50-59	F

Grades will reflect academic performance skill levels. Grades will absolutely not be used as disciplinary censure.

**Gadsden Independent School District's policy [The Assignment of Grades](http://gisd.k12.nm.us) can be found at [gisd.k12.nm.us](http://gisd.k12.nm.us).**

The **Honor Roll** will be determined as follows:

- **“A” Honor Roll** - To be on the “A” Honor roll, a student must receive all A’s on the semester grading periods.
- **“A” and “B” Honor Roll** - To be on the “A” and “B” honor roll, a student must have only A’s and B’s on the semester grading periods.

### Promotion and Retention

Promotion and Retention decisions will be made based on the following achievement indicators:

- Statewide Assessment Results—Standards-Based Assessment
- School-District Assessment Results
- Student Performance in School (Academic Grades)

Students who are proficient on the achievement indicators will be promoted to the next grade level.

**Eighth** grade students who are determined to be **not** proficient on the achievement indicators will **not** be promoted to the next grade level. The school district can retain the student without parent approval.

**Seventh** grade students who are determined to be **not** proficient on the achievement indicators will **not** be promoted to the next grade level. The parent/guardian can refuse the retention for one year. If the student fails to meet proficiency the following year the student may be retained regardless of parent approval.

**Gadsden Independent School District's policy, regulations, and forms for [Promotion and Retention](http://gisd.k12.nm.us) can be found at [gisd.k12.nm.us](http://gisd.k12.nm.us).**

## Schedule Changes

During the first week, students will attend the designated classes on their schedule cards. Schedule changes will be made during this time. If a student desires a schedule change, he/she must sign up with the counselors' office, and counselors will call the student from class. **Schedule changes are granted ONLY for the following reasons:**

- The student is misplaced in a class and does not have the necessary skills or prerequisite.
- The student has taken the course previously and passed it.

Any other reason will require input from an administrator, counselor, and teacher before a decision is made.

Absences and tardiness will be transferred with schedule changes.

## High School Graduation Credit in Middle School

At the present time, Gadsden ISD offers four courses that students can take at the Middle School level that will earn them high school graduation credit. Those courses are:

- English 1—Required for Graduation
- Algebra—Required for Graduation
- PREP (NMSU Pre-Engineering Program)
- 2 levels of Spanish equals 1 Foreign Language credit

### Qualifying Steps for Placement into Various Courses

To be eligible for placement into English 1 and Algebra 1, students must meet the following eligibility criteria:

Step 1: Students qualify automatically if their performance on the New Mexico Standards-based Assessment (NMSBA) receives a rating of Advanced in Language Arts and/or Mathematics.

Step 2: Students whose performance on the New Mexico Standards-based Assessment (NMSBA) receives a rating of proficient in Language Arts and/or Mathematics may still be considered. If the student is referred to the Student Assistance Team (SAT) for placement, the committee will consider the student's grades and teacher recommendation and any other previous standardized tests. These students will qualify on the recommendation of the SAT after considering this information. If the student still does not qualify, the end of the book test in Pre-Algebra or a Language Arts Department test may be added to the student's profile and the SAT may reconsider approval of the placement.

### Credit for English 1 and/or Algebra 1 will be awarded as follows:

1. Students earning 80-100% in English 1 and/or Algebra 1 as 8<sup>th</sup>-grade students are eligible for Honors English 2 and/or Honors Geometry.

Students earning 60-79% in English 1 and/or Algebra 1 as 8<sup>th</sup>-grade students will be placed in English 2 and/or Geometry.

**In order to receive High School elective credit for having taken two levels of Spanish**, students must have passed with a 60% or better for both courses.

**STUDENTS MAY NOT TAKE THESE COURSES AGAIN AT THE HIGH SCHOOL IF THEY HAVE ALREADY PASSED THEM AT THE MIDDLE SCHOOL LEVEL (As per 6.30.2 NMAC- "A student cannot take the same course twice for credit.")**

**PREP:** New Mexico State University offers students the opportunity to participate in a summer pre-engineering program called PREP. Students must fill out an application for the program and be accepted by NMSU to be enrolled in PREP. Students can earn high school credit beginning the summer before they enter 7<sup>th</sup> grade, and can earn a maximum of three elective credits.

Credit for these courses will be transmitted by an official letter/transcript from the middle school and sent to the Office of the Associate Superintendent for Education and the corresponding high school principal and Counseling Department chair.

## Course Fees

A general fee of \$10.00 per student will be collected yearly to cover the costs of consumable materials for the following courses:

- Fine and Performing Arts
- Business/Technology
- Family and Consumer Sciences
- Science
- Career/Technical

## Individualized Career Advisement Teams (I-CAT) and Career Clusters

Where will you be six or seven years from now when you graduate from high school? At a community college or university? At a technical school? In the military? Working at McDonalds? Believe it or not, it's important for you to think about the future now, while you are in middle school, a perfect time for you to begin to explore your career interests and begin to develop the knowledge and skills that you will need for future education and the world of work.

Why is it a perfect time? You have finished your elementary education, where everyone studied and learned the same subjects together. Now you have the opportunity to select elective classes, to make choices that you could not make in elementary school. How are you going to make those choices? Can you make them with the future in mind?

Yes, you can, because the Individualized Career Advisement Teams (I-CAT) are in place to assist you in exploring "Career Clusters": The world of work is divided into sixteen groups, called clusters (see the following two pages for descriptions of each cluster). Within each cluster there are pathways, or different categories of related occupations. For example, in the Education and Training career cluster there are three pathways: Administration and Administrative Support, Professional Support Services, and Teaching/Training. Within the Teaching/Training pathway there are careers such as elementary teachers, coaches, and child care workers. This organization of careers guides you and gives you many, many options to choose from.

So, what is I-CAT and how will it help you? Each of you will have an I-CAT teacher/advisor, with whom you will meet several times a year. This teacher will help you explore your interests, aptitudes, and possible career choices through different inventories and activities. Your I-CAT teacher will also introduce you to the *Career Cruising*<sup>™</sup> online program, available at school or at home: [www.careercruising.com](http://www.careercruising.com). *Career Cruising*<sup>™</sup> provides a Career Matchmaker and a section for exploring careers. Finally, the I-CAT teacher, along with your parent and your counselor, will help you choose electives that fit in with your career interests during Pre-Registration.

A way to look at the process of career selection is to imagine a highway system. During the past seven or eight years, the journey on the highway has been pre-planned for you and you have had very little choice in what route you take to complete this first leg of the journey. Now you can begin to choose which road, which pathway, to take in order to arrive successfully at the future destination of a career.

Bon voyage! ¡Feliz viaje! Have a good road trip!



# The Sixteen Career Clusters

Career Clusters provide a way for schools to organize instruction and student experiences around sixteen broad categories that encompass virtually all occupations from entry through professional levels. Resources such as **KNOWLEDGE AND SKILLS STRUCTURES** and **BROCHURES** are available for each of the sixteen clusters.

	<p>The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.</p>
	<p>Careers in designing, planning, managing, building and maintaining the built environment.</p>
	<p>Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.</p>
	<p>Business Management and Administration careers encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector of the economy.</p>
	<p>Planning, managing and providing education and training services, and related learning support services.</p>
	<p>Planning, services for financial and investment planning, banking, insurance, and business financial management.</p>
	<p>Executing governmental functions to include Governance; National Security; Foreign Service; Planning; Revenue and Taxation; Regulation; and Management and Administration at the local, state, and federal levels.</p>
	<p>Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.</p>
	<p>Hospitality &amp; Tourism encompasses the management, marketing and operations of restaurants and other foodservices, lodging, attractions, recreation events and travel related services.</p>
	<p>Preparing individuals for employment in career pathways that relate to families and human needs.</p>

	<p>Building Linkages in IT Occupations Framework: For Entry Level, Technical, and Professional Careers Related to the Design, Development, Support and Management of Hardware, Software, Multimedia, and Systems Integration Services.</p>
	<p>Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.</p>
	<p>Planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.</p>
	<p>Planning, managing, and performing marketing activities to reach organizational objectives.</p>
	<p>Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services.</p>
	<p>Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.</p>



## NEXT STEP PLAN

<b>Student Name:</b>		<b>Student ID #</b>	
<b>Home Address:</b>		<b>City, State, Zip:</b>	
<b>Parent/Guardian Name:</b>		<b>Phone Number:</b>	<b>Projected Graduation Date:</b>

### STUDENT GOALS:

1. What are the student's long-term career interest goals?

7 <sup>th</sup>	
8 <sup>th</sup>	
9 <sup>th</sup>	

2. What academic goals does the student have?

7 <sup>th</sup>	
8 <sup>th</sup>	
9 <sup>th</sup>	

3. What extra-curricular activities does the student participate in or plan to participate in?

7 <sup>th</sup>	
8 <sup>th</sup>	
9 <sup>th</sup>	

4. What are the student's plans for post-secondary training and learning?

7 <sup>th</sup>	
8 <sup>th</sup>	
9 <sup>th</sup>	

5. What are the student's personal and/or social goals?

7 <sup>th</sup>	
8 <sup>th</sup>	
9 <sup>th</sup>	

6. What careers has the student done research on?

7 <sup>th</sup>	
8 <sup>th</sup>	
9 <sup>th</sup>	

**Career Cluster:** \_\_\_\_\_  
**Career Pathway:** \_\_\_\_\_

Learner Name \_\_\_\_\_ Date \_\_\_\_\_  
**This plan of study should serve as a guide, along with other career planning materials, as you continue your career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals.**

Middle School		7 <sup>th</sup> Grade	8 <sup>th</sup> Grade	9 <sup>th</sup> Grade
	English Language Arts 7 (2-period Block)	English Language Arts 8 (2-period Block)	English 1	
	Pre-Algebra 7 (2-period Block)	Pre-Algebra 8 (2-period Block)	Algebra I	
	Integrated Science 7	Integrated Science 8	Integrated Science 1	
	New Mexico. History 7	U.S. History 8	Government/Economics	
	Physical Education 7	Physical Education 8	Foreign Language	
	<b>Career Cluster Elective:</b>	<b>Career Cluster Elective:</b>	Physical/Health Education 1	
	<b>Course Substitution(s)</b>	<b>Course Substitution(s)</b>	<b>Career Cluster Elective:</b>	
			<b>Course Substitution(s)</b>	
Post-Secondary	<b>Community College</b>	<b>College/University</b>	<b>Military, Job, or Other</b>	
Parent/Guardian Signature	Date	Student Signature	Date	Advisor's Signature
				Date
Parent/Guardian Signature	Date	Student Signature	Date	Advisor's Signature
				Date
Parent/Guardian Signature	Date	Student Signature	Date	Advisor's Signature
				Date
Parent/Guardian Signature	Date	Student Signature	Date	Advisor's Signature
				Date

Student Name:		Student ID #	
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## TESTING RESULTS

Test/Assessment	6th Grade Score	7th Grade Score	Sub/Test	ACT/PSAT	English/Writing	Math	Reading	Science
6 <sup>th</sup> and 7 <sup>th</sup> Grade NM Standards-Based Assessment			Reading/ Language Arts	ACT Explore				
			Mathematics	PSAT				

### NEXT STEPS: PLANNING AND LINKAGE

What does the student need in order to prepare for desired post-school outcomes?

<i>Student Needs</i>	<i>Activities and Strategies</i>						
	7 <sup>th</sup> Grade		8 <sup>th</sup> Grade		9 <sup>th</sup> Grade		
<b>Academic Support and/or Study Skills</b>	Tutoring		Tutoring		Tutoring		
	Study Group		Study Group		Study Group		
	Study Skills class		Study Skills class		Study Skills class		
	Other		Other		Other		
<b>Extracurricular Experiences</b>	Student Government		Student Government		Student Government		
	Athletics		Athletics		Athletics		
	Clubs		Clubs		Clubs		
	Other		Other		Other		
<b>Exposure to Postsecondary Education and Career Options</b>	Field Trips		Field Trips		Field Trips		
	College Tours		College Tours		College Tours		
	Job Shadowing		Job Shadowing		Job Shadowing		
	Career Cruising™		Career Cruising™		Career Cruising™		
	Career Assessment		Career Assessment		Career Assessment		
	Other		Other		Other		
<b>Family and/or Social Support</b>	Parent Involvement		Parent Involvement		Parent Involvement		
	Students Leadership		Students Leadership		Students Leadership		
	Mentoring		Mentoring		Mentoring		
	Other		Other		Other		
<b>Other</b>							

**Note:** On the next page is the form that you will have to fill out as a senior. This form must be filled out and signed before graduation, as required by the New Mexico Public Education Department and New Mexico Law.

Post High School/Final Next Step Plan

Después de escuela preparatoria/El plan final Next Step

<b>Student Name:</b> <i>Nombre del estudiante</i> _____	<b>Student ID #</b> <i># de identificación</i> _____
<b>Home Address:</b> <i>Dirección</i> _____	<b>City, State, Zip:</b> <i>Ciudad, Estado, Zona Postal</i> _____
<b>Parent/Guardian Name:</b> <i>Nombre del padre/Tutor</i> _____	<b>Phone Number:</b> <i>Número de teléfono</i> _____
	<b>Projected Graduation Date:</b> <i>Fecha de graduación proyectada:</i> _____

What is the student's long-term career interest? *¿En cuál carrera tiene interés el estudiante, en cuanto al largo plazo?*

What does the student plan to do after high school? *¿Qué espera hacer el estudiante después de la escuela preparatoria?*

Check appropriate box <i>Marca la caja apropiada.</i>	Write a narrative (descriptive statement) about your plans in the space provided. <i>Escribe un narrativo (una presentación descriptiva) explicando sus planes en el espacio de abajo.</i>
<input type="checkbox"/> Bachelor Degree Program <i>Programa Bachiller</i>	
<input type="checkbox"/> Public College/University (name) <i>Colegio/Universidad Público (nombre)</i>	
<input type="checkbox"/> Private College/University (name) <i>Colegio/Universidad Privado (nombre)</i>	
<input type="checkbox"/> Associate Degree Program <i>Programa de Curso Asociado</i>	
<input type="checkbox"/> Trade Certificate Program <i>Programa de certificación técnico</i>	
<input type="checkbox"/> Military Service (branch) <i>Servicio militar</i>	
<input type="checkbox"/> Work/Study/Apprenticeship Program <i>Programa de trabajar/estudiar/aprendizaje</i>	
<input type="checkbox"/> On-the-Job Training <i>Entrenamiento en el trabajo</i>	
<input type="checkbox"/> Work <i>Trabajo</i>	
<input type="checkbox"/> Other <i>Otro</i>	

How does the student intend to accomplish these goals? *¿Cómo espera el estudiante cumplir sus metas?*

**Final Next Step Plan Signatures (prior to high school graduation)/ Firmas del plan final Next Step (antes de la graduación de la escuela preparatoria)**

Student: Estudiante _____	Date: _____	Comments/Comentarios: _____
Parent/Guardian: Padre/Tutor: _____	Date: _____	
Counselor or other school official: Consejero u otro oficial de la escuela: _____	Date: _____	
Other: Otro: _____	Date: _____	
	Date: _____	



## Courses Required for All Middle School Students

### English Language and Literature

10004153	English Language Arts (ENGLILNGART7)	Grade 7
10004154	English Language Arts (ENGLILNGART8)	Grade 8

Courses provide instruction in language arts skills with an emphasis on grammar, writing, and editing.

10014144	*English 1 (English1)	Grade 8
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Course builds upon the students' prior knowledge of grammar, vocabulary, word usage, and mechanics of writing, speaking, and listening. Usually, the various genres of literature are introduced and defined.

*\*This course can count as English 1 credit at the High School. See pp. 8-9.*

### Life/Physical Sciences

17054113	Integrated Science 7(IntegSci7)	Grade 7
17054116	Integrated Science 8 (IntegSci8)	Grade 8

Integrated Science courses draw from the principles of several scientific specialties – earth science, physical science, biology, chemistry, and physics – and organize the material around thematic units. Common themes include systems, models, energy, patterns, change, and constancy. Appropriate aspects from each specialty area are used to investigate application of the theme.

### Mathematics

20214113	Pre-Algebra 7 (PRE-ALGEBRA7)	Grade 7
20214110	Pre-Algebra 8 (PRE-ALGEBRA8)	Grade 8

Pre-Algebra covers a variety of topics, such as properties of rational numbers (i.e. number theory), ratio, proportion, estimation, exponents and radicals, the rectangular coordinate system, sets and logic, formulas, and solving first-degree equations and inequalities. Review topics: arithmetic using rational numbers, basic geometry, and basic statistics. Enhancement topics: operations involving real numbers, evaluation rational algebraic expressions, graphing first degree equations and inequalities, translating word problems into

20314131	*Algebra 1 (Algebra1)	Grade 8 (See Qualifications, p. 5)
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Course includes the study of properties and operations of the real number system: evaluating rational algebraic expressions; solving and graphing first degree equations and inequalities; translating word problems into equations; operations with and factoring of polynomials; and solving simple quadratic equations. Review topics: ratio and proportion, operations with sets, simplifying radical expressions, operations with exponents, and solution of simple linear equations. Enhancement topics: field properties and theorems, set theory, solving systems of linear equations and inequalities, and solving and graphing more complex quadratic equations. *\*This course can count as Algebra 1 credit at the High School. See p. 5.*

### Physical Education

23043020	Physical Education (PHYSICALEDUC)	Grade 7, 8
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This course provides instruction and development of skills in human movement, physical activities, and physical fitness. This course must include all of the physical education content standards with the 8<sup>th</sup> grade benchmarks and must be taken to meet the 7<sup>th</sup> grade physical education requirement.

## Social Studies

<b>27004142</b>	<b>New Mexico History (NMHISTORY7)</b>	<b>Grade 7</b>
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This course examines the pre-history, history, politics, geography, economics, society, and cultures within New Mexico. This course may focus primarily on the pre-history and history of New Mexico, or may take an interdisciplinary approach to the contemporary issues affecting the state.

<b>27234142</b>	<b>Early US History (EARLYUSHIST8)</b>	<b>Grade 8</b>
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This course examines the history of the United States from the periods of exploration and colonization through the Civil War and Reconstruction. Eighth grade Social Studies Performance Standards (History, Geography, Civics and Government, and Economics) should be included in this course.

## Special Education

<b>10002152</b>	<b>English/Language Arts (ENGLILNGART7)</b>	<b>Grade 7</b>
<b>10002142</b>	<b>English/Language Arts (ENGLANGAR7-B)</b>	<b>Grade 7</b>
<b>10002153</b>	<b>English/Language Arts (ENGLILNGART8)</b>	<b>Grade 8</b>
<b>10002143</b>	<b>English/Language Arts (ENGLANGAR8-B)</b>	<b>Grade 8</b>

Courses provide instruction in language arts skills with an emphasis on grammar, writing, and editing.

<b>17052113</b>	<b>Integrated Science 7 (IntegSci7)</b>	<b>Grade 7</b>
<b>17052111</b>	<b>Integrated Science 8 (IntegSci8)</b>	<b>Grade 8</b>

Integrated Science draws from the principles of several scientific specialties – earth science, physical science, biology, chemistry, and physics – and organize the material around thematic units. Common themes include systems, models, energy, patterns, change, and constancy. Appropriate aspects from each specialty area are used to investigate application of the theme.

<b>20212113</b>	<b>Pre-Algebra 7 (PRE-ALGEBRA7)</b>	<b>Grade 7</b>
<b>20212130</b>	<b>Pre-Algebra 7 (PRE-ALGEB7-B)</b>	<b>Grade 7</b>
<b>20212133</b>	<b>Pre-Algebra 8 (PRE-ALGEBRA8)</b>	<b>Grade 8</b>
<b>20212131</b>	<b>Pre-Algebra 8 (PRE-ALGEB8-B)</b>	<b>Grade 8</b>

Pre-Algebra covers a variety of topics, such as properties of rational numbers (i.e. number theory), ratio, proportion, estimation, exponents and radicals, the rectangular coordinate system, sets and logic, formulas, and solving first-degree equations and inequalities. Review topics: arithmetic using rational numbers, basic geometry, and basic statistics. Enhancement topics: operations involving real numbers, evaluation rational algebraic expressions, graphing first degree equations and inequalities, translating word problems into equations, polynomial operations and factorization, and solving simple equations.

<b>27002152</b>	<b>New Mexico History (NMHISTORY7)</b>	<b>Grade 7</b>
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This course examines the pre-history, history, politics, geography, economics, society, and cultures within New Mexico. This course may focus primarily on the pre-history and history of New Mexico, or may take an interdisciplinary approach to the contemporary issues affecting the state.

<b>27232142</b>	<b>Early US History (EARLYUSHIST8)</b>	<b>Grade 8</b>
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This course examines the history of the United States from the periods of exploration and colonization through the Civil War and Reconstruction. Eighth grade Social Studies Performance Standards (History, Geography, Civics and Government, and Economics) should be included in this course.

<b>23162110</b>	<b>Adapted Physical Education (ADAPPHYED7)</b>	<b>Grade 7</b>
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Course provides physical education activities (sports, fitness, and conditioning) adapted for students with

<b>23162100</b>	<b>Adapted Physical Education (ADAPPHYED8)</b>	<b>Grade 8</b>
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Courses provide physical education activities (sports, fitness, and conditioning) adapted for students with

### **Program for the Acquisition of Language**

<b>10623952</b>	<b>English as a Second Language 1</b>	<b>Grades 7, 8 (PAL Students)</b>
<b>10623953</b>	<b>English as a Second Language 2</b>	<b>Grades 7, 8 (PAL Students)</b>
<b>10623954</b>	<b>English as a Second Language 3</b>	<b>Grades 7, 8 (PAL Students)</b>

Course is designed for the rapid mastery of the English Language, focusing on reading, writing, speaking and listening skills. ESL courses begin with extensive listening and speaking practice, building on auditory and oral skills, and then move to reading and writing. This course must follow the New Mexico Content Standards and Benchmarks for Language Arts and the ELD Performance Instructional Strategies. (All ELL students participating in a Bilingual Program must be entered in this field.) This course may be repeated. (This course is for category A and B students.)

<b>17053113</b>	<b>Integrated Science 7 (IntegSci7)</b>	<b>Grade 7 (PAL Students)</b>
<b>17053116</b>	<b>Integrated Science 8 (IntegSci8)</b>	<b>Grade 8 (PAL Students)</b>

Integrated Science courses draw from the principles of several scientific specialties – earth science, physical science, biology, chemistry, and physics – and organize the material around thematic units. Common themes include systems, models, energy, patterns, change, and constancy. Appropriate aspects from each specialty area are used to investigate application of the theme.

<b>20213113</b>	<b>Pre-Algebra 7 (PRE-ALGEBRA7)</b>	<b>Grade 7 (PAL Students)</b>
<b>20213110</b>	<b>Pre-Algebra 8 (PRE-ALGEBRA8)</b>	<b>Grade 8 (PAL Students)</b>

Pre-Algebra covers a variety of topics, such as properties of rational numbers (i.e. number theory), ratio, proportion, estimation, exponents and radicals, the rectangular coordinate system, sets and logic, formulas, and solving first-degree equations and inequalities. Review topics: arithmetic using rational numbers, basic geometry, and basic statistics. Enhancement topics: operations involving real numbers, evaluation rational algebraic expressions, graphing first degree equations and inequalities, translating word problems into equations, polynomial operations and factorization, and solving simple equations.

<b>27003142</b>	<b>New Mexico History (NMHISTORY7)</b>	<b>Grade 7 (PAL Students)</b>
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This course examines the pre-history, history, politics, geography, economics, society, and cultures within New Mexico. This course may focus primarily on the pre-history and history of New Mexico, or may take an interdisciplinary approach to the contemporary issues affecting the state.

<b>27233142</b>	<b>Early US History (EARLYUSHIST8)</b>	<b>Grade 8</b>
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This course examines the history of the United States from the periods of exploration and colonization through the Civil War and Reconstruction. Eighth grade Social Studies Performance Standards (History, Geography, Civics and Government, and Economics) should be included in this course.




## Electives for Middle School Students to Select

	<b>Business</b>	
<b>02013153</b>	<b>Business/Office Career Exploration (BUSEXPLORE)</b>	<b>Grades 7, 8</b>

Business/Office Career Exploration exposes students to the opportunities available in the accounting, administration, computer applications, data processing, management, and secretarial fields. Emphasis is placed on responsibilities, qualifications, and work environment, rewards and career paths. This course may also include consumer education topics, computer exposure, employability skills, and/or hands-on experience within various occupational areas.

<b>02043153</b>	<b>Keyboarding (KEYBOARDING)</b>	<b>Grades 7, 8</b>
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This course provides an introduction to the keyboard (letters, numbers, and symbols), basic machine operation, and proper keyboarding technique. As students progress through the course, they improve their speed and accuracy. The emphasis is on producing business letters and reports that incorporate column typing.

	<b>Computer and Information Sciences</b>	
<b>03013153</b>	<b>Basic Computer (BASICCOMPUTR)</b>	<b>Grades 7/8</b>

Course introduces the computer and peripheral devices, the functions and uses of computers, the language of the computer industry, possible applications, and occupations related to computer hardware and software. Legal and ethical issues may be explored, as well as the effect of the computer on modern society. Performance of some computer operations may be required.

	<b>Family and Consumer Sciences</b>	
<b>05013152</b>	<b>Family and Consumer Science Exploratory (FACSEXPLORE)</b>	<b>Grades 7, 8</b>

This exploratory course is an introductory course offered in middle school into the study of all areas in Family and Consumer Sciences. Areas of study are foods and nutrition; clothing; child development and care; housing design, decoration and maintenance; consumer decisions; and interpersonal relationships. It will include an introduction into the careers available in the family and consumer sciences field.

<b>05033152</b>	<b>Basic Foods</b>	<b>Grade 7, 8</b>
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This course provides students with an understanding of the role food plays in society, instruction in how to plan and prepare meals, experience in the proper use of equipment and utensils, and a background in nutritional needs and requirements for healthy living. Career opportunities in the food industry will be presented.

<b>05154152</b>	<b>Family Living (FAMILYLIVING)</b>	<b>Grade 8</b>
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This class emphasizes building and maintaining healthy interpersonal relationships among family members and other members of society. Topics most often covered includes self-awareness and management, social/dating practices, parenting/ family styles, sexuality, marriage preparedness; parenthood and the functions of the family unit, life stages and problems typical of each state, providing for special needs of handicapped, aged, etc.





## English Language and Literature / Fine and Performing Arts

### English Language and Literature

<b>10214954</b>	<b>Creative Writing (Newspaper/Journalism)</b>	<b>Grades 7, 8</b>
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Course offers students the opportunity to develop and improve their technique and individual style in poetry, short story, drama, essays, and other forms of prose. The emphasis is on writing, although exemplary representations and authors may be studied to provide a fuller appreciation of the form and craft.

### Fine and Performing Arts

<b>11614928</b>	<b>Creative Art – Comprehensive (CREARTCOMP)</b>	<b>Grade 7, 8</b>
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The course provides students with the knowledge and opportunity to explore an art form and to create individual works of art. Career opportunities in the art world may also be discussed and explored. This initial course covers the language, materials, and processes of a particular art form and the design elements and principles supporting a work of art.

<b>11624921</b>	<b>Creative Art - Drawing/Painting (DRAW/PAINT)</b>	<b>Grade 8</b>
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This course covers the same topics as Creative Art-Comprehensive courses, but focuses on drawing and painting. In keeping with this attention on two-dimensional work, students work with several media (such as pen and ink, pencil, chalk, watercolor, temper, oils, and acrylics, and so on).

<b>11014927</b>	<b>Dance Technique (DANCE)</b>	<b>Grade 7,8</b>
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The course provides experience in one or several dance forms (i.e., modern, jazz, ballet, tap).

<b>11204928</b>	<b>General Band (GENERBAND)</b>	<b>Grade 7, 8</b>
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The course develops technique for playing brass, woodwind, and percussion instruments, and covers a variety of non-specified band literature styles (concert, marching, orchestral, and modern styles).

<b>11204918</b>	<b>General Band—Select (GENBAND-SEL)</b>	<b>Grade 7, 8</b>
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The course is for students with experience playing an instrument. It further develops technique for playing brass, woodwind, and percussion instruments, and covers a variety of non-specified band literature styles.

<b>11214921</b>	<b>Concert Band (CONCERTBAND)</b>	<b>Grade 7, 8</b>
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This course develops technique for playing brass, woodwind, percussion, and string instruments, as well as guitar and keyboard, focusing primarily on contemporary stage band literature styles, such as traditional jazz, jazz improvisation and rock.

<b>11293923</b>	<b>Individual Technique--Guitar 1 (GUITAR1)</b>	<b>Grade 7, 8</b>
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<b>11294928</b>	<b>Individual Technique--Guitar 2 (GUITAR 2)</b>	<b>Grade 8</b>
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The course provides instruction in instrumental technique for guitar to individuals or small groups.

<b>11303921</b>	<b>Chorus (CHORUS 1)</b>	<b>Grade 7, 8</b>
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<b>11304922</b>	<b>Chorus (CHORUS 2)</b>	<b>Grade 7, 8</b>
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Courses provide the opportunity to sing a variety of choral literature styles for men's and/or women's voices, and are designed to develop vocal techniques and the ability to sing parts.

<b>11254912</b>	<b>Contemporary Band (CONTEMPOBAND) (Jazz Ensemble)</b>	<b>Grade 7, 8</b>
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This course develops technique for playing brass, woodwind, percussion, and string instruments, as well as guitar and keyboard, focusing primarily on contemporary stage band literature styles, such as traditional jazz, jazz improvisation and rock.

11194020	Drama	Grade 7, 8
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This course provides students with an introductory experience / skill development in one or more aspects of theatrical production.

	<b>Technology Education</b>	
	16254125	Technology Systems (PREP) * Prerequisite: Application

Explore the resources, processes, management, and products as they relate to communication, energy, and production technology. Learn practical application, impact of technology and teamwork.

*\*This course can count as one (1) high school elective credit. See pp. 8-9.*

## Foreign Language and Literature

*Although foreign language courses do not come under a specific career cluster, they can support any career that could take you to work in a foreign country. In addition, they are important for high school because 2 years of a foreign language are required for high school graduation in the Gadsden District.*

12714901	Spanish for Native Spanish Speakers 1 (SPANNATISPK1)	
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This course in Spanish for Native Spanish Speakers continues to reinforce and expand students' knowledge of their own Spanish tongue and may be structured similar to an English Language Arts course (with a study of literature and composition). It may also incorporate more Spanish and Hispanic culture or history than do regular Spanish courses and may introduce translation skills.

12724901	Spanish for Native Spanish Speakers 2 (SPANNATISPK2)	
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This course in Spanish for Native Spanish Speakers continues to reinforce and expand students' knowledge of their own Spanish tongue and may be structured similar to an English Language Arts course (with a study of literature and composition). It may also incorporate more Spanish and Hispanic culture or history than do regular Spanish courses.

12734901	Spanish for Native Spanish Speakers 3 (SPANNATISPK3)	
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This course in Spanish for Native Spanish Speakers continues to reinforce and expand students' knowledge of their own Spanish tongue and may be structured similar to an English Language Arts course (with a study of literature and composition). It may also incorporate more Spanish and Hispanic culture or history than do regular Spanish courses and may introduce translation skills.

12523901	Spanish 1 (SPANISH1)	
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Course introduces students to the basic skills – listening, speaking, reading, and writing – and to the basic structures of Spanish taught within the cultural context. Emphasis is on oral and written communication skills, and students are made aware of the importance of Spanish in their world.

12534901	Spanish 2 (SPANISH2)	
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Course continues to develop communication skills. There is wider use of Spanish, not only in classroom management, but also in teaching concepts. Emphasis is on sustained communication, both oral and written, and on appreciation of the culture of Spanish speaking countries.

12544901	Spanish 3 (SPANISH3)	
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Course further refines, reinforces, and develops the skills and cultural awareness previously acquired in the first two levels. A greater emphasis is placed on reading, communicating orally and in writing, and on the importance of Spanish in careers.

**PLEASE NOTE: Two levels of successfully completed Spanish classes count as one (1) Foreign Language credit, fulfilling a graduation requirement; see pp. 8-9.**

## Other Elective Activities

<b>08213200</b>	<b>▼ Student Aide (STUDENTAIDE)</b>	<b>Grade 8</b>
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Course provides students with the opportunity to work in one of several campus offices (front, attendance, guidance, athletic offices, in the library or audio-visual center, or with individual teachers), assisting the appropriate professional with their duties.

*Students who take this course will NOT receive a grade nor will it count towards promotion.*

<b>08033200</b>	<b>Study Skills (STUDYSKILLS)</b>	<b>Grades 7, 8</b>
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Course prepares students for success in school. Course topics may vary according to the audience, but may include reading improvement skills, such as scanning, note-taking, and outlining; library and research skills; listening, note taking, vocabulary, and test-taking skills. The course may also include exercises to generate organized and logical thinking and writing.

<b>10094911</b>	<b>Read 180</b>	<b>Grades 7, 8</b>
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This course provides instruction in basic language skills, integrating reading, writing, speaking and listening while placing greater emphasis on individual student progress.

## Special Education Electives

<b>20112813</b>	<b>Resource Center Math (RESCNMATH7)</b>	<b>Grade 7</b>
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<b>20112833</b>	<b>Resource Center Math (RESCNMATH8)</b>	<b>Grade 8</b>
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Taught in a resource center or laboratory setting where the emphasis is on individual student progress, Resource Center Math includes the study of general math topics, such as arithmetic using rational numbers, numeration systems and place value, basic geometry, and basic statistics. These courses also apply these skills to real world problems and situations.

<b>08626200</b>	<b>Seminar—Gifted &amp; Talented (SEMGIFTTAL)</b>	<b>Grade 7, 8</b>
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The course provides a small peer group the opportunity to investigate areas of interest in research and investigative skills, presentation skills, interpersonal skills, group process skills, and problem solving and critical thinking skills. ***This course is only open to students through their Individualized Education Plan (I.E.P.)***

<b>28022010</b>	<b>Special Resources (SPECRESOUR)</b>	<b>Grade 7, 8</b>
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This course provides students with educational services and resources as needed. Reinforcement of any content area may be offered with the use of specific material or teaching techniques through group instruction or individual tutorial assistance.

<b>28992015</b>	<b>Special/Exceptional Education--Other (SPECEXCPOTH)</b>	<b>Grade 7, 8</b>
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This course is designed for students who are physically handicapped, have learning disabilities, have social/emotional disorders, are mentally handicapped or have varying exceptionalities.

<b>11612928</b>	<b>Creative Art--Comprehensive (CREATARTCOMP)</b>	<b>Grade 7, 8</b>
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This course provides students with the knowledge and opportunity to explore and art form and to create individual works of art. Career opportunities in the art world may also be discussed and explored. It also covers the language, materials, and processes of a particular art form and the design elements and principles supporting a work of art.

<b>28032010</b>	<b>Community Living (COMMLIVING)</b>	<b>Prerequisite: Self-Contained</b>
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This course places a special emphasis on the student's relationship to the surrounding community. Instruction varies with the students and their needs and IEP's; however, these courses provide the skills necessary for independent functioning within the surrounding environment. Course topics may include available community resources and how to access them; emergency skills; and independent living strategies.

<b>28042010</b>	<b>Mobility Instruction (<i>MOBILITY</i>)</b>	<b>Prerequisite: Self-Contained</b>
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This course places a special emphasis on the student's relationship to the surrounding community. Instruction varies with the students and their needs and IEP's; however, these courses provide the skills necessary for independent functioning within the surrounding environment. Course topics may include available community resources and how to access them; emergency skills; and independent living strategies.

<b>28052010</b>	<b>Communication Instruction (<i>COMMSTRUCT</i>)</b>	<b>Prerequisite: Self-Contained</b>
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This course, like Mobility Instruction courses, are typically individualized according to each student's condition and needs. Increasing the student's communication skills—oral expression, listening comprehension, reading, and writing—is emphasized; communication techniques in several areas (educational, social, and vocational) may be explored.

<b>28062010</b>	<b>Social Development Instruction (<i>SOCDEVELOP</i>)</b>	<b>Prerequisite: Self-Contained</b>
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This course teaches students the social skills needed for independent functioning within the community. Topics may include self-control, self-expression, obeying rules, decision making, appropriate situational behavior, and how to interact with others and maintain relationships. Students may develop independence, self-confidence, and self-reliance.

# Notes