



# Noxon Public Schools Curriculum Guide

## Mission Statement

Through a shared commitment, the mission of Noxon School District is to help all students reach their full potential and to promote learning as a life-long process.

Sept. 08, 2017 (rev. date)

**CURRICULUM GUIDE**  
**Noxon SCHOOL COURSE DESCRIPTIONS**

**Graduation Requirements**

<b>Content</b>	<b>Noxon High School</b>	<b>State of Montana</b>	<b>Montana University System</b>
<b>Minimum Total Required</b>	<b>26</b>	<b>20</b>	
<b>English</b>	<b>4</b>	<b>4</b>	<b>4</b>
<b>Science</b>	<b>3</b>	<b>2</b>	<b>2 (both must be lab) one year of at least earth science, biology, chemistry or physics</b>
<b>Math</b>	<b>3</b>	<b>2</b>	<b>16 on ACT; or 3 years consecutive + one more; or 3+ on an Advanced Placement Test</b>
<b>Social Studies</b>	<b>3</b>	<b>2</b>	<b>3 (including world/global studies, American History and government, economics, Indian History, psychology, sociology or other 3<sup>rd</sup> year course)</b>
<b>Physical Education/Health</b>	<b>2</b>	<b>1</b>	
<b>Fine Arts</b>	<b>1</b>	<b>1</b>	<b>**See Below</b>
<b>Vocational/Practical</b>	<b>1</b>	<b>1</b>	<b>**See Below</b>

<b>Other Electives</b>	<b>8</b>	<b>7</b>	<b>**See Below</b>
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**\*\*Montana University System requires 2 years chosen from foreign language, computer science, visual/performing arts, or vocational education or any combination.**

## **II. Schedules**

**Students will register for seven credits a year.**

## **III. Recommended Schedules:**

### **FRESHMEN**

- 1.....Credit English
- 1.....Credit Science
- 1.....Credit Math (Algebra 1 and/or Geometry)
- 1.....Credit Social Studies (Geography)
- 1.....Credit Physical Education/Health
- 2.....Credits Electives

### **SOPHOMORES**

- 1.....Credit English
- 1.....Credit Science (Biology)
- 1.....Credit Math (Geometry and/or Algebra 2)
- 1.....Credit Social Studies (World History)
- 1.....Credit Physical Education
- 2.. .....Credits Electives

### **JUNIORS**

- 1.....Credit English
- 1.....Credit Social Studies (U.S. History)
- 1.....Credit Math (Algebra 2 and/or Trig/Precalc)
- 4.....Credits Electives

### **SENIORS**

- 1.....Credit English
- 1..... Credit Social Studies (Principles of Democracy)
- 5.....Credits Electives

**IV. Failure of required courses: Students who fail a required course must repeat the semester(s) failed.**

**V. Repeated Classes: If a student elects to repeat a course they have passed, both grades will be recorded on the transcript. The second grade will be used for GPA.**

**VI. Only Junior and Senior students who are not deficient in required courses are eligible to become aides.**

**VII. Montana Digital Academy: All online courses taken by the students will be approved by the administration in advance of enrollment.**

**VIII. Title 1 or Advanced classes will be assigned to students according to standardized test scores, MAP scores and or STAR scores, and teacher recommendations.**

**IX. Some classes may be offered every other year. This will be determined based on the number of student requests.**

## **ART**

### **MS Art**

**Duration: 1 semester**

**Prerequisite: None**

**Description: Students will develop introductory skills and understanding necessary to see, describe, and create imagery based on the natural world. The class will introduce various art techniques based on a foundation of art elements and principles of design. Participants will use a variety of media to create both two and three dimensional art works, which include: drawing, painting, sculpture, ceramics, and printmaking.**

### **HS Art I/II**

**Duration: 1 year; 2 semesters**

**Prerequisite: None**

**Fee:**

**Description: Students will develop skills and understanding necessary to see, describe, and create imagery based on the natural world. The class will explore various art techniques based on a foundation of art elements and principles of design. Participants will use a variety of media to create both two and three dimensional art works, which include:**

drawing, painting, sculpture, ceramics, and printmaking. An introduction to various art styles and their historical significance is covered to help students gain awareness of how other artists were able to successfully incorporate these basic elements and principles of design in their art works.

### HS Art II/III

**Duration: 1 year; 2 semesters**

**Prerequisite: Successful completion of HS Art I/II**

**Fee:**

**Description: Students will continue to develop skills and understanding necessary to see, describe, and create imagery based on the natural world. The class will develop personal and unique art styles enhanced by their previous experience with a variety of media in HS Art I/II. Participants will build a digital portfolio of the two and three dimensional art works created throughout the duration of this course.**

## **BUSINESS/TECHNOLOGY**

**(All courses meet ISTE, CTE, and NBEA/MBEA standards)**

### **7th Grade**

#### **MS Tech 1**

The seventh grade Technology Education class will introduce a broad based of exploration technologies, as well as teach problem solving skills for the twenty-first century. This course is designed in conjunction with the International Society for Technology in Education, and Montana Business Education Standards. Students will develop problem solving skills and the use of many software applications. Skills include:

- Cloud Management
- Digital Footprint
- Web-Based Visual Organizers
- MS Office & Google Suite Tools
- Cyber Safety
- Digital Copyright & Fair Use
- Search Strategies
- Troubleshooting
- Career Prep
- Mobile Computing
- Powerful Presentations
- Digital Images
- Interactives
- Hands-Online
- Coding
- Robot Programming
- Social Networks

## **8th Grade**

### **MS Tech 2**

Eighth Grade Computer Class continues to build solid computer skills, including keyboarding, proficiency using word processing and spreadsheet software and other digital tools. We will use tools such as PowerPoint to communicate ideas, and Photoshop to produce digital artwork.

Internet safety, ethical and legal computer use, navigation of files both on our network server and in the cloud, research/information literacy and digital citizenship will also be reviewed. In addition, students will review and use terminology related to basic computer knowledge and skills. Tools used will include Google Apps for

Education, Microsoft Office applications, and Adobe Creative Suite. We will also explore coding skills tools from a variety of web-based resources such as Khan Academy, Code.org and Scratch.

## **Arts, A/V Communications**

### **Adobe I**

#### **Full Year**

**\*This course counts as a CTE requirement and/or Fine Art credit**

#### **Concurrent w/-Computer Applications**

**Prerequisite: Graphic Design suggested**

This is a basic digital video editing course using inline editing software, Adobe CS5. Adobe CS5 is top of the line software that is used in industry production.

This full year course Introduces the basics of video production utilizing a personal camcorder (school equipment) and video editing equipment. Students study video technologies, basic equipment operation, video composition, basic lighting and audio production planning, and visual storytelling. Students work in groups to create video projects utilizing post-production editing.

Digital Video is a year-long, project-based video curriculum develops career and communication skills in video production using Adobe tools. Use the curriculum in career and technical education courses - or any other course that involves the use of video.

Digital Video curriculum develops knowledge in storytelling, capturing and editing video and audio, and finalizing content for DVD or web through emphasis on design, communication, project management, and video technology. Each project builds on lessons learned previously.

Digital Video curriculum aligns with the International Society for Technology in Education (ISTE) National Educational Technology Standards (NETS) for Students (2007).

## **Adobe II**

**Full Year**

**\*This course counts as a CTE requirement and/or Fine Art credit**

**Prerequisite: Adobe I**

Covers more advanced computer-based video editing technologies to include the full CS5 suite. Topics include creation of digital video productions for inclusion in multimedia and web applications such as QuickTime and creation of video productions using digital linear editing technology.

Production requirements will be increased over those given while learning the software in Digital Media Production I.

## **Adobe III**

**Full year**

**\*This course counts as a CTE requirement and/or Fine Art credit**

**Prerequisite: Adobe II**

As third year students each will be required to complete a very demanding course load using the Adobe Premiere software. Integration of music and multiple tracks will be required.

## **Graphic Design I**

**Full year**

**\*This course counts as a CTE requirement and/or Fine Art credit**

**Concurrent w/ - Computer applications**

Students will learn basic creative layouts, who, what, when, where, why, and concepts advertising and marketing. Students will spend the majority of the time learning advertising and marketing skills to create projects in Adobe in order to learn the program.

## **Graphic Design II**

**Full year**

**\*This course counts as a CTE requirement and/or Fine Art credit**

**Prerequisite Graphic Design I**

Students will be required to use intermediate photography skills in taking and editing. Students must have a complete grasp of the Adobe program. Logos, advertising, marketing, and layout are stressed. Students will begin creating a personal portfolio to use if they continue in this career area.

## **Graphic Design III**

**Full year**

**\*This course counts as a CTE requirement and/or Fine Art credit**

**Prerequisite: Graphic Design II**

Students are responsible for creating design items for real companies. Often times students will be required to complete designs and submit them online.

## **Digital Tools**

### **Full Year**

**\*This course counts as a CTE requirement and/or Fine Art credit**

### **Concurrent w/ Computer Applications**

### **Prerequisite: Graphic Design suggested**

Flash (CS5 or CC) can be a complex program to use and understand, even if you already have basic knowledge. It's very easy to get lost in the interface and confused by the many features it offers. This course was designed to solve the mysteries of Adobe Flash CS4, no matter if you're a beginner or more advanced user. Each lesson is extremely comprehensive, but written in easy-to-understand terms so that, by the time you finish the course, you can use the Flash software as easily as you can tie your shoe.

The course starts out with an introduction to the software, followed by a tour of the interface. Once you know your way around the numerous panels and menus, you'll start to learn the drawing modes and tools that allow you to create vector and raster images to animate. Each lesson gives you plenty of instruction to learn, then plenty of time to practice. All students are encouraged to take their time and become comfortable with each aspect of Flash that is taught before moving on to frame-by-frame animations and tweens. Basic introduction of the newest and neatest items we have available to us. Web 3.0, Flash, Shockwave, Animation will be the main 4 areas of focus.

## **Digital Tools II**

### **Full Year**

**\*This course counts as a CTE requirement and/or Fine Art credit**

### **Prerequisite Digital Tools I-Graphic Design suggested**

Students in Flash animation programs are trained to use Adobe Flash to create animated films and television shows, as well as websites and video games. Keep reading to learn about common topics in Flash courses.

### **Essential Information**

Flash animation classes are typically available through associate's or bachelor's degree programs in animation, graphic design and Web design. Individual Flash training courses are also available. Courses often require projects that can be included in a portfolio, since many employers require a portfolio that demonstrates the artistic and technical skills of job candidates. Many courses teach skills that build upon one another, and must be completed in a particular order.

Here is an outline of common concepts learned in Flash animation courses:

Adobe Flash fundamentals



Interactive design principles  
Creating special effects  
2D and 3D animation techniques

### **Web publishing**

Flash (CS5 or CC) can be a complex program to use and understand, even if you already have basic knowledge. It's very easy to get lost in the interface and confused by the many features it offers. This course was designed to solve the mysteries of Adobe Flash CS4, no matter if you're a beginner or more advanced user. Each lesson is extremely comprehensive, but written in easy-to-understand terms so that, by the time you finish the course, you can use the Flash software as easily as you can tie your shoe.

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### **Web Page Design**

**Full Year**

**\*This course counts as a CTE requirement and/or Fine Art credit**

**Concurrent w/ Computer Applications**

**Prerequisite: Graphic Design suggested** Students will be required to complete coursework in Dreamweaver software. Advanced students, or students who choose to take this course as a second year offering (Web Page Design II) will be responsible for maintenance of our school web site and working teachers, staff and counselors to incorporate appropriate activities.

### **Website Development and Maintenance**

**Full Year**

**Concurrent w/ Computer Applications**

**Prerequisite Graphic Design required**

Students will be required to build and maintain websites for companies, and possibly the school. The student will be required to develop a contract between the school, the business, and themselves.

**Annual (Yearbook Staff)**

**Graphic Design suggested**

In this course students will gain skills in the following areas: page design, advanced publishing techniques, copywriting, editing and photography while producing a creative, innovative yearbook which records school memories and events. There is an emphasis on journalism skills in this class! Participants gain useful, real world skills in time management, marketing, teamwork, and design principles.

## **Business, Management, and Information Systems**

### **Introduction to Business**

#### **11 - 12 grade**

This course's purpose is to introduce business principles and concepts. Both theory and practical application will be addressed. Upon successful completion of this class, course participants will have a working knowledge of the following; Students will acquire an understanding of the impact of external factor on business decisions relative to the accomplishment of the mission and objectives of an organization's resources, goals, and objectives. Gain an understanding of various business decisions on the external environment.

### **Business Management**

#### **10 - 12 grade**

Students will develop sound management concepts within students, as management plays a role in any future employment opportunity. Students are able to analyze, synthesize, and evaluate data from the other functional areas of business (e.g., marketing, finance, and production.) Effective management requires decision – making abilities, long-range planning knowledge, human relations expertise, and motivational skills. Students will learn the four basic functions of management.

### **Advertising and Marketing**

#### **9 - 12 grade**

This course provides the student with an understanding of basic marketing principles and training for entry- level job positions in the exciting, constantly changing fields of advertising & promotion. Students will experience different advertising methods to reach target audiences including, newspaper, radio, TV, internet, mail, outdoor & special promotional strategies. Students taking marketing classes have the opportunity to prepare for their participation in BPA.

### **Medical Office Procedures**

#### **Prerequisite - Computer Applications**

This course establishes the foundation for the medical courses offered. The parts, definitions, applications, and spelling of medical terms will be covered. Also to develop proficiency and competency in maintaining paper and computer records based on ARMA rules. This course

provides training in keyboard skills and document formatting using a word-processing application program. Students participate in simulated office projects to develop competencies in language art skills and document production.

## **Computer Applications**

### **Semester**

This course offers students the opportunity to investigate all aspects of the computer. Students will examine the history and basic operations of a computer. Students will become proficient in their skill of basic computer software. Multidisciplinary projects will involve using various applications such as word processing, spreadsheets, database, graphics, web page editors and presentation software.

Students will also have an opportunity to conduct research on the internet, explore new technological innovations, examine technology – related careers and speculate about future computer applications.

Coding and programming of robots will be included as will virtual headsets as a tool for advanced business.

National standards require 35 nwpm in keyboarding.

## **Introduction to Computers**

### **Semester**

All students who are struggling with the basic computer competencies and/ or keyboarding ability (not able to reach 21 wpm , 60% of national requirements>) will take this remedial course in order to be able to keep up in other courses as well as compete in today's computer based job market,.

National standards require 35 nwpm in keyboarding.

## **Office Management**

### **Prerequisite - Computer Applications**

This course is designed to prepare a student to walk into an office setting and be able to assist management with organization and by completing necessary tasks.

## **Office Systems and Procedures**

### **Prerequisite - Computer Applications**

This course is designed to improve the proficiency in the utilization of software applications used in business offices through a hands–on approach. Emphasis is placed on in-depth usage of software to create a variety of documents applicable to current business environments. Upon completion, students should be able to master the skills required to design documents that can be customized using the latest software applications. Students who complete this course will be prepared to take the MOUS certification test through NOCTI.

## **Information Technology**

### **Computer Concepts**

#### **Prerequisite - Computer Applications**

This course provides an overview of basic computer concepts as they apply to IT professionals. Emphasis is on basic machine architecture including data, storage, manipulation, the human-machine interface including the basics of operating systems, algorithms and programming languages. In addition, the basic concepts of data organization including data and file structures are examined.

### **Information Technology**

#### **Prerequisite - Computer Concepts**

This course builds on the computer concept course and will add more hands on activities, as well as real life applications.

The IT essentials: PC hardware and software curriculum provides an introduction to the computer hardware and software skills needed to help meet the growing demand for entry-level information and communication technology (ICT) professionals. The curriculum covers the fundamentals of PC technology, networking, and security, and also provides an introduction to advanced concepts.

Students who complete this course will be able to describe the internal components of a computer, assemble a computer system, install an operating system, and troubleshoot using system tools and diagnostic software. Hands-on labs and virtual laptop and virtual desktop learning tools and help students develop critical thinking and complex problem-solving skills. Cisco Packet Tracer simulation-based learning activities promote the exploration of network and networking security concepts and allow students to experiment with network behavior.

IT essentials: PC Hardware and Software is a hands-on, career-oriented, e-learning solution with an emphasis on practical experience to help students develop fundamental computer skills, along with essential career skills. The curriculum helps students prepare for entry-level ICT career opportunities and the CompTIA A+ certification, which helps students differentiate themselves in the marketplace to advance in their careers. In addition, the course provides a learning pathway to the CCNA Discovery and CCNA exploration curricula.

### **Cisco Academy I**

**Prerequisite - Information Technology**

The Cisco CCNA Discovery curriculum provides general networking theory, practical experience, and opportunities for career exploration and soft-skills development. The curriculum reaches networking based on application, covering networking concepts within the context of network environments students may encounter in their daily lives – from small office and home office (SOHO) networking to more complex enterprise and theoretical networking models later in the curriculum.

CCNA Discovery is designed for students with basic PC skills and foundational math and problem-solving skills. The curriculum offers an engaging learning experience for more visual and kinetic learners. Many interactive activities are embedded in all of the courses to break up the text and help reinforce student comprehension. In addition, a large number of labs encourage additional hands – on practice. CCNA Discovery can be delivered as an independent curriculum or integrated into a broader course of study, such as technology or continuing education programs. The curriculum is appropriate for students at many levels and types of institutions, including high schools, secondary schools, universities, colleges, career and technical schools, community organizations, and other non-traditional learning environments. CCNA Discovery helps prepare students for entry-level career opportunities, continuing education, and globally-recognized Cisco CCENT and CCNA certifications.

## **Cisco Academy II**

### **Prerequisite - Cisco Academy I**

The Cisco CCNA Exploration curriculum provides an integrated and comprehensive coverage of networking topics, from fundamentals to advanced applications and services, while providing opportunities for hands-on practical experience and soft-skills development. The curriculum teaches networking based on technology, covering networking concepts using a top-down, theoretical, and integrated approach – from network applications to the network protocols and services provided to those applications by the lower layers of the network. CCNA Exploration is designed for students with advanced problem-solving and analytical skills. The curriculum offers a comprehensive and theoretical learning experience for analytical students, and uses language that aligns well with engineering concepts. Interactive activities are embedded in the curriculum, along with detailed, theoretical content. Advanced labs build critical thinking and problem solving skills and encourage exploration and research.

CCNA Exploration can be delivered as an independent curriculum or integrated into a broader course of study, such as degree programs in IT, engineering, math, or science. While primarily designed for postsecondary institutions, CCNA Exploration is appropriate for students at many education levels if they have the required skills, and if the instructional approach complements their learning style and educational goals.

CCNA Exploration helps prepare students for entry-level career opportunities, continuing

education, and globally-recognized Cisco CCNA certification.

## **ENGLISH**

### **English 7**

**Duration: 1 year; 2 semesters**

**Prerequisite: None**

**Description: This course develops both written and verbal communication skills, vocabulary comprehension and application, essential grammar recognition and usage, morphology, reading of informational material as well as quality literature. Throughout the course, students will implement aspects of prewriting, drafting, editing, revising, and publishing. Students will be taught to identify and apply descriptive, narrative, expository, and persuasive writing.**

### **English 8**

**Duration: 1 year; 2 semesters**

**Prerequisite: None**

**Description: This course develops both written and verbal communication skills, vocabulary comprehension and application, essential grammar recognition and usage, morphology, and reading of informational material as well as quality literature. Throughout the course, students will implement aspects of prewriting, drafting, editing, revising, and publishing, often incorporating Google applications to submit their work. The course will reinforce the concepts of being able to identify and apply descriptive, narrative, expository, and persuasive writing. Students will invest a significant amount of time in creating and publishing a class magazine using their writing skills and learning how to utilize Adobe Photoshop and InDesign CS5 to do so.**

### **English 9**

**Duration: 1 year; 2 semesters**

**Prerequisite: None**

**Description: This course exposes students to various forms of literature from all over the world, develops both written and verbal communication skills, and explores universal themes. The student is expected to master paragraph and simple essay structure, developing sentence skills and organization. The culminating writing activities are the student's first experience in writing a documented research paper. Additionally, the student will work on critical thinking and reasoning skills, mastering vocabulary and usage, and develop note taking and organization strategies.**

### **English 10**

**Duration: 1 year; 2 semesters**

**Prerequisite: Successful completion of English 9**

**Description: This course is an in-depth extension of the literary criticism and critical skills introduced in English 9. More detailed analysis of various forms of literature and writing are designed to include a sequential progression from English 9, through high school.**

### **English 11**

**Duration: 1 year; 2 semesters**

**Course Description: This course provides students with a survey of important literary periods and works from American Literature. Students study key literary terms and concepts along with notable American authors. Additionally, students will perform a variety of writing tasks, including literary analysis, personal reflection, written persuasion, and research-based composition.**

### **English 12**

**Duration: 1 year; 2 semesters**

**Course Description: This course allows students the opportunity to explore literature from around the world. Emphasis may be placed on British Literature. The study of writing continues, with the addition of the college application portfolio. This course will reinforce spelling, grammar, and mechanics as students progress through the writing, editing, and publishing stages of essay development.**

### **Pre-Advanced Placement English**

**Duration: 1 year; 2 semesters**

**Prerequisite: Teacher Recommendation/Approval**

**Course Description: This course is an accelerated course requiring students to think deeply and richly about both fiction and non-fiction, offering students a blend of classic and contemporary works from authors of diverse backgrounds. While the course emphasizes a variety of writing skills in preparation for Advanced Placement English, it also introduces concepts that will be addressed more thoroughly in AP. Students should expect a rigorous, challenging, active experience in this course.**

### **Advanced Placement English**

**Duration: 1 year; 2 semesters**

**Prerequisite: Teacher Recommendation/Approval**

**Course Description: The AP English Literature and Composition course is designed with the goal of enhancing students' abilities to explore, comprehend, interpret, evaluate, and appreciate complex literary texts. Upon completion of this course a student should be proficient in discussing literature of varied themes, historical contexts, and genres whether**

it be in an on-demand, timed writing prompt, an in-depth, scrutinized, and revised essay, or in class discussion.

## **HEALTH ENHANCEMENT**

### **Middle School Health and Physical Education**

**Duration: 2 years; 4 semesters**

**Prerequisite: None**

**Description: Health and Physical Education students will participate in units based on lifetime activities, individual activities, and team activities with a focus on skill development. Students will understand the importance of living a healthy lifestyle. The students will also participate in various workouts and will be introduced to weight training. It is important that the students have shorts, a shirt, and gym shoes for class.**

### **9<sup>th</sup> Grade Health and Physical Education**

**Duration: 1 year; 2 semesters**

**Prerequisite: None**

**Description: Students will learn the skills and knowledge needed to live a healthy lifestyle. Physical Education units will focus on lifetime activities, team activities, and individual activities with a focus on skill development. The students will also participate in various fitness activities, which include, but are not limited to : strength training, agility, plyometrics, high intensity interval training, and injury prevention activities.**

**9th grade health will provide the students with opportunities to explore health related areas including but not limited to effective communication skills, decision making, understanding interpersonal relationships, sexuality, dating, nutrition, and drug-alcohol abuse. All of this will enable out students to become lifelong, successful learners and making good choices about healthy living.**

**Students will need gym clothes, shoes, and hygiene products.**

### **10<sup>th</sup> Grade Health and Physical Education**

**Duration: 1 year; 2 semesters**

**Prerequisite: Successful Completion of 9<sup>th</sup> grade Health and Physical Education**

**Description: Students will continue to use the cooperative skills, fitness skills and sport skills acquired in 9th grade. They will build on the personal fitness unit through introduction of yoga, cardio respiratory fitness, strength and core exercises and speed and agility work. Sport activities with a focus on skill development. The students will also participate in various fitness activities, which include but are not limited to VB, pickleball,**



badminton, lacrosse, floor hockey and other activities. Students will need gym clothes, shoes, and hygiene products.

### **Strength and Conditioning**

**Duration: 1 year**

**Prerequisite 9th grade Health and Physical Education**

**Description: This course will be limited to 12 students and students must have received an A or B in 9th grade health/PE.**

**Strength and Conditioning focuses on aerobic and anaerobic fitness. The student will participate in aerobic conditioning which will consist of running, plyometric activity, pacer tests, and activities that increase student's heart rate for an extended period of time. The student will also participate in strength training and learn and perform proper lifting technique. Weight tests will be given to test strength in 3 main lifts, bench press, incline press, and squat.**

## **INDUSTRIAL ARTS**

### **Woodworking I**

**Durations: 1 year**

**Prerequisite: None**

**Description: Woodworking 1 is offered to students who wish to develop a foundation for understanding carpentry, cabinet making, and the furniture finishing industries. It includes training in job/project planning and design, bill of materials and cost of completing the project. The students will acquire practical experience in the use of basic hand tools as well as power tools and equipment. Woodworking 1 is intended for students who would like to increase their do-it-yourself skills, or someone looking to use the skills learned to start a hobby. The students will develop marketable skills that will help him/her gain entry-level employment in the broad areas of the woodworking and carpentry industries.**

### **Woodworking II**

**Durations: 1 year**

**Prerequisite: Woodworking I**

**Description: Woodworking 2 is offered to students who have successfully completed Woodworking 1; those who have expressed more interest in the areas of cabinet making, and furniture finishing industries. The students will expand on their knowledge of cabinet making and furniture finishing, as well as self imposed deadlines to work on time management. The bill of materials will once again be used, but this class will focus on resource management this time. They will need to submit a BOM and stick to that without going over. These basic skills will help gain practical experience for today's competitive entry level job market.**

### **Metals I**

**Duration: 1 year**

**Prerequisite: None**

**Description: Metals 1 is offered to students who wish to develop a foundation for understanding welding, basic metal working, and blueprint reading. The students will acquire practical experience in the use of various electrodes for welding in multiple positions as well as how to use a metal break and plan out bends. The skills developed here will be useful to the student who has to do welding around their house. The skills developed here will be useful to go on to entry level job positions.**

### **Metals II**

**Duration: 1 year**

**Prerequisite: Metals I**

**Description: Metals II offers students the chance to design, build and budget (materials and resources) to fabricate a metal piece of their choosing. The students will develop the necessary skills to stay driven and have their piece completed on time, and with the correct amount of metal. These skills will help the student go from a hobby welder to an entry level welding position in a job shop.**

### **Engines**

**Duration: 1 year**

**Prerequisite: None**

**Description: Engines offers students the chance to see and learn how and why an engine works. It will help build the confidence of the student for when they are opening the hood and looking at what is going on. The students will learn the functions of components inside the engine and how they work with other components to make the engine run. The skills developed in Engines will allow students to do simple tests for troubleshooting and diagnostics; these skills will be helpful to the hobby mechanic.**

## **JOURNALISM**

### **Journalism I-- Newspaper**

**Duration: 1 year, 2 semesters**

**Prerequisite: None**

**Description: This course is designed to give students exposure to the operations of publishing a school newspaper. Students will rotate assignments, utilizing skills in writing, interviewing, and gathering information. Students will also learn how to operate a digital camera and improve their photography skills. Students will utilize Adobe Photoshop to edit and refine pictures, and they will expand their learning on how to operate InDesign CS6 as they design layouts. They will briefly study the historical background for journalism. Throughout this course, students will be applying how to write strong leads,**

incorporate fitting and interesting captions, meet deadlines, and collaborate as a team to publish the school newspaper.

### **Journalism II--Annual**

**Duration:** 1 year, 2 semesters

**Prerequisite:** Journalism I preferred

**Description:** This course is designed to produce the school annual. Students may also have opportunities to create programs, brochures, invitations, and posters for the school and community. Primarily, though, students will identify the important features of an annual and work toward gathering the appropriate pictures and information needed for each page they are assigned. Students will utilize photography skills as well as advanced Adobe Photoshop skills to edit and refine pictures. Furthermore, students will expand their learning on how to operate InDesign CS6 as they design layouts. Students will incorporate writing skills as needed for various pieces within the annual. Students will also sell ads and design them as necessary for the annual. Great emphasis is placed upon editing and refining the assigned pages to achieve a quality product that is desirable for the student body to purchase and an accurate record of the school year.

## **MATHEMATICS**

### **Math 7**

**Length:** 1 Year (2 Semesters)

**Prerequisite:** None

**Description:** This course will include the Common Core State Standards for 7th Grade. These include the following Clusters:

- Analyze proportional relationships and use them to solve real-world and mathematical problems.
- Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.
- Use properties of operations.
- Solve real-life and mathematical problems using numerical and algebraic expressions and equations.
- Draw, construct, and describe geometric figures and describe the relationships between them.
- Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.
- Use random sampling to draw inferences about a population.
- Draw informal comparative inferences about two populations.

- Investigate chance processes and develop, use, and evaluate probability models.

**Requirements:** Students are required to have a notebook for taking notes, a pencil (not a pen) .

### **Math 8**

**Length:** 1 Year (2 Semesters)

**Prerequisite:** 7th Math

**Description:** This course will include the Common Core State Standards for 8th Grade.

**These include the following Clusters:**

- Know that there are numbers that are not rational, and approximate them by rational numbers.
- Work with radicals and integer exponents.
- Understand the connections between proportional relationships, lines, and linear equations.
- Analyze and solve linear equations and pairs of simultaneous linear equations.
- Define, evaluate, and compare functions.
- Use functions to model relationships between quantities.
- Understand congruence and similarity using physical models, transparencies, or geometry software.
- Understand and apply the Pythagorean Theorem.
- Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.
- Investigate patterns of association of bivariate data.

**Requirements:** Students are required to have a notebook for taking notes, a pencil (not a pen).

### **ALGEBRA I**

**Length:** 1 Year

**Prerequisites:** Successful completion of eighth grade math or equivalent. Algebra 1 can be taken by eighth grade students upon review of standardized tests results, prior math grades, teacher recommendations and parent approval.

**Description:** The course is designed for those students that have a good understanding of the basic fundamentals of arithmetic.

This course will include instruction on expressions, arithmetic with polynomial and rational expressions, creating and reasoning with equations and inequalities, interpreting data, interpreting and building functions, and working with linear, quadratic and exponential models. The real number system will be used in all areas.

**Course Requirements:** Students are required to have a notebook for taking notes and a pencil. A calculator may be purchased or checked out from the instructor.

If taken in eighth grade student is highly recommended to take TRIGONOMETRY/PRECALCULUS as a junior and AP CALCULUS AB as a senior.

## **ALGEBRA II**

**Length:** 1 Year

**Prerequisites:** Successful completion of Algebra I.

**Description:** Algebra II is a continuation of the concepts learned in Algebra I. Algebra II will expand all concepts to the complex number system. Additional topics of instruction will include making inferences and justifying conclusions with statistics, using probability to make decisions, and trigonometric functions.

**Course Requirements:** Students are required to have a notebook for taking notes and a pencil. A TI-84 Graphing calculator may be purchased or checked out from the instructor.

## **AP CALCULUS AB**

**Length:** 1 Year

**Prerequisites:** Successful completion of Algebra II is a must. Successful completion of Trigonometry/Precalculus is preferred.

**Description:** Calculus can be described as the mathematics of motion and change. We will cover two major topics: differential and integral calculus. Differential calculus allows us to find the rate of change, slope of a curve and velocities and accelerations of moving bodies. Integral calculus allows us to find the summation of rates of change, the area on an irregular region in a plane, and volumes of irregular solids.

The students develop the ability to explore and solve real-world application problems, demonstrate the appropriate use of graphing calculators, and communicate mathematical ideas clearly.

**Requirements:** Students are required to have a notebook for taking notes and a pencil. A TI-84 Graphing calculator may be purchased or checked out from the instructor.

## **GEOMETRY**

**Length:** 1 Year

**Prerequisite:** Algebra I

**Description:** This course places an emphasis on developing logical methods for solving problems, as well as improving students' ability to explain their thinking. A key component

of this course will be developing and proving geometric and algebraic theorems and postulates. Additional areas of study will include probability, congruence, similarity, right triangles, trigonometry, circles, expressing geometric properties with equations, and geometric measurement and modeling.

**Requirements:** Students are required to have a notebook for taking notes and a pencil. A calculator, a protractor, a ruler, and a compass may be purchased or checked out from the instructor.

## TRIGONOMETRY/PRECALCULUS

**Length:** 1 Year

**Prerequisites:** Successful completion of Algebra II.

**Description:** Trigonometry/Precalculus is a course that expands on the topics learned in Algebra II. Students will study more advanced concepts in linear relations and functions, systems of equations and inequalities, graphing, and polynomial and rational functions. Additionally, students will study trigonometry. This will include trigonometric (trig) functions, graphs and inverses of trig functions, trig identities and trig equations. Students will also venture further into vectors, parametric equations, conics, exponential and logarithmic functions, sequences and series, combinatorics, probability and statistics.

## MONTANA DIGITAL ACADEMY

Course Catalog available at <http://montanadigitalacademy.org/>

## MS READING

### Reading 7

**Duration:** 1 year

**Prerequisite:** None

**Course Description:** This course is designed to expose students to a variety of informational material and literature. Students read novels, a screenplay, and poetry while exploring the theme of heroism. Students also view a selection from various media that correspond with the novels read or that relate to the overarching theme of heroism. Students will work especially on note-taking, summarizing, evaluating, and writing in response to the pieces read in class. Students' understanding of plot, theme, setting, and characterization will culminate in creative projects as students approach the end of each novel selection.

## **Reading 8**

**Duration:** 1 year

**Prerequisite:** None

**Course Description:** This course is designed to expose students to a variety of informational material and literature. Students read novels and poetry while exploring the overarching themes of survival, overcoming obstacles, coming of age, and justice. Students also view a selection from various media that correspond with the novels read or that relate to the themes explored. Students will work especially on note-taking, summarizing, evaluating, and writing in response to the pieces read in class. Students' understanding of plot, theme, setting, and characterization will culminate in creative projects as students approach the end of each novel selection. The course will utilize technology as they construct their projects and as they work on writing projects. Students will briefly study the Dust Bowl period and the Civil Rights era to have a historical context for the novels they will read.

## **MUSIC**

### **MS Band**

Concert Band is a performance ensemble that places its emphasis on quality performance of standard and contemporary band literature and is designed for the advancing student musician. This class may provide the opportunity for its members to participate in a variety of concerts, festivals, pep band, small ensembles and travel opportunities.

Membership in this group will require attendance at the following musical events:

Q1- Veterans Day Assembly

Q2- Winter Concert - Tuesday, December 12th at 6:30 pm

Q3- Talent Show or performance for Elementary

Q4- Spring Concert- Tuesday, May 15th at 6:30 pm

### **MS Choir**

The Middle school Choir is a choir of mixed voices at Noxon. Each student must pursue a high caliber of vocal skills and musicianship. The class provides a refinement of musical skills and vocal and movement technique, study of a variety of choral styles and literature, and participation in various concerts, community outreach performances, festivals and at times possible travel opportunities.

Membership in this group will require attendance at the following musical events:

Q1- Veterans Day Assembly

Q2- Winter Concert - Tuesday, December 12th at 6:30 pm

Q3- Talent Show or performance for Elementary

Q4- Spring Concert- Tuesday, May 15th at 6:30 pm

### **Band I, II, or III**

**Length: 1 or 2 Semesters**

**Concert Band is a performance ensemble that places its emphasis on quality performance of standard and contemporary band literature and is designed for the advancing student musician. This class may provide the opportunity for its members to participate in a variety of concerts, festivals, pep band, small ensembles and travel opportunities.**

**Membership in this group will require attendance at the following musical events:  
Pep Band Games - all home sporting games unless specified**

**Quarter 1- Homecoming pep rally- spirit week**

**Quarter 2- UM High School All-Star Ensembles, Nov. 10-12th at the University of MT (selected Adv. Band members), Ronan Mass Band- Nov. 14th all day, Winter Concert - Tuesday, December 12th at 6:30 pm**

**Quarter 3 - District Music Festival- performance test (in-class)**

**Quarter 4- Spring Concert- Tuesday, May 15th @ 6:30 pm , State Solo & Ensemble Festival- May 4-5th in Helena (students who qualify)**

**This is not intended as an exhaustive list of performances; others may occur which may or may not be mandatory as course requirements.**

**Performance Level Expectations:**

**Band 1- Perform with group at all group performances**

**Band 2- Perform with group at all group performances**

**Prepare Solo for District Festival**

**Participate in Small Ensemble community performances (taps, Star Spangled Banner, etc.)**

**Band 3- Perform with group at all group performances**

**Prepare Solo and Small Ensemble for District Festival, and/or audition for All-State**

**Participate in Small Ensemble community performances (taps, Star Spangled Banner, etc.)**

### **Honor's Band**

**Length: 1 or 2 Semesters**

**Prerequisite—Completion of Band I-III**



**Honor's Band students perform with the concert band at a higher and more extensive level and as leaders of the ensemble. This class may provide the opportunity for its members to participate in a variety of upper level concerts, festivals, pep band, small ensembles and travel opportunities.**

**Membership in this group will require attendance at the following musical events:  
Pep Band Games - all home sporting games unless specified**

**Quarter 1- Homecoming pep rally- spirit week**

**Quarter 2- UM High School All-Star Ensembles, Nov. 10-12th at the University of MT (selected Adv. Band members), Ronan Mass Band- Nov. 14th all day, Winter Concert - Tuesday, December 12th at 6:30 pm**

**Quarter 3 - District Music Festival- performance test (in-class)**

**Quarter 4- Spring Concert- Tuesday, May 15th @ 6:30 pm , State Solo & Ensemble Festival- May 4-5th in Helena (students who qualify)**

**This is not intended as an exhaustive list of performances; others may occur which may or may not be mandatory as course requirements.**

**Performance Level Expectations:**

**Perform with group at all group performances**

**Prepare Solo and Small Ensemble for District Festival**

**Participate in Small Ensemble community performances (taps, Star Spangled Banner, etc.)**

**Research and Prepare music for scholarship audition or city ensemble depending on student's career or college goals (semester research project)**

### **Choir I,II,III**

**Length: 1 or 2 Semesters**

**Prerequisite—None**

**The Select Ensemble is a choir of mixed voices and is the elite performing vocal ensemble at NHS. Each student must demonstrate a high caliber of vocal skills and musicianship. The class provides a refinement of musical skills and vocal and movement technique, study of a variety of choral styles and literature, and participation in various concerts, community outreach performances, festivals and travel opportunities.**

**Membership in this group will require attendance at the following musical events:**

**Quarter 1- Chorale Express Mass Choir- November 6th in Eureka- all day (students must be eligible) concert at 6:00pm, Veterans Day assembly**

**Quarter 2- Winter Concert - Tuesday, December 12th at 6:30 pm,**

**Quarter 3 - District Music Festival- solo and ensemble performance test**

**Quarter 4- District Music Festival- April 20th-21st in Missoula (large group required, solo and small ensemble must be eligible by MHSA guidelines), State Solo & Ensemble Festival- May 4th-5th in Helena (students who qualify), Spring Concert- Tuesday, May 15th at 6:30 pm**

**Performance Level Expectations:**

**Choir 1- Perform with group at all group performances**

**Choir 2- Perform with group at all group performances**

**Prepare Solo for District Festival**

**Participate in Small Ensemble community performances (taps, Star Spangled Banner, etc.)**

**Choir 3 - Perform with group at all group performances**

**Prepare Solo and Small Ensemble for District Festival, and/or audition for All-State**

**Participate in Small Ensemble community performances (taps, Star Spangled Banner, Amazing Grace, etc.)**

**This is not intended as an exhaustive list of performances; others may occur which may or may not be mandatory as course requirements.**

### **Honor's Choir**

**Length: 1 or 2 Semesters**

**Prerequisite—Completion of Choir I-III**

**This level of choir performs with Choir I-III but has higher and more extensive expectations as leaders within the ensemble. Each student must demonstrate a high caliber of vocal skills, leadership and musicianship. The class provides a refinement of musical skills and vocal and movement technique, study of a variety of choral styles and literature, and participation in various concerts, community outreach performances, festivals and travel opportunities.**

**Performance Level Expectations:**

**Perform with group at all group performances**

**Prepare Solo and Small Ensemble for District Festival**

**Participate in Small Ensemble community performances (taps, Star Spangled Banner, memorial services, etc.)**

**Research and prepare music for scholarship audition or city ensemble depending on student's career or college goals (semester research project)**

**Membership in this group will require attendance at the following musical events:**

**Quarter 1- Chorale Express Mass Choir- November 6th in Eureka- all day (students must be eligible) concert at 6:00pm, Veterans Day assembly**

**Quarter 2- Winter Concert - Tuesday, December 12th at 6:30 pm, U of M All Stars Honors Choir (advanced selected students) February 2nd-4th University of MT**

**Quarter 3 - District Music Festival- solo and ensemble performance test**

**Quarter 4- District Music Festival- April 20th-21st in Missoula (large group required, solo and small ensemble must be eligible by MHSA guidelines), State Solo & Ensemble Festival- May 4th-5th in Helena (students who qualify), Spring Concert- Tuesday, May 15th at 6:30 pm**

**This is not intended as an exhaustive list of performances; others may occur which may or may not be mandatory as course requirements.**

## **SCIENCE**

### **Physical Science - Grade 8**

**Length: Full Year**

**The 8<sup>th</sup> grade Physical Science course divides the year between Physics and Chemistry. Concepts include: physical and chemical properties of matter, models, conservation laws, energy, the electromagnetic spectrum, waves, forces and motion, electricity, magnetism, the periodic table, elements, and binary compounds. Students will be involved in activities and use scientific process skills as a basis for defining and solving problems and answering questions.**

## **Earth Science**

**Length: One Year-Freshman Course**

**Description: The purpose of this class is to familiarize the students with the following areas:**

- a. Exercise safe practices in the use of tools and methods employed by earth scientists and use problem solving techniques and methods.**
- b. Demonstrate how earth science relates to careers, personal uses, and social needs and demonstrate an awareness of economic, environmental, ethical, and social concerns.**
- c. Geology – rocks, minerals, plate tectonics, constructive and destructive forces, and geologic history.**
- d. Astronomy – theories of origin of the universe, stars, and space exploration.**
- e. Meteorology – hydrologic cycle, atmosphere, weather, and climate.**
- f. Oceanography – properties of seawater, tides, waves, currents, flow of energy.**

**Requirements:**

- 1. Notes**
- 2. Quizzes and Tests**
- 3. Lab work**
- 4. Class participation**
- 5. Written assignments**

## **Biology**

**Length: One Year- Sophomore Course**

**Description: The purpose of this class is to familiarize the students with the following areas:**

- a. Use the scientific method to investigate and solve biological topics.**
- b. Utilize lab investigations and lab techniques to enhance learning, including microscope use and dissections.**
- c. Investigate the characteristics of living things and recognize the classification system of living organisms.**
- d. Develop an understanding of ecological principles and the role of humans in the biosphere.**
- e. Demonstrate an understanding of the chemical basis of living things**
- f. Gain an understanding of cellular transport, cell structure, and cell function.**
- g. Be aware of the biochemical relationship between cellular respiration and photosynthesis.**
- h. Investigate the diversity of microorganisms and their roles in the biosphere.**
- i. Relate the principles of genetics to heredity in organisms.**
- j. Apply the theory of evolution to explain adaptation and speciation.**

**Requirements:**

1. Notes
2. Quizzes and Tests
3. Lab Work
4. Class Participation
5. Written Assignments

**Chemistry**

**Length: One Year (offered every other year)**

**Prerequisite: Junior or Senior Status**

**Description: Chemistry is the study of matter and the changes it undergoes. Concepts covered include:**

- a. Appropriate lab techniques and use of the scientific method to conduct lab activities.
- b. Applying appropriate mathematical skills in solving problems including molar calculations and stoichiometry.
- c. Investigate the properties and classification of matter.
- d. Describe the location and arrangement of the parts of the atom.
- e. Use the periodic table to interpret and predict the properties of an atom based on electron configuration.
- f. Interpret bonding types, name compounds, and write formulas.
- g. Write balanced equations, recognize reactions, types of reactants, and products.
- h. Recognize the relationship between chemistry and current environmental problems as well as the application of chemical principles in various occupations and interest.

**Requirements:**

1. Quizzes and tests
2. Written assignments
3. Lab work
4. Class Participation

**Physics**

**Length: One Year (offered every other year)**

**Prerequisite: Geometry and Algebra II and Junior or Senior Status**

**Description: Physics is the study of matter and energy. Concepts covered include:**

- a. Appropriate use of lab techniques and the scientific method.
- b. Use of mathematics and critical thinking skills to solve problems.
- c. Analyze and interpret data.
- d. Mechanics – laws of motion, relationships between mass, distance, force, and time, and conservation laws.
- e. Heat – basic laws of thermodynamics.

- f. **Waves – reflection, refraction, optical systems, types of waves, electromagnetic spectrum**
- g. **Electricity and magnetism**
- h. **Modern physics- quantum physics, relativity, and astrophysics.**

**Requirements:**

- 1. **Quizzes and tests**
- 2. **Written assignments**
- 3. **Lab work**
- 4. **Class Participation**

**Advanced Biology - Anatomy and Physiology**

**Length: Full year**

**Prerequisites: Biology and Senior Status**

**Description: Study of the human body including:**

- a. **Terminology**
- b. **Types of cells, tissues, and organs**
- c. **Cellular processes including mitosis, cellular respiration, transport**
- d. **Organ systems**
- e. **Safe and appropriate lab techniques including microscopes and dissection**

**Requirements:**

- 1. **Quizzes and tests**
- 2. **Written assignments**
- 3. **Lab work**
- 4. **Class Participation**

**Forensic Science**

**Length: One Year**

**Description: Forensic Science is the study of the application of science to the criminal and civil court system. Concepts covered include:**

- a. **Appropriate use of lab techniques and the scientific method.**
- b. **Crime Scene Investigation.**
- c. **DNA**
- d. **Drug Analysis and Toxicology**
- e. **Blood Basics and Pattern Analysis**
- f. **Trace Evidence**
- g. **Digital Evidence**
- h. **Fingerprints and Impressions**
- i. **Toolmarks, Firearms, and Explosives**
- j. **Photography**

**Requirements:**

1. Quizzes and tests
2. Written assignments
3. Lab work
4. Class Participation

**SOCIAL STUDIES**

**Montana History - Grade 7**

**Length: 1 year (2 Semesters)**

**Prerequisite: none**

**Description: In this course, the students will have an exhaustive history of their state, Montana. This will include units of the geology and physiology of Montana, pre-contact peoples, the changes brought to natives by guns, horses, and diseases, the discovery of Montana by Lewis and Clark, as well as other white explorers, the exploitation of Montana's natural resources such as beaver and gold, the development of transportation systems such as roads and railroads, the conflicts between U.S. expansion and the Indians of the region, the settlement of rural Montana by farming and ranching, the development of mining in Montana, the Progressive era and how some of the legislation impacted Montana for the better, Montana as a territory and as a state, the Great Depression and World War 2 and their impact on Montana, and the development of Montana into the modern state we know today. Students will need to learn Montana's symbols, mountains, rivers, counties, county seats, and Indian reservations. They will be responsible for expressing their learning about Montana through a number of different venues- from classroom discussion and prepared speeches, to research papers, projects, book reports and posters, group planning, and even political cartoons.**

**8th Grade U.S. History**

**Length: 1 year (2 Semesters)**

**Prerequisite: none**

**Description: In this course students will discuss/learn about the geography of their country, pre-revolutionary period, the revolution of the United States, and how our country has transformed throughout the past 250 years. Large topics will include pre-civil war, western expansion, life on the frontier, and U.S. interaction with Native American cultures.**

**Government**

**Length: 1 Semester**

**Prerequisite: Senior Status**

Throughout the course, students will be able to understand how our government functions at a national, state and local level. Students will learn and compare governments from around the world to the Democratic Republic we have here in the United States. Students will also examine and be able to comprehend the meaning and function of documents such as the Bill of Rights and Constitution along with the function and responsibilities of each branch of our government (legislative, judicial and executive). Looking at the relationship that local, state and national government and how they have and currently work together to resolve specific issues in our nation or overseas. Using current events will also be a key component of this course.

**20th Century History**

**Length: 1 Semester**

**Prerequisite: Senior Status**

Students will learn about the 1900s. Students will take a decade by decade look at how the United States changed from 1900-2000. Special emphasis will be placed on WWI, the roaring 20s, The Great Depression, The New Deal, WWII, the civil rights movement, and the Vietnam War.

**American History**

**Length: 1 Year**

**Prerequisite: Junior Status**

Throughout this course, students will be studying the key aspects of The United States which will focus on the economic, social, political and geographic changes and developments that our country has gone through. US History will also place focus on how personal/political morals, ideas and philosophies have changed since the birth of our nation to where we are today as a nation.

**World History**

**Length: 1 Year**

**Prerequisite: Sophomore Status**

Throughout this course students will study and be able to describe world history from the very first cultures and civilizations to the current civilizations inhabiting our planet today. The main focus points will be looking at the changes in political, military, cultural and economic values and advancements since the first developed civilization. This will allow students to see how and why we have arrived at the place we currently are as a human race.



## OTHER

### Study Skills

**Length: Semester**

**Prerequisite: 7-12 status**

**Requirements: Administrative Approval**

**Study Skills courses prepare students for success in high school and/or for postsecondary education. Course topics may vary according to the students involved, but typically include reading improvement skills, such as scanning, note-taking, and outlining; library and research skills; listening and note-taking; vocabulary skills; and test-taking skills. The courses may also include exercises designed to generate organized, logical thinking and writing.**