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# TREASURE MOUNTAIN JUNIOR HIGH

## 8<sup>th</sup> & 9<sup>th</sup> GRADE COURSE CATALOG 2022-2023

*“Empowering students to reach their full potential in a diverse and dynamic world.”*

### PARK CITY SCHOOL DISTRICT MISSION

Inspiring & supporting all students equitably to achieve academic & social potential.

**DISCLAIMER:** This catalog is published in February for the next school year. Changes may occur after it is published, including changes to policy, faculty, staff, course offerings or details or planning pathways. Significant changes will be posted on the TMJH website ([tmjh.pcschools.us](http://tmjh.pcschools.us) > Registration > TMJH Course Catalog).

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### THE PARK CITY SCHOOL DISTRICT

Dr. Jill Gildea, Superintendent  
Park City School District  
2700 Kearns Boulevard, Park City, Utah 84060  
Phone: 435-645-5600  
Fax: 435-645-5609  
[www.pcschools.us](http://www.pcschools.us)

### TMJH ADMINISTRATION AND STAFF

Front Office Hours: 7:00am to 3:30pm  
2530 Kearns Boulevard, Park City, Utah 84060  
Phone: 435-645-5640  
Fax: 435-645-5649  
[tmjh.pcschools.us](http://tmjh.pcschools.us)

Caleb Fine	Principal
Sam Salinas	Assistant Principal
Claustina Mahon-Reynolds	Assistant Principal
Bev Pacal	Admin. Assistant
Vicki Sime	Attendance

### TMJH COUNSELING STAFF

Office Hours: 7:00 am to 3:00 pm  
Phone: 435-645-5641  
Fax: 435-645-5648  
[tmjh.pcschools.us](http://tmjh.pcschools.us) > Counseling

Niko Jensen	Counselor for last names A-G
Cassidy St Clair	Counselor for last names H-Pa
Kristen Hall	Counselor for last names Pe-Z
Scott Hove	Intervention Counselor
Kate Lockard	Registrar/Counseling Assistant

### BELL SCHEDULES AND LUNCH TIMES

The student's daily schedule depends on their lunch time, which is determined by their 3rd period teacher. Teacher lunch times are posted throughout the school. Student's lunch on Red and White days may differ.

### **DAILY BELL SCHEDULE\***

#### ***Monday – Thursday Bell Schedule***

Warning Bell 7:30 am

1 <sup>st</sup> Lunch Schedule:		2 <sup>nd</sup> Lunch Schedule:	
Period 1	7:35 – 8:59	Period 1	7:35 – 8:59
Advisory	9:04 – 9:34	Advisory	9:04 – 9:34
Period 2	9:39 – 11:03	Period 2	9:39 – 11:03
A Lunch	11:03 – 11:33	Period 3	11:08 – 12:29
Period 3	11:38 – 12:59	B Lunch	12:29 – 12:59
Period 4	1:04 – 2:25	Period 4	1:04 – 2:25

#### ***Friday Bell schedule***

Warning Bell 7:30 a.m.

Period 1	7:35 - 8:30
Period 2	8:35 - 9:30
Period 3	9:35 - 10:30
Period 4	10:35 - 11:30

Modified bell schedules occur on days with assemblies.

\*The above bell schedule is subject to adjustments based on current educational needs.

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## **GRADE POINT SCALE**

The student's grade point average (GPA) is calculated on a quarterly basis. The GPA is determined by converting letter grades to a numerical grade point. To calculate GPA, total the grade points for all classes earning a letter grade (A-F), then divide that total by the number of classes earning a letter grade. Not all classes earn a letter grade.

A = 4.0	B = 3.0	C = 2.0	D = 1.0
A- = 3.7	B- = 2.7	C- = 1.7	D- = 0.7
B+ = 3.3	C+ = 2.3	D+ = 1.3	F = 0

Example: 27.4 total grade points / 8 classes = 3.425 GPA

Advanced Placement (AP) courses earning a letter grade of C- or better will have an enhanced (weighted) cumulative GPA.

The following grade designations are excluded from the GPA: Pass (P), No Grade (NG), Incomplete (INC).

Transfer grades from other accredited schools are calculated at the TMJH grade values reflected on the transcript.

## **ABOUT OUR COURSE OFFERINGS**

### **SUBJECT TO CHANGE:**

All course offerings are subject to change based on:

1. Adequate course enrollment
2. Securing qualified teachers
3. Availability of a teaching facility and/or equipment

### **COURSE FEES:**

The Park City Board of Education affirms the principle that a public education should be free to the patrons of the school district and that barriers to public education should be removed wherever possible. In that effort, the school board has waived the fee requirements for elective courses and general education expenses. The board's action is not a categorical waiver of all fees. The Board's action does not extend at this time to extracurricular fees and other fees for activities conducted outside the normal hours of the school day. In all cases, remaining school fees are subject to State law and District waiver policy.

*Contact Administrative Assistant Bev Pacal with questions.*

## **COURSE LOCATIONS:**

Most TMJH classes are located on the TMJH campus, but due to teacher or facility requirements, some courses may be located at Park City High School. Students will be required to walk to the high school for those classes, even in inclement weather.

## **COURSE DESCRIPTIONS:**

Course descriptions are provided to help students and parents understand the content of our course offerings. Please read the descriptions carefully. If further explanation is needed, please contact the teacher who is currently teaching the course. See our Teacher Pages at [tmjh.pcschools.us](http://tmjh.pcschools.us) > Faculty > Teacher Pages.

## **PARENT RELEASE (8th & 9th grades) RELIGION RELEASE (9th grade only)**

No credit (year) or (semester)

Parent Release and Religion Release are an exception to the state's mandatory attendance statute, which allows students to be released for part of the school day for regularly-occurring off-campus activities and religious instruction with parent/guardian permission. During Release time, the student may NOT be on any PCSD school campus. Parents are responsible for the student during Parent Release time, including transportation. Release should take the place of an elective, but if Release is requested in place of a core academic class (English, Math, Science, Social Studies, PE, Health, Digital Studies), the parent is responsible for providing or securing the instruction the student will receive in that content area. If a parent wishes to rescind Parent Release during the school year, the student's returning class schedule is subject to course availability at that time.

## **SCHEDULING PROCESS**

The TMJH master course schedule is generated by computer, based on the number of requests for each course as submitted by students during the class registration process in the spring. Our master schedule strives to ensure equity to all students and to maintain balanced class loads.

## **SCHEDULE CHANGES AND CORRECTIONS:**

The counseling staff works very hard to give students their first-choice electives. However, we may experience scheduling conflicts that require us to place students into one of their alternate elective choices. This is why we require students to select alternates. We use alternates only when scheduling conflicts cannot otherwise be resolved.

If a scheduling error is made such as placement in an incorrect course level, please notify your student's counselor prior to or during the first week of school so corrections can be made with as little disruption as possible.

**CAREER & TECHNICAL EDUCATION (CTE)**

**ARCHITECTURE AND CONSTRUCTION**

**CONSTRUCTION TECHNOLOGY**

Grade 9

CTE .5 credit (semester)

A foundational engineering design course that introduces basic problem-solving and documentation skills. Various aspects of engineering will be explored along with technology's environmental, societal, political, and economic impacts on our world. By utilizing problem-solving skills, students will develop essential abilities and attitudes that will, in turn, expand their occupational opportunities in the world of engineering.

**COMPUTER SCIENCE & INFORMATION TECHNOLOGY**

**AP COMPUTER SCIENCE PRINCIPLES**

Grade 9

CTE, CT, S\* 1.0 (year)

This course introduces you to the foundations of computer science with a focus on how computer science impacts people and society. This course can fulfill the state Digital Studies high school graduation requirement. Students have the opportunity to take the AP Computer Science Principles Exam in May. Students may be able to earn college credit for a qualifying score. \*Depending on the qualifications of the instructor teaching this course, this course may qualify for Science credit.

**COMPUTER PROGRAMMING 1**

Grade 9

CTE, CT .5 (semester)

An introductory course in computer programming. The course introduces students to the fundamentals of computer programming. Students will learn to design, code, and test their own programs through a variety of programming languages such as Block-based, Python, or JavaScript. This course can fulfill the state Digital Studies high school graduation requirement.

**CREATIVE CODING 2**

Grade 8

CTE .5 credit (semester)

This course is designed to be a fun introduction to programming. Students will utilize programming to solve problems, create products, and collaborate with other students.

**DIGITAL LITERACY**

Grade 8

CTE .5 credit (semester)

Digital Literacy is designed to prepare students to learn and excel in the digital world. We carry the theme of "Digital Hygiene" throughout the class to cover issues such as protecting our personal data, securing our devices/networks, and preventing online threats. We also learn about copyright laws, cyber bullying, and digital footprints. Most of this content is provided within the context of learning the skills related to digital communication (email, calendar, evaluating web pages), word processing (professional-style letters, tables, formatting), presentation software, spreadsheets, and databases. In addition, we learn a bit about the hardware and software of a computer, a little basic programming, the creation and use of digital media, and of course, keyboarding.

*Digital Literacy fulfills the state 8<sup>th</sup> grade Digital Literacy requirement.*

**EXPLORING COMPUTER SCIENCE**

Grade 9

CTE, CT .5 credit (semester)

Exploring Computer Science is designed to introduce students to the breadth of the field of computer science through an exploration of engaging and accessible topics. Rather than focusing the entire course on learning particular software tools or programming languages, the course is designed to focus the conceptual ideas of computing and help students understand why certain tools or languages might be utilized to solve particular problems. The goal of Exploring Computer Science is to develop in students the computational thinking practices of algorithm development, problem solving and programming within the context of problems that are relevant to the lives of today's students. Students will also be introduced to topics such as interface design, limits of computers and societal and ethical issues. This course can fulfill the state Digital Studies high school graduation requirement.

**WEB DEVELOPMENT 1**

Grade 9

CTE, CT .5 CREDIT (semester)

Students will learn the fundamentals of how the internet works, HTML5 coding, Cascading Style Sheets (CSS), and JavaScript. They will follow the steps to create a website by planning, designing, developing, deploying and maintaining their own website. This course can fulfill the state Digital Studies high school graduation requirement.

**BUSINESS, FINANCE & MARKETING**

**EXPLORING BUSINESS AND MARKETING**

Grade 9

CTE .5 credit (semester)

A career in one of the many available business roles can offer limitless opportunities. Exploring Business and Marketing course provides students the opportunity to explore the fundamental concepts of business and marketing that drive our economy. Regardless of students' passions, gaining understanding of the basic business principles (organizational communication, human resources management, entrepreneurship, accounting, finance, and leadership) is one of the keys to success in any career field. This class will help prepare students for success in a variety of settings in business, government, nonprofit organizations and more.

**EDUCATION & TRAINING**

**TEACHING AS A PROFESSION 1**

Grade 9

CTE .5 credit (semester)

Have you been inspired by a teacher? Would you like to help create a better world? A career in teaching may be the place for you. This course is designed to help students learn about the role and characteristics of an effective educator. Students will observe and participate with teachers and students in the classroom. Major topics include exploring current teaching methods, research, instructional strategies, lesson planning, children's literature, how students learn, stages of human development, and learning strategies for all ages. The many skills developed through teaching (leadership, speaking/presenting, communication) can be applied in other professions such as psychology, counseling, administration, human resources, marketing, and social work, etc.

**ENGINEERING & TECHNOLOGY**

**ENGINEERING TECHNOLOGY**

Grade 9

CTE .5 credit (semester)

A foundational engineering design course that introduces basic problem-solving and documentation skills. This course is a great way for a student to prepare themselves for engineering solutions to our current and future problems. This course utilizes critical thinking, the engineering design process and problem-solving to engage students. Various aspects of engineering will be explored along with technology's environmental, societal, political, and economic impacts on our world. By utilizing problem-solving and engineering design, students will develop essential abilities and attitudes that will, in turn, expand their occupational opportunities in the world of engineering.

**ROBOTICS TECHNOLOGY**

Grade 9

CTE .5 credit (semester)

An introductory course focused on robotic technologies and what it means to be living in an automated world. Students will gain understanding of how robotic technologies impact the environment, society, and the economy. Students will develop a foundation in essential abilities and attitudes in connection with math and science skills that will expand their opportunities in the world of automation.

**HOSPITALITY & TOURISM**

**FCS EXPLORATION**

Grade 8

CTE .5 credit (semester)

This course provides students the opportunity to develop essential skills in the various career pathways related to Family and Consumer Sciences (FCS). Students will explore and cultivate skills in food and nutrition sciences, childcare, interior design, clothing and textile construction, fashion design and merchandising, consumerism, entrepreneurship, family relationships, personal responsibility, and career and job-related tasks. This course will strengthen comprehension of concepts and standards outlined in Sciences, Technology, Engineering and Math (STEM) education

**FOOD & NUTRITION**

Grade 9

CTE .5 credit (semester)

Do you enjoy cooking? Would you like to earn your Utah Food Handlers Permit so you can work in a restaurant? This course is designed to focus on the science of food and nutrition. Experiences will include food safety and sanitation, culinary technology, food preparation and dietary analysis to develop a healthy life style with pathways to career readiness. Laboratory based experiences strengthen comprehension of concepts and standards outlined in Sciences, Technology, Engineering and Math (STEM) education.

**HEALTH SCIENCE**

**INTRODUCTION TO HEALTH SCIENCE**

Grade 9

CTE .5 credit (semester)

This semester course introduces students to the various disciplines within the health sciences, including anatomy and physiology, medical terminology, and medical ethics. Students will explore the importance of diagnostics and research in the identification and treatment of diseases. For students who have not completed Biology and plan to enroll in other Health Science courses such as Medical Anatomy and Physiology, Sports Medicine, etc., then it is highly recommended that this course be completed as an Enrollment Recommendation.

**ENGLISH LANGUAGE LEARNERS**

**ENGLISH LANGUAGE DEVELOPMENT 1/2**

Grades 8, 9

EL 1.0 credit (year)

*Enrollment Recommendation: Placement is based on WIDA ACCESS test score and/or instructor approval.*

This course is designed for emergent and developing English speakers. Students will acquire basic interpersonal communication skills as well as enhance academic language. Students will write paragraphs, read expository text, engage in rich social and academic dialogue and increase language proficiency.

*This course does not count for English/Language Arts credit.*

**ENGLISH LANGUAGE DEVELOPMENT 3/4**

Grades 8, 9

EL 1.0 credit (year)

*Enrollment Recommendation: Placement is based on WIDA ACCESS test score and/or instructor approval.*

This is a class designed for English Language Learners. Reading, writing, listening and speaking skills are addressed and enhanced. Students will write essays, read expository text, engage in rich academic dialogue and increase language proficiency.

*This course does not count for English/Language Arts credit.*

**ENGLISH COURSES**

**ENGLISH 8**

Grade 8

E 1.0 credit (year)

This course emphasizes development of reading, writing, and technology skills in a variety of genres and contexts. Curriculum may include differentiated spelling practice, vocabulary building, publishing, grammar, daily reading, poetry, film adaptation, research, and memoir writing. Students will read and examine a variety of literature both as a class and independently. This course emphasizes the importance of writing across the curriculum and the metacognitive processes this requires as students learn to communicate effectively in authentic writing situations. *Language Arts/English is a core requirement.*

**ENGLISH 9**

Grade 9

E 1.0 credit (year)

This is the standard English course required of all 9th graders. Study will concentrate on grammatical forms, essay and composition, vocabulary expansion and literature. Study skills and research are included. A challenging and relevant course for college bound students and others. *Language Arts/English is a core requirement*

**ELA Bridge**

Grades 8, 9

EL 1.0 credit (year)

*Enrollment Recommendation: Placement by teacher and testing.*

This course is taken in addition to 8<sup>th</sup> or 9<sup>th</sup> grade English. It is a comprehensive, intensive, Tier two and Tier three class for students with significant reading and writing challenges. It incorporates the principles of teaching reading and writing that have been identified by reading research and informed by clinical and classroom instruction. The instructional goals are to develop: accurate and speedy word recognition; spelling and proofreading proficiency; increased vocabulary, background knowledge, and listening comprehension skills; fluency; expression; meaning; and grade-level independent silent reading skills of narrative and informational text.

**FINE ARTS COURSES**

**MUSIC**

**BAND 3**

Grades 8, 9

FA 1.0 credit (year)

*Enrollment Recommendation: Band 2 – Woodwind, Brass or Percussion, previous band experience, or band teacher approval.*

This course is a continuation of the content from Band 2 - Woodwinds, Brass or Percussion at EHMS. Students will focus on advancing their musical skills, further exploring the elements of music, music literature and music theory. The members of this class will perform a concert approximately once per quarter. Many of the required performances happen outside of school hours and students are expected to commit to these performances. If you have questions about this class, please contact Mr. Taylor or Mr. Hughes (TMJH/PCHS).

**BEGINNING JAZZ ENSEMBLE**

Grades 8, 9

FA 1.0 credit (year)

*Enrollment Recommendation: EHMS, TMJH teacher or PCHS Band Director approval. Concurrent enrollment in another band or orchestra class is required.*

This class gives students the opportunity to improvise on their instruments. Students will perform in various concerts, festivals, and school functions. The requirement to be enrolled in another band or orchestra class is essential for student success in this class. If you have questions about this class, please contact Mr. Taylor (TMJH/PCHS).

**CHOIR 3**

Grades 8, 9

FA 1.0 credit (year)

Performance-based class for singers of all ranges and abilities. Literature and training will emphasize a variety of styles, including traditional concert music, a cappella, and jazz. Focus will include good vocal foundations, note reading, and ear training. Students will be required to perform in concerts throughout the year. This class may be repeated for credit. Please contact Ms. Marble with any questions.

**CONCERT BAND**

Grade 9

FA 1.0 credit (year)

*Enrollment Recommendation: Band 3, previous band experience, or band teacher approval.*

This is a performance-based class designed for wind and percussion players looking to hone their craft on their instrument. The members of this class are required to perform during concerts, festivals, and solo/ensemble opportunities. Many of the required performances happen outside of school hours and students are expected to commit to these performances. If you have questions about this class, please contact Mr. Taylor or Mr. Hughes (TMJH/PCHS).

**CONCERT ORCHESTRA**

Grade 9

FA 1.0 credit (year)

*Enrollment Recommendation: Orchestra 3*

This class is for more advanced string players as a continuation of the concepts and skills learned in Orchestra 3. To enroll in this class, students should have completed a minimum of three years of a public orchestra class, have some shifting experience, and/or at least two years of private instruction. This class has a higher focus on intonation, upper positions, rhythmic precision, harmony, balance and phrasing. This is a performance-oriented class with required performances at quarterly concerts. Home practice is required and private lessons are strongly encouraged. For performances, students are required to purchase formal concert attire. Please contact Ms. Marble with any questions about this course.

**EXPLORING COMMERCIAL MUSIC**

Grade 9

FA 0.5 Credit (semester)

A 'no experience necessary' music course that allows students of all ability levels to experience music in a 21st century setting. Students will have an experiential learning environment to explore guitar, rhythm drumming, and music production/recording (DAW). At the conclusion of the semester, students will have the skill set to produce their own song using a hybrid of digital audio workstation (DAW) and live performance. The course will cover all four strands (Create, Perform, Respond, Connect) of the Utah State Board of Education Fine Arts Standards.

**ORCHESTRA 3**

Grades 8, 9

FA 1.0 credit (year)

*Enrollment Recommendation: Orchestra II, previous orchestra experience, or director approval*

This class is for string players who have taken a minimum of two years of strings from a previous school orchestra program. Tone production, rhythmic precision, interpretation of music symbols (note reading), bowing techniques and care for the instrument will be covered. Basic music theory and music vocabulary are taught as well. Students are expected to perform once per quarter in a live concert. Home practice is required and private lessons encouraged. Please contact Ms. Marble with any questions about this course.

**STEEL DRUM BAND**

Grades 8, 9

FA .5 credit (semester)

A fun and exciting elective that requires no musical experience - enrollment is open to absolutely everyone! The course will explore the performance side of music ensembles through performances in various informal settings. In addition, students can expect to learn the cultural background of the Steel Drum Band, including its development in the Caribbean islands, as well as the musical influences from South America, Latin America and Africa. Students will use traditional Caribbean steel drums daily in class, and can also expect to participate as a group in public performances two or three times each quarter. Students may retake this course for credit in multiple semesters/years.

**PERFORMING ARTS**

**DANCE 1**

Grade 9

FA 0.5 credit (semester)

This course is designed for beginning dance students; no previous dance experience is required. Students should have a serious interest in learning about dance through practical application and practice, as well as academic assignments and assessments. The course will cover dance technique, elements of dance, creative and choreographic processes, meaning-making and expressivity in dance, and some dance history and theory. The class is designed to increase students' skills in coordination, memorization of movement, strength, balance, flexibility, spatial awareness, basic locomotor and axial movements, and individual and group problem-solving and creativity. A variety of dance techniques will be introduced, including modern, ballet, jazz, and contemporary, with a strong focus on dance as an art form. Students in Dance 1 are required to participate in the end-of-the-year dance concert. Students must dress out and wear appropriate dress code for class every day. Dance 1 may be repeated for credit, but not in the same school year. Please address questions about this class to the dance teacher, [Ms. Mott](#) at PCHS.

**DANCE 2**

Grade 9

FA 1.0 credit (year)

*Enrollment Recommendation: Successful completion of Dance 1 OR significant prior dance experience; students may self-select this class if they have prior dance experience).*

This course is designed for students interested in advancing and improving upon their existing dance skills; previous dance experience is required. Students should have a serious interest in learning about dance through practical application and practice, as well as academic assignments and assessments. The course will cover dance technique, elements of dance, creative and choreographic processes, meaning-making and expressivity in dance, and some dance history and theory in increasing depth. The class is designed to challenge students' skills in coordination, memorization of movement, strength, balance, flexibility, spatial awareness, complex locomotor and axial movements, conditioning, injury care and prevention, and individual and group problem-solving and creativity. A variety of dance techniques will be introduced, including modern, ballet, jazz, and contemporary, with a strong focus on dance as an art form. Students in Dance 2 are required to participate in the year-end dance concert. Students must dress out and wear appropriate dress code for class daily. Dance 2 may be repeated for credit, but not in same school year. Please address questions about this class to the dance teacher, [Ms. Mott](#) at PCHS.

**DANCE 3**

Grade 9

FA 1.0 credit (year)

*Enrollment Recommendation: Successful completion of Dance 2 OR instructor approval and signature.*

This course is designed for serious, advanced dance students who are interested in learning about all aspects of dance; previous dance experience is required. Students will be expected to challenge themselves to learn both physically and academically. The course will cover dance technique, elements of dance, creative and choreographic processes, meaning-making and expressivity in dance, and dance history and theory. The class is designed to challenge students' skills through complex and varied movement combinations, technical proficiency and refinement, physical conditioning (strength, balance, endurance, and flexibility), increased spatial and kinesthetic awareness, and individual and group problem-solving and creativity. A variety of dance techniques will be introduced, including modern, ballet, jazz, and contemporary, with a strong focus on dance as an art form. Students in Dance III are required to participate in the end-of-the-year dance concert. Students must dress out and wear appropriate dress code for class every day. Dance 3 may be repeated for credit, but not in the same school year. Please address questions about this class to the dance teacher, [Ms. Mott](#) at PCHS.

**DANCE COMPANY**

Grade 9

FA 1.0 credit (year)

*Enrollment Recommendation: Placement by AUDITION, and teacher approval REQUIRED. Judges' placements are FINAL. Auditions are held in May; contact Ms. Mott for audition information. Students must meet a GPA requirement of 2.75 cumulative and by semester for the duration of the student's enrollment in the Company.*

This course is designed for serious, advanced dance students who are interested in learning about all aspects of dance; significant previous dance experience is required. The expectations and demands of this class are high; dancers are required to sign a commitment contract upon acceptance into the Company. The focus of the class will be on rehearsal and performances. This class moves very fast, and students need to be able to learn and execute movement quickly, receive constructive feedback openly, and execute a variety of dance styles proficiently (including contemporary, ballet, jazz, hip hop, tap, etc.) The course strives to enhance students' understanding of dance technique, elements of dance, creative and choreographic processes, meaning-making and expressivity in dance. Students in the class may have special opportunities to work with guest choreographers, master teachers, and outreach artists. The class will have a strong focus on dance as an art form. Students in Dance Company are required to participate in summer dance camp and rehearsals, the end-of-the-year dance concert, the school musical, various half-time and assembly events, numerous fund-raisers, and other festivals and performances as noted in class. Students must dress out for class every day. May be repeated for credit. Dance Company students are REQUIRED TO ATTEND A ONE-WEEK SUMMER CAMP and rehearsals the week before school starts.

## TECHNICAL THEATRE

Grade 9

FA .5 credit (semester)

This course will help the student gain a basic understanding of production. Emphasis is placed on stage management, lighting design, set design, sound design and publicity. This course requires practical application through participation in school sponsored productions and assemblies. Students are required to be available for after-school production assignments.

## THEATRE FOUNDATIONS

Grades 8, 9

FA .5 credit (semester)

This class is a beginning course for anyone who has either taken Theater or is completely new to it. Throughout the semester, we will learn various aspects of improvisation, movement, scene study, Shakespeare, stage combat, sketch comedy, puppetry and monologues. This class is a great way to learn how to be a better speaker and actor. NOTE: Students may choose to take this class for one semester or two semesters (full year). This course may be repeated in subsequent years.

## FINE ARTS - VISUAL ARTS

### ART FOUNDATIONS 1

Grade 8

FA .5 credit (semester)

Improve your art skills while you incorporate the principles of design to create exceptional works of art. A variety of art tools and media will be explored including drawing, painting, collage, clay, papier-mâché and more.

Please note: This course covers the same material as Ecker's Visual Arts Foundation 1 class. If you already took the class at Ecker, we recommend you try a different art class. (You don't need to take Art Foundations I before taking HS Art Foundations.)

### CERAMICS 1

Grade 9

FA .5 credit (semester)

*Enrollment Recommendation: HS Art Foundations*

Students will learn to manipulate clay using traditional and contemporary techniques while making functional and creative art. Hand-building with coils and slabs, wheel throwing, sculpting, and finishing techniques are explored.

### DIGITAL ART: PHOTOSHOP

Grade 8

FA .5 credit (semester)

Explore new ways to express yourself in a creative class that explores digital design using computer graphics and animation programs. Use Photoshop, Illustrator and other programs to create original works of art and animations. This course leads into the Digital Media Pathway, which could culminate in PCCAPS.

### DRAWING 8

Grade 8

FA .5 credit (semester)

*Enrollment Recommendation: Art Foundations I or a foundational art class taken in 7th grade. If you took Visual Art I at Ecker, your art teacher's signature is required.*

This class focuses on improving drawing skills in a variety of media including pencil, charcoal, pastels, paint and more. Draw from life and from the imagination as you explore different ways to draw and create realistic artwork.

## DRAWING 1

Grade 9

FA .5 credit (semester)

*Enrollment Recommendation: HS Art Foundations*

This class focuses on improving drawing and illustration skills in a variety of media including pencil, charcoal, pastels, paint and more. Draw from life and from the imagination as you explore different ways to draw and create realistic artwork.

## FILM & MEDIA ARTS

Grade 9

FA .5 credit (semester)

Let's make movies! This course is for those students interested in learning the complete production process and creative elements and tricks of filmmaking. Students work in groups for each project and learn the language of film. All necessary equipment and production resources will be available, including digital cameras, tripods, stabilizers, lighting, and MacBook Pros loaded with Final Cut Pro, Adobe Premier, and iMovie. Students will produce quality productions that can be broadcast through various venues to highlight creative efforts!

## HS ART FOUNDATIONS

Grade 9

FA .5 credit (semester)

*HS Art Foundations is an Enrollment Recommendation for all other Visual Arts courses in grades 9-12. You don't need to take Art Foundations 1 before taking HS Art Foundations.*

This course provides a general overview of visual art. It is designed for all artistic abilities and explores a wide range of media like drawing, painting, ceramics and more. Discover your artistic niche as you design and create incredible works of art!

## JEWELRY 1

Grade 9

FA .5 credit (semester)

*Enrollment Recommendation: HS Art Foundations*

Explore the processes and techniques used to create fine art jewelry in metal and other materials. Students will use jeweler's torches and various tools to forge, cut, solder, hammer and patina (color) metal surfaces as they create wearable art from nickel, copper, brass and sterling silver.

## MEDIA ARTS & DIGITAL PHOTO

Grade 9

FA .5 credit (semester)

Use Photoshop, Illustrator and other programs to design graphics and create digital media. Whether you are an accomplished digital artist or a beginner, working with digital photography, software, and the design process will develop and enhance your creative abilities and technical sense. This course leads into the Digital Media Pathway, which could culminate in PCCAPS.

**FOREIGN LANGUAGE COURSES**

**FRENCH 1**

Grades 8, 9

FL 1.0 credit (year)

This is an introductory French course designed for students who have never studied French, and those who need an additional year to work on skills required to succeed in French 2. The primary focus of this course is to develop proficiency skills at the basic level in four areas; reading, writing, speaking and listening. Students will acquire high frequency vocabulary words, study the patterns and structures of the language and explore the cultures where French is spoken. Upon completion of this course, students may move on to French II, depending on their proficiency level.

**FRENCH 2**

Grades 8, 9

FL 1.0 credit (year)

*Enrollment Recommendation: Successful completion of French 1. Current Teacher*

The primary focus of this course is to develop proficiency skills at the intermediate level in four areas; reading, writing, speaking and listening. Students will acquire high frequency vocabulary words, study the patterns and structures of the language and explore the diverse cultures where French is spoken. Upon completion of this course, students may advance to French 3, depending on their proficiency level.

**FRENCH 3**

Grades 8, 9

FL 1.0 credit (year)

*Enrollment Recommendation: Successful completion of French 2.*

This is a more advanced course for those students wishing to be able to use French at a more sophisticated level. Emphasis is placed on acquiring vocabulary and more complex language usage. Upon completion of this course, students may advance to French 4, depending on their proficiency level.

**FRENCH 4**

Grade 9

FL 1.0 credit (year)

*Enrollment Recommendation: Successful completion of French 3.* A continuation of French study emphasizing advanced grammar, vocabulary expansion, reading, writing, listening and speaking development.

**DLI FRENCH CULTURE, HISTORY AND MEDIA**

Grade 8

EL 0.5 credit (semester)

*Enrollment Recommendation: French Language Dual Immersion students only.*

This course builds skills in cultural-linguistic competencies necessary for successful communication with native speakers (reading, writing, speaking and listening). Students utilize authentic texts and media to discuss the diverse historical and cultural products, practices and perspectives associated with the culture.

**FRENCH 4 DLI HONORS**

Grade 8

FL 1.0 (year)

*Enrollment Recommendation: French Language Dual Immersion students only.*

This course continues the development of speaking, listening, reading and writing skills from previous DLI classes. Entering 8th grade, the objective is to prepare for the French DLI program capstone: the 9th grade AP exam. Students will learn how to narrate with accuracy in all dominant time frames, and acquire additional vocabulary, culture, and geography found in francophone countries. It is recommended that students take in conjunction with this course, DLI French Culture, History and Media.

**FRENCH 5 DLI AP**

Grade 9

FL 1.0 credit (year)

*Enrollment Recommendation: French Language Dual Immersion students only.*

This course continues the development of speaking, listening, reading and writing skills necessary to pass the optional 9th grade French AP exam. The course reviews all dominant time frames, but also offers additional advanced tenses, grammar rules, vocabulary, culture, and geography found in francophone countries. While preparing for the optional AP exam, students will become familiar with the unique upper educational opportunities given to High School students who completed the DLI French AP program. This course is eligible for added .0125 GPA value for letter grades of C- and above.

**MANDARIN CHINESE 1**

Grade 9

FL 1.0 credit (year)

An introductory course to the Mandarin Chinese language. The course emphasizes conversational language skills, and provides familiarity with Chinese characters and the Chinese culture.

**MANDARIN CHINESE 2**

Grade 9

FL 1.0 credit (year)

*Enrollment Recommendation: Completion of Mandarin Chinese 1 with a C+ or better.*

A continuation of Mandarin Chinese 1, Mandarin Chinese 2 emphasizes oral communication in the language with the intent of giving students experiences that will kindle a desire to become bilingual, and to gain a greater understanding of another culture. Upon completion of this course, students may advance to Mandarin Chinese 3, depending on their proficiency level.

**MANDARIN CHINESE 3**

Grade 9

FL 1.0 credit (year)

*Enrollment Recommendation: Completion of Mandarin Chinese 2 with a C+ or better.*

A continuation of Mandarin Chinese 2, Mandarin Chinese 3 emphasizes oral communication in the language, but will add an increasing focus on the written Chinese language. By the latter part of the year, students will be expected to be able to participate in lengthy in-class discussions in the language. Upon completion of this course, students may advance to Mandarin Chinese 4, depending on their proficiency level.



**SPANISH 1**

Grades 8, 9  
FL 1.0 credit (year)

This is an introductory Spanish course designed for students who have never studied Spanish, and those who need an additional year to work on skills required to succeed in Spanish 2. The primary focus of this course is to develop proficiency skills at the basic level in four areas; reading, writing, speaking and listening. Students will acquire high frequency vocabulary words, study the patterns and structures of the language and explore the diverse cultures where Spanish is spoken. Upon completion of this course, students may move on to Spanish 2, depending on their proficiency level.

**SPANISH 2**

Grades 8, 9  
FL 1.0 credit (year)

*Enrollment Recommendation: Successful completion of Spanish 1.*  
The primary focus of this course is to develop proficiency skills at the intermediate level in four areas; reading, writing, speaking and listening. Students will acquire high frequency vocabulary words, study the patterns and structures of the language and explore the diverse cultures where Spanish is spoken. Upon completion of this course, students may advance to Spanish 3, depending on their proficiency level.

**SPANISH 3**

Grades 8, 9  
FL 1.0 credit (year)

*Enrollment Recommendation: Successful completion of Spanish 2.*  
This course is for students who have the equivalent proficiency of novice high to intermediate low according to the ACTFL national standards. An advanced course for those wanting to improve usage of the language. Emphasis is on conversation, current usage and increased vocabulary development. Additional tenses will be introduced. Students are expected to read, speak and write the language. Upon completion of this course, students may advance to Spanish 4, depending on their proficiency level.

**SPANISH 4**

Grade 9  
FL 1.0 credit (year)

*Enrollment Recommendation: Successful completion of Spanish 3.*  
An advanced-level class emphasizing everyday speaking situations and discussion of cultural topics. Some reading will be required.

**DLI SPANISH CULTURE, HISTORY AND MEDIA**

Grade 8  
EL 0.5 credit (semester)

*Enrollment Recommendation: Spanish Language Dual Immersion students only.*  
This course builds skills in cultural-linguistic competencies necessary for successful communication with native speakers (reading, writing, speaking and listening). Students utilize media and authentic texts to discuss the diverse cultural products, practices and perspectives of the culture.

**SPANISH 4 DLI HONORS**

Grade 8  
FL 1.0 credit (year)

*Enrollment Recommendation: Spanish Language Dual Immersion students only.*  
This course continues the development of speaking, listening, reading and writing skills. Narratives and dialogues are used to teach structure and vocabulary. Culture and geography of the native country are taught through reading selections. Highly recommended students take in conjunction: DLI Spanish Culture, History & Media.

**SPANISH 5 DLI AP**

Grade 9  
FL 1.0 credit (year)

*Enrollment Recommendation: Spanish Language Dual Immersion students only.*  
This course continues the development of speaking, listening, reading and writing skills. Narratives and dialogues are used to teach structure and vocabulary. Culture and geography of the native country are taught through reading selections. While preparing for the optional AP exam, students will become familiar with the unique upper educational opportunities given to High School students who completed the DLI French AP program. This course is eligible for added .0125 GPA value for letter grades of C- and above.

**SPANISH for SPANISH SPEAKERS 1**

Grades 8, 9  
FL 1.0 credit (year)

*Enrollment Recommendation: Student must be a native Spanish speaker.*  
This heritage language class is designed for Latinos who have grown up speaking Spanish at home. Using Spanish as our primary language, we will study literature, poetry, history, film, and culture. Level 1 will focus on accents, spelling, grammar, and reading and writing strategies. Students will have opportunities to explore their heritage, and to apply their bilingual skills.

**SPANISH for SPANISH SPEAKERS 2**

Grades 8, 9  
FL 1.0 credit (year)

*Enrollment Recommendation: A signature from a Spanish teacher is required. Student must be a native Spanish speaker.*  
This heritage language class is designed for Latinos who have grown up speaking Spanish at home. Using Spanish as our primary language, we will study literature, poetry, history, film, and culture. Level 2 will build on Level 1 skills of accents, spelling, and grammar to focus on strategies for literature analysis, writing skills, and vocabulary. Students have opportunities to explore their heritage, and to apply their bilingual skills.

**GENERAL ELECTIVE COURSES**

**ACADEMIC COHORT**

Grades 8, 9  
EL 1.0 (year)

*Enrollment Recommendation: ELL teacher referral.*  
This class is for students whose primary home language is one other than English. Emergent Bilingual Content Link is for students who are Emergent Bilinguals, and is designed for those who require extra exposure to the language of course content. This class fortifies academic language as we re-teach and pre-teach content. Students will be enrolled in Academic Cohort by their grade level.

**CREATIVE WRITING**

Grades 8, 9  
EL 0.5 credit (semester)

Do you have wonderful and creative ideas but struggle to get them on paper? Do you already love to write but want to expand your horizons by learning different forms? Creative Writing is a course in which students explore various genres of creative writing including but not limited to poetry, short stories, journals, and nature writing. The course integrates ELA standards, focuses on the creative process, and encourages and supports students in transferring their amazing ideas and thoughts to the page.

## DEBATE

Grade 9

EL .5 credit (semester)

Looking to improve your argumentation skills? Debate will help you learn how to think and communicate your thoughts clearly. Being able to see and develop many different sides to an argument is a great life skill. Taking this class will help you with class presentations, research skills, written work, and understanding alternative perspectives. Students who take part in debate are better communicators, more self-confident, and better at working in teams. You will learn different debate formats including Lincoln-Douglas, Public Forum, Spontaneous Argumentation, and Mock Trial. Through debate, you will become more articulate, open-minded, and comfortable expressing opinions on current issues.

## FILM: INTRODUCTION TO FILM STUDIES

Grades 8, 9

EL 0.5 credit (semester)

Would you like to know more about the movies you love to watch? Want to watch movies and learn about them? Become an active, critical viewer by understanding how films are made, why films are made, and what a film communicates to an audience.

## FILMMAKING/PRODUCTION PROCESS

Grade 8

EL 0.5 credit (semester)

Let's make movies! This course is for those students interested in learning creative elements and the tricks of filmmaking. Project work includes green screen, stop motion animation, 180-degree rule application for dialogue scenes, sequencing, and a final music video. Students work in groups for each project and learn the language of film. All necessary equipment and production resources will be available, including digital cameras, tripods, stabilizers, lighting, and props and costumes.

## INSTRUCTIONAL SUPPORT (IS)

Grades 8, 9

EL 1.0 credit (year)

*Enrollment Recommendation: Teacher referral.*

Instructional Support is an alternative education support class designed for students who need supplemental help in general education classes. This class emphasizes effective study skills, time management, test preparation, learning and reading strategies while providing directed study time.

## INTRODUCTION TO LAW

Grade 9

EL 0.5 credit (semester)

Do you want to be a lawyer? Are you curious about your rights? Do you hope to have a future in politics? Introduction to Law is a course that overviews the ideas of how our government works and protects its citizens. In this course, we'll discuss what the law is through a broad teaching of the legal system including: constitutional, criminal and tort law. Throughout the semester, students will research, discuss and debate from multiple viewpoints, controversial issues that affect them in everyday life. By the end of the course, students will participate in a mock trial to test our skills that we've learned throughout the course with the help of local law professionals.

## LATINOS IN ACTION (LIA)

Grades 8, 9

EL 1.0 credit (year)

*Enrollment Recommendation: Approval based on application process. Students who are interested in LIA will list the class as their first choice Alternate Elective and will be placed in that class if they are selected. Students must meet eligibility requirements, including being bilingual and maintaining a minimum GPA of 3.0.*

This is a leadership/service class. After being trained as literacy tutors, the students work as para-educators at one of the elementary schools. Each student is assigned a cooperating teacher. LIA students assist the children in the elementary classroom by building literacy and mathematical skills. The students also examine ethnic diversity issues and self-advocacy and may assist at school or community functions. Students are required to complete a portfolio for college admissions, attend a leadership conference, and must complete 40 additional hours of community service.

To remain eligible for LIA, students must maintain an overall GPA of 3.0 or higher throughout the school year, must be willing to be positive role models within the school and community, and must be willing to serve the community.

## LEADERSHIP

Grades 8, 9

EL 1.0 credit (year)

*Enrollment Recommendation: By Application Only. Approval by application process. Students interested in this class will list it as their first Alternate Elective, it will be placed on their schedule if they are selected.*

This course provides engaging and meaningful experiences, which include creative assignments and projects; fun team building activities; and opportunities to work with other student leaders and influential community professionals. The work you do in this class is fun and will ultimately contribute to the well-being of others as you grow to understand what it means to be a leader. Some out of school time, including weekends, is required.

## PEER TUTOR

Grades 8, 9

EL .5 credit (semester)

*Enrollment Recommendation: Peer tutoring experience is recommended. Students must be in good standing with the school and must maintain C's or better in all their classes.*

This is a service course in which students work with other students who have moderate to severe disabilities in classroom and community settings. Training with the Special Education Department staff takes place concurrently. Students will be required to sign and adhere to a confidentiality agreement. Peer tutors are role models, so they must be trustworthy and will be held to high standards of conduct. Grades are based on attendance, quarterly evaluations, and student-directed learning projects. Students may choose to take this class for one semester or two semesters (full year).

## SOCIAL JUSTICE INQUIRY

Grades 8, 9

EL .5 credit (semester)

Students will examine their own identities and current understanding of others. Students will examine historical events regarding identities to discuss current narratives and problematic systems of oppression that exist in the U.S. and globally. Students will also discuss possible avenues of behavior/language/inclusion that will work to dismantle systems of oppression and bring about positive social change in Park City School District and Park City.

## TEACHER'S AIDE (TA)

Grade 9

EL .5 credit (semester)

*Enrollment Recommendation: Administrator or Counselor placement ONLY.*

*Students may not register for TA. Teacher's Aide is a staff mentorship service program. TA's are assigned by an Administrator or Counselor based on student needs. The purpose, tasks, and assignments of TA are student and teacher specific. The attendance and tardy policies are enforced for TA. TA is graded as Pass/Fail (does not affect GPA). Ninth graders earn elective credit with a passing grade.*

## YEARBOOK

Grades 8,9

EL 1.0 credit (year)

*Enrollment Recommendation: **By Application Only.** Students who are interested in this class will list it as their first choice Alternate Elective and it will be placed on their schedule if selected.*

Let's produce our own TMJH yearbook! We work collaboratively to produce an annual record of the activities, accomplishments, and images of our year at Treasure Mountain Junior High. Students get involved in all aspects, including photography, writing, and graphic design, as well as marketing and advertising for our school. Students are expected to photograph local activities and sporting events outside of the regular school day, including some afternoons, evenings and weekends. An application process and instructor approval are required for anyone considering this course.

## PHYSICAL EDUCATION-HEALTH

### HEALTH-PHYSICAL EDUCATION 8

Grade 8

HL 1.0 credit (year)

This course integrates Health Education with Movement and Fitness. Students will develop lifetime attitudes regarding physical activity and healthy lifestyles.

The Health Education curriculum gives students an opportunity to acquire knowledge, practice skills and develop attitudes that can benefit them throughout their life. This course teaches students to develop an understanding and respect for self and others through seven content sections that are integrated throughout the curriculum.

The Movement and Fitness curriculum is based upon the assumptions that: (1) skill development is ongoing and progressive, (2) lifetime activity attitudes are best internalized by continued practice, and (3) students need to incorporate principles of fitness into their daily lives. This course focuses on social interaction and cognitive learning, as well as skill development with progressive levels of difficulty.

*Health-Physical Education 8 is a state-mandated 8th grade core education requirement.*

(This is a full-year course. To facilitate the scheduling of semester-long electives, it will be split into two semesters. Depending on the student's elective choices, the class could change periods and/or teachers for 2nd semester.)

### PARTICIPATION SKILLS & TECHNIQUES

Grade 9

HL .5 credit (semester)

This physical education course develops concepts of fitness and wellness with a focus on vocabulary, sportsmanship, application of tactics and fundamental motor skills. Students learn how to manage and assess their own fitness through participation in a variety of individual and group activities.

*Participation Skills & Techniques is state required for high school graduation.*

## MATH COURSES

### MATH - 8<sup>TH</sup> GRADE

Grade 8

M 1.0 credit (year)

8th Grade Math students 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; analyzing two and three-dimensional space using distance, angle, similarity, congruence, understanding and applying Pythagorean Theorem.

For information about Math Common Core, please see the district's [Common Core](#) page. For a copy of Math Pathways Chart, see the [Graduation Planning Guide](#). *Math is a core education requirement.*

### MATH BRIDGE

Grades 8 & 9

EL 1.0 credit (year)

*Enrollment Recommendation: Placement by teacher and testing.*

This course is taken in addition to current Math course. Designed for students requiring re-teaching of prior grade level material necessary for mastery of current grade-level mathematics. This course is a commitment for the entire year.

### MATH HONORS- 8<sup>TH</sup> GRADE

Grade 8

M 1.0 (year)

*Enrollment Recommendation: Successful students in this class tend to fit the same profile: 1.They're independent learners, self advocates, and persistent in mastering content. 2. They're not afraid to fail the first time and take risks, as learning is more important than grades; 3. They possess superior executive functioning skills, like organization and time management, in order to complete tasks efficiently; 4. They accept and embrace the possibility of an increase in work load and time commitment.*

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. The honors course includes extra depth and additional topics.

For information about Math Common Core, please see the district's [Common Core](#) page. For the Math Pathways Chart, see the [Graduation Planning Guide](#). *Math is a core education requirement.*

### ACCELERATED MATH - 8<sup>TH</sup> GRADE

Grade 8

M 1.0 credit (year)

*Enrollment Recommendation: Placement is by GATE testing ONLY.*

Contact [Gina Mason](#) at [gmason@pcschoos.us](mailto:gmason@pcschoos.us) for a testing appointment.

This program is for identified gifted 8th grade students who demonstrate exceptional talents in the area of mathematics. This accelerated Math course includes the curricula of both 8th Grade Math Honors and Secondary Math 1 Honors in a rigorous, accelerated and integrated curriculum. Qualified students should have a passion for mathematics with an interest in a STEM-related college and career pathway; should be self-motivated with a strong work ethic.

## SECONDARY MATH 1

Grade 9

M 1.0 credit (year)

Secondary Mathematics 1 incorporates Algebra, Geometry, and touches briefly on Algebra 2. Students in Secondary Math 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. For information about the Math Common Core, please see the district's [Common Core](#) page. For a copy of the Math Pathways Chart, see the [Graduation Planning Guide](#) page.

*Math is a Core education requirement.*

## SECONDARY MATH 1 HONORS

Grade 9

M 1.0 credit (year)

*Enrollment Recommendation: Successful students in this class tend to fit the same profile: 1. They're independent learners, self advocates, and persistent in mastering content; 2. They're not afraid to fail the first time and to take risks, as learning is more important than grades; 3. They possess superior executive functioning skills, like organization and time management, in order to complete tasks quickly and efficiently; 4. They accept and embrace the possibility of an increase in work load and time commitment.*

Secondary Mathematics 1 incorporates Algebra, Geometry, and touches briefly on Algebra 2. Students in Secondary Math 1 Honors deepen and extend understanding of linear relationships, by contrasting them with exponential phenomenon, and 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 experience math 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 matrices to perform operations and solve problems.

For information about the Math Common Core, please see the district's [Common Core](#) page. For a copy of the Math Pathways Chart, see the [Graduation Planning Guide](#).

*Math is a core education requirement.*

## SECONDARY MATH 2 HONORS

Grade 9

M 1.0 credit (year)

*Enrollment Recommendation: Successful students in this class tend to fit the same profile: 1. They're independent learners, self advocates, and persistent in mastering content; 2. They're not afraid to fail the first time and to take risks, as learning is more important than grades; 3. They possess superior executive functioning skills, like organization and time management, in order to complete tasks quickly and efficiently; 4. They accept and embrace the possibility of an increased work load and time commitment.*

Secondary Mathematics 2 incorporates Algebra 2, some Geometry and Trigonometry, and touches on Pre-Calculus. Students in Secondary Math 2 Honors focus on quadratic expressions, equations, and functions, extend the set of rational numbers to the set of complex numbers, link probability and data through conditional probability and counting methods, study similarity and right triangle trigonometry, and study circles with quadratic algebraic representations. Honors students represent complex numbers and operations on the complex plane, solve systems of equations, prove and apply trigonometric identities, express conic sections algebraically, and solve problems using volume measurements.

For information about the Math Common Core, please see the district's [Common Core](#) page. For a copy of the Math Pathways Chart, see the [Graduation Planning Guide](#) page.

*Math is a core education requirement.*

## SCIENCE COURSES

### INTEGRATED SCIENCE 8

Grade 8

S 1.0 credit (year)

Science is a way of knowing and a process for gaining knowledge and understanding the natural world. In this course, students will use the scientific process to acquire thinking skills, develop interests and attitudes, understand concepts and principles and demonstrate awareness of social and historical aspects of science. Chemistry, Earth, Physical and Life sciences are integrated in this curriculum. *Science is a core education requirement.*

### EARTH SCIENCE

Grade 9

S 1.0 credit (year)

This physical science course investigates the ways in which natural systems (atmosphere, hydrosphere, geosphere, biosphere) function together to sustain our planet. Students will learn how to explain cosmic and global phenomena in terms of the interaction between matter, energy and life. Throughout the year students will make observations, analyze data, make inferences, draw conclusions and communicate their understanding using the language and skills of science. *Science is a core education requirement.*

### BIOLOGY

Grade 9

S 1.0 credit (year)

*Enrollment Recommendation: Successful students in this class tend to fit the same profile: 1. They're independent learners, self-advocates, and persistent in mastering content; 2. They're not afraid to fail the first time and to take risks, as learning is more important than grades; 3. They possess superior executive functioning skills, like organization and time management, in order to complete tasks quickly and efficiently; 4. They accept and embrace the possibility of an increase in work load and time commitment. This course is an open-enrollment course.*

This course introduces the student to the scientific study of living things, including biochemistry, cell structure and function, genetics, evolution, classification and ecology. There is an emphasis on laboratory work, including dissections. A biological science course is required for graduation, and can be taken in either 9th or 10th grade. *Science is a core education requirement.*

## SOCIAL STUDIES COURSES

### US HISTORY 8

Grade 8

SS 1.0 credit (year)

This class is a guided historical tour of the United States beginning with European Exploration and culminating with Civil War /Reconstruction era. A variety of approaches to learning will be utilized including essay development, research methods, cooperative learning projects, critical thinking activities, and differentiated instruction. *Social Studies is a core education requirement.*

**WORLD GEOGRAPHY 9**

Grade 9

SS 1.0 credit (year)

An introductory course in physical and human geography. Students will explore relationships between people and their environment using the six essential elements.

*Social Studies is a core education requirement.*

**AP HUMAN GEOGRAPHY 9**

Grade 9

SS 1.0 credit (year)

Course Fee: AP test fee

*Enrollment Recommendation: AP Geography is an open-enrollment course (no placement test or teacher approval is required).*

*Interested students are strongly encouraged to discuss the course expectations with their current social studies teacher, our AP Geography teacher, Mr. Jeffrey, or students who are currently enrolled in the class. Successful students in this class tend to fit the same profile: 1. They're independent learners, self advocates, and persistent in mastering content; 2. They're not afraid to fail the first time and to take risks, as learning is more important than grades; 3. They possess superior executive functioning skills, like organization and time management, in order to complete tasks quickly and efficiently; 4. They accept and embrace the possibility of an increase in work load and time commitment.*

Advanced Placement (AP) Human Geography is a college level course taught from a college text using college methodologies. In AP Human Geography, students will analyze the major influences on human behavior, e.g. natural resource consumption, population, cultural conflict, agriculture, and industry. Students who complete AP Human Geography are encouraged to go on to AP World History as sophomores. At the end of the school year, students will take the national AP examination in Human Geography (there is a fee to take the test). Students receiving a passing grade on the national AP exam may be awarded college credit. What should you expect in an AP class? [CollegeBoard: Explore AP](#). *Social Studies is a core education requirement.*

**SPECIAL EDUCATION**

**CONTENT LINK**

Grades 8, 9

EL, SPEC 1.0 credit (year)

*Enrollment Recommendation: IEP and Special Education placement/signature.*

These classes are designed to offer instruction and support in core subject areas where students may need more help than can be provided in a general education classroom. The classes will deal with two to three subject areas.

**ESSENTIAL ACADEMICS**

Grades 8, 9

EL, E, M, S 1.0 credit (year)

*Enrollment Recommendation: Students are admitted based on referral, assessment and placement guidelines. Special Education signature is required.*

Description: Focus on learning, understanding and applying the Essential Elements standards in the areas of Language Arts, Math, and Science.

**INDEPENDENT LIVING SKILLS**

Grades 8, 9

S, SPEC 1.0 credit (year)

*Enrollment Recommendation: Students are admitted based on referral, assessment and placement guidelines. Special Education signature is required.*

Students learn independent living skills to help them prepare for high school, employment, and the future. Credit is based on completion of IEP goals and objectives.

**PARK CITY SCHOOL DISTRICT  
HIGH SCHOOL GRADUATION POLICY**

Read the full PCSD Policy 9080—Graduation Requirements for greater detail. The policy is available on the PCSD website at pcschools.us > Board > Policies.

All course offerings, fees, and graduation requirements are subject to PCSD Board of Education review and legislative mandates.

**GRADUATION CREDITS:**

Credits are the units by which academic progress is measured. A minimum of 28 credits, distributed among specific subject areas, is required for graduation from Park City High School. Students have the opportunity to earn 8 credits each year by earning .25 credit per quarter for each successfully completed class (grade D- or better).

Courses that award credit toward high school graduation are indicated in this catalog by these department codes:

Credits	Subject	Dept
1.0	Career & Technical Education	CTE
.5	Digital Studies	CTE
8.5	Electives	EL
4.0	English	E
.5	Financial Literacy	FIN
1.5	Fine Art	FA
.5	Health	HL
1.5	Healthy Lifestyles - PE	HL
3.0	Mathematics	M
3.0	Science	S
4.0	Social Studies	SS
.0	World Language-	FL
	(not required but recommended)	

Pass Civics Exam

**28.0 TOTAL CREDITS**

Courses taken during the student's 8th grade year do not earn high school graduation credit and do not appear on the Park City High School transcript. A student's 8th grade year officially ends on the day after the last day of school.

**9TH GRADE SUBJECT REQUIREMENTS:**

1. English (1.0)
2. Math (1.0)
3. Science (1.0)
4. Social Studies (1.0)
5. Healthy Lifestyles I (.5) and Digital Studies (.5)
6. World Language or Elective(s) (up to 1.0)
7. Elective(s) (up to 1.0)
8. Elective(s) (up to 1.0)

**CREDIT EARNED OUTSIDE OF SCHOOL:**

Students and parents should discuss independent study/outside credit options with their counselor before taking any courses offered outside of TMJH or PCHS. Ultimately, all decisions regarding the selection and completion of outside credit courses are the responsibility of the student and parents. TMJH and PCHS are obligated to accept credits from institutions reflecting the *appropriate accreditation*. When in doubt, verify with the Northwest Association of Accredited Schools (NAAS) or your guidance counselor. An official transcript or information from the school should reflect the accrediting agency. Park City High School reserves the right to deny high school credits that have not properly been approved.

ATTENTION ATHLETES! If you plan to participate in college athletics at the NCAA Division I or II level, it is your responsibility to make sure the independent study/online courses you choose meet NCAA eligibility requirements.

**COLLEGE AND CAREER READINESS PLAN**

The College and Career Readiness Plan (CCR) meeting is an opportunity for the student, parents, and counselor to discuss student strengths and future goals, along with individual academic planning as students prepare to enter the high school years. TMJH conducts individual CCR meetings during the 8th and 9th grades.

**SPECIAL EDUCATION**

The Special Education Department offers individualized instruction, methods, learning strategies and specific educational and vocational plans according to each student's Individualized Education Program (IEP). Please refer to the [link](#) for more information.

**SECTION 504**

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against persons with a disability in any program that receives federal financial assistance. Please refer to the [link](#) for more information.