



**Zebulon GT**  
**Magnet Middle School**



**7th Grade**  
**Course Description Guide**  
2004-2005 School Year

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### Philosophy

The Gifted and Talented Magnet Program at Zebulon GT Magnet Middle School is based on the belief that all students possess gifts and talents which need to be identified, valued, nurtured, and rewarded.

The philosophy of the gifted and talented magnet school determines the structure of the curriculum and instructional techniques. The curriculum model advocates "choice" for students and parents. It provides them with options and alternatives for learning and is designed to accommodate varying types of gifts, talents, strengths, needs, and interests.

The middle school years can be a very exciting time for students while they are developing their educational, social, emotional, and physical selves. It is time for exploration, appreciation, and understanding of the lifelong process of learning, growing, and changing. The development of basic skills continues, but students are also allowed to make some decisions about pursuing studies that match individual interests. The core curriculum and the elective program offerings provide these opportunities.

Please take the time to examine the course descriptions in this booklet. Students and parents are urged to build a well-balanced schedule. Middle school is a good time to sample different subjects before going on to high school. All students are encouraged to select one course which will provide good physical exercise. Study assistance and enrichment courses are also provided to extend work done in the core curriculum. Teacher input, test results, and previous grades will form the basis of this recommendation.

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### Key to Symbols

Q = Quarter (9 weeks)      S = Semester      Y = Year      \* requires staff signature

## Language Arts

### **Brain Games (Q) #140**

This course challenges students to solve many types of word and logic puzzles relating to the language arts curriculum. They will create and publish their own puzzles for their classmates and for the rest of the school. In addition, students will participate in "quiz-bowl" type activities using electronic buzzers and computers. Students will research and create their own Jeopardy and quiz-bowl questions. They will create quiz-bowls on the computer to challenge their classmates. Students will also have the opportunity to post their contests on the school's worldwide web site or in the school's newspaper.



### **Classical Mythology (Q) #151**

Students investigate the influences of mythology on several major cultures as well as the influence of mythology on present life. Analysis and comparison of Greek and Roman myths are included in this course.

### **Journalistic Reporting (Q) #145**

The journalism class combines classroom instruction with activities requiring practical application of the skills learned in class to examine the various types, purposes, and effects of journalistic style and design. The course incorporates a study of textbook material and an analysis of the local professional and school newspapers, magazine and yearbook layout, and TV newscasting. Students practice different types of journalistic writing, including news stories, sports copy, and editorials. Assignments and activities include story writing, proofreading, word processing, and making layouts. Emphasis is placed on developing imagination and creativity and on stimulating student interest in and understanding of the communications media.

### **Newspaper Production (Y) #146**

The goal of this year long course is to acquire the skills needed to produce the school newspaper. Students practice writing news and sports stories, editorials, interview features, and other items appropriate for a school publication. They also learn about proofreading, word processing, making layouts, and the use of student artwork for graphic interest. At least one completed issue is published and distributed.

### **Odyssey of the Mind (Q) #147**

In this course, thinking process development and logic skills are stressed as students develop their problem solving abilities. Students create and study truth tables, Venn diagrams, Euler circles, analogies, paradoxes, puzzles, and symbolic proofs. Skills in application, analysis, synthesis, and evaluation are stressed. Both convergent and divergent problems are studied in preparation for later problem-solving competition.

### **Science Fiction (Q) #149**

In this course students will expand their appreciation for science fiction as a literary genre, as a tool for picturing the future, and an avenue for creative social interactions. The expanding role of science fiction in popular culture will be explored.

### **Sports Fever (Q) #142**

Students increase reading comprehension and vocabulary skills through reading and writing about professional, college, high school, and middle school sports. Magazines, newspapers, books, and other sports media serve as motivation for students as they read and write descriptions, action stories, sports facts, and rules of the game

**Tarheel Ghosts and Folklore (Q) #143**

This course will introduce students to the rich folklore and various literary geniuses of North Carolina. Students will read and study short stories, poetry, drama, novels, and biographies of North Carolinian authors.

**Video Lit (Q) #144**

Students have opportunities to view literary selections on videotape and to compare these visual interpretations with the original written versions. Discussion of these videos stresses the characteristics of filmed presentations. Students develop skills in critical viewing and participate in discussions and writings about the videos.

**Word Origins (Q) #150**

This course will expand the knowledge of students relative to their vocabulary and its use through the study of prefixes, roots, suffixes, derivatives, central ideas, word relationships, and word analogies. Words from various lists and sources will be studied, including those commonly encountered on the Scholastic Aptitude Test (SAT).

**Yearbook Production (Y) #148**

In this course, students will learn the various responsibilities involved in producing the school yearbook, including layout procedures, picture cropping, writing, and editing

## Mathematics

### **Beginning Chess (Q) #162**

Students study chess history, rules, information, and notation systems. They apply strategic concepts and principles through many practice games. As the students learn the intellectual, aesthetic, and sporting obligations of the chess player, their insights help them grow intellectually. They begin to understand the intense but artistic nature of the chess struggle. MAJOR SKILL OBJECTIVES: 1) Develop analytical, synthetic, and decision-making skills which can transfer to real life, 2) Learn to engage in deep and thorough chess research which helps build confidence in one's ability to do academic research; and 3) Gain insights into the nature of competition which fosters growth in any competitive endeavor.

### **Advanced Chess (Q) #160**

*Prerequisite: Beginning Chess or permission of instructor* Students continue to deepen and broaden their understanding of the intellectual, aesthetic, and sporting obligations of the chess player. They build their chess capability through intelligent obligation, and the continuing demand to find the best move in the face of fierce enemy opposition. Studies of famous chess masters and their games are undertaken through the use of books, journals, game collections, and computer-assisted games and activities. Daily speed games and analysis sessions help sharpen skills to greater competitive levels. Local, state, and national tournaments are the outlets for this competition.

### **Geometric Constructions (Q) #163**

Students learn to construct geometric figures using straight edge and compass. They study common geometric terms such as point, line, and plane. Special lines and angles are investigated for their unique characteristics. Studies are confined to closed figures such as circles, rectangles and triangles. The concept of similar and congruent figures is introduced.

### **Graph It (Q) #164**

Students work with basic statistics—range, mean, median, and mode. They learn to collect and interpret data. Construction of the following graph types are taught: picture graphs, bar graphs, line graphs, circle graphs and histograms. Coordinate graphing, both one-quadrant and four-quadrant, is studied. These activities provide an opportunity to apply and review mathematical skills such as integers, decimals, fractions, percent and proportion, measurement and some geometric ideas.

### **Math Art (Q) #165**

Math Art is designed to give students an opportunity to explore and enjoy math through art and puzzles. Students will work with tangrams, patterning, and paper folding as they advance their skills in geometry and logical thinking. During the class, students will create several original puzzles and designs. Students will also be given a chance to experiment with some of the art forms through a variety of computer programs.

### **Stock Market Math (Q) #166**

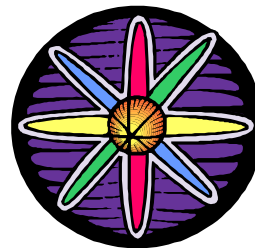
Students study the process of buying and selling stocks. They compute profit and loss and graph the results. The effects of economic indicators on the value of stocks are examined. MAJOR SKILL OBJECTIVES: 1) Understand the elementary principles of the stock market, 2) Understand profit/loss, 3) Study economic indicators.



## Science

### **Anatomy (Q) #173**

This course focuses on the systems of the human body: Functions, formations, interdependence, and diseases. MAJOR SKILL OBJECTIVES: 1) Understand the nature of human development, 2) Understand human anatomy, 3) Understand human physiology, and 4) Label and describe major organs of each major system of the human body.



### **Astronomy (Q) #174**

This course includes three areas of astronomy: early astronomy, the motion of the planets, and methods of astronomy. Activities in the course include: 1) Researching and discovering major contributions of civilizations toward the early development of astronomy; 2) Defining specific terms; 3) Viewing the motion of the stars and identifying the location of major constellations; 4) Studying major laws of planetary motion; 5) Drawing diagrams of celestial cycles; 6) Estimating the size of the universe relative to the earth; 7) Observing the sun, stars, earth, and moon; and 8) To discuss light and to make calculations using the properties of light.

### **A Bug's View (Q) #168**

Students will learn the principles of entomology through lab-based and project-based lessons. They will investigate the anatomy and morphology of insects. Students will learn the use of taxonomic keys to help identify particular orders of insects. Through the use of microscopes and video flex cameras connected to the classroom computer; students will study the movements, and habits of particular species. They will complete a personal insect collection with properly identified species. Collections may be done with the use of the computer with still image photography, or may be done as a project with preserved, mounted specimens.

### **Mouse Trap Cars (Q) #172**

By building mousetrap cars, students will learn to classify the types of motion as linear, rotational, reciprocating and/or oscillating. Students learn to analyze and predict the motion of objects, devices, and systems by understanding the forces that act on them and determine the magnitude, speed, and direction of movement. Students will follow the design and testing process to build a mousetrap racer. At the end of the nine weeks, students will compete in two types of in-class competitions: Fastest (races in heats) and Farthest Distance Traveled.

### **Oceanography (Q) #169**

This course will investigate the history of ocean exploration, topographical features, water circulation, and marine life. Students are introduced to the study of oceanography through the examination of the structure and function of marine life with special emphasis on organism interactions and specific ecosystems such as coral reefs, estuaries, and lagoons. Ocean resources, along with rising environmental concerns, will be explored. Concepts will be reinforced through hands-on activities.

### **Space Adventures (Q) #171**

This course is a study of the history of flight and space flight, the mechanics of flight, and the principles of rocketry. Students will explore the forces of flight, Bernoulli's Principle, and Newton's Law of Motion, and how they affect the flight of gliders and flyers built in class. The course culminates in the construction and launch of a personal rocket.

### **Who Done It? (Q) #167**

Fascinated by TV shows such as CSI? If so, this class is for you! Students will be learning about how science helps to solve crimes. In this class we will have simulated crimes to solve using analysis of fingerprints, DNA, handwriting, hair, and fibers. Students will begin a study of Forensic Science and finish the class by solving simulated crimes.

## Social Studies

### **American Women (Q) #180**

This course traces the struggles and accomplishments of the American woman from 1607 to the present day. It will compare traditional roles with the changing roles of today's women. Students learn how traditional roles forged the challenge for today's women to seek equality.

### **It's in the News (Q) #158**

This course is designed to engage students in learning about current events. Students will develop an interest in current news items through reading newspapers, periodicals, watching the news, and keeping up with current events through on-line news agencies. Students will research these events and conduct debates in which they will be able to voice their opinions concerning the issues;

### **Making the Law (Q) #156**

Making the Law is an examination of the basis of law and the society that creates our laws. There is a heavy emphasis on the foundations of our democracy through the study of our US Constitution. The law-making process is examined, as well as the responsibilities that citizens have to obey laws and understand our nation's legal system.

### **The Old Ballgame (Q) #161**

Students will examine themes of race relations, equality for women and the effects of Prohibition and War on America. We will examine the existence of Minor and Major League Baseball as a reflection of the social, political and economic changes in North Carolina and the United States of America since 1865.

### **The Sixties (Q) #152**

Students will travel back in time to 1960 - 1969 using a variety of sources to study what many called the "Fabulous Sixties". Students are expected to complete several mini-projects associated with the topics mentioned above. Class participation is a must in order to excel in this elective.

### **In the Days of Knights (Q) #155**

Venture back into the days of knights and learn about the period called the Middle Ages. Discover the way of life! In this course, the activities will vary as we explore heraldry, the diseases, fashions, foods, tales, crafts, and medieval games, via video, computers and hands-on experiences.

### **NC TarHeel Jr. Historians (Q) #157**

In this course you will discover some history of our state, our capital city and the community through legends, map study, research and field trips. Enrollment in this course entitles you to membership in the North Carolina TarHeels Junior Historians Club.

### **The Civil War (Q) #154**

This course explores the causes and effects of the Civil War in greater detail than the basic curriculum and will include the study of social, cultural, and global concerns of the time. Students avail themselves of local primary-source research opportunities, as well as traditional sources.

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**Global Conflicts (Q) #153**

Students will research the major global conflicts of the 20<sup>th</sup> century and seek to understand their underlying causes and effects. Factors that influence human behavior and interaction will be examined as well as opportunities for conflict resolution on a personal and global scale. Students will research conflicts such as World War I, World War II, Korean War, Vietnam War, Persian Gulf War, as well as current world conflicts and present their findings to the class. The Internet will be a valuable resource as students seek information about current global conflicts.

**Roaring Twenties (Q) #159**

Students will travel back in time to 1920-1929 using a variety of sources to study what many called the "Roaring Twenties". Students are expected to complete several mini-projects associated with the topics mentioned above. Class participation is a must in order to excel in this elective.

## Fine Arts

### **Exploring Art (Q) #123**

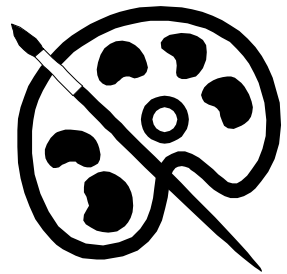
A course for students to explore visual art. This course will deal with the elements of art: line, shape, form, texture, color, and space. The students will incorporate basic principles of design while using a variety of media. Technology, organizational, and critical thinking skills will be applied and enhanced through art activities and correlated lesson plans. Students will need a book for sketching and journal entries.

### **Drawing (Q) #122**

This course is for students to advance their knowledge in visual art. It is devoted to strengthening hand-eye coordination, the ability to draw things realistically using contours, shading, perspective, and other drawing techniques. The students will increase their knowledge of elements, principles, critical thinking skills, technology, and organizational skills through the use of a variety of drawing materials. Students will need a book for sketching and journal entries.

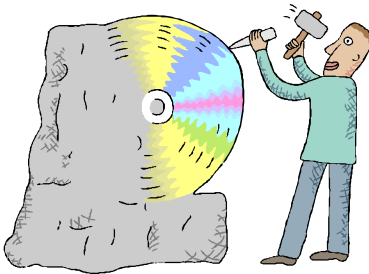
### **The Brush Off (Q) #121**

A course for students to increase their use of paint as a medium or material in visual art. Students will study color theory, composition, and control using water-based paint. The students will learn art history while incorporating a variety of painting styles used through the ages. Critical thinking skills, technology, and organizational skills will be enhanced. Students will need a book for sketching and journal entries.



### **Pottery/Sculpture (Q) #124**

A course for students interested in experimenting with materials while creating three-dimensional pieces of art. Students will create pottery using the pinch, coil, slab, and press mold techniques. The students will be introduced to throwing pottery on a potter's wheel. Sculpture will be produced using a variety of materials. Technology, critical thinking skills, and organizational skills will be increased. Students will develop an awareness of ceramic processes and procedures through modeling, glazing, firing, and presenting works of art in clay. Students will need a book for sketching and journal entries.



## Instrumental Music

### **7<sup>th</sup> Grade Band (Y) #119**

An in-depth study of varied and sophisticated music for intermediate and advanced students are the focus of these performing groups. Technical drills, scale studies, rhythm, and sight-reading exercises are used to advance the students' skill, knowledge, and reading ability in music. A wide variety of band literature is studied to give them experience in various musical styles.

### **Intermediate Strings (Y)\* #114**

Students should have prior experience with strings before enrolling in this class. Requirements include basic rhythm and note reading skills, the ability to demonstrate basic bowing techniques, and the ability to sight read a musical selection.

### **Advanced Strings (Y)\* #112**

This course is an in-depth study of varied and sophisticated music for advanced students. Students in this course constitute a major performing group that includes strings, winds, and percussion.

### **Beginning Guitar (Q) #86**

This course is designed to teach the basic fundamentals of playing the six string acoustic guitar. Students will learn (1) the history, parts, and maintenances of the guitar, (2) tuning and stringing, (3) major, minor, and diminished chords and chord progressions, (4) reading and writing guitar tablature, and (5) different types of music played on the guitar. Students will need to provide their own guitar and supplies.

### **Advanced Guitar (Q) \* #87**

This course is designed for those guitarists that already have knowledge of playing major, minor and 7<sup>th</sup> chords. This course will be more advanced in the area of tablature reading and writing. Contemporary and alternative music will be the emphasis. Scale playing and music theory will also be taught. Students must have the teacher's approval before registering.

### **Piano Lab (Q) #102**

This course is designed to introduce students to piano playing who have little or no previous experience. It guides them through the skills of music reading, scales, chords, and performance of piano literature at appropriate levels. Level I focuses on developing finger dexterity at the keyboard using a variety of compositions.

## Theater, Chorus, and Dance

### **Introduction to Theatre (Q) #104**

Students in this introductory course will study of the art of acting. Students will also look at other aspects involved in the production process of theater. At the conclusion of the nine weeks, the class will produce and act in a play given for other students during the school day.



### **Drama (S) #105**

This course is designed for students who have participated in a theater or drama course at the elementary or middle school level. They will continue their studies and take part in a production that will have an evening performance for parents and friends for the price of admission.

### **Technical Theatre (S) #103**

In this course, students conduct an intensive study of the technical processes necessary for theatre productions. Students learn about lighting and sound systems needed in various productions both during the school day and in after school and evening productions.

### **Cougar Chorus (S) #99**

This course is designed as an introductory course for students who are singing for the first time at the middle school level. Students participate in group activities, expand their knowledge of music, and develop singing skills. They also have the opportunity to perform in school and community activities, as determined by the instructor.



### **Apprentice Chorus (Cougar Chorus) (S) #99**

This course is designed as an introductory course for students who are singing for the first time at the middle school level. Students participate in group activities, expand their knowledge of music, and develop singing skills. They also have the opportunity to perform in school and community activities, as determined by the instructor.

### **Concert Chorus (Voice of the Cougar) (Y) \* #101**

This course is open to 7<sup>th</sup> and 8<sup>th</sup> grade students who pass a required open audition. Singers must pay for a formal chorus outfit and be able to participate in many after school concerts. Excellent conduct and dedication is a must for successful completion.

### **Special Ensemble (Girls) (Y) #100**

A Spring audition is held for this class for 7<sup>th</sup> and 8<sup>th</sup> grade girls. Participants must purchase a dress for concerts and be able to perform in several after-school concerts.

**Ballet (Q) #106**

This course introduces students with limited or no previous training to the basic skills of ballet. Students develop strength, proper alignment, vocabulary, and self-discipline for the technique of ballet.

**Introduction to Dance (Q) #108**

This is an exploratory movement class for the student who has never had a dance class. Students experience various dance forms including, modern, ballet, jazz, tap and folk while building strength, flexibility, and coordination. This course also builds an appreciation for dance as an art form.

**Jazz (Q) #109**

Through a daily technique class, students explore the style of jazz dance. They build strength, flexibility, and coordination. The historical value of jazz technique is also introduced.

**Modern Dance (Q) #110**

In this course, students explore basic improvisation and composition as it relates to modern dance. They will also learn about the skills of the early pioneers of modern dance.

**Tap (Q) #111**

This course is designed for any tap student. Concentration is on rhythmic perception, coordination, and balance.

**Dance Company (Y)\* #107**

An audition is required for this course. In this course, students develop various performance techniques including stage presence, ensemble work, and understanding of the role of dance to choreographer. Opportunities are given for performance in teacher selected dance style (modern dance, ballet, jazz, and/or tap), and student choreography. Students experience the elements of production: costume design, publicity, lighting, and set design. Costume fee is applied.

## Health and Physical Education

(Choose no more than five Physical Education electives, please)

### **Archery (Q) #63**

This course is designed for the beginning archery student who is unfamiliar with, or who is interested in learning to shoot the bow and arrow. This level provides a basic introduction to the history, terminology, safety, and care of archery equipment. Skill development, target shooting, and proper retrieving of arrows are emphasized.

### **Aerobics (Q) #75**

This course is designed for the students who are interested in improving physical fitness and overall muscle tone by moving to music. The purpose of this program is to provide an understanding of what is essential for developing and maintaining a healthy body. Students are expected to gain an understanding of their own physical condition and ways to gradually improve it by learning about the basic muscle groups and heart rate. This course will also use aerobic steps and dynabands.



### **Badminton (Q) #64**

This course is designed for the beginning student. It provides an introduction to the history, safety, terminology, special equipment, rules, and scoring of badminton. Singles and doubles games are introduced. Emphasis is placed on proper serving and hitting techniques.

### **Basketball I (Q) #65**

Basketball I is designed for the beginning student who is interested in learning the fundamentals of basketball. Students are introduced to the history, terminology, safety, equipment, scoring, and basic skills of basketball. Emphasis is placed on skill development through the use of drills, relays, and lead-up games. Students will have some opportunity to participate in team situations. However, team games and competitions will be a minimal part of this course.

### **Basketball II (Q)\***

Basketball II is designed for the intermediate student who is interested in team competition, game strategy, and perfecting of individual skills. After a brief review of terminology, safety and basic skills, students are given the opportunity to increase in skill proficiency and game knowledge through competitive game situations. Good sportsmanship and team cooperation are emphasized. Basketball I is a prerequisite.

### **CPR and First Aid (Q) #84**

This course is designed for those who would like to be certified in CPR by the American Red Cross and for those who are interested in helping others in a time of medical emergency. The course will focus on how to perform lifesaving methods in a medical emergency. This class is for the serious middle school student who may be looking toward a job as a lifeguard and or baby sitter.

### **Cup Stacking (Q) #67**

This class is designed for students who want to understand and challenge themselves in this unique and exciting sport where participants stack and unstack 12 specifically designed plastic cups (Speed Stacks) in predetermined sequences. Cup stacking promotes bilateral proficiency- equal performance on both sides of the brain and body. Students will see the benefits of using both sides of their body and brains to develop hand-eye coordination, ambidexterity, quickness and concentration which are important skills used in most any sport or activity where use of the right and left hands improves performance.

### **Fastpitch Softball (Q) #79**

This course is designed for the above average, selects, or travel softball player. Areas of fielding, throwing, pitching, and hitting will be taught. Situation strategies will also be taught under game-like conditions.

### **Flag Football & Frisbee (Q) #68**

This course is designed for the beginning student who is unfamiliar with, or interested in, learning the fundamentals of flag football and frisbee. At this level, students are introduced to the history, terminology, safety, equipment, scoring, and basic skills of flag football. Emphasis is placed on skill development through the use of drills, relays, and lead-up games. Students will have some opportunity to participate in team situations. However, team games and competition are a minimal part of this course.

### **Gymnastics (Q) #71**

This course is designed for the beginning student who has an interest in investigating and developing basic gymnastic tumbling skills. Concentration is placed on the various rolls, balances, stands, and flexibility stunts associated with free floor exercises. Safety and spotting techniques are especially emphasized. An introduction to apparatus may be included, but concentration is largely on developing free floor skills. Students are expected to individually improve balance, coordination, flexibility, strength, and endurance. Creating short mat routines may be a part of this course.

### **Golf (Q) #70**

This course is designed for the beginning student who is unfamiliar with, or interested in, learning the fundamentals of golf. At this level, the student is introduced to the history, safety, terminology, special equipment, basic skills, and scoring of golf.



### **In-line Skating (Q) #72**

This course is designed for the beginning student who is unfamiliar with or interested in learning the fundamentals of in line skating. Students will learn the history, terminology, safety, special equipment and basics of in line skating. Students will then put to use their knowledge in games and relays. **Students must provide their own roller blades, elbow pads, knee pads, and helmets.**

### **Individual and Recreational Games (Q) #73**

This course is designed for the student who is interested in a variety of activities that do not emphasize competition. Activities in shuffleboard, horseshoes, table tennis, bowling, badminton, Frisbee, and board games both challenging and enjoyable. The teacher may select from this variety of activities according to facilities and availability of equipment.

### **Lacrosse (Q) #74**

This course is designed for the beginning student who is unfamiliar with, or interested in, learning the fundamentals of lacrosse. At this level, students are introduced to the history, terminology, safety, equipment, scoring, and basic skills of lacrosse. Emphasis is on skill development through the use of drills, relays, and lead-up games. Students will have some opportunity to participate in team situations. However, team games and competition is a minimal part of this course.

### **New Games (Q) #76**

This course enables students to begin skill development at their level of competency and advance individually. It reinforces skills previously learned in physical education, but minimizes the pressure of competition. These new games foster cooperation and positive social interaction. Students participate in non-traditional sports and games and create their own original games.

### **Personal Fitness (Q) #81**

This course is designed for students who are interested in an overall fitness program. Total body conditioning will be emphasized. Students will learn about major muscle groups and work to improve their current fitness levels. Students will be expected to develop muscular strength and endurance and well as develop their cardiovascular endurance.

### **Social Dance (Q) #78**

This course is designed for the student who is interested in investigating ballroom dancing from the early 1900's through the 1990's. Teachers may select from a variety of dances from the early part of the century such as the Charleston, Lindy, Tango, Waltz, and Cha-Cha to a variety offered in the later part of the century such as the Shag, the Twist, and line dances. The purpose of this course is to encourage students to develop a creative and spontaneous approach to social dance, as well as to increase confidence, knowledge, and coordination.

### **Soccer (Q) #77**

This course is designed to introduce the student to the basic fundamentals of soccer. Students will become familiar with the terminology, scoring and basic skills of soccer. Emphasis is on skill development through the use of drills and lead up games. Students will also have an opportunity to participate in game situations.



### **Softball (Q) #69**

This course is designed to introduce the student to the basic fundamentals of softball. Students will become familiar with the terminology safety, equipment, scoring and basic skills of softball. Emphasis is on skill development through the use of drills and lead up games. Students will also have an opportunity to participate in game situations.

### **Sports Variety (Q) #80**

This course is designed for the student who is interested in improving coordination, confidence, and knowledge in a variety of sports and activities with a very minimal amount of competition. Skills are emphasized through drills and modified versions of floor hockey, soccer, and basketball.

### **Weight Training (Q) #82**

This course is designed to teach the students various weight lifting programs benefiting themselves individually. Three different programs are taught within the nine week quarter. Along with weight lifting, student will learn various agility and cardiovascular/respiratory drills through aerobic activities. The course will also show the students a variety of warm-ups and static stretching exercises helping them benefit their total body. Students will be required to participate daily, and complete a written project, and pass a written and skills test.



## Computer Studies

### **Effective Design (Q) #177**

This course is designed to instruct students in correct design principles, which are applied to newsletters, brochures and slide show presentation. The skills acquired are real-life based and are transferable to interdisciplinary projects. Students begin to design with the aid of a template and conclude with their original creations. There is also a heavy emphasis on the correct utilization of graphics. It is assumed that students have mastered basic computer skills.

### **Satellites, Computers, and Mapping (S) #179**

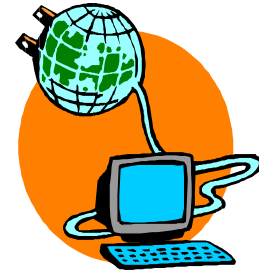
This is an interdisciplinary course that is designed to show students how satellites and the process of remote-sensing are used to solve problems. A variety of tools, including the Internet, Geographic Information Systems (GIS), and Global Positioning Systems (GPS) will be explored as students analyze, interpret, and generate their own hypotheses and use critical thinking skills to solve their problems.

### **Robo-Challenge (Q) #170**

Robo-Challenge is an educational program that uses LEGO Robotics to provide hands-on learning of engineering, applied science, and computer skills, while acting as a vehicle for educational outreach. Students will have the opportunity to learn advanced technology skills while engaged in complex robotic challenges. Teachers will guide and encourage their engineering creations and help them access the online resources.

### **ZGTMMS Webmasters (Q) #178**

The Webmasters class is an opportunity for students to learn how to design, develop, and test web pages that will be incorporated into the school website. Students will learn to use a web development suite of software that includes graphics creation and animation. It is strongly encouraged that participants possess basic computer skills and be able to work in collaborative teams.



## Career and Technical Education

### **Child Care (Q) #88**

Students discover that childcare begins before birth. They observe similarities and differences in children. They explore learning activities, discipline techniques, and safety precautions in caring for young children. They develop a greater sense of confidence and competence in working with young children.

### **Creative Cuisine I (Q) #89**

Students use basic kitchen tools and equipment in preparing and serving foods from different regions of the United States and from other countries. They are given an opportunity to create and prepare new dishes as well as preparing dishes from recipes.

### **Creative Cuisine II (Q) \* #90**

Students extend use of kitchen tools and equipment in preparation for regional and cultural foods in the United States and selected other countries. Creative Cuisine I is a prerequisite.

### **Interior Design (Q) #89**

Emphasis is placed on the individual family with its own set of values and lifestyle. Based upon their dreams for the future, students will select "their house" from a collection of architectural drawings. Elements and principles of color, harmony, design, furniture selection, and room arrangements are explored. Each student designs several projects, which include the selection of wallpaper, paint, window treatments, floor covering, furniture, fabrics, and accessories. These projects utilize the basic principles of interior design. The student discovers through hands-on experience that a home must reflect the needs of the family.

### **Ready, Set, Sew! (Q) #92**

In this course, students develop basic sewing skills. They learn safe and proper use of the sewing machine and other equipment. Projects based on individual skills will be constructed by the students.

### **Sewing II (Q) \* #185**

In this course, students apply skills necessary for clothing construction. They perform basic procedures for pattern layout, cutting, and sewing. They will analyze their clothing needs and learn to select fabrics for design, comfort, and care. Ready, Set, Sew! is a prerequisite.

### **Advanced Computer Keyboarding (Q) #93**

This course is designed to develop higher levels of keyboarding skills. Students learn to arrange advanced personal/formal typewriting applications, such as business letters, outlines, reports with footnotes, title page, and bibliography, etc. Major emphasis is given to accuracy and arrangement of copy, ability to follow verbal/written directions, and appropriate use of capitalization and punctuation rules. Keyboarding/Computer Literacy is a prerequisite.

### **Exploring Business and Marketing (Q) #98**

This course is designed to explore the nature of business in an international economy and to study related careers in fields such as financial services, fashion merchandising, information systems, marketing, office systems technology, public relations and promotion, and travel and tourism. Emphasis is on using the computer while studying applications in these careers along with problem solving and thinking skills. Language arts and mathematical skills are reinforced as students explore business applications and careers.



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### **Exploring Technology (S) #94**

This course introduces basic technological principles, processes, and skills such as safety, design, and problem solving, team decision-making, and information gathering. A systems model of communication, manufacturing energy and transportation, and structures is presented. Students explore sketching, technical drawing, model rocket and bridge building, computer-assisted graphics, computer-aided design, and electronic devices. Emphasis is on technical fields and occupations.

### **WZMS (Y) \* #181**

Students "working" at WZMS produce the morning news program shown each day during homeroom. Each student learns how to tape and edit short video pieces on computers and video editing equipment. Students also learn how to operate specialized equipment used to broadcast the show school wide, as well as serve as on-air reporters on a rotating basis. MAJOR SKILL OBJECTIVES: 1) Contribute constructively and courteously to team and class activities; 2) Practice individual and team discipline while planning, producing, and editing video interviews, sketches, etc. 3) Develop and use critical viewing abilities; 4) Demonstrate an awareness of the technological and social history of today's video and television industry; 5) Demonstrate the ability to work safely with, and care for video equipment.

## Foreign Language



### **Introduction to Spanish (S) #130**

This semester long course is designed to give students a "taste" of Spanish language and culture. The emphasis is placed on the development of the four skills (listening, speaking, reading, and writing) with special attention given to the listening and speaking skills.

### **Spanish I (Y) #126**

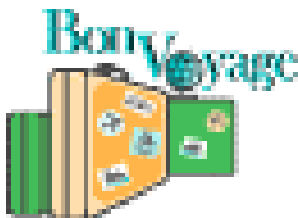
This course is an introduction to the Spanish language and culture. Students study basic grammatical structures and vocabulary and use them in listening, speaking, reading, and writing activities at the beginning level. Topics include the alphabet, accent marks, greetings, classroom objects, number, colors, the agreement of nouns and adjectives, verb tenses, questions, etc.

### **Introduction to French (S) #129**

This semester long course is designed to give students a "taste" of French language and culture. The emphasis is placed on the development of the four skills (listening, speaking, reading, and writing) with special attention given to the listening and speaking skills.

### **French I (Y) #125**

This course is an introduction to the French language and culture. Students study basic grammatical structures and vocabulary and use them in listening, speaking, reading, and writing activities at the beginning level. Topics include the alphabet, accent marks, greetings, classroom objects, numbers, colors, the agreement of nouns and adjectives, verb tenses, questions, etc.



## Miscellaneous Electives

### **Peer Helpers (Q) \* #175**

This class involves some instruction and training resulting in a service learning experience. Students assist teachers with grading, filing, and peer tutoring. Teacher recommendation is required.

### **Media Assistant (S) \* #182**

This class involves some instruction and training resulting in a service learning experience. Students in the class serve as library/media assistants in helping other students and the media program. The media assistant learns information about retrieval and resources available in the media center, which are beneficial in all other course of student and for lifetime learning. Instruction time will vary depending on the media coordinator's available time. Students must have the media coordinator's approval prior to registration.

**Guidance Assistant (Q) \* #182** This class is a service learning experience. Students will serve as tour guides for new students and their parents, collate and distribute materials as needed, run errands, etc. for the guidance staff. Students must have the Guidance Department's approval before registering.

### **Office Assistant (Q) \* #182**

This class is a service learning experience. Office Assistants deliver messages, locate students, deliver materials to teachers, and assist with lunch detention. Students must have the Assistant Principal's approval before registering.