Parent Communication:

1. ParentLink: Lawrence JHS provides all parents and students access to student’s academic progress and daily attendance through ParentLink. Upon enrollment, both parents and students will be provided individual account information that enables them to access progress reports as well as attendance from every class in which students are currently enrolled. It is the responsibility of both parent and child to monitor academic progress through ParentLink. If you do not have access within the first five days, please contact your child’s counselor for your username and password.

2. Report Cards: Report cards are distributed to students on the following dates:
   a. 11/13/12
   b. 02/05/13
   c. 04/16/13
   d. The final report card will be mailed to parents on June 17, 2013.

3. Progress Reports will be available on ParentLink for all students on the following dates:
   a. 09/28/12
   b. 12/07/12
   c. 03/01/13
   d. 05/03/13

Bell Ringers:

1. The purpose of a Bell Ringer activity is to provide work for students to complete immediately upon entering the classroom.
2. Bell Ringer activities are very important because they provide a means of reviewing previously taught material.
3. Bell Ringers are completed daily during the first few minutes of class. Therefore, it is of extreme importance that students report to class on time.
4. Only verified absent students will be given the opportunity to make up Bell Ringer work (or to be given credit for comparable work) as per established CCSD make-up work policies.

Homework/Class Work:

1. The heading for each paper/assignment should be placed in the upper right hand corner of the paper. The Lawrence Heading must include the following information:
   1. Student’s full name
   2. Date/Period
   3. A title identifying the work
2. Homework is due the day after it is assigned, unless the teacher provides a future due date.
3. Students will be provided the opportunity to make up homework assignments if they have been absent.
4. Homework/Class work counts for 30% of the total grade.
Late Homework and Projects:
1. At Lawrence JHS, students are expected to complete all work assigned.
2. Students who fail to complete assigned work will be assigned teacher detentions and/or academic detentions until all work is completed. Parent conferences will be assigned to those students who continue to refuse to complete assigned work.
3. In extreme cases, students who do not complete assigned work will lose their elective and will be placed in a remedial class designed to provide support for struggling students.

Extra Credit:
Any student who has not completed the required assignments will not be given opportunities for extra credit.

Make Up:
1. Any absent student has a right to make up all missed work.
2. Students are responsible for making arrangements to make up missed work.
3. All make up arrangements must be made within three days after returning to class from an absence. Upon return to school following an absence students must meet with their teacher before or after school for missing work.
4. Opportunities are provided for students to make up work before and after school.
5. A due date will be assigned to all make up work.
6. Make up work will not be issued to a student who was present in class and chose not to complete the work.

Assessment:
1. Assessments count for 70% of a student’s overall grade.
2. Assessment opportunities may include but are not limited to: tests, quizzes, essays, research projects, graphs, demonstrations, thinking maps, lab activities, experiments, and problem solving activities.
3. All test dates will be announced in advance.
4. Tests may cover reading content, vocabulary, class discussions and notes, and demonstration of the application of newly learned skills.
5. Questions requiring written responses are included in tests/quizzes in all subject areas.
6. When large projects are assigned, rubrics, explaining project requirements and grading systems, will be given to all students.

Grading Scale:
A = 90 - 100%
B = 80 - 89%
C = 70 - 79%
D = 60 - 69%
F = 59 - and below

Citizenship:
1. Good citizenship requires a positive attitude, cooperation, and fulfilling responsibilities in and out of the classroom. Promptness, completion of homework, being prepared for class with paper and pencils, class participation, good work habits, and respect for others will be used to determine each student’s quarter citizenship grade.
2. The following rubric will be used to determine citizenship grades:
<table>
<thead>
<tr>
<th>O</th>
<th>Excellent Citizenship</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Always arrives to class on time, prepared with materials</td>
<td></td>
</tr>
<tr>
<td>• Assignments consistently thorough and timely</td>
<td></td>
</tr>
<tr>
<td>• Is respectful, responsible, and works well with others</td>
<td></td>
</tr>
<tr>
<td>• Always has a positive attitude</td>
<td></td>
</tr>
<tr>
<td>• Always gets to work quickly</td>
<td></td>
</tr>
<tr>
<td>• Contributes to class discussions on a regular basis</td>
<td></td>
</tr>
<tr>
<td>• Maintains an open mind; is intellectually alert and curious about course topics</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>S</th>
<th>Satisfactory Citizenship</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Usually arrives to class on time, prepared with appropriate materials</td>
<td></td>
</tr>
<tr>
<td>• Majority of assignments are completed thoroughly and on time</td>
<td></td>
</tr>
<tr>
<td>• Usually contributes to class discussions, but infrequently may engage in unproductive conversation</td>
<td></td>
</tr>
<tr>
<td>• Usually remains attentive and involved</td>
<td></td>
</tr>
<tr>
<td>• Usually treats others with respect</td>
<td></td>
</tr>
<tr>
<td>• Usually gets to work quickly</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>N</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Tardiness may be a slight problem, or sometimes arrives unprepared</td>
<td></td>
</tr>
<tr>
<td>• Sometimes has materials in class</td>
<td></td>
</tr>
<tr>
<td>• Sometimes has a positive attitude</td>
<td></td>
</tr>
<tr>
<td>• Does not seriously detract from others’ work, but rarely contributes to discussions</td>
<td></td>
</tr>
<tr>
<td>• Sometimes adds comments in class which show a lack of real attentiveness</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>U</th>
<th>Unsatisfactory Citizenship</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Tardiness, lateness, and unexcused absences inhibit ability to participate in class</td>
<td></td>
</tr>
<tr>
<td>• Rarely makes up work after an absence</td>
<td></td>
</tr>
<tr>
<td>• Shows little interest in the class</td>
<td></td>
</tr>
<tr>
<td>• Hinders or contributes nothing to group processing</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates poor ethical conduct, is disruptive, and interferes with others’ learning</td>
<td></td>
</tr>
<tr>
<td>• Rarely comes to class prepared</td>
<td></td>
</tr>
<tr>
<td>• Fails to complete some important assignments</td>
<td></td>
</tr>
<tr>
<td>• Rarely treats others with respect</td>
<td></td>
</tr>
</tbody>
</table>

**Student Discipline:**

It is expected that all students enrolled at Clifford Lawrence Junior High School adhere to the school dress code and follow all school rules as outlined. Failure to follow the rules may result in teacher detention, deans’ detention, in-house suspension, Required Parent Conference, or suspension.

Lawrence JHS is a NO GUM campus.

**Lockers:**

Students may access lockers before school, after third period, and after school. Students are not to access lockers between classes. It is recommended that students organize class materials into one three-ring binder (notebooks). One notebook could be carried throughout the morning and the other throughout the afternoon.

**Textbooks:**

All students will be responsible for issued textbooks. At the end of the year, students may be assessed fines for failure to return a textbook or if excessive wear and tear of the textbook is evidenced.

**Constructed Response Format:** All students will be expected to answer constructed response questions utilizing the following procedures:

1. First, read the question (complete the constructed response questions before any of the “bubble” questions).
2. If the first sentence of the question is just general information and does not ask you to DO anything, draw a line through it.
3. Put a box around the words (verbs/action words) that tell you to DO something (explain, describe, tell, etc...).
4. Circle any numbers that follow the actions.
5. Underline the key words left over that tell you specifically what the question is asking.
6. If the question tells you to use the passage to find your support, go BACK to the passage and highlight the information you find that you will use in your answer.
Lawrence Jr. High School Supply List

Please join us in helping your child focus on the importance of being organized and prepared to learn by providing the following school supplies for the upcoming school year.

The following items are **required** for the 2012-2013 school year each grade level:

<table>
<thead>
<tr>
<th>Item</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2” Three Ring Binder</td>
<td>Note: Trapper Keepers and Zipper binders are not recommended. Please purchase a &quot;durable&quot; binder, not an &quot;economy&quot; binder, which tends to fall apart quickly.</td>
</tr>
<tr>
<td>(3) Composition Notebooks for daily note-taking.</td>
<td></td>
</tr>
<tr>
<td>Loose-Leaf Notebook Paper</td>
<td>2 large packs (School supplies are generally cheapest at the beginning of the year, so stock up) Note: Paper may be college-ruled or wide-ruled. Please purchase loose-leaf instead of spiral notebooks.</td>
</tr>
<tr>
<td>Binder Pouch</td>
<td>Note: This pouch is designed to hold pencils/pens. It must have 3 holes so it can be placed in the Binder</td>
</tr>
<tr>
<td>&quot;Pocket&quot; Dividers</td>
<td>Note: Dividers should be plastic (so they will last) and have a pocket to hold papers.</td>
</tr>
<tr>
<td>Black or Blue Pens</td>
<td></td>
</tr>
<tr>
<td>One Green Pen (for correcting)</td>
<td></td>
</tr>
<tr>
<td>24 #2 Pencils (wood preferred)</td>
<td></td>
</tr>
<tr>
<td>Highlighter (one or two in any color)</td>
<td></td>
</tr>
<tr>
<td>Colored pencils (pack of 12)</td>
<td></td>
</tr>
</tbody>
</table>

The following items are **suggested** for the 2012-2013 school year:

Glue stick, scissors, ruler that fits in binder, and pink erasers.

| Grade 7 Students                        |                                                                      |
|-----------------------------------------|                                                                      |
| One spiral notebook                     |                                                                      |

| Grade 8 Algebra 1 students:            |                                                                      |
|-----------------------------------------|                                                                      |
| Graph paper                             |                                                                      |
| College ruled loose-leaf paper          |                                                                      |

*Note: Additional items may be necessary for individual classes. If so, this additional information will be given to students the first week of school.
Sixth Grade

Course Goals and Expectations

Nevada Common Core State Standards will be incorporated into the Core Curriculum beginning 2012-13 school year. Please refer to the Fact Sheet provided in "Back to School" packets.

ENGLISH LANGUAGE ARTS 6 BLOCK - 0221

Course Scope:
This one-year, two-period course provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. This course is designed to build knowledge and critical-thinking skills through close reading of texts; writing to support claims, to clarify ideas, and/or to develop ideas; and a range of collaborative discussions. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. SpringBoard® curriculum materials will be utilized to support student acquisition skills. This course fulfills the sixth-grade English requirement and the sixth-grade reading requirement for promotion.

Course Goals:

1. To read and study a wide variety of text (e.g., informational, fiction and non-fiction, expository) independently and proficiently. [RL.6.1-7, 9, 10; RI.6.1-10]

2. To respond, and/or explain, in writing or speaking with a focus on how an author conveys the theme or central idea of a text through structure and details, how an author develops point of view in text, and how an author develops an argument. [RL.6.5; RI.6.5; W.6.1-8; SL.6.3; L.6.1]

3. To demonstrate a command of the conventions of standard English grammar and usage when writing or speaking. [W.6.4, 5; SL.6.6; L.6.1-3]

4. To generate and support ideas by conducting short research projects and gathering relevant information from multiple print and digital sources to use when writing or speaking. [RL.6.1; RI.6.1; W.6.7-9; SL.6.1]

5. To combine information from multiple sources to support analysis of literary and informational text to produce clear and coherent writing appropriate to task, purpose, and audience. [RL.6.1; RI.6.1; W.6.1, 2, 4, 8, 9; SL.6.1a, 2-4, 6; L.6.1-3, 6]

6. To explore the elements of text, selected from a range of sixth-grade literary and informational text exemplars, to understand how authors use structure, word choice, details, and elaboration to convey the theme, central idea, or purpose of a text. [RL.6.1-6; RI.6.1-6; W.6.1, 2; SL.6.4; L.6.4-6]

7. To learn the purposes and characteristics of the major genres of text (e.g., prose, poetry, drama, literary non-fiction). [RL.6.1-7, 9, 10; RI.6.1-10; W.6.1-3]

8. To apply the general strategies of organization, and revision to produce writing (e.g., argument, expository, narration) appropriate to task, purpose, and audience whether over time a shorter time frame. [W.6.1-10]

Approved November 2011.

CPD-ELA-SG-0221
## Grade 8 Holistic Writing Rubric

<table>
<thead>
<tr>
<th>FOUR: EXCEEDS STANDARD</th>
<th>THREE: MEETS STANDARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>This paper exceeds grade level standards and is above average. It exhibits ALL OR MOST of the following characteristics:</td>
<td></td>
</tr>
<tr>
<td>• Crafts ideas in a detailed, sustained, and insightful manner</td>
<td></td>
</tr>
<tr>
<td>• Creates a compelling argument using convincing evidence; acknowledges and distinguishes counterclaims (argument items only)</td>
<td></td>
</tr>
<tr>
<td>• Organizes ideas coherently and deliberately to strengthen or highlight purpose</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates a purposeful control of language that invites and engages the audience; maintains a formal style</td>
<td></td>
</tr>
<tr>
<td>• Manipulates Standard English grammar/usage, mechanics, and varied sentence patterns to enhance stylistic effect</td>
<td></td>
</tr>
<tr>
<td>This paper meets grade level standards and is adequate. It exhibits ALL OR MOST of the following characteristics:</td>
<td></td>
</tr>
<tr>
<td>• Focuses and develops ideas with clear, relevant, and sufficient details, information, explanations, reasons, and/or examples appropriate to text type</td>
<td></td>
</tr>
<tr>
<td>• Argues to support claims using relevant evidence; acknowledges opposing claims (argument items only)</td>
<td></td>
</tr>
<tr>
<td>• Organizes ideas clearly and logically with an introduction, varied transitions, and conclusion appropriate to text type</td>
<td></td>
</tr>
<tr>
<td>• Uses precise words, phrases, and clauses appropriate to audience and purpose; maintains a formal style</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates command of Standard English grammar/usage and mechanics; uses varied sentence patterns for meaning, interest, and style</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TWO: APPROACHES STANDARD</th>
<th>ONE: EMERGENT/DEVELOPING</th>
</tr>
</thead>
<tbody>
<tr>
<td>This paper approaches grade level standards and is inadequate. It exhibits ALL OR MOST of the following characteristics:</td>
<td></td>
</tr>
<tr>
<td>• Focuses on the topic but includes insufficient and/or extraneous examples, explanations, or information</td>
<td></td>
</tr>
<tr>
<td>• Introduces the claim but lacks sufficient supporting evidence (argument items only)</td>
<td></td>
</tr>
<tr>
<td>• Organizes ideas with some evidence of an introduction, transitions, or conclusion; may ramble or digress</td>
<td></td>
</tr>
<tr>
<td>• Uses some words, phrases, and/or clauses that may be appropriate to audience and purpose; has difficulty maintaining a formal style</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates consistent violations in Standard English grammar/usage and mechanics; uses some varied sentence patterns</td>
<td></td>
</tr>
<tr>
<td>This paper is below grade level standards and inadequate. It exhibits ALL OR MOST of the following characteristics:</td>
<td></td>
</tr>
<tr>
<td>• Lacks focus and development; may list items and/or repeat the topic with little or no supporting details</td>
<td></td>
</tr>
<tr>
<td>• States or repeats an opinion with minimal support (argument items only)</td>
<td></td>
</tr>
<tr>
<td>• Uses minimal, unclear, or no organization and transitions</td>
<td></td>
</tr>
<tr>
<td>• Uses limited or inappropriate word choice; fails to address the audience; no formal style</td>
<td></td>
</tr>
<tr>
<td>• Overwhelms the reader with serious violations of Standard English grammar/usage and mechanics; uses simplistic sentence patterns</td>
<td></td>
</tr>
</tbody>
</table>

The primary purpose of this rubric is to score the Grade 8 Nevada Writing Proficiency Exams. However, classroom teachers should use the rubric to ensure that students are familiar with the evaluation criteria used on the exams and to improve student writing.

August 12, 2011

Office of Assessment, Program Accountability and Assessment
ENGLISH LANGUAGE ARTS 6 BLOCK ACCELERATED - 0221

Course Scope:
This one-year, two-period course provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. This course is designed to build knowledge and critical-thinking skills through close reading of texts; writing to support claims, to clarify ideas, and/or to develop ideas; and a range of collaborative discussions. Instruction practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. SpringBoard® curriculum materials will be utilized to support student acquisition of skills. This is a required course. This course fulfills the sixth-grade English requirement and the sixth-grade reading requirement for promotion.

Course Goals:

1. To read and study a wide variety of text (e.g., informational, fiction and non-fiction, expository) independently and proficiently. [RL.6.1-7, 9, 10; RI.6.1-10]
2. To respond, and/or explain, in writing of speaking with a focus on how an author conveys the theme or central idea of a text through structure and details, how an author develops point of view in text, and how an author develops an argument. [RL.6.5; RI. 6.5; W.6.1-8; SL.6.3; L.6.1]
3. To demonstrate a command of the conventions of standard English grammar and usage when writing or speaking. [W.6.4,5; SL.6.6; L.6.1-3]
4. To generate and support ideas by conducting short research projects and gathering relevant information from multiple print and digital sources to use when writing or speaking. [RL.6.1; RI.6.1; W.6.7-9; SL.6.1]
5. To combine information from multiple sources to support analysis of literary and informational text to produce clear and coherent writing appropriate to task, purpose, and audience. [RL.6.1; RI.6.1; W.6.1,2,4,8,9; SL.6.1a, 2-4, 6; L.6. 1-3,6]
6. To explore the elements of text, selected from a range of sixth-grade literary and informational text exemplars, to understand how authors use structure, word choice, details, and elaboration to convey the theme, central idea, or purpose of a text. [RL.6.1-6; RI. 6.1-6; W.6.1, 2; SL. 6.4; L. 6. 4-6]
7. To learn the purposes and characteristics of the major genres of text (e.g., prose, poetry, drama, literary non-fiction). [RL.6. 1-7, 9, 10; RI.6.1-10; W.6. 1-3]
8. To apply the general strategies of organization, and revision to produce writing (e.g., argument, expository, narration) appropriate to task, purpose, and audience whether over time or a shorter time frame. [W.6. 1-10]

Approved November 2011.

CPD-ELA-SG-0222
Math 6 - 0430

Course Scope:

This one-year course is designed to focus on four critical areas: 1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; 2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; 3) writing, interpreting, and using expressions and equations; and 4) developing understanding of statistical thinking. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, is an integral part of this course. SpringBoard® curriculum materials will be utilized to support student acquisition of skills. This is a required course. This course fulfills the mathematics requirement for sixth-grade students.

Course Goals:

1. To develop the Standards for Mathematical Practice. [CCSS]
2. To apply and extend previous understandings of multiplication and division to divide fractions by fractions. [CCSS: 6.NS]
3. To compute fluently with multi-digit numbers and find common factors and multiples. [CCSS: 6.NS]
4. To apply and extend previous understanding of numbers to the system of rational numbers. [CCSS: 6.NS]
5. To apply coordinate geometry to create a table from a given rule and represent ordered pairs on a coordinate plane utilizing all four quadrants. [NS: 2.6.4, 4.6.3]
6. To apply and extend previous understandings of arithmetic to algebraic expressions. [CCSS: 6.EE]
7. To understand ratio concepts and use ratio reasoning to solve problems. [CCSS: 6.RP]
8. To develop understanding of statistical variability. [CCSS: 6.SP]
9. To summarize and describe distributions. [CCSS: 6.SP]
10. To identify and use the concepts of ratio, unit cost, and equivalent periods of time when solving practical problems. [NS: 3.6.4, 3.6.5]
11. To extend and apply concepts of geometry involving properties and measures of polygons, including when calculating the missing angles of triangles. [NS: 4.6.4, 4.6.6, 4.6.8]
12. To collect, organize, display, and interpret data using statistical procedures. [NS: 5.6.2, 5.6.5, 5.6.6]

CPD-MTH-SG-0430
**Accelerated Math 6 - 0420**

**Course Scope:**
This one-year course is designed to prepare students for the increased rigor of the Common Core State Standards (CCSS) Algebra I in middle school. This compacted course includes the grade six curriculum as well as a portion of the currently adopted CCSS grade seven curriculum. This course focuses on four critical areas: 1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; 2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; 3) writing, interpreting, and using expressions and equations; and 4) developing understanding of statistical thinking. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, is an integral part of this course. SpringBoard® curriculum materials will be utilized to support student acquisition of skills. This is a required course. This course fulfills the mathematics requirement for sixth-grade students.

**Course Goals:**
1. To develop the Standards for Mathematical Practice. [CCSS]
2. To understand ratio concepts and use ratio reasoning to solve problems. [CCSS: 6.RP]
3. To analyze proportional relationships and use them to solve real-world and mathematical problems. [CCSS: 7.RP]
4. To apply and extend previous understandings of multiplication and division to divide fractions by fractions. [CCSS: 6.NS]
5. To compute fluently with multi-digit numbers and find common factors and multiples. [CCSS: 6.NS]
6. Apply and extend previous understandings of numbers to the system of rational numbers. [CCSS: 6.NS]
7. To apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide with rational numbers. [CCSS: 7.NS]
8. Apply and extend previous understandings of arithmetic to algebraic expressions. [CCSS: 6.EE]
9. To use properties of operations to generate equivalent expressions. [CCSS: 7.EE]
10. To describe relationships or patterns using models, tables, charts, and graphs. [NS: 2.6.1, 2.6.4]
11. To apply coordinate geometry to create a table from a given rule and represent the ordered pairs on a coordinate plane utilizing all four quadrants. [NS: 2.6.4, 4.6.3]
12. To extend and apply concepts of geometry involving properties and measure of polygons, including calculating the missing angles of triangles. [NS: 3.6.3, 4.6.4, 4.6.6, 4.6.7, 4.6.8]
13. To develop understanding of statistical variability. [CCSS: 6.SP]
14. To summarize and describe distributions. [CCSS: 6.SP]


CPD-MTH-SG-0420
Science 6

Course Scope:
This one-year course for sixth-grade students focuses on understanding the living systems on Earth. Students will use scientific processes, protocols, and tools, including inquiry, to build understandings of living things and the interactions between living and non-living things. Critical thinking, collaboration, accuracy, and communication skills will be used as students develop a foundation for scientific literacy in life, earth, and physical science content. Technology, history and nature of science and career information will be integral components of this course. This course is required for sixth-grade students. Instructional practices will incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills the science requirement for sixth-grade students.

Course Goals:

1. To build content knowledge of living systems.
2. To develop abilities and understanding necessary to safely engage in structured scientific inquiry.
3. To explore the nature of scientific endeavors.
4. To describe how matter forms the basic components of the universe.
5. To describe characteristics and needs of living things.
6. To describe the hierarchal structure and function of living systems.
7. To describe scientific evidence for changes in organisms and environmental conditions over time.
8. To classify living things by their similarities and functions.
9. To understand how energy is used by living organisms.
10. To describe how energy is transformed and flows through systems.
11. To explore how matter and energy interact in living systems.
12. To describe how living organisms adjust to changes in their environments.
13. To describe predictable events of the Solar System and their impacts on living systems on Earth.
14. To develop awareness of scientific careers and related educational requirements.
Physical Education 6

Course Scope:
This one-semester course, required in grade six, focuses on the physical, mental, social, and emotional development of the individual in cooperative and competitive settings. The student is provided with experiences in psychomotor skills, movement, and lifetime health-related fitness knowledge, skills, and values. The goals of this course are accomplished through participation in movement experiences and application of movement principles found in team sports, individual sports, fitness and wellness activities, dance/rhythms, and lifetime recreational activities. Rules, strategies, and safety are emphasized in order to achieve participation and development of knowledge as spectators. Self-esteem is incorporated into all areas of the curriculum, as is the exploration of career opportunities in related fields.

Course Goals:
1. To develop an understanding of department rules and regulations of Physical Education.
2. To develop and maintain efficient and effective motor skills in a wide range of activities.
3. To develop and maintain an optimal level of physical fitness/wellness.
4. To develop fundamental knowledge, skills, and benefits of physical activity.
5. To develop personal qualities and patterns of behavior which make possible more effective social relationships, self-control, fair play, respect for others, responsibility, loyalty, cooperation, and courtesy.
6. To become knowledgeable about various playing areas, equipment, positions, strategies, and safety requirements.
7. To develop knowledge of the rules, terminology, and scoring of the various sports and activities from the viewpoint of the participants as well as the spectator.
8. To develop confidence and a positive self-image through participation in physical activity.
9. To develop an appreciation for the enjoyment and the necessity of physical activity throughout life.
10. To acquire motor skills resulting in efficient use of the body and serving as a basis for present and future participation in lifetime recreational activities.
11. To develop an appreciation of culture, social interaction, and lifetime fitness by the acquisition of skills through participation in rhythmic movement, dance, and related activities.
12. To become aware of career opportunities associated with sports, physical education, and recreational activities.
13. To develop an understanding of character and manners as appropriate for this course.
Computer Literacy (High School Credit)

Course Scope:
This is an eighteen-week course designed to familiarize sixth grade students with computer terminology, keyboarding, the history of computers, and the use of the computer as a tool. Students will experience hands-on instruction in keyboarding, word processing, spreadsheet, database management, and telecommunications utilizing a computer. Other aspects of the computer field that will be explored are computer ethics, and computer-related career opportunities. This required course will meet the computer competency requirement for high school graduation.

Course Goals:

1. To become proficient with proper keyboarding skills.
2. To know and be able to apply common computer terminology.
3. To identify the major components of a computer system.
4. To explore the history of computer development.
5. To recognize the ethical implications of computer use.
6. To utilize the computer as a tool for word processing.
7. To utilize the computer as a tool for information management.
8. To explore the uses of telecommunications.
9. To investigate computer-related career opportunities.