

Gray Middle School  
10400 US HWY 42  
Union, KY 41091  
(859)384-5333

Student Hours: 7:30 AM - 2:35 PM  
Office Hours: 7:00 AM - 3:30PM

#### Administration Contact Information

Principal:	Mr. Todd Novak	<a href="mailto:todd.novak@boone.kyschools.us">todd.novak@boone.kyschools.us</a>
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Guidance		
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#### Office Staff Contact Information

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#### Gray Middle School Grading Scale

A	90-100
B	80-89
C	70-79
I	69 and Below

#### Report Cards

Report Cards are issued at the completion of each term. Gray Middle School currently operates on 4 grading terms per year, each term consisting of 9 weeks. Progress Reports are sent home with students at the mid-point of each term and report cards are available for view one week after the term concludes.

#### Honor Roll

At Gray Middle School academic excellence is recognized by both "All A" honor roll and an "A/B" honor roll. The honor roll is based on each class grade as it appears on the report card.

## **Sixth Grade Core Courses**

### English Language Arts

Sixth grade language arts teaches reading and writing, through a variety of text, novels, short stories, and articles aligned with the Common Core Standards. We focus on the conventions of the English language in our writing, speaking, and listening skills. We utilize Google Classroom, IXL, and Quizlet, with additional computerized programs to aid in our instruction and classroom activities. We focus on growth in the areas of narrative, informational, and argumentative essay writing. We incorporate a vocabulary unit that spirals into seventh and eighth grades, focusing on Greek and Latin root words, prefixes, and suffixes.

### Math Courses Offered in Sixth Grade

#### Math 6

Sixth grade math will follow the Common Core State Standards for Mathematics. Emphasis will be on the following topics:

- Operations with whole number, decimals, and fractions.
- Basic ratio, percent and problem solving strategies.
- Statistics will focus on data analysis (mean, median, mode and variation)
- Algebra topics will focus on integers, opposites, absolute value, expressions, equations and inequalities.
- Geometry topics will focus on area, surface are, and volume.

#### Accelerated Math 6

Accelerated Math 6 will follow the Accelerated Math standards in the Common Core State Standards for Mathematics. This class is designed to prepare students for the study of Algebra 1 in the 7th grade. Emphasis will be on the advance study of the following topics:

- Integers, equations and inequalities.
- Exponents and formulas
- Proportions, and linear equations with graphing

GMS staff will use the following criteria to determine placement into advanced math courses:

- Standardized test score
- Placement test score
- Math grades from current year
- Math teacher recommendation

## 6th Grade Science

Sixth grade science focuses heavily on developing models through the Next Generation Science Standards. The following includes a list of topics covered, based on the Boone County School District's 6th grade Curriculum Map:

- Forces and Interactions
- Structure and Properties of Matter
- Earth Systems
- Weather and Climate
- Geological Processes and History of Earth
- Matter and Energy in organisms and Ecosystems

## Social Studies

Sixth grade Social Studies focuses on the five "BIG IDEAS". The five "big ideas" are: Government and Civics, Cultures and Societies, Economics, Geography and Historical Perspective. The Social Studies program includes strong literacy connections, active hands-on work with concrete materials, and appropriate technologies. Students will study how to use maps and globes in order to locate places throughout the world. Students will learn the similarities, differences and interactions of the regions by studying each regions people, government, economics, history and physical geography.

## Gator Achievement Program (G.A.P.)

G.A.P. is designed to provide students with the time and support to acquire the necessary skills to perform at one's highest academic level. Students who are not required to attend a Workshop by teachers or the administration may have the option of selecting from a variety of workshops during this 45 minute period. On the first day of every school week, students will access the S.O.S. database to review/make their assignment for the week and must check this regularly to recognize required workshops. Any student eligible to attend voluntary workshops failing to do so by 3:00 p.m. daily, will be assigned to the default location the following day.

**\*\*\*For Unified Arts courses for sixth grade see pages 8-11**

## **Seventh Grade Courses**

### English Language Arts

Seventh grade English Language Arts class focuses on the seventh grade Common Core State Standards. Instruction is designed to prepare students to achieve high academic standards in reading, writing, speaking, listening and media literacy. In addition, students will build strong critical thinking skills and gain awareness of his or her individual self and community. Students will have access to and utilize a wide range of resources, including traditional and digital sources.

### Math Courses offered in 7th Grade

#### Math 7

Seventh grade math will follow the Common Core State Standards for Mathematics. Emphasis will be on the following topics: integers and rational numbers, algebraic reasoning, equations and inequalities, proportions and using percent's, geometric figures and their properties, an introduction to the coordinate plane, measurement and probability and statistics.

#### Accelerated Math 7

Accelerated Math 7 will follow the Accelerated Math standards in the Common Core State Standards for Mathematics. This class is designed to prepare students for the study of Algebra 1 in the 8th grade. Emphasis will be on the advance study of the following topics: integers, equations, inequalities, exponents, formulas, proportions, linear equations with graphing, measurement, probability and statistics.

GMS staff will use the following criteria to determine placement into advanced math courses:

- Standardized test score
- Placement test score
- Math grades from current year
- Math teacher recommendation

### Algebra 1

This course follows the high school curriculum, using the ACT Quality Core Curriculum for Algebra 1. Students must maintain an 87% average in order to be eligible for the next course. This is the criteria for Gray and Ryle. (The End of course Assessment will make up 10% of their final grade and will be administered in May)

#### **PREREQUISITES FOR ALGEBRA 1 IN 7TH GRADE**

GMS staff will use the following criteria to determine placement into advanced math courses:

- Standardized test scores
- Placement test score

- Math grades from current year
- Math teacher recommendation

### 7th Grade Science

Seventh grade science focuses heavily on collecting and analyzing data to construct scientific explanations using the Next Generation Science Standards. The following includes a list of topics covered, based on the Boone County School District's 7th grade Curriculum Map:

- Electromagnetic and Mechanical Waves
- Magnetism and Electricity
- Transfer of Gravitational Energy
- Kinetic Energy
- Chemical Reactions
- Structure and Function
- Growth, Development and Reproduction
- Matter and Energy in Organisms and Ecosystems

### Social Studies

Seventh grade Social Studies focuses on ancient world history. Students will explore world civilizations from the Paleolithic Age to the Renaissance. Units of study include: Prehistory, Mesopotamia, Egypt, India, China, Greece, Rome, and the Middle Ages up to A.D. 1500.

### Gator Achievement Program (G.A.P.)

G.A.P. is designed to provide students with the time and support to acquire the necessary skills to perform at one's highest academic level. Students who are not required to attend a Workshop by teachers or the administration may have the option of selecting from a variety of workshops during this 45 minute period. On the first day of every school week, students will access the S.O.S. database to review/make their assignment for the week and must check this regularly to recognize required workshops. Any student eligible to attend voluntary workshops failing to do so by 3:00 p.m. daily, will be assigned to the default location the following day.

**\*\*\*For Unified Arts courses for seventh grade see pages 8-11**

## **Eighth Grade Courses**

### English Language Arts

The eighth grade English Language Arts course challenges students to maximize their potential in reading (informational and literary), writing (narrative, argumentative, and informational), speaking and listening (literature circles and formal and informal presentations), language (conventions of standard English grammar and usage, punctuation, and academic, literary, and Greek/Latin prefix/root word vocabulary), and media literacy. Using a blended learning model, programs like IXL are utilized to complement and enhance classroom instruction. Students will continue to build strong critical thinking skills over the course of the year, further preparing them for high school and beyond.

### Math Courses offered in 8th grade

#### Math 8

Math 8 will follow the 8th grade Math standards in the Common Core State Standards for Mathematics. This class is designed to prepare students for the study of Algebra 1 in their freshman year of high school. Emphasis will be on the study of the following topics: integers, equations, inequalities, exponents, formulas, proportions, linear equations with graphing, measurement, probability and statistics.

#### Algebra 1

This course follows the high school curriculum, using the ACT Quality Core Curriculum for Algebra 1. Students must maintain an 87% average in order to be eligible for the next course. This is the criteria for Gray and Ryle. (The End of Course Assessment will make up 10% of their final grade and will be administered in May)

PREREQUISITES FOR ALGEBRA 1 IN 8th GRADE GMS staff will use the following criteria to determine placement into advanced math courses:

- Standardized test score
- Placement test score
- Math grades from current year
- Math teacher recommendation

#### Geometry

This course follows the high school curriculum, using the ACT Quality Core Curriculum for Geometry. Students must maintain an 87% average in order to be eligible for the next course. This is the criteria for Gray and Ryle. (The End of course Assessment will make up 10% of their final grade and will be administered in May)

PREREQUISITES FOR GEOMETRY IN 8th GRADE GMS staff will use the following criteria to determine placement into advanced math courses:

- Standardized test score
- Placement test score
- Math grades from current year
- Math teacher recommendation

### 8th Grade Science

Eighth grade science focuses heavily on improving students' science literacy skills through the Next Generation Science Standards. The following includes a list of topics covered, based on the Boone County School District's 8th grade Curriculum Map:

- Energy
- Reproduction, Unity and Diversity
- Populations and Response to Change
- History of Earth
- Climate and Resources
- Human Impact

### Social Studies

Eighth grade Social Studies focuses on a chronological history of the United States from its beginning through the end of Reconstruction (explorers to 1877). Themes that students will examine are the forging of a national identity, democratic principles, civics & citizenship, and our economic capacity in relation to the world. Students will examine conflicts, cultures, geography, and people involved during this period of time.

### Gator Achievement Program (G.A.P.)

G.A.P. is designed to provide students with the time and support to acquire the necessary skills to perform at one's highest academic level. Students who are not required to attend a Workshop by teachers or the administration may have the option of selecting from a variety of workshops during this 45 minute period. On the first day of every school week, students will access the S.O.S. database to review/make their assignment for the week and must check this regularly to recognize required workshops. Any student eligible to attend voluntary workshops failing to do so by 3:00 p.m. daily, will be assigned to the default location the following day.

**\*\* For Unified Arts courses for eighth grade see pages 8-11**

**UNIFIED ARTS COURSES-6th 7th, and 8th GRADE**

<b>Course</b>	<b>6<sup>th</sup> grade focus</b>	<b>7<sup>th</sup> grade focus</b>	<b>8<sup>th</sup> grade focus</b>
<b>HAVPA (History and Appreciation of Visual and Performing Arts)</b>	The study of how people have expressed themselves throughout time. Investigations of self-expression in various forms. Students will begin a study of the timeline of arts history beginning with Prehistoric Arts, Ancient Greece, Ancient Rome, the Byzantine Empire and the Middle Ages. Each time period is accompanied by a digital art project which is inspired by the artwork of the time period studied. 6 <sup>th</sup> grade produces all Digital art with Adobe Illustrator.	Continue the study of the timeline of Art History, beginning with an extensive study of the Renaissance both in Italy and the countries of Northern Europe. Students will also experience the arts of the Baroque Period and The Enlightenment. Digital art projects will reflect the specific types of art made in each time period. Graphic design software used will include both Adobe Illustrator and Adobe Photoshop.	Continue the study of the Timeline of Art history, beginning with the styles pursued by the artists of the 1800's. Specific styles experienced include Romanticism, Realism, Impressionism, and Post-Impressionism. Students will create art in several styles from the first half of the 1900's. 8 <sup>th</sup> grade projects will mostly be produced in Adobe Photoshop, with some review of Adobe Illustrator.
<b>Careers</b>	Students will explore different career options available. Students will start to develop individual learning plans to update each year. (ILP)	Introduces students to a broad range of career opportunities. Focuses on employability skills, career awareness, and education/ career planning.	To stimulate interest in career options. The course guides students in identifying their options, setting career goals, and developing strategies for reaching their goals.
<b>Project Lead the Way (PLTW)</b>	<b>Intro to Design and Modeling:</b> The Design and Modeling unit provides students opportunities to apply the design	<b>Energy and the Environment:</b> In the Energy and Environment unit, students are challenged to think big and look toward the future as	<b>Medical Detective:</b> In the Medical Detectives unit, students play the role of real-life medical detectives as they analyze



	<p>process to creatively solve problems. Students are introduced to the unit problem first activity and are asked to make connections to the problem throughout the lessons in the unit. Students learn and utilize methods for communicating design ideas through sketches, solid models, and mathematical models. Students will understand how models can be stimulated to represent an authentic situation and generate data for further analysis and observations. Students work in teams to identify design requirements, research topic, and engage stakeholders. Teams design a toy or game for a child with cerebral palsy, fabricate and test it, and make necessary modifications to optimize the design solution.</p>	<p>they explore sustainable solutions to our energy needs and investigate the impact of energy on our lives and the world. They design and model alternative energy sources and evaluate options for reducing energy consumption.</p>	<p>genetic testing results to diagnose disease and study DNA evidence found at a "crime scene." They solve medical mysteries through hands-on projects and labs, investigate how to measure and interpret vital signs, and learn how the systems of the human body work together to maintain health.</p>
<p><b>Business</b></p>	<p><b>Computer &amp; Technology:</b> Topics to</p>	<p><b>Business/Marketing Concepts &amp; applications:</b> Topics to include Review</p>	<p><b>Business/Marketing Career Exploration:</b> Topics to include</p>

	include Money/Currency, The Federal Reserve, The National Deficit, International currency/Exchange Rates, Savings & Checking, basic accounts, “Wants” vs. “Needs”, creation of a budget and personal financial plan, Interest on savings/Interest rates, Tips in a restaurant / Sales Tax - -- what is it and why do we pay it; What is a stock, Business Writing – Letters/Envelopes	of Grade 6 material, Marketing/Advertisement, Target Market/Demographics, Interest and Tip calculations, Discount/Sale Price calculations, Credit Cards, Loans, Deeper understanding of various savings tools – CDs, IRAs, Mutual Funds, Paychecks / Taxes / Social Security, Stocks and The Market	Create a Product, Introduce an Organization Chart, Formulate a Business Plan, Develop a Marketing Plan, Presentation of your product, Stock Market Game
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Course	6 <sup>th</sup> Grade Focus	7 <sup>th</sup> Grade Focus	8 <sup>th</sup> Grade Focus
<b>General Art</b>	This course will cover the basic terminology of the Elements and Principles of Design, and explore/experiment with a variety of materials and skills. Materials we will experiment with: ebony pencils, prismacolor colored pencils, Recyclables, printmaking materials, charcoal and pastels. With these materials we will create agamographs, cultural masks, reduction prints and	This course will cover the basic terminology of the Elements and Principles of Design in a unique and intense manner. Students will explore and experiment with a variety of materials to expand their knowledge and learn new skills. Materials we will experiment with: variety of watercolors, variety of colored pencils, markers and crayons, clay and glaze and fabric, yarn and natural found objects. With these materials we will create Quote Posters, Wheel Thrown Pottery,	This course will cover the basic terminology of the Elements and Principles of Design in an experimental, creative and meaningful manner. Students will explore and experiment with a variety of materials to expand their knowledge, learn new skills, and truly make their art their own. Materials we will experiment with: markers, variety of watercolors, Paper creations (ie- pop-ups, pockets, collages), book making, X-acto knife techniques and whatever materials

	pastel and charcoal drawings.	Handbuild Pottery, and Nature Weavings.	student would like to use on their projects. With these materials we will create: Zentangle, Altered Book and Create your own project.
<b>Health</b>	Students will study life skills training and utilize the Level Green Decisions for Health textbooks to focus on positive self-image, decision making, learning about mental and emotional health, media/technology influences, and using communication skills to reduce health risks.	Students will study life skills training and utilize the Level Red Decisions for Health textbooks to build on prior year health education. They will also comprehend content related to health promotion and disease prevention, study drug/alcohol abuse and demonstrate how to influence and support others to improve personal health and wellness.	Students will study life skills training and utilize the Level Blue Decisions for Health textbooks and build on 6th and 7th grade health education topics covered in nutrition education, safety education, the importance of being physically active, building and maintaining healthy relationships, and goal setting.
<b>Music Appreciation</b>	This class begins with music theory basics and reading music. Elements of music are also explored and applied to music we listen to. We end the term with a unit on the Science of Sound.	The class begins with a review of music reading basics. Elements of music are also explored. Students are taught beginning ukulele and are able to play a variety of songs by course end.	We review music theory and elements of music, but also delve into the music genres of jazz, rock and hip hop. Students have an opportunity to create their own pieces within these styles.
<b>Physical Education</b>	Designed to develop student's muscular strength, muscular endurance, flexibility and cardiovascular fitness. The students learn how to perform different psychomotor skills effectively and efficiently through a	The students learn how to perform different psychomotor skills effectively and efficiently through a variety of activities, individual and team sports, including elements of dance. Group and team	Students continue to work on psychomotor skills with a larger focus on team sports. Skills have previously been developed and now the skills are displayed in multiple game situations. Physical fitness is

	variety of activities, including elements of dance.	activities also develop communication skills and social interaction with others.	also stressed, including dance.
<b>PE-Fitness</b>	This course is designed for students to develop muscular strength, endurance, flexibility and cardiovascular fitness. Students will learn to identify muscle groups as well as gain nutrition knowledge for a healthy lifestyle. The students will learn basic functional strength movements and flexibility exercises to improve their overall level of fitness. These movements will all be incorporated into activities they can do throughout their life.	This course is designed to introduce students to the fundamentals of strength/conditioning in order to improve their fitness levels. Students will set fitness goals and learn to track their exercise and nutrition over time. They will also explore the various ways that nutrition and strength/conditioning movements will benefit other activities they are involved in throughout their lives.	The focus of this class will be for students to appropriately design and perform functional strength movements on their own. Students will be able to demonstrate knowledge of muscles groups used in various activities as well as how to properly perform each exercise. Students will also demonstrate ways to track fitness and nutrition goals for the long term. Students will also develop a personal fitness plan with goals for their future.

<b>Course</b>	<b>6th grade focus</b>	<b>7th Grade Focus</b>	<b>8th Grade Focus</b>
<b>Speech/ Theatre</b>	Students are introduced to the historical and fundamental beginnings of theatre starting with the Greeks. Students analyze the literary, technical, and performance elements of theatre, through	Students will explore the historical significance of medieval drama, and the visual origins of staging techniques to create tableaux, character, and storytelling. The focus on the	Focus is on Shakespeare's historical significance, literary contributions, characters, and universality of his plays. Students will discover the rise and purposes of tap

	reading a published work. For their final project, students will write and perform an original work based on a world proverb, demonstrating the literary, technical and performance elements that create theatre.	development of Drama in the medieval age, and the connections they will have to today, will culminate with students creating public service announcements to combine the skills and knowledge they've learned.	dance and musical theatre in America, and will finish with developing and performing a monologue, overcoming stage fright, using vocal and physical techniques to create character, and building discipline and confidence through performance.
<b>Rosetta Stone</b>	For nine weeks, students will consistently work at their own pace acquiring communication skills in a second language through this computer based program. Students will begin at the level where they left off.	For nine weeks, students will consistently work at their own pace acquiring communication skills in a second language through this computer based program. Students will begin at the level where they left off.	For nine weeks, students will consistently work at their own pace acquiring communication skills in a second language through this computer based program. Students will begin at the level where they left off.
<b>World Language- Japanese</b>	Through direct instruction, students will learn fundamental communication skills in the Japanese language.	Through direct instruction, students will learn fundamental communication skills in the Japanese language.	Through direct instruction, students will learn fundamental communication skills in the Japanese language.
<b>Technology in the Arts</b>	Students are provided with a variety of computer skills that will Technology in be useful throughout the remainder of their education and into their lives beyond school. An arts-emphasis will be	Continuing with the same goals put in place in the previous grade, our main focus will be on the Microsoft Office Suite, including Word, Power Point, Publisher and Outlook.	Continuing with the same goals put in place in the previous grades, Our main focus will be on the Microsoft Office Suite, including Word, Power Point, Publisher, Outlook, and Windows Movie Maker.

	<p>our focus through many of our projects. The students will create real life work, which will be used throughout the school and community. Our main focus will be on the Microsoft Office Suite, focusing on Word, Power Point, and Outlook.</p>		
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### **Full year Unified Arts Courses**

#### Sixth Grade Band

Sixth grade beginning band introduces students to playing an instrument with a good fundamental sound and steady pulse. In addition, students learn note reading, ensemble performance and characteristics of quality ensembles. By the end of the course, students generally have at least a one octave range and can read music in 2/4, 3/4, and 4/4 time with note values to eighth notes.

#### Seventh Grade Band

Seventh grade band expands the playing range of students while introducing them to more advanced rhythms and more independent part playing. By the end of the course, students will generally play major scales starting on Bb, C, Eb and Ab. They will play sixteenth notes and dotted notes. They will perform in 3/8, 6/8 and cut time. Students in 7th grade are expected to audition for the Northern Kentucky Select Band and perform for the Northern Kentucky Solo and Ensemble competition. Selected students may perform with the Ryle Marching Band after school if they choose to do so.

#### Eighth Grade Band

This course refines ensemble performance and more advanced rhythms, time signatures and range requirements. By the end of the course, students will generally play major scales starting on Bb, C, Eb and Ab, F and G. Students are expected to audition for the Northern Kentucky Select Band and perform for the Northern Kentucky Solo and Ensemble competition. Selected students may perform with the Ryle Marching Band after school if they choose to do so.

#### 6th, 7th, and 8th grade Chorus

This course has try-outs for placement in Chorus. Try-outs are held at the beginning of the school year for sixth grade students. Chorus class is a development of music skills. The student

learns to read and recognize music notes. They learn to read and sing 2 and 3 part music. Students are exposed to singing different styles or types of music. This helps develop singing skills for the high school level. Students will perform at concerts throughout the year in conjunction with the band. Students will also perform at competitions throughout the year.

### Digital Literacy

This is a full year course for 8<sup>th</sup> grade students, offering them the option of earning HS credit if a B is earned in the course. Students will reinforce proper keyboarding techniques as they develop speed and accuracy in using the computer and learn proper formatting as they prepare business and personal documents. Students will develop competency operating popular software programs currently used in the business world such as Microsoft 2013 Word, PowerPoint, Excel, and Access as they complete units of study in word processing, presentation, database, and spreadsheets. Internet research is incorporated into the course as well as basic business concepts with an emphasis on computer terminology/functions and career/employment opportunities. Students should enter this course with basic keyboarding skills.

### Spanish 1

Eighth grade Spanish students take the class for the entire school year, offering them the option of earning HS credit if a B is earned in the course. In Spanish, not only will you learn new vocabulary, you will also review basic parts of grammar as you learn to conjugate verbs, the rules for adjectives and nouns, and the gender of nouns and articles. In addition, you will be learning cultural information about specific Spanish speaking countries.

#### **PREREQUISITES FOR SPANISH 1 IN EIGHTH GRADE**

Requirements that need to be met to be considered for Spanish I:

- 3.5 GPA or higher
- Minimal absenteeism during seventh grade school year.
- 4- Core teacher recommendations
- Essay Response

### **Other Elective Courses**

#### Project Lead the Way—Automation & Robotics

Automation and Robotics is a year-long course taking place 3 days a week during GAP. Students will receive a challenging, one-of-a-kind experience in automation and robotics, beginning with manual builds and finishing with programming. Students work and learn like an engineer with a high emphasis on critical thinking and team work. Although it is not a pre-requisite, 8th grade students who take this course will have a strong foundation for the PLTW Engineering pathway that is available at the high

school level. Students interested in this course must apply during the spring of their 7th grade year with a 3.5 GPA or higher, and 2 teacher recommendations.

### Project Lead the Way—Flight & Space

Flight and Space concentrates on how we engineer and design for flight on Earth and in the Universe. In this course students will learn about original forms of flight, the principles behind flight, design and build their own glider and design and build a mini Mars rover from limited available materials.

This course is for 7<sup>th</sup> grade students and will last for 2 consecutive grading terms, three days per week during GAP.

Pre-Requisites -

No grade of an "I" or remediation of an "I" prior to signing up for the course

### Business Office Assistant (Office/Library Aide)

A limited enrollment class that requires an application; students selected will be responsible to work closely with the faculty, students, and guests of Gray Middle School in varied clerical duties. In order to introduce a variety of experiences in the Unified Arts' legion of courses, qualified candidates for the Business Office Assistant positions will not be assigned to more than two terms during the school year to this class!