



**Coyote Academic Course Selection Planning Sheet**  
**6<sup>th</sup> Grade**  
**2021-2022**

Name \_\_\_\_\_

Student # \_\_\_\_\_

Elementary School Attended: \_\_\_\_\_ PARENT SIGNATURE: \_\_\_\_\_

**1. English Language Arts**

M/J Language Arts 1 Advanced (1001020Z)

**2. Mathematics (Choose ONE)**

\_\_\_\_\_ M/J 6<sup>th</sup> Math (1205010Z)

\_\_\_\_\_ M/J 6<sup>th</sup> Math Advanced (1205020Z)

\_\_\_\_\_ M/J 7<sup>th</sup> Math Advanced (1205050Z)

**3. Science**

\_\_\_\_\_ M/J Compre Sci 1 (2002040Z)

\_\_\_\_\_ M/J Compre Sci 1 Advanced (2002050Z)

\_\_\_\_\_ M/J Compre Sci 1 Accelerated/Honors  
(2002055Z)

**4. Social Studies**

M/J US History Advanced (2100020Z)

**5. PE/Health (These courses are required for all 6<sup>th</sup> Grade students)**

M/J 6<sup>th</sup> Grade Fitness (1508000Z)

M/J Health 4 (0800030Z)

**Directions:** Classes are offered on the basis of the choices that you make. **The choices that you make are binding. If you do not choose alternate elective courses and your first choice electives are full, your classes will be chosen for you.** Please choose wisely since you will be taking the classes that you select. **Schedule change requests will not be honored.** Some classes require a teacher signature for approval or the completion of an application.

\*These classes require a prerequisite.  
(You must take 1-4 in order)

\*\*These classes may require additional fees. These classes are co-curricular and require mandatory out of school, evening attendance for performances that are part of a student's grade.

***ELECTIVE INSTRUCTIONS (6<sup>th</sup> Grade students will have one full period of elective choice or (2) semester long course elective choices both to equal to one period)***

**Number below 1-6 (1 being the class you want most, 2 the next most and so on through your 6<sup>th</sup> choice). You can choose from both Semester and Full Year Electives.**

***Electives***

- |  |                    |
|--|--------------------|
| _____ Exploring Criminal Justice (1700060Z)  | <b>(SEMESTER)</b>  |
| _____ Exploratory Spanish (0708100Z)   | <b>(SEMESTER)</b>  |
| _____ Exploration of 2-D Art (0101005Z)  | <b>(SEMESTER)</b>  |
| _____ Visual Art 1 (0101100Z)  | <b>(SEMESTER)</b>  |
| _____ Engineering 1—Exploration of Tech Design (8600082-Z)                               | <b>(SEMESTER)</b>  |
| _____ *Engineering 2— Exploration of Green Construction and Architecture Tech (8600098Z) | <b>(SEMESTER)</b>  |
| _____ Introduction to Arts, AV Technology and Communication (8209350Z)                   | <b>(SEMESTER)</b>  |
| _____ Coding Fundamentals 1 (9009200Z) <b>and</b> *Coding Fundamentals 2 (9009200Z)      | <b>(FULL YEAR)</b> |
| _____ Chorus 1 (1303000Z)  | <b>(FULL YEAR)</b> |
| _____ Band 1 (1302000Z)  | <b>(FULL YEAR)</b> |
| _____ Orchestra 1 (1302040Z)   | <b>(FULL YEAR)</b> |
| _____ Dance 1 (0300000Z)   | <b>(FULL YEAR)</b> |
| _____ M/J Theatre 1 (0400000Z)   | <b>(FULL YEAR)</b> |
| _____ M/J Musical Theatre 1 (0400200Z)   | <b>(FULL YEAR)</b> |

## CTE

### SEMESTER COURSE

#### **Engineering 1—Exploration of Tech Design (6<sup>th</sup>-8<sup>th</sup> GRADE)**

Students explore the area of technical design technology and associated careers.

#### **Engineering 2—Exploration of Robotics Tech (6<sup>th</sup>-8<sup>th</sup> GRADE)**

Students increasing their understanding of technology and robotics, basic programming of robotic systems and subsystems, and learning about the role of sensors in robots. **MUST TAKE ENGINEERING 1 PRIOR TO THIS COURSE.**

#### **Engineering 3—Exploration of Power and Energy (7<sup>th</sup> OR 8<sup>th</sup> GRADE)**

Students will demonstrate understanding and application of energy and power technology and learn special skills unique to power and energy technology. **MUST TAKE ENGINEERING 1 AND 2 PRIOR TO THIS COURSE.**

#### **Engineering 4—Space and Flight Exploration of Aerospace Technology (8<sup>th</sup> GRADE)**

Focuses on educational and training requirements related to the various aerospace careers and types of aviation. **MUST TAKE ENGINEERING 1, 2, AND 3 PRIOR TO THIS COURSE.**

#### **Exploring Criminal Justice (6<sup>th</sup> GRADE)**

Students will explore the basics of the criminal justice system and the careers related to this area. This course highlights basic knowledge, vocabulary, and real world application of criminal justice topics.

#### **Criminal Justice 1—Exploration of Criminal Justice (7<sup>th</sup> GRADE)**

Students will gain an understanding of the law enforcement, security and protective service, corrections, and legal career pathways.

#### **Criminal Justice 2—Intro to Law, Public Safety and Security (8<sup>th</sup> GRADE)**

Beginning with a broad overview of the Introduction to Law, Public Safety and Security career cluster, students are introduced to the terminology, careers, history, required skills, and technologies associated with each pathway cluster.

#### **Coding Fundamentals 1 (6<sup>th</sup> AND 7<sup>th</sup> GRADE)**

This course explores the use of different operating systems and increasing awareness of programming languages. Students will demonstrate proficiency in basic programming and specialized computer coding software using specialized software applications.

#### **Coding Fundamentals 2 (6<sup>th</sup> AND 7<sup>th</sup> GRADE)**

Students further their coding knowledge and work towards earning an industry certification in application development level 1.

## FINE ARTS

### SEMESTER COURSE

#### **Exploration of 2-D Art (7<sup>th</sup> OR 8<sup>th</sup> GRADE)**

Students engage in the art-making processes of creating two-dimensional works, which may include drawing, painting, printmaking, and/or collage.

#### **Exploration of 3-D Art (6<sup>th</sup>-8<sup>th</sup> GRADE)**

Students engage in art-making processes of three-dimensional forms through the exploration of natural, abstract, and synthetic sculptural forms using materials that may include clay, plaster, and mixed media.

#### **Visual Art 1 (6<sup>th</sup> GRADE)**

Students are introduced to the rigor and routine of the art production processes. Projects may include but not be limited to: drawing, painting, printmaking, collage, mixed media, pottery, and sculpture.

**Introduction to Arts, AV Technology and Communication (6<sup>th</sup> GRADE)** This graphic arts class blends modern day technology with the creativity of fine arts to create a variety of 'hands on' projects. Topics include: digital photography, photo editing, logos/ advertising, printing, and video/video editing.

### YEAR LONG

#### **Digital Media/Multimedia Foundations 1 (7<sup>th</sup> OR 8<sup>th</sup> GRADE)**

Students gain skills in the areas of digital photography, photo editing, print/digital design, typography, advertising, and using digital portfolios.

#### **Dance 1 (6<sup>th</sup>-8<sup>th</sup> GRADE)**

Students develop dance technique and movement vocabulary in two or more dance forms. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

#### **Dance 2—7<sup>th</sup> OR 8<sup>th</sup> GRADE (APPLICATION REQUIRED)**

Students attend to alignment, acquisition of complex technical skills, collaborative problem solving, dance conditioning, and safe studio practices.

#### **Theatre 1 (6<sup>th</sup>-8<sup>th</sup> GRADE)**

Students learn the basics of building a character through such activities as pantomime, improvisation, and effective speaking, the importance of technical theatre and explore the use of such elements as costumes, props, and scenery.

#### **Theatre 2 (7<sup>th</sup> OR 8<sup>th</sup> GRADE)**

Students with previous theatre experience and instruction continue to study acting, design, and dramatic literature to increase the enjoyment and understanding of what is required to prepare plays for the public.

#### **Musical Theatre 1 (6<sup>th</sup>-8<sup>th</sup> GRADE)**

Student's coursework focuses on, but is not limited to, basic acting, basic vocal performance, basic dance/movement, non-dance movement, and staging, which transfer readily to musical theatre literature.

#### **Chorus 1 (6<sup>th</sup> OR 7<sup>th</sup> GRADE)**

Students with little or no choral experience develop beginning vocal technique and skills, critical and creative thinking skills, and an appreciation of music from around the world and through time.

#### **Chorus 2 ( 7<sup>th</sup> OR 8<sup>th</sup> GRADE) and Chorus 3 (8<sup>th</sup> GRADE)**

Students build on previous choral experience to expand vocal, technical, musical, and ensemble skills through rehearsal, performance, and study of high-quality choral literature. Public performances may serve as a culmination of specific instructional goals.

#### **Band 1 (6<sup>th</sup> OR 7<sup>th</sup> GRADE)**

Students with little or no instrumental experience develop foundational instrumental technique, foundational music literacy, and aesthetic musical awareness through rehearsal, performance, and study of high-quality band literature.

#### **Band 2 (7<sup>th</sup> OR 8<sup>th</sup> GRADE) and Band 3 (8<sup>th</sup> GRADE)**

Students with previous band experience build on instrumental technique, music literacy, and aesthetic response through rehearsal, performance, and study of a variety of high-quality band literature.

#### **Orchestra 1 (6<sup>th</sup> OR 7<sup>th</sup> GRADE)**

Students who have little or no experience on violin, viola, cello, bass, or harp explore high-quality music literature written or transcribed for string orchestra.

#### **Orchestra 2 (7<sup>th</sup> OR 8<sup>th</sup> GRADE) and Orchestra 3 (8<sup>th</sup> GRADE)**

Students with previous orchestral experience demonstrate higher-level knowledge of instrumental techniques, musical literacy, ensemble performance skills, and related musical knowledge through study, rehearsal, and performance of a variety of high-quality orchestral literature.

#### **Journalism 1--Yearbook (7<sup>th</sup> OR 8<sup>th</sup> GRADE) and Journalism 2--Yearbook (8<sup>th</sup> GRADE)**

The purpose of this course is to enable students to develop fundamental skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to become aware of journalism history, careers, ethics use, and management techniques related to the production of journalistic media.

## OTHER

### YEAR LONG

#### **Pack Leader—8<sup>th</sup> GRADE ONLY (APPLICATION REQUIRED)**

The purpose of this course is to enable students to develop awareness of self and others. Students will use these skills by assisting teachers in the classroom or school staff in the media or office.

## WORLD LANGUAGES

### SEMESTER

#### **Exploratory Spanish (6<sup>th</sup> GRADE)**

M/J Exploratory Spanish introduces students to the target language and its culture. Students will learn beginning skills of listening and speaking and be introduced to basic skills in reading and writing in Spanish. Also, culture and comparisons are included in this one-semester course.

### YEAR-LONG

#### **Beginning American Sign Language (6<sup>th</sup> GRADE)**

M/J American Sign Language Beginning introduces students to the target language and its culture. Students will learn beginning receptive and expressive signing skills and be introduced to culture, connections, comparisons, and communities during this **full-year** course.

#### **American Sign Language 1 --7<sup>th</sup> OR 8<sup>th</sup> GRADE (HS Credit)**

American Sign Language 1 introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language with introductions to culture, connections, comparisons, and communities.

#### **Spanish 1—7<sup>th</sup> OR 8<sup>th</sup> GRADE (HS Credit)**

Spanish 1 introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities.