



## HAWTHORN ACADEMY COURSE CATALOG 2012-2013 (Grades 7-9)

The following are the courses offered. Read the description of each class carefully. We have offered a number of classes as elective choices. Elective class availability is subject to a sufficient number of students requesting that class. Every effort will be made to honor student requests if it is feasible within the student's schedule.

### Careers & Technology Education

#### Intro. to Career & Technical Education (Grade 7 only) 1.0 credit

Semesters: (2)

Intro to CTE (Career & Technical Education) is an integrated course. Career & Technical Education is an introductory program designed to acquaint students with the vocational areas of agriculture and industrial technology, health occupations and home economics, business and marketing, and career development. This course provides hands-on exploration experiences to help students understand career opportunities and current technology.

#### COMPUTER TECHNOLOGY (9<sup>th</sup> grade) – 1 semester

This course provides an introduction to computer application software that includes word processing, spreadsheet, database, and telecommunications. An awareness of career opportunities, business ethics, economics, and trends is included.

#### KEYBOARDING (8<sup>th</sup> grade elective) – 1 semester

In the beginning semester keyboarding course, the student will master touch operation on a computer keyboard. Correct fingering by touch and good techniques will receive primary emphasis; speed and accuracy will be given secondary emphasis. The fourth row numbers and symbols and 10-key pad will also be taught. The student will use basic word processing functions on a variety of document types. **It is not recommended that students with mastery level keyboarding technique and skills (50 words per minute or higher, no more than 3 errors per minute) take this class.**

#### DESKTOP PUBLISHING I (8<sup>th</sup> and 9<sup>th</sup> grade elective) – 1 semester

This course provides skill development in the electronic procedures of producing and editing publications. Students will create, format, illustrate, design, edit/revise, and print publications. Improved productivity of electronically produced newsletters, flyers, brochures, reports, business cards, advertising materials, and other publications are emphasized. Proofreading, document composition, and communication competencies are also included.

# Language Arts

## Seventh Grade Language Arts Core (1.0 credit)

Semesters: (2)

(Credit: 7<sup>th</sup>)

This course helps students gain a greater fluidity within the English language. The emphasis is on composition, the writing process, and reading. Lessons in composition will cover the application of mechanics and grammar. Students will produce descriptive, narrative, persuasive, and informative written work. They will also work on spelling, vocabulary, dictionary, library, reading, speaking and listening skills.

## Eighth Grade Language Arts Core (1.0 Credit)

Semesters: (2)

(Credit: 8<sup>th</sup>)

Language Arts 8 is a course that focuses on reading, writing, inquiry/information gathering, grammar and communication. Various reading sources help students refine decoding and interpretation skills. Students will write for different purposes and audiences. They will also practice grade-appropriate grammar and usage skills. Listening, speaking, and problem solving are other important elements of this course.

## Ninth Grade Language Arts Core (1.0 Credit)

Semesters: (2)

(Credit: 9<sup>th</sup>)

In this class, students continue to practice and refine language skills (i.e. reading, writing, speaking, and listening). Writing process skills include the descriptive, narrative, informative, and persuasive modes for specific audiences. Investigative research processes are taught, and cross-curricular research essays are developed. Reading materials include novels, poetry, short stories, classical drama, classical mythology, and reference materials.

## Ninth Grade Honors Language Arts Core (1.0 Credit)

Semesters: (2)

(Credit: 9<sup>th</sup>)

Honors English is offered for students who are college-bound and/or have a sincere love of literature. Language Arts 9H is a course for students who read voraciously and consider a good book a great companion. It is for students who wish to write and speak with a vocabulary that commands attention and builds respect. If you enjoy learning for the sake of learning and want to learn with like-minded people, join us!

This course will differ from English 9 in several ways:

- The focus on more complex literature will provide a forum for students to make personal connections and discuss issues, themes, and form within a cultural context.
- Measures of success will be primarily through higher order thinking skills. For example, a written assignment measuring a student's ability to compare and contrast a common thematic element between 2 short stories will be given more often than a multiple choice test.

- Students will be given more opportunities to express themselves through creative writing.
- Class discussions involving all students will be the norm. The teacher will step back a bit and let the educational interests and preferences of these proficient and responsible students guide the trajectory of the curriculum.
- As in every course reading comprehension will be emphasized. Novels and other reading material will be more challenging and appropriate for an accelerated reader.

### **Journalism (.5 Credit – elective)**

Semesters: (1)  
(Credit: 8<sup>th</sup>, 9<sup>th</sup>)

Journalism is a course that focuses on the inquiry/information gathering, grammar and communication through the application of writing. Students will revise and edit to strengthen ideas, organization, voice, word choice, sentence fluency and conventions. Students will use the process of inquiry to examine multiple points of view. They will formulate questions to evoke multiple, valid responses from different points of view, gather information from multiple sources that reflect varied points of view, and use primary and secondary sources. Students will contribute HA's student newspaper.

### **Speech / Debate (.5 Credit – elective)**

Semesters: (1)  
(Credit: 8<sup>th</sup>, 9<sup>th</sup>)

"Do people tell you that talk just to hear the sound of your own voice? Are you dramatic and expressive? Do you have strong opinions about the world we live in? This course is for you!" This course will introduce students to the basic skills of oral presentation and argumentation. Students will give and seek information in conversation, group discussions, and in oral presentations. Students will plan, present, and critique the oral delivery of information and persuasive argument as well as dramatic readings of literary selections. Inspirational and Motivational Speech will be covered as well as established debate events. As the term draws to an end, the class will seek out opportunities to compete with other school in speech or debate tournaments.

### **Creative Writing (.5 Credit – elective)**

Semesters: (1)  
(Credit: 8<sup>th</sup>, 9<sup>th</sup>)

"Fill your paper with the breathings of your heart" - William Wordsworth This course is designed to provide a safe place for students to express ideas, opinions, and feelings through writing. Throughout the course students will develop a distinctive writing voice. We will examine models of creative writing as we develop the understanding that reading and writing are interrelated. We will write to discover, explore, express and entertain. There will be an emphasis on journaling and developing theme in different writing modes. The course will culminate in the publication of an anthology of our best work.

# Mathematics

The State Office of Education has adopted the Common Core Standards. The Jordan School District has determined that it will implement the new Common Core in all middle and high school grades starting with the 2011-12 school year. As the majority of our students will feed into Jordan District High Schools and we want to ensure that our students can make a seamless transition, Hawthorn Academy will also be implementing the Common Core classes in grades 7, 8 and 9 for the upcoming year.

\*Common Questions:

## **How are elementary math classes sequenced in the Common Core State Standards?**

Students take their grade level mathematics class as they have in the past. For example, a 3<sup>rd</sup> grade student takes CCSS 3<sup>rd</sup> Grade Math. (See *Student Pathways* document)

## **How is the content of mathematics the same and different from the current Utah Core Curriculum and the Common Core State Standards?**

The primary difference between the current Utah mathematics core curriculum and the Common Core State Standards is that the common core focuses on mathematical topics with more depth than the current core. Students that complete CCSS through Secondary Math III will be college and career ready with skills and knowledge in mathematics beyond those contained in the current Algebra 2 course.

## **How are secondary math classes sequenced in the Common Core State Standards?**

7<sup>th</sup> Grade Math

8<sup>th</sup> Grade Math

Secondary Math I

Secondary Math II

Secondary Math III

## **Will all students take the same math class in 7<sup>th</sup> grade?**

No, students will be placed in the math class that best fits his/her needs. Seventh grade students will be placed in 7<sup>th</sup> Grade Math or 7<sup>th</sup> Grade Math Honors.

## **Will students be able to take Calculus by the time they are juniors in high school in the new Common Core State Standards?**

Yes, students that start in Math Honors in 7<sup>th</sup> grade will be on a trajectory to take Calculus by the time they are a junior in high school.

## **Will students be able to take calculus by the time they are seniors in high school in the new Common Core State Standards?**

Yes, all students, whether they start in 7<sup>th</sup> Grade Math or 7<sup>th</sup> Grade Math Honors will be able to take Calculus by the time they are seniors. However, students will have to move to the honors track by the time they take Secondary Math III in order to be prepared to take Calculus by the time they are seniors.

## **What is the difference between the “regular” track and the “honors” track?**

For 7<sup>th</sup> Grade Math and 8<sup>th</sup> Grade Math students will cover the same required topics in both the regular and honors tracks. However, in the honors track the investigation of topics will be broader and deeper. Students will be prepared for the next grade level regardless of which track they take the previous year. For the Secondary Math classes, there will be additional topics

covered in the honors track that are not covered in the regular track. However, these additional topics can be addressed in summer or after school USTAR courses to facilitate student transition to the honors track. An advantage to the CCSS is that moving from the regular track to the honors track, or the honors track to the regular track will be much easier for students.

### **Will students learn Algebra and Geometry in the CCSS?**

Yes, students will learn all Algebra and Geometry concepts as well as topics included in Algebra II and Pre Calculus if the student completes mathematics course work through Secondary Math III Honors. The model that Jordan School District and the rest of the state will be following is an international model for structuring mathematics content. The Utah Board of Education voted to restructure the core using an international model because it is a model that has been proven effective in high performing countries around the world. Furthermore, there is great common sense in the idea that mathematics topics be integrated while they are studied, rather than being treated as isolated topics with no connection to each other or to the real world.

### **Why is the CCSS a good structure for mathematics instruction?**

There are a several reasons why the CCSS is a beneficial structure for mathematics instruction in Utah. First, this is a model that is used in countries with high mathematics achievement. Thus, this is a transition to “world-class” mathematics instruction. Second, it better prepares all students for college and/or career by the time they graduate from high school. By studying topics more in depth and by examining the interrelationship among mathematics concepts, students will be better prepared for the ever increasing quantitative skills needed for our rapidly advancing technical economy. And lastly, the new core’s structure allows students more flexibility to accelerate or slow down their mathematics learning as they progress through their secondary education.

**\*Common Questions and answers provided by Jordan School District**

### **7th Grade Mathematics**

Semesters: (2)

(Credit: 7<sup>th</sup>)

In 7th Grade Mathematics students will focus on developing understanding of and applying proportional relationships; developing understanding of operations with rational numbers and working with expressions and linear equations; solving problems involving scale drawings and informal geometric constructions, and working with two- and three- dimensional shapes to solve problems involving area, surface area, and volume; and drawing inferences about populations based on samples.

### **7th Grade Mathematics Honors**

Semesters: (2)

(Credit: 7<sup>th</sup>)

In 7th Grade Mathematics Honors students will focus on developing understanding of and applying proportional relationships; developing understanding of operations with rational numbers and working with expressions and linear equations; solving problems involving scale drawings and informal geometric constructions, and working with two- and three- dimensional shapes to solve problems involving area, surface area, and volume; and drawing inferences about populations based on samples. The Honors course includes extra depth and additional topics.

## **8th Grade Mathematics**

Semesters: (2)

(Credit: 8<sup>th</sup>)

In 8th Grade Mathematics students will focus on formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; grasping the concept of a function and using functions to describe quantitative relationships; and analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

## **8th Grade Mathematics Honors**

Semesters: (2)

(Credit: 8<sup>th</sup>)

In 8th Grade Mathematics Honors students will focus on formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; grasping the concept of a function and using functions to describe quantitative relationships; and analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. The honors course includes extra depth and additional topics.

## **Secondary Mathematics I (9<sup>th</sup> Grade)**

Semesters: (2)

(Credit: 9<sup>th</sup>)

Students in Secondary Mathematics I will deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomenon, and in part by applying linear models to data that exhibit a linear trend. Students will use properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge. Algebraic and geometric ideas are tied together. Students will experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

## **Secondary Mathematics I – Honors (9<sup>th</sup> Grade)**

Semesters: (2)

(Credit: 9<sup>th</sup>)

Students in Secondary Mathematics I Honors will deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomenon, and in part by applying linear models to data that exhibit a linear trend. Students will use properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge. Algebraic and geometric ideas are tied together. Students will experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Honors students will represent quantities, model, and perform operations using vectors and use matrices to perform operations and solve problems.

## **Algebra II (9<sup>th</sup> grade)**

Semesters: (2)

(Credit: 9<sup>th</sup>)

This course conceptualizes, analyzes, and identifies relationships among functions. This course builds on concepts learned in Algebra 1 and Geometry by extending linear algebra and coordinate geometry concepts to other functions and systems of equations. Students will develop proficiency in analyzing and solving quadratic functions using complex numbers. Students will investigate and make conjectures about absolute value, radical, exponential, logarithmic and sine and cosine functions algebraically, numerically, and graphically, with and without a graphing calculator. Students will extend their algebraic skills to compute with rational expressions and rational exponents. Students will analyze statistical data and apply concepts of probability using permutations and combinations. Students will apply mathematical skills and make meaningful connections to life's experiences.

## **Fine Arts**

### **Orchestra (1.0 credit)**

Semesters: (2)

(Credit: 7<sup>th</sup>, 8<sup>th</sup> & 9<sup>th</sup>)

This course provides opportunities for students to develop their musical potential and aesthetic understanding through learning to play a stringed instrument (no guitars). Study includes the care and cultivation of a beautiful tone, the ability to read music, the building of technical skills, team spirit, learning improvisation and responsible rehearsal habits. Students will strengthen listening skills and their ability to analyze and evaluate music and music performances. Attention will also be given to relating their music experiences to the time and culture of the pieces they study, as well as to contemporary society. No prerequisite course is required.

### **Band (1.0 credit)**

Semesters: (2)

(Credit: 7<sup>th</sup>, 8<sup>th</sup> & 9<sup>th</sup>)

This course provides opportunities for students to develop their musical potential and aesthetic understanding through learning to play a woodwind, brass, or percussion instrument. Study includes the care and cultivation of a beautiful tone, the ability to read music, the building of technical skills, team spirit, learning improvisation, and responsible rehearsal habits. Students will strengthen listening skills and their ability to analyze and evaluate music and music performances. Attention will also be given to relating their music experiences to the time and culture of the pieces they study, as well as to contemporary society. No prerequisite course is required.

### **Choir I (1.0 credit)**

Semesters: (2)

(Credit: 7<sup>th</sup>, 8<sup>th</sup> & 9<sup>th</sup>)

This course provides opportunities for students to develop their musical potential and aesthetic understanding through singing in a choral ensemble. Study includes the care and cultivation of a

beautiful tone, aesthetic awareness, and the ability to read music, the building of technical skills, team spirit, and responsible rehearsal habits. Students will strengthen listening skills and their ability to analyze and evaluate music and music performances. Attention will also be given to relating their music experiences to personal development. No prerequisite course required.

### **Choir II (1.0 credit)**

**Semesters:** (2)

**(Credit:** 7<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup>)

**This course is an advanced choir and students should have had one or more years of choir.**

**Focus is on performing 2 – 4 part harmony, theory, aural skills, history, balance, blend, technique, intonation, improvisation and support.**

This course provides opportunities for students to develop their musical potential and aesthetic understanding through singing in a choral ensemble. Study includes the care and cultivation of a beautiful tone, aesthetic sensitivity, and the ability to read music with increasing fluency, the building of technical skills, team spirit, and responsible rehearsal habits. Students will have opportunities to experience the spontaneity of improvisation and the creative process of composition. Students will heighten listening skills and increase their ability to analyze and evaluate music and music performances. Attention will also be given to relating their music experiences to the time and culture of the pieces they study, as well as to contemporary society. *Prerequisite course is Beginning Choir or audition.*

### **Guitar Ensemble (1.0 credit)**

**Semesters:** (2)

**(Credit:** 7<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup>)

This course provides opportunities for students to develop their musical potential and aesthetic understanding through learning to play a guitar. Emphasis will be placed on playing position, tone production, fundamental technique, simultaneous playing and singing, reading music, and composing songs/lyrics. Knowledge and skills will include experiences in singing, creating, playing, listening, and connecting to cultures. *The course focuses on the fundamental of playing the guitar, intonation, reading music, improvisation, choral and melodic reading, ensemble playing, and solo and blend performances.*

### **Guitar Ensemble II (1.0 credit)**

**Semesters:** (2)

**(Credit:** 7<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup>)

This course provides opportunities for students to develop their musical potential and aesthetic understanding through proficient work on guitar. Emphasis will be placed on tone production, technique, reading music, increased difficulty of music and composing. Knowledge and skills will include experiences in creating, playing, listening, and connecting to cultures. *The course focuses on playing the guitar, intonation, reading music, improvisation, choral and melodic reading, ensemble playing, and solo and blend performances.*

### **General Music/Music Connections (.5credit)**

**Semesters:** (2)

**(Credit:** 7<sup>th</sup>)

This course focuses on understanding the history of music through listening evaluating, studying theory and aural skills. Students will learn how to notate, compose music and understand and hear intervals, chords and scales. This course includes concepts and skills to integrate music into

everyday life. Study will include explorations in creating, experiments with singing/playing/reading music, development of analytical and evaluative skills in music listening, investigations of various purposes of music, and inquiry into music's impact on culture, history, quality of life, and other subject areas. *No prerequisite course is required.*

### **Art Foundations (.50 Credit)**

Semesters: (1)  
(Credit: 7<sup>th</sup>, 8<sup>th</sup> & 9<sup>th</sup>)

This course focuses on making, perceiving, expressing, and contextualizing. The course guides students through a rich experience with art. Students will create meaning in visual art. Students will assemble and create visual art by manipulating art media and by organizing images with the elements and principles. Students will find meaning by analyzing, criticizing, and evaluating visual art.

### **Art Foundations II (.50 Credit)**

Semesters: (1)  
(Credit: 7<sup>th</sup>, 8<sup>th</sup> & 9<sup>th</sup>) This is an entry-level course for the High School Visual Arts Core Curriculum. It is designed to provide an overview and introduction to Visual Arts through studying a variety of art tools and materials. With an emphasis on studio production, this course is designed to develop higher-level thinking, art-related technology skill, art criticism, art history, and aesthetics.

### **Commercial Art and Electronic Media (9<sup>th</sup>)**

Semesters: (1)  
(Credit: 9<sup>th</sup>)

This course is for the High School Visual Arts Core Curriculum. CAEM is an overview of traditional art media and new electronic art media used in modern communications. With an emphasis on studio production, this course is designed to develop higher-level thinking, art-related technology skill, art criticism, art history, and aesthetics. *The prerequisite for this course is Foundations I or II.*

### **Dance (.5 credit)**

Semesters: (1)  
(Credit: 7<sup>th</sup>, 8<sup>th</sup> & 9<sup>th</sup>)

This course builds dance knowledge and skill in technique, improvisation, choreography, artistic expression, performance, history, culture, life skills, and connections to other curricular areas. Additionally, the course builds dance knowledge and skill in technique, improvisation, choreography, artistic expression, performance, history, culture, life skills, and connections to other curricular areas.

### **Theater I (.50)**

Semesters: (1)  
(Credit: 7<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup>)

This course provides opportunities for students to finding meaning in works of theatre art through the study and appreciation of theatre as an art form, and constructing meaning in works of theatre art through the study and skill development of theatre techniques in the creation of that theatre art. This course adds depth as well as breadth through the study of dramatic unity,

comparison and integration of art forms. I.B. Learner profile traits will be applied in the analysis of character and individual reflection of the actor's process. Students taking the course for the full year will perform the different art forms from semester one using more challenging material from influential theatre artists. In addition they will provide an historical context for their piece.

### **Theater II (.50 credit)**

Semesters: (1)

(Credit: 8<sup>th</sup>, 9<sup>th</sup>)

This course has provides opportunities for students to find meaning in works of theatre art through the study and appreciation of theatre as an art form, and constructing meaning in works of theatre art through the study and skill development of theatre techniques in the creation of that theatre art. To these concepts this course adds depth as well as breadth through the study of dramatic unity, comparison and integration of art forms, analysis and critique of performance, and understanding of context and the effect of history and culture on character action. Prerequisite: Theater I

## **Physical Education & Health**

### **Physical Education 7<sup>th</sup> grade (.50 credit)**

Semesters: (1)

(Credit: 7<sup>th</sup>)

This course is an introductory to a variety of fitness activities, sports, and games with an emphasis on leadership, courtesy, respect and sportsmanship. This course also provides instruction aimed at improving and maintaining physical fitness and continuing sports participation.

### **8<sup>th</sup> grade Health and Physical Education (1.0 credit)**

Semesters: (2)

(Credit: 8<sup>th</sup>)

Health Education offers students an opportunity to acquire knowledge, practice skills, and develop attitudes that can benefit them throughout life. Building a solid foundation of good literacy and decision-making skills can contribute to a variety of healthy choices for one's self and others. Health will be combined with 8<sup>th</sup> Grade Physical Education in order to provide students with physical activities and exercise with the goal of improving health and fitness. The physical education aspects will include health related fitness skills, as well as, a deeper understanding of sports related fitness skills. Fitness concepts learned in health will be demonstrated in the participation of a variety of activities.

### **Fitness for Life: Physical Education 9<sup>th</sup> grade (.50 credit)**

Semesters: (1)

(Credit: 9<sup>th</sup>)

An individualized, concepts-based, one-semester course designed to give students the knowledge and skills necessary to self-assess, create, conduct, evaluate, and redesign personal fitness programs. It is required of all students and there are no substitutions, including participation in

athletics. *Fitness for Life* may be taken anytime during grades nine through twelve, but it is strongly recommended that students take the class in either the ninth or tenth grade year. The course is a combination of classroom and activity-based learning activities with a focus on proper nutrition and the mastery of skills and concepts necessary for students to become accomplished monitors of their personal lifetime fitness. Through participation, students learn to compare the fitness benefits in a variety of individual and team activities (*required for high school graduation*). Students will be required to maintain a portfolio throughout the semester documenting their fitness levels and progress through activities performed inside and outside class.

### **Team Sports (.5 credit)**

Semesters: (1)

(Credit: 8<sup>th</sup> & 9<sup>th</sup>)

This course instructs through physical conditioning sessions, skills instruction, game knowledge instruction and game participation. Students will be encouraged to participate in intramural sports programs. Through participation, students learn team work and cooperation in a variety of team activities. A reflection journal will be maintained throughout the course documenting progress in sports conditioning, active participation and development of skills, tactics, and techniques that will improve team play and cooperation throughout sports activities.

## **Sciences**

### **Integrated Science 7 (.5 Credit)**

Semesters: (1)

Physical Science 7 is a foundation course which emphasizes basic science concepts with real-life applications. Topics include classification systems, cell genetics, ecology, and the environment. Although this course focuses on life sciences, physical and earth science topics that deal with the structure and organization of the natural world have been included to help students recognize the integrated nature of science.

### **Integrated Science 8 (1.0 Credit)**

Semesters: (2)

This course introduces students to the theme of change and its influence on the environment. Because the course focuses on physical, earth and life sciences, students gain a clearer picture of relationships in the natural world. This hands-on course allows students to explore areas of particular interest.

### **Earth Systems Grade 9 (1.0 Credit)**

Semesters: (2)

In this course students will value and use science as a process of obtaining knowledge based on observable evidence, and students' curiosity will be sustained as they develop the abilities associated with scientific inquiry. This course builds upon students' experience with integrated science in grades seven and eight and is the springboard course for success in biology, chemistry, geology, and physics. The theme for Earth Systems Science is **systems**. The "Benchmarks" in the Earth Systems Science Core emphasize "systems" as an organizing concept to understand life on Earth, geological change and the interaction of atmosphere, hydrosphere, and biosphere. Earth

Systems Science provides students with an understanding of how the parts of a system interact. The concept of matter cycling and energy flowing is used to help understand how systems on planet Earth is interrelated.

### **Biology Grade 9 (1.0 Credit)**

Semesters: (2)

This Biology course exposes students to a wide range of biological science topics in ecology, heredity and genetics, cellular biology, diversity of life, and change through time. Requires science teacher's approval.

## **Social Studies**

### **Utah Studies Grade 7 (.50 credit)**

Semesters: (1)

In this course, students will be introduced to the significant events, people, diverse cultures, and issues that have influenced Utah's social and cultural development. The course will also focus on historical, political, economic, and geographical factors. Special attention will be given to the development of higher-level thinking skills, study skills and organization.

### **U. S. History Grade 8 (1.0 credit)**

Semesters: (2)

U. S. History is a course which encourages students to explore America's heritage from its beginnings to Reconstruction. Emphasis will be placed upon the social and cultural backgrounds of Americans as well as economic and geographic factors, particularly during the 1800's. Students will also study the influence of art in history. Students will develop higher level thinking skills.

### **Geography I Grade 9 (1credit)**

Semesters: (2)

In this course, students will be introduced to the inter-relationships between our physical and cultural worlds. We will explore how geography influence behavior and the role it plays in the economic, political, social, cultural and historic development countries. Geographical skills will be emphasized including map reading/ making, vocabulary, interpretations of geographical charts, and a study of the Americas, Europe, and northern Eurasia.

## **Special Programs**

### **Study Skills (1.0 elective credit)**

Semesters: (2)

(Credit: 7<sup>th</sup>, 8<sup>th</sup> & 9<sup>th</sup>)

This is a closed course only for students qualifying through an IEP (individual education plan) and participation in the program is made through an IEP meeting. This course is designed to serve three functions: (1) to instruct students on better study habits and skills which include concepts such as organizing homework, test-taking, parts of a textbook, and recording and keeping track of assignments; (2) to monitor and correlate with parents and staff on each

student's academic and behavioral progress, and (3) to provide a structured setting within Hawthorn for students to work on regular education school assignments. Teacher signature required.

### **Classroom Enrichment Period (CEP)**

Semesters: (2)  
(Credit: 8<sup>th</sup> & 9<sup>th</sup>)

This course teaches study skills concepts that may be applied in the student's regular class setting. This course is designed to serve the following functions: 1) offer a setting where the student can get individual help on assignments; 2) teach students to monitor their assignments and progress, 3) develop study skills which include concepts such as: organizing homework, test-taking, parts of the text book, recording and keeping track of assignments, understanding the "grade-book" program, and using it to the student's benefit. Students must bring homework to class to be complete, learn to work independently, and apply themselves to completing the work with the assistance of the teacher. Acceptance into CEP class is based on referral, parent approval, and recommendation by the Student Study Team. Students who fail two or more core classes will put into this class to help them develop the skills to be successful.

### **7<sup>th</sup> Grade Advisory (1.0 Credit)**

Semesters: (2)  
(Credit: 7<sup>th</sup> grade)

The 7<sup>th</sup> grade advisory class addresses the emotional needs of young adolescents, while fostering family and community partnerships, strong teacher-student relationships, and a positive school climate. Students will have a dedicated class period to work on study habits, organization skills, and class and homework assignments. The purpose of 7<sup>th</sup> grade advisory class is as follows:

- To provide an adult advisory teacher for each student who is a mentor and an advocate for the student.
- To meet students' need to belong to a group, and to help students feel accepted and valued by teachers and peers.
- To prepare students for academic success by discussing study skills, organization, and time management.
- To improve home/school communication and relationships.
- To promote good citizenship through comprehensive community service projects.
- To support programs that foster health, wellness and safety.

### **Peer Leadership Team (PLT)**

Semesters: (2)  
(Credit: 8<sup>th</sup> & 9<sup>th</sup>)

The Peer Leadership Team (PLT) is a group of student leaders who design and implement experiential leadership opportunities for all Hawthorn students. The Peer Leadership Team works to provide various forums for students to develop their leadership abilities and understanding.

The Peer Leadership Team is for students interested in promoting and developing leadership opportunities for their peers. The team welcomes 7<sup>th</sup>-9<sup>th</sup> grade students with the desire to tap into their own leadership potential.

The purpose of the Peer Leadership Team is to Demonstrate, apply, and promote leadership among Hawthorn students; provide effective training opportunities for experienced and emerging student leaders; encourage leadership of students by students and for students; and develop leaders who work for change.

Peer leadership team goals provide opportunities for experiential leadership training, teach the fundamentals of collaborative leadership, illustrate the importance of communication in effective leadership, build self-confidence and self-esteem, demonstrate the basic elements for leading a successful group or program, develop problem-solving and conflict management skills, and encourage reflection and discussion about one's personal leadership journey.

### **Student Aides**

Semesters: (1 or 2)

(Credit: 8<sup>th</sup>, & 9<sup>th</sup>)

Student Aides are students who sign up through an administrator and assigned to a specific teacher, administrator, counselor, or department (i.e. office aide). Students may sign up as a student aide, but final acceptance will be based on teacher needs, and approval by the administration. Student aides may be assigned by the cooperating teacher to perform any or all of the following tasks: tutor a specific student, file and organize papers, score multiple choice assignments, and other similar, approved tasks. Student aides may be assigned to a specific teacher, but may be shared with other teachers as needs arise. All use of student's time will be correlated with the supervising administrator. Aides may also be assigned to the main office. They may run errands within the school; carry messages to classrooms, and other duties that the secretarial and counseling staff may assign. **Students must complete the application form.**

## **World Language**

### **Spanish 1A and 1B (1.0 credit)**

Semesters: (2)

(Credit: 7<sup>th</sup>, 8<sup>th</sup>, & 9<sup>th</sup>)

Every student is required to continue their acquisition of a second language which is part of the International Baccalaureate (IB) focus of Hawthorn Academy. These courses are designed to yearly enhance students ability in speaking, reading, and writing Spanish while reviewing previous content and introducing new content unique to the Spanish culture. Students will be engaged in reading functional, informative, and literary text. Students will learn content in Spanish. The state standards for Foreign Language have five goals. Within each goal there are three levels of mastery: beginning, developing, and expanding. Students will take 1A for one year and then 1B the next year. Both classes will work at the student's level to increase their level of mastery. Students must successfully complete Spanish 1A before taking Spanish 1B.

### **Spanish 1 (1.0 credit)**

Semesters: (2)

(Credit: 9<sup>th</sup>)

Every student is required to continue their acquisition of a second language which is part of the International Baccalaureate (IB) focus of Hawthorn Academy. These courses are designed to yearly enhance students ability in speaking, reading, and writing Spanish while reviewing

previous content and introducing new content unique to the Spanish culture. Students will be engaged in reading functional, informative, and literary text. Students will learn content in Spanish. The state standards for Foreign Language have five goals. Within each goal there are three levels of mastery: beginning, developing, and expanding. Ninth grade students who have not completed 1B in the 8<sup>th</sup> grade will take this course.

### **Spanish 2 Grade 9 (1.0 credit)**

Semesters: (2)

(Credit: 9<sup>th</sup>)

The essence of human interaction is language and communication. The course is designed to yearly enhance student's ability in speaking, reading, and writing Spanish. Students will be engaged in advanced reading functional, informative and literary text in Spanish. Students will be empowered to read increasingly difficult text in Spanish 2 with fluency and understanding. Students must have successfully completed Spanish 1 before taking Spanish 2.