

GARDEN GROVE UNIFIED SCHOOL DISTRICT
Office of Secondary Education
Department of 7-12 Instructional Services

INTERMEDIATE SCHOOL COURSE CATALOG

2010-2011

INTERMEDIATE SCHOOLS

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DOIG INTERMEDIATE SCHOOL

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MC GARVIN INTERMEDIATE SCHOOL

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RALSTON INTERMEDIATE SCHOOL

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BOARD OF EDUCATION MISSION AND GOAL STATEMENTS

Mission

The Board of Education of the Garden Grove Unified School District is committed to providing an educational program focusing on student achievement, high standards, and opportunities for all students to acquire the knowledge and skills necessary to live a productive life. To meet this commitment, students will participate in a comprehensive curriculum designed to achieve the identified goals.

Goals

It is the goal of the district to ensure that all students have the opportunity upon leaving high school to choose from a wide variety of options including four-year colleges and universities, technical education, or a skilled career. The opportunity to choose among these paths requires that students achieve proficiency as defined by state standards in core academic subjects and achieve proficiency in the use of the English language. These proficiencies will make it possible for students to access rigorous high school courses and enable them to graduate ready for college and skilled careers.

BOARD OF EDUCATION

Bob Harden, President
Lan Quoc Nguyen, Vice President
KimOanh Nguyen-Lam
Linda Reed
George West

Laura Schwalm, Superintendent

A SPECIAL MESSAGE FOR PARENTS

This catalog has been prepared to provide parents and students with information regarding the required course of study and elective course offerings available in the Garden Grove Unified School District's intermediate schools. The information contained in this publication should be reviewed and discussed as plans are formed for the student's seventh and eighth grade academic program. A "High School Planning Guide" and District graduation requirements and other important information can be found in this catalog.

Garden Grove Unified School District examines student progress according to standards for purposes of identifying at-risk students who may need to be retained at Grades 3, 6, or 8. Multiple criteria including teacher judgment are utilized. When a student is identified as at-risk, parents will be notified and a conference will be requested as early in the school year as possible. Students at risk will have the opportunity to enroll in intensive academic opportunities to address academic deficiencies. Following completion of the recommended intensive instructional programs and after the student's academic performance has been reassessed; the decision to retain a pupil shall be determined by the school.

Students completing the 12th grade will be required to successfully pass the **California High School Exit Examination** in Language Arts and Mathematics as a condition to receiving a diploma. Students will have multiple opportunities to take and pass the high school exit examination. Students who did not pass the high school exit examination in tenth-grade will have multiple opportunities to take the exam as 11th graders and, if necessary, as 12th graders. It is unnecessary to retake a section of the examination once it is passed.

Should you have questions or need additional information, please contact the counselor's office at your intermediate school. Telephone numbers for our ten intermediate schools are listed on the front inside cover of this catalog.

GENERAL INFORMATION

Scheduling/Registration for Intermediate School Sixth grade students are enrolled in the appropriate intermediate school in the spring of each school year following orientation meetings held on the elementary school campuses. Seventh grade students are registered for their eighth grade year in the spring of each year on the intermediate school campuses. Parents are encouraged to participate in the registration process by studying the course catalog with their student and by communicating with school personnel.

School Day and Attendance The intermediate school day is made up of six separate instructional periods. Students are expected to attend each of their scheduled classes promptly and regularly. Regular attendance is one of the greatest contributing factors to success in school. Absences should be avoided whenever possible. Homework is an important aspect of the educational experience in a partnership with the teacher, the student, and the parents.

Grade Reporting Grades are reported quarterly at nine-week intervals during the school year. Parents should anticipate these reports and inquire about them if they have not been received within ten school days following the end of each quarter. Report cards issued at the end of the year are mailed home. Information concerning student progress is available upon request in Spanish, Vietnamese, and Korean.

Progress reports are sent home during the fifth week of each quarter indicating noteworthy situations such as failing (F), unsatisfactory (D) grades, or unsatisfactory (U) citizenship or work habit marks. Progress Reports also include comments when appropriate.

Academic/Citizenship Excellence Academic excellence is recognized by the publication of an honor roll at each school. To qualify for the honor roll, students must achieve a 3.00 grade average or better on their report card.

Each intermediate school provides extracurricular activities for those students with exceptionally good grades. Students are encouraged to strive for membership in the organizations which sponsor these activities. Each school will inform students of the qualifying requirements. Some schools also provide similar activities for students qualifying for citizenship honors.

INTERMEDIATE SCHOOL STANDARDS AND EXPECTATIONS

Students in grades seven and eight shall:

ACADEMIC:

- Earn and maintain a minimum accumulative 2.0 grade point average.

BEHAVIOR:

- Maintain acceptable behavior and conform to all rules and regulations.

ATTENDANCE:

- Attend school (except for illness) and be punctual everyday

GUIDANCE PROGRAM AND SERVICES

The intermediate school program represents a brief, but very important, phase in a student's educational experience. Assisting students in making the transition from elementary school and preparing them for the high school curriculum are the goals of the instructional program. Skills in reading, writing, literature, Mathematics, history/social science, and science are further developed in the required course sequence. Elective courses such as art, music, industrial and applied arts, and home economics serve to broaden the student's educational background. Both required and elective courses are described in the course descriptions section of this catalog. Comprehensive course outlines for all classes are available at each school.

Each intermediate school is staffed with a full time counselor committed to implementing a comprehensive guidance program. Each student and parent can expect guaranteed services as a result of the program design. The three major program areas are:

- Individual and small group educational and career planning
- College/career units taught in grades seven and eight
- Assistance with personal situations requiring individualized help

Intermediate students and parents can also expect the following services:

- Pre-enrollment orientation
- Parent and/or student conferences upon request
- Registration and scheduling
- Proficiency and achievement testing
- Test interpretation
- Special grade checks or progress reports upon request
- Counseling assistance and referral information for special needs

ELIGIBILITY REQUIREMENTS FOR STUDENTS TO PARTICIPATE IN EXTRACURRICULAR OR COCURRICULAR ACTIVITIES

California law establishes minimum standards for students in grades 7-12 participating in extra-curricular or co-curricular activities. Each quarter students must earn a minimum grade point average (GPA) of 2.0 on a 4.0 point scale. Students must also be showing satisfactory progress toward graduation. Incoming ninth grade students who did not maintain a 2.0 grade point average in the last grading period of the eighth grade school year may be granted eligibility to participate in extra-curricular and co-curricular activities during a probationary period of the first grading period of the ninth grade.

INTERMEDIATE SCHOOL COURSE OF STUDY

The intermediate school course of study is described below according to the requirements in each subject.

<i>SUBJECT</i>	<i>DETAILS</i>
ENGLISH	All students are enrolled in English/Language Arts in grade 7 (one or two periods) and one year in grade 8. English Learners are provided English Language Development (ELD) in grades seven and eight as needed based on each student's CELDT proficiency level.
MATHEMATICS	All students are enrolled in one year of Mathematics in grade seven and one year of Mathematics in grade eight. Supporting math companion classes are available.
SCIENCE	All students are enrolled in one semester of Life Science (including the Family Life unit) in grade seven and one year of Physical Science in grade eight.
HISTORY/SOCIAL SCIENCE	All students are enrolled in one semester of World History in grade seven and one year of US History in grade eight.
PHYSICAL EDUCATION	All students are enrolled in one year of Physical Education in grade seven and one year of Physical Education in grade eight.
FINE ARTS/ APPLIED ARTS	All students not in need of intervention may be enrolled in two semesters of fine or applied arts in grade eight. Fine arts include courses in art, music, drama, and journalism. Applied arts include courses in industrial technology, home economics, keyboarding, and business technology.

STUDENT WORKSHEET

SAMPLE SCHEDULES

All intermediate school students are required to be enrolled in six classes per day. Students are placed at the appropriate level in English and Mathematics based upon CST test results, evidence of skills acquired in previous grades, and overall performance.

NAME: _____

7TH GRADE SAMPLE SCHEDULE

1 ST SEMESTER	2 ND SEMESTER	1 ST SEMESTER	2 ND SEMESTER
ENGLISH/LANGUAGE ARTS	ENGLISH/LANGUAGE ARTS		
ENGLISH/LANGUAGE ARTS	ENGLISH/LANGUAGE ARTS		
MATHEMATICS	MATHEMATICS		
LIFE SCIENCE	WORLD HISTORY		
PHYSICAL EDUCATION	PHYSICAL EDUCATION		
ELECTIVE	ELECTIVE		

8TH GRADE SAMPLE SCHEDULE

1 ST SEMESTER	2 ND SEMESTER	1 ST SEMESTER	2 ND SEMESTER
ENGLISH/LANGUAGE ARTS	ENGLISH/LANGUAGE ARTS		
PHYSICAL SCIENCE	PHYSICAL SCIENCE		
MATHEMATICS	MATHEMATICS		
PHYSICAL EDUCATION	PHYSICAL EDUCATION		
UNITED STATES HISTORY	UNITED STATES HISTORY		
ELECTIVE	ELECTIVE		

HIGH SCHOOL PLANNING GUIDE

SPECIAL MESSAGE TO EIGHTH GRADE STUDENTS

In the spring of your eighth grade year, you will be pre-registered to enter high school for the following school year. It is time to begin thinking about your future. Although you may not know yet what you want to do after graduation from high school, you can prepare yourself for almost anything by getting a solid, basic education.

In view of this, your high school years may be the most important you will spend in school. The administrators, counselors, and teachers in the Garden Grove Unified School District want to encourage you and your parents to plan a high school program that will prepare you fully for college or for other post-secondary opportunities. To help you accomplish this, we are pleased to provide you with the following information and services:

- A chart outlining graduation requirements with an explanation of how to earn credits toward graduation
- Model programs designed to meet the district's graduation requirements
- Visitations by high school counselors to intermediate schools each spring to conduct a pre-registration and orientation
- Each high school conducts orientations either in the spring or prior to school in the fall for incoming ninth grade students and their parents
- Publication of a high school course catalog distributed to students at the time of pre-registration

Setting goals as you plan for ninth grade will give your educational plan the structure and definition you need for success.

Once you are officially enrolled in high school, it is up to you to take full advantage of your educational opportunities. You can accomplish this by being a responsible student, attending school regularly, having good study habits and getting involved on campus.

Be the best you can be. Your achievement and success in high school will greatly increase your college and post-secondary opportunities after graduation.

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HIGH SCHOOL GRADUATION REQUIREMENTS

Graduation will be authorized by the Board of Education, and a diploma will be granted to all students who have acquired 220 units of credit from the adopted Course of Study during grades 9-12 in any comprehensive High School.* In addition, all students are required to successfully pass the California High School Exit Examination (CAHSEE) in English/Language Arts and Mathematics as a condition to receive a diploma. Under no circumstances will a student be allowed to participate in the graduation ceremony unless he/she has completed all graduation requirements satisfactorily. Note that meeting the high school graduation requirements does not necessarily meet the college entrance requirements, as additional A-G courses may be needed. The 220 units of credits shall include the following:

SUBJECT	MINIMUM REQUIRED CREDITS	DETAILS
English	40	Students are required to be enrolled in English courses through grade 12. Four years of English are required to graduate from the Garden Grove Unified School District. Students not proficient in English will be enrolled in an appropriate English Language Development (ELD) program. ELD students are required to take 40 credits of ELD and/or English. If a student has been enrolled solely in the ELD program, he/she must successfully complete Level C in order to graduate.
History/ Social Science	30	The History/Social Science requirement of 30 credits includes: One year (10 credits) of World History to be taken 9 th or 10 th grade; one year (10 credits) of U.S. History to be taken in 11 th grade; one year (10 credits) of Civics/Economics to be taken in 12 th grade.
Mathematics	30	Students are required to complete 30 credits of mathematics, including successful completion of Algebra 1P to graduate. Successful completion of Algebra is a California State requirement.
Science	20	The Science requirement is 20 credits. Students must complete 10 credits of a Life Science course and 10 credits of a Physical Science course to graduate.
Fine Arts/ Applied Arts	10	The Fine Arts/Applied Arts requirement includes 10 credits selected from the following areas: Fine Arts – Art, Music, Speech, and Drama; Applied Arts including ROP.
Physical Education	20	The Physical Education requirement is 20 credits to be completed in grades 9 and 10. Education Code, Section 51241, allows the principal, under special circumstances, to grant a 10 th grade student exemption from courses in physical education for up to two years. For example, a 10 th grade student whose program is too restrictive to allow the selection of a desired elective may delay taking the second required P.E. class until the 11 th or 12 th grade. All students must successfully complete 20 credits of physical education to graduate.
Health	2.5	The Health Education State Requirement, which includes Family Life, is required of all students.
Electives	67.5	The graduation requirements include successful completion of 67.5 elective credits. These electives should be selected according to the student's Personal Learning Plan with post-high school goals in mind. These elective credits are made up from academic courses (World Language, third and fourth year of Science, fourth year of Math), or additional P.E., Fine/Visual Arts, and Career Technical Education courses.
TOTAL CREDITS	220*	

**Students graduating from Hare Continuation High School or Lincoln Teen Parent Program are required to complete 200 credits including the four Core Content Areas, Fine Arts, Health, and a total of 67.5 credits of Electives and/or Physical Education.*

WHY GO TO COLLEGE?

The chart below compares the average salaries of adults based on their level of education. College graduates (Bachelor’s Degree) earn more almost twice the income of those with just a high school diploma. Bachelor’s degrees can be earned at any public (UC or CSU) or private 4-year university.

Level of Education	Average Income
Without high school diploma	\$18,734 a year
With high school diploma	\$27,915 a year
College Degree (Bachelors)	\$51,206 a year
Masters or Doctorate Degree	\$74,602 a year

COLLEGE FINANCIAL AID

Paying for college is possible for all students! Financial aid programs provide support for students to help meet the costs of obtaining a college education. Funding for such programs is provided by the federal and state governments, the individual colleges and universities, and a variety of other public and private sources.

Financial aid is split up into two categories based on the reason the money is awarded:

1. **Achievement-based aid** is awarded to students who have a special characteristic, skill, talent, or ability. Typically achievement-based aid is in the form of scholarships.
2. **Need-based aid** is provided to students who demonstrate financial need. Most financial aid, particularly public-funded aid, is awarded on the basis of financial need determined through the application process and in accordance with a prescribed federal formula.

4 Basic Types of Financial Aid Programs Available	
<p>Grants Federal or state gift assistance with no obligation for work or repayment</p>	<p>Loans Providing funds now, but with a future repayment obligation</p>
<p>Scholarships Gift assistance with no obligation for work or repayment</p>	<p>Work-Study Part-time work while attending the institution</p>

Most often, financial aid will come to you in the form of a package consisting of a combination of the different types of aid available. The combination of aid offered depends on the availability of funds, your eligibility, the timeliness with which the application process is completed, and your year in school.

For more information on federal financial aid, visit: <http://www.fafsa.ed.gov/>

Visit the university web sites for more information on possible sources of funding.

ENTRANCE REQUIREMENTS FOR COLLEGES AND UNIVERSITIES

All students are **strongly** encouraged to attend 4-year public or private universities following high school. Our State Universities, Cal State Universities and Universities of California, require a certain number and sequence of courses, which are called the a-g requirements (see below). Students must pass these courses with a C or better, in order for a student to be eligible to apply to a CSU or UC.

REQUIRED "A - G" COURSES

a. History/Social Science – 2 YEARS REQUIRED

Two years of history/social science, including one year of world history, cultures and geography; and one year of U.S. history or one-half year of U.S. history and one-half year of civics or American government.

b. English – 4 YEARS REQUIRED

Four years of college-preparatory English that include frequent and regular writing, and reading of classic and modern literature. No more than one year of ELD courses can be used to meet this requirement.

c. Mathematics – 3 YEARS REQUIRED, 4 YEARS RECOMMENDED

Three years of college-preparatory mathematics that include the topics covered in elementary and advanced algebra and two- and three-dimensional geometry. Approved integrated math courses may be used to fulfill part or all of this requirement, as may math courses taken in the seventh and eighth grades that your high school accepts as equivalent to its own math courses.

d. Laboratory Science – 2 YEARS REQUIRED, 3 YEARS RECOMMENDED

Two years of laboratory science providing fundamental knowledge in at least two of these three foundational subjects: biology, chemistry and physics. Advanced laboratory science classes that have biology, chemistry or physics as prerequisites and offer substantial additional material may be used to fulfill this requirement, as may the final two years of an approved three-year integrated science program that provides rigorous coverage of at least two of the three foundational subjects.

e. Language Other than English – 2 YEARS REQUIRED, 3 YEARS RECOMMENDED

Two years of the same language other than English. Courses should emphasize speaking and understanding, and include instruction in grammar, vocabulary, reading, composition and culture

f. Visual and Performing Arts (VPA) – 1 YEAR REQUIRED

A single yearlong approved arts course from a single VPA discipline: dance, drama/theater, music or visual art.

g. College-Preparatory Electives – 1 YEAR REQUIRED

One year (two semesters), in addition to those required in "a-f" above, chosen from the following areas: visual and performing arts (non-introductory level courses), history, social science, English, advanced mathematics, laboratory science and language other than English (a third year in the language used for the "e" requirement or two years of another language).

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ART

The art curriculum is designed to develop student skills in the areas of visual arts and applied arts. Courses are planned with emphasis on individualized instruction. As a part of course requirements, selected student artwork is used in exhibits and art shows throughout the school year. Aesthetic valuing includes critiques both oral and written. Successful completion of these semester courses satisfies the fine arts requirement.

Introduction to Art (iA0010)

Semester course open to grades 7 and 8
Required or elective: Elective; may **not** be repeated
Prerequisites: None

Introductory course in drawing, painting, and 3-D design. Emphasis is on developing skills including perspective, figure drawing, color theory, color and design theory, and painting techniques. Aesthetic valuing, art history, critical analysis, interpretation, evaluation, and vocabulary are discussed and applied to artwork.

Crafts A (iA0210)

Semester course open to grades 7 and 8
Required or elective: Elective; may **not** be repeated
Prerequisites: Introductory Art

Emphasis is on the development of various types of crafts, including three-dimensional forms, design, and the use of various materials and tools. Aesthetic valuing, history, critical analysis, interpretation, evaluation, and vocabulary are discussed and applied to artwork.

Crafts B (iA0220)

Semester course open to grade 8
Required or elective: Elective; may **not** be repeated
Prerequisites: Introductory Art and Crafts A

Skills learned in Crafts A are further developed in this course.
Emphasis is on enhancing concepts of aesthetics, critical analysis and evaluation during critiques both oral and written.

Drawing and Painting A (iA0110)

Semester course open to grades 7 and 8
Required or elective: Elective; may **not** be repeated
Prerequisites: Introductory Art or permission

Students learn to draw and paint using various media and techniques. Skills developed include freehand drawing, perspective, figure drawing, color theory, and painting techniques. Students learn about artists, their contributions, and cultures. Evaluation and aesthetic valuing continue to be emphasized during oral and written critiques.

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Drawing and Painting B (iA0120)

Semester course open to grade 8

Required or elective: Elective; may **not** be repeated

Prerequisites: Introductory Art and Drawing and Painting A

Skills learned in Drawing and Painting A are further developed in this course. Emphasis is enhancing aesthetics, critical analysis, and evaluation during critiques both oral and written.

Advanced Art (iA0020)

Semester course open to grades 7 and 8

Required or elective: Elective; may be repeated

Prerequisites: Introductory Art

This course provides study in drawing, painting, lettering, composition, and three-dimensional design. It is designed to further develop artistic skills and the appreciation of art. It prepares prospective art majors for further high school studies. Students continue to build on concepts of aesthetics, evaluation, and interpretation.

Photography (iA0310)

Semester course open to grades 7 and 8

Required or elective: Elective; may **not** be repeated

Prerequisites: None

This introductory course includes the history of photography and provides the student with a variety of experiences in basic photography. Skills learned include, use of the camera, composition and design, printing, and mounting of photographs. Strategies to evaluate, analyze and interpret work will be presented.

AVID

The mission of AVID (Advancement Via Individual Determination) is to ensure that ALL students, and most especially the least served students who are in the middle:

- will succeed in rigorous curriculum,
- will complete a rigorous college preparatory path,
- will enter mainstream activities of the school,
- will increase their enrollment in four-year colleges, and
- will become educated and responsible participants and leaders in a democratic society.

The basis for instruction is a strong, relevant writing and reading curriculum with an additional focus on inquiry and collaboration. A sufficient number of college tutors will be available in the AVID class to facilitate access to rigorous curriculum. AVID program implementation and student progress are monitored through AVID Data System and Data Director, and results are analyzed to ensure success. AVID's goal is to prepare students for rigorous high school course work, meeting a-g College requirements.

AVID 7 (iC0071/2)

Year course open to grades 7

Required or elective: Elective; may be repeated

AVID 8 (iC0081/2)

Year course open to grades 8

Required or elective: Elective; may be repeated

BUSINESS TECHNOLOGY

The business education curriculum is designed to develop a student's skill in computer keyboarding. Successful completion of one of these semester courses satisfies the applied arts requirement.

Keyboarding (iB0010)

Semester course open to grades 7 and 8
Required or elective: Elective
Prerequisites: None

This course will develop alphanumeric competency in keyboarding using the touch system. The course will emphasize formatting skills required for college and career including correspondence, outlines, tables, and research papers. This course will also introduce students to the basic computer literacy skills that include word processing, database, spreadsheet, Internet/email, desktop publishing, and presentations.

Computer Applications I (iB0020)

Semester course open to grades 7 and 8
Required or elective: Elective
Prerequisites: Keyboarding

This course will develop the basic computer literacy skills that include word processing, database, spreadsheet, Internet/email, desktop publishing, and presentations. Word processing, spreadsheets, and data base concepts will be emphasized.

Exploring Computer Technology (iB0030)

Semester course open to grades 7 and 8
Required or elective: Elective
Prerequisites: Keyboarding

Key elements of this course include using multiple search engines to do Internet research, formatting, email for communication, presentation software, and multimedia presentations.

Computer Essentials I (iB2010)

Semester course open to grades 7 and 8
Required or elective: Elective
Prerequisites: None

This course emphasizes touch-typing review, Microsoft Word basic application skills, Business Document formatting, and Basic Slide presentation formatting with PowerPoint. This course is intended to be an introductory computer summary course which will teach the students the skills needed to work in other high school classes including skills needed outside of high school in a work based environment or in a College/Technical school environment.

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Computer Essentials II (iB2020)

Semester course open to grades 7 and 8

Required or elective: Elective

Prerequisites: Computer Essentials I/Teacher approval

Computer Essentials II emphasizes the use of Spreadsheet Software, Desktop Publishing with Word and Publisher, Advanced Presentation Software, Database Software, and Office Integrated Projects and Activities. This course is intended to be an advanced computer summary course. Is intended to be an advance computer summary course which will teach students the skills needed to work in other high school classes including skills needed outside of high school in a work based environment or in a college/Technical school environment.

ENGLISH/LANGUAGE ARTS

Students typically take a one-year, with two periods of English/Language Arts, in grade seven, and a one-year, single period of English/Language Arts in grade eight. Students are placed in an intermediate or advanced course depending upon skills acquired in previous grades. Placement is determined by multiple measures, which include district benchmark assessments and the California Standards Test (CST/ELA).

English Language Arts integrates grammar, reading, writing, listening, and speaking using the state approved and board adopted text. Designated literary genres will provide the basis for teaching vocabulary, reading comprehension, and writing skills. Learning to think critically is emphasized through literature. Students' reading skills are reinforced using research-based strategies. Writing strategies are taught to increase fluency and correctness in specific writing types. English language conventions, including grammatical correctness and spelling, are taught through literature, composition, and direct instruction. Research and study skills are presented to provide guidelines for reading, writing, and organizing information. Students will also receive opportunities to use technology and become familiar with workplace documents. The curriculum will be adjusted to meet the needs of students at all levels. Students will pursue depth and complexity in the core curriculum as well as study key ideas, issues, and themes.

SEVENTH GRADE COURSES

English/Language Arts 7 Intermediate

Year course open to grade 7

Required or elective: Required of students as a grade level course

This year-long course integrates the following English/Language Arts strands: word analysis, reading comprehension, literary response and analysis, writing applications, writing strategies, writing conventions and listening and speaking, using the state adopted, board approved text. A variety of research-based learning strategies and teaching methodologies will be implemented to meet the needs of all students. Students may be enrolled in a single or double period as follows:

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Intermediate 7I 2 (iE0211/2) double block

Intermediate 7I 1 (iE0011/2) single period may be paired with one of the following:

Intermediate 7I 1E (iE0731/2)

Intermediate 7I 1 ER (iE0741/2)

Intermediate 7I 1R (iE0751/2)

Advanced 7A (iE0721/2)

7I 1E: This is a second period of ELD for EL students reading AT grade level. The focus of this course is on providing **explicit English Language Development instruction** to foster the oral and written use of **academic language** in students' interpretation and understanding of literature. Furthermore, the primary focus is on developing oral and written academic language fluency using appropriate language conventions and applying it to students' **speaking and writing skills**. The suggested instructional strategies include: Systematic ELD, Writing Workshops, and multiple opportunities for informal and formal writing and speaking with timely and explicit academic language and conventions feedback.

7I ER: This is a second period of ELD and UA/Reading for EL students reading BELOW grade level. The focus of this course is on providing **explicit English Language Development instruction and developing reading comprehension skills**. The primary focus is on developing oral and written academic language fluency using appropriate language conventions and applying it to students' **reading, speaking and writing skills**. The development of **reading comprehension skills** include: word analysis, fluency, systematic vocabulary development, and literary response and analysis. The suggested instructional strategies include: Systematic ELD, Writing Workshops, Universal Access and multiple opportunities for reading and formal/informal writing and speaking with timely and explicit academic language and conventions feedback.

7I 1R: This is a second period of UA/Reading for EO students reading BELOW grade level. The focus of this course is to develop **reading skills** to include: word analysis, fluency, systematic vocabulary development, reading comprehension and literary response and analysis. The suggested instructional strategies include: Constructing Meaning, Universal Access, scaffolding, differentiated instruction and multiple opportunities for reading and formal/informal writing.

7I 1A: This is a second period of advancement for advanced and benchmark students. The focus of this course is **on extending** what the material currently provides and **adding rigor** through a variety of instructional strategies such as Writing Extensions, Critical thinking, Depth and Complexity Thinking Tools, Thinking Maps, etc. The purpose of these tools is to foster critical thinking and analytical skills that will challenge students to examine the text closely and further enrich their understanding and interpretation through writing, speaking, reading and listening.

English/Language Arts 7 Advanced

Year course open to grade 7

Placement is based on objective multiple measures criteria

This year-long advanced course integrates and accelerates the following English/Language Arts strands: word analysis, reading comprehension, literary response and analysis, writing applications, writing strategies, writing conventions and listening and speaking, using the state adopted, board approved text. A variety of research-based learning strategies and teaching methodologies will be implemented to meet the needs of all students. This could be paired with an Academic Elective: Writing (E46) or Speech (E08) or Other Elective. Placement is based on objective multiple measures criteria which includes district benchmark and writing assessments, and the California Standards Test (CST/ELA). Students may be enrolled in a single or double period as follows:

7A 1 (iE0311/2) single period advanced

7A 2 (iE0321/2) double period advanced

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Reading (iE1001/2)

Year course open to grade 7 and 8

Required or elective: Required of students who meet the following prerequisites/placement criteria

Prerequisites:

- * Students Far Below or Below Basic on CST ELA assessment
- * 6th grade overall reading score on report card
- * 6th grade overall writing score on report card

This is a two-period block, year-long course in which the Gateways Reading program is faithfully implemented. Placement will be based on district benchmarks, California Standards Test (CST/ELA), Holt reading test, and Comprehensive Language Assessment (CLA) data.

EIGHTH GRADE COURSES

English/Language Arts 8 Intermediate 1 (iE0411/2)

Year course open to grade 8

Required or elective: Required of students as a grade level course

This year-long course is a single-period block which integrates the following English/Language Arts strands: word analysis, reading comprehension, literary response and analysis, writing applications, writing strategies, writing conventions and listening and speaking, using the state adopted, board approved text. A variety of research-based learning strategies and teaching methodologies will be implemented to meet the needs of all students. This course could also be paired with the ELA 8I companion classes (E, ER, R, A) . Placement is based on objective multiple measures criteria which includes district benchmark & writing assessments and the California Standards Test (CST/ELA).

The following are companion classes which may be paired with Intermediate 1:

Intermediate 8I 1E (iE0831/2) second period

Intermediate 8I 1ER (iE0841/2) second period

Intermediate 8I 1R (iE0851/2) second period

8I 1E: This is a second period of ELD for EL students reading AT grade level. The focus of this course is on providing **explicit English Language Development instruction** to foster the oral and written use of **academic language** in students' interpretation and understanding of literature. Furthermore, the primary focus is on developing oral and written academic language fluency using appropriate language conventions and applying it to students' **speaking and writing skills**. The suggested instructional strategies include: Systematic ELD, Writing Workshops, and multiple opportunities for informal and formal writing and speaking with timely and explicit academic language and conventions feedback.

8I ER: This is a second period of ELD and UA/Reading for EL students reading BELOW grade level. The focus of this course is on providing **explicit English Language Development instruction and developing reading comprehension skills**. The primary focus is on developing oral and written academic language fluency using appropriate language conventions and applying it to students' **reading, speaking and writing skills**. The development of **reading comprehension skills** include: word analysis, fluency, systematic vocabulary development, and literary response and analysis. The suggested instructional strategies include: Systematic ELD, Writing Workshops, Universal Access and multiple opportunities for reading and formal/informal writing and speaking with timely and explicit academic language and conventions feedback.

8I 1R: This is a second period of UA/Reading for EO students reading BELOW grade level. The focus of this course is to develop **reading skills** to include: word analysis, fluency, systematic vocabulary development,

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reading comprehension and literary response and analysis. The suggested instructional strategies include: Constructing Meaning, Universal Access, scaffolding, differentiated instruction and multiple opportunities for reading and formal/informal writing.

8I 1A: This is a second period of advancement for advanced and benchmark students. The focus of this course is **on extending** what the material currently provides and **adding rigor** through a variety of instructional strategies such as Writing Extensions, Critical thinking, Depth and Complexity Thinking Tools, Thinking Maps, etc. The purpose of these tools is to foster critical thinking and analytical skills that will challenge students to examine the text closely and further enrich their understanding and interpretation through writing, speaking, reading and listening.

English/Language Arts 8 Advanced 1 (iE0611/2)

Year course open to grade 8

Placement is based on objective multiple measures criteria

This year-long advanced course is a single-period class which integrates and accelerates the following English/Language Arts strands: word analysis, reading comprehension, literary response and analysis, writing applications, writing strategies, writing conventions and listening and speaking using the state adopted, board approved text. A variety of research-based learning strategies and teaching methodologies will be implemented to meet the needs of all students. The curriculum will be differentiated to meet the needs to students at all levels. Placement is based on objective multiple measures criteria which includes district benchmark & writing assessments and the California Standards Test (CST/ELA).

Reading (iE1001/2)

Year course open to grade 7 and 8

Required or elective: Required of students who meet the following prerequisites/placement criteria

- Prerequisites:
- * Students Far Below or Below Basic on CST ELA assessment
 - * 6th grade overall reading score on report card
 - * 6th grade overall writing score on report card

This is a two-period block, year-long course in which the Gateways Reading program is faithfully implemented. Placement will be based on district benchmarks, California Standards Test (CST/ELA), Holt reading test, and Comprehensive Language Assessment (CLA) data.

7-8 ENGLISH ELECTIVE COURSES

DRAMA:

Drama A (iE0910)

Semester course open to grades 7 and 8

Required or elective: Elective; may **not** be repeated

Prerequisites: None

This course introduces students to the field of drama by providing experiences in acting, interpretive reading, and development of voice articulation and speech skills. Students have the opportunity to participate in short plays and to become involved in play production.

Drama B (iE0920)

Semester course open to grades 7 and 8

Required or elective: Elective; may be repeated

Prerequisites: Drama A

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This course expands on the skills learned in Drama A. Topics studied include theater terminology, the structure of plays, types of plays, characterization, stage design, lighting, sets, and makeup. Students gain experience in individual character portrayal and in play production.

JOURNALISM:

Journalism A (iE0930)

Semester course open to grades 7 and 8

Required or elective: Elective; may **not** be repeated

Prerequisites: English teacher recommendation; grade of "C" or better in English

This course introduces students to the field of journalism by developing journalistic techniques and writing styles. Students learn to obtain facts, evaluate them carefully, and report them accurately.

Journalism B (iE0940)

Semester course open to grades 7 and 8

Required or elective: Elective; may be repeated

Prerequisites: Journalism A; English teacher recommendation; grade of "C" or better in English

The school newspaper and yearbook are written, published, and distributed in this course. Attention is given to staff organization and duties, newspaper terminology, journalistic styles, conducting interviews, preparing news articles, and writing editorials.

SPEECH:

Speech (iC0020)

Semester course open to grades 7 and 8

Required or elective: Elective; may **not** be repeated

Prerequisites: None

This course introduces students to the field of speech by developing skills in-group interaction, individual presentations, public speaking, and oral interpretation. Students enhance their communication skills and build confidence and poise in speaking.

Writing (iC0011/2)

Year course open to grade 7

Placement is based on objective multiple measures criteria

This year-long course is a single-period class which focuses on the following English/Language Arts strands: writing applications, writing strategies, and writing conventions using the state adopted, board approved text. A variety of research-based learning strategies and teaching methodologies will be implemented to meet the needs of all students. This course may be paired with Intermediate English ELA 7I 1 (iEN0011/2) or Advanced English ELA 7A 1 (iEN0311/2). Placement is based on objective multiple measures criteria which includes district benchmark and writing assessments, and the California Standards Test (CST/ELA).

ENGLISH LANGUAGE DEVELOPMENT (ELD)

Students identified as English Learners on the home language survey will be placed in the appropriate ELD classes based on their CELDT and CST-ELA scores and years of residence in the U.S.A. English Learners have equitable access to a broad range of high quality, standards-aligned instructional resources. There is a well-articulated curriculum designed to be rigorous, meaningful, interesting, and rich. Teachers in ELD classes model research-based instructional strategies which enhance student learning. The goal for English learners is to achieve and sustain high levels of academic, linguistic, and multicultural competency. All courses are aligned with the California State Standards for English Language Development.

ELD Basics (iD0011/2) (2 period block)

Year course open to grades 7 and 8

Required or elective: Required of students meeting placement criteria

This two-period ELD language arts course is designed as an intensive introduction to English. Emphasis is placed on the acquisition of basic communication skills and vocabulary development. Students acquire these skills through the use of materials and instructional strategies that incorporate listening, speaking, reading, and writing.

Basics Content Vocabulary (iD0021/2) (1 period)

Year course open to grades 7 and 8

Required or elective: Required of students enrolled in ELD Basics

Content/Vocabulary is a beginning content area (history/social science and science) course for students who have been identified as English Language Learners. Emphasis is placed on selected beginning and early intermediate ELD standards through the study of history and science vocabulary and key concepts.

ELD A (iD0111/2) (2 period block)

Year course open to grades 7 and 8

Required or elective: Required of students meeting placement criteria

This two-period ELD language arts course is designed for those students who are literate in their own language, but require intensive introduction to English. Emphasis is placed on the acquisition of English through the use of materials and instructional strategies that incorporate listening, speaking, reading, and writing.

Level A Content Vocabulary (iD0521/2) (1 period)

Year course open to grades 7 and 8

Required or elective: Required of students enrolled in ELD A

Content/Vocabulary is a beginning content area (history/social science and science) course for students who have been identified as English Language Learners. Emphasis is placed on selected beginning and early intermediate ELD standards through a more advanced study of history and science vocabulary and key concepts.

ELD B (iD0211/2) (2 period block)

Year course open to grades 7 and 8

Required or elective: Required of students meeting placement criteria

This two-period ELD course is designed to continue language development. Students continue to develop listening and speaking skills and expand their reading and writing skills.

HISTORY/SOCIAL SCIENCE

All seventh grade students will be enrolled in one semester of World History 7. All eighth grade students will be enrolled in one year of United States History 8. Both courses are aligned with the History/Social Science Content Standards.

World History 7 (iH0010)

Semester course open to grade 7

Required or elective: Required for all seventh grade students

Prerequisites: None

This course extends the student's understanding of history and geography with a major focus on social, cultural, and technological change during the period A.D. 500 to 1789. Topics will include the fall of Rome, growth of Islam, Middle-Ages in Africa, China, Japan, and Europe, early civilizations of the Americas, European Renaissance, Reformation, Exploration, and Enlightenment. The importance of geography receives emphasis in all units of world history instruction.

U. S. History 8 (iH0111/2)

Year course open to grade 8

Required or elective: Required for all eighth grade students

Prerequisites: None

This course extends the student's knowledge of American heritage, institutions, geography, and culture, beginning with a review of exploration and colonization, American independence, the development of the Constitution, and the structure of the federal government. The primary focus of study will be the nineteenth century. Major topics will include nationalism, manifest destiny, westward movement, Indian cultures, sectionalism, Civil War and Reconstruction, and industrialization. Linking past to present, the student sees that American democracy expands through increased civil rights and greater citizen participation.

HOME ECONOMICS

The home economics curriculum is designed to enable students to explore areas of interest which will enrich their daily activities and prepare them for more advanced home economics courses. Successful completion of one of these semester courses satisfies the applied arts requirement.

Young Living (iF1980)

Semester course open to grades 7 and 8

Required or elective: Elective; may not be repeated

Prerequisites: None

This exploratory course provides students with the opportunity to investigate topics in consumer education and money management, careers, personal development and care, self-concept, personal relationships, child care, and foods including nutrition, safety, and preparation.

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Foods and Nutrition (Culinary Essentials) (iF1950)

Semester course open to grades 7 and 8
Required or elective: Elective; may not be repeated
Prerequisites: None

Students are given experience in planning and preparing nutritious meals from the Food Pyramid with emphasis on etiquette, health, kitchen management, consumer and preparation skills, and food and equipment safety.

Clothing (iF1930)

Semester course open to grades 7 and 8
Required or elective: Elective; may not be repeated
Prerequisites: None

This course provides students with experiences in basic sewing skills through demonstrations and projects. Emphasis will be placed on sewing terms and tools, pattern and fabric selection, basic construction techniques, care and use of the sewing machine, buying habits, garment selection and care, and dressing for success.

INDUSTRIAL TECHNOLOGY **EDUCATION**

Students enrolled in industrial technology programs develop skills in the safe use of tools and machines for home use and prepare themselves for the more advanced courses available in high school. Successful completion of one of these semester courses satisfies the applied arts requirement.

Introduction to Technology (iT1120)

Semester course open to grades 7 and 8
Required or elective: Elective; may not be repeated
Prerequisites: None

This introductory course in technology covers topics such as construction, computer-aided drafting, manufacturing, plastics, metal, wood, visual communications, and power, energy, and transportation technology.

Shop Survey (iT1810)

Semester course open to grades 7 and 8
Required or elective: Elective; may not be repeated
Prerequisites: None

This is an introductory course in woodworking, metalworking, and drafting. Areas covered depend upon materials and facilities available. Instruction includes safety and experience in the use of common tools and machines.

Metals (iT1820)

Semester course open to grades 7 and 8
Required or elective: Elective; may not be repeated
Prerequisites: None

This course provides experiences in the use of hand tools, machines, and materials used in metal work. Skills are developed in areas of shop safety, bench metal, sheet metal, art metal, layout, welding, forging, and machine operation and care. Areas covered depend upon materials and facilities available.

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Wood A (iT1840)

Semester course open to grades 7 and 8

Required or elective: Elective; may not be repeated

Prerequisites: None

This course provides students with a broad variety of woodworking machine and hand tool skills, depending on equipment and materials available. Skills are developed in the areas of shop safety, machine operation and care, common woodworking materials, drafting, layout, construction, and assembly.

Wood B (iT1850)

Semester course open to grades 7 and 8

Required or elective: Elective; may be repeated

Prerequisites: Wood A

Students improve and develop new skills using hand tools and power machines. Special attention is given to safety, tool machine usage and maintenance, planning and design, joinery, hardware, assembly, and finishing.

MATHEMATICS

All students are enrolled in one year of Mathematics in grade seven and one year in grade eight. Placement is determined by teacher recommendation supported multiple measure criteria that includes district benchmarks and state standardized tests.

Intervention Math 7 (iM0061/2)

Year course open to grades 7

Required or elective: Required for students who meet the prerequisite/placement criteria

Prerequisites: Placement will be determined by District Placement Matrix.

This course will focus in assisting students who need further support and instruction in fundamental mathematical skills in preparation for pre-algebra.

Pre-Algebra (iM0011/2)

Year course open to grade 7 and 8

Required or elective: Required

Prerequisites: Placement will be determined by District Placement Matrix.

This course is designed to assist students develop fundamental skills of algebra and geometry. Major areas of study will include integers, solving equations, elementary geometry, graphing, probability and statistics.

Pre-Algebra Companion Class (iM0021/2)

Year course open to grade 7

Required or elective: Elective for students who meet the prerequisite/placement criteria.

Prerequisites: Placement will be determined by District Placement Matrix.

This course will support the Pre-Algebra course. The Pre-Algebra Companion Class will focus on assisting students with their math skills through alternative methods of instruction such as the use of technology, manipulatives, individualized instruction, and interactive teaching units. The major goal of this course is to assist students in developing skills necessary to meet the 7th grade Mathematics content standards.

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Algebra Readiness (iM0071/2)

Year course open to grade 8

Required or elective: Required for students who meet the placement criteria:

Prerequisites: Placement will be determined by District Placement Matrix

This intervention course is designed to assist students' in mastering pre-algebra skills and concepts before enrolling in Algebra 1P course. The curriculum will focus on 16 targeted standards: 13 from grade seven and three from Algebra 1. The content of this course will break each standard into a series of small conceptual steps and embedded skills. Instruction will be supported by strategies that include various ways to explain and develop a concept.

Algebra 1 (P) (iM0111/2)

Year course open to grades 7 and 8

Required or elective: Required

Prerequisites: Placement will be determined by District Placement Matrix.

This course is designed to assist students develop algebra skills. Major areas of study include working with real numbers and polynomials, evaluating formulas, solving first and second degree equations and inequalities, and solving systems of equations and inequalities. The major goals of this course are to assist students in developing skills necessary to meet the algebra content standards and to prepare students for the High School Exit Exam. Successful completion of Algebra 1 will satisfy the algebra high school graduation requirement.

Algebra 1 Companion Class (iM0121/2)

Year course open to grade 8

Required or elective: Elective for students who meet the prerequisite/placement criteria.

Prerequisites: Placement will be determined by District Placement Matrix.

This course will offer support to students concurrently enrolled in Algebra 1P. This course will have an Algebra Review/Preview format.

Geometry (iM0311/2)

Year course open to grade 8

Required or elective: Required

Prerequisites: Successful completion of Algebra 1P

Placement will be determined by District Placement Matrix.

This course is designed to develop a basic understanding of the structure and relationships of plane geometry, integrated with an introduction to solid geometry. Algebraic skills are reviewed and strengthened through application to solving problems in geometry. The major goal of the class is to assist students in learning basic geometric facts and concepts, developing critical thinking and problem-solving skills, and preparing them to continue their studies in Mathematics.

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MUSIC

All students, beginners, as well as advanced, are encouraged to enroll in classes in instrumental and choral music. As students work together for a performance goal, they become more self-disciplined, creative, appreciative, and responsible. An active choral and instrumental school program provides an environment where the intellect is challenged and creativity is explored. All groups will have the opportunity to perform at various school and community functions. Successful completion of one of these year courses satisfies the fine arts requirement.

CHORAL PROGRAM

Tenor Chorus (iU1051/2)

Year course open to grades 7 and 8; semester entry permitted with permission of instructor
Required or elective: Elective; may be repeated
Prerequisites: None

This course is designed for the beginning vocalist. Students learn correct vocal production with consideration for the changing voice. Note reading, some music theory, and part-singing are emphasized. The group performs at district music festivals, school and community concerts, and other approved performances. Performance participation is required.

Treble Chorus I (iU1101/2)

Year course open to grades 7 and 8; semester entry permitted with permission of instructor
Required or elective: Elective; may be repeated
Prerequisites: None

This course is designed for the beginning vocalist. Vocal techniques, basic music theory, and note reading are emphasized. The group performs at district music festivals, school and community concerts, and other approved performances. Performance participation is required.

Treble Chorus II (iU1151/2)

Year course open to grades 7 and 8; semester entry permitted with permission of instructor
Required or elective: Elective; may be repeated
Prerequisites: Successful audition by instructor

This course is designed for the advanced vocalist. Music theory, part-singing, various choral techniques, balance, and blend are emphasized. The group performs at district music festivals, school and community concerts, and other approved performances. Performance participation is required.

Beginning Mixed Chorus (iU1201/2)

Year course open to grades 7 and 8; semester entry permitted with permission of instructor
Required or elective: Elective; may be repeated
Prerequisites: None

This course is designed for mixed voices (high and low). Vocal technique and fundamentals of music are emphasized. Beginning level choral literature is presented. This group performs at district music festivals, school and community concerts, and other approved performances. Performance participation is required.

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Advanced Mixed Chorus (iU1251/2)

Year course open to grades 7 and 8; semester entry permitted with permission of instructor

Required or elective: Elective; may be repeated

Prerequisites: Successful audition by instructor

This course is designed for the advanced vocalist. Music theory, part-singing, various choral techniques, balance, and blend are emphasized. The group performs at district music festivals, school and community concerts, and other approved performances. Performance participation is required.

Vocal Ensemble (iU1301/2)

Year course open to grades 7 and 8; semester entry permitted with permission of instructor

Required or elective: Elective; may be repeated

Prerequisites: Successful audition by instructor

This advanced choir is designed for the outstanding vocalist. The emphasis of this course is a cappella (without accompaniment) singing. Proper vocal production, sight-singing, music theory, and choral style are stressed. This group performs at district music festivals, school and community concerts, and other approved performances. Performance participation is required.

<h2 style="margin:0">INSTRUMENTAL PROGRAM</h2>
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Beginning Band (iU2051/2)

Year course open to grades 7 and 8; semester entry permitted with permission of instructor

Required or elective: Elective; may be repeated

Prerequisites: None

This is an introductory course in how to play a band instrument. It is designed for students who have had little or no formal music instruction. Lessons are offered on flute, oboe, clarinet, bassoon, saxophone, trumpet, French horn, trombone, baritone, tuba, and percussion. Correct playing position, characteristic tone quality, basic note reading, rhythmic value, appropriate vocabulary, and instrument care are stressed. This group performs at school concerts. Performance participation is required.

Intermediate Band (iU2101/2)

Year course open to grades 7 and 8; semester entry permitted with permission

Required or elective: Elective; may be repeated

Prerequisites: Successful audition by instructor

This course builds upon the skills learned in Beginning Band. Emphasis is placed on playing technique, music reading, appropriate music literature, tone production, rhythmic values, and necessary vocabulary. The group performs at school concerts. Performance participation is required.

Concert Band (iU2151/2)

Year course open to grades 7 and 8; semester entry permitted with permission of the instructor

Required or elective: Elective; may be repeated

Prerequisites: Successful audition by instructor

This course is designed for the advanced band student who wishes to continue musical growth with a focus on ensemble performance. The instrumentalist continues to build principles of musicianship, harmonic and rhythmic fundamentals, appropriate vocabulary, and ensemble skills through appropriate music literature. This group performs at district music festivals, school and community concerts, and other approved. Performance participation is required.

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Beginning Guitar (iU2401/2) (Bell Intermediate School)

Year course open to grades 7 and 8; Semester entry permitted with permission of the instructor

Required or elective: Elective; may be repeated

Prerequisites: None

This is an introductory course in playing the guitar. Students learn simple rhythms, melodies, chords, strums, and note reading.

Beginning Instruments (iU2451/2)

Year course open to grades 7 and 8; semester entry permitted with permission of the instructor

Required or elective: Elective; may be repeated

Prerequisites: None

This is an introductory course in how to play an instrument. It is designed for students who have had little or no formal music instruction. Lessons are offered on a wide variety of instruments. Correct playing position, basic note reading, and instrument care are stressed as well as characteristic tone quality, reading basic pitch, and rhythmic notation.

Beginning Strings (iU2501/2)

Year course open to grades 7 and 8; semester entry permitted with permission of the instructor

Required or elective: Elective; may be repeated

Prerequisites: None

This is an introductory course for students who have had little or no former training on violin, viola, cello, or string bass. Emphasis is placed on correct playing position, note reading, care of instrument, tone production, pitch, rhythmic values, and music vocabulary.

Intermediate Strings (iU2551/2)

Year course open to grades 7 and 8; semester entry permitted with permission of the instructor

Required or elective: Elective; may be repeated

Prerequisites: None

This course is designed for the intermediate string student who wishes to continue to develop as a string player with a focus on ensemble performance. Emphasis is placed on note reading, music theory, ensemble skills, and intonation. The ensemble performs at district festivals, school and community concerts, and other approved venues. Performance participation is required.

Advanced Strings (iU2601/2)

Year course open to grades 7 and 8; semester entry permitted with permission of the instructor

Required or elective: Elective; may be repeated

Prerequisites: Successful audition by instructor

This course is designed for the advanced string student who wishes to continue music growth with a focus on the ensemble performance. Emphasis is placed on tone production, rhythmic values, bow technique, intonation, blend and balance, and music theory. Concepts of shifting and vibrato will be introduced. Standard orchestra literature is performed. This ensemble performs at district festivals, school and community concerts, and other approved performances. Performance participation is required.

PHYSICAL EDUCATION

Physical education courses in the intermediate school are designed to develop a physically educated person who has mastered the necessary movements to participate confidently in many different forms of physical activities, values physical fitness, and who understands that both are closely related to health and well being. It also includes the Life Skills program.

Physical Education 7 (iP0071/2)

Year course open to grade 7
Required or elective: Required
Prerequisites: None

This course introduces the policies and procedures in the physical education program and helps students make a successful transition from elementary to intermediate school physical education. Students develop proficiency in movement skills and an understanding of the fundamentals of movement and the principles of physical fitness. The seventh grade student meets challenges and makes decisions both individually and in groups primarily through individual and dual sports and physical activities. Students will also participate in state-mandated California Physical Fitness testing in six physical fitness areas.

Physical Education 8 (iP0081/2)

Year course open to grade 8
Required or elective: Required
Prerequisites: None

This course leads to enhanced movement skills, movement knowledge, and personal and social development. Students develop and improve their levels of fitness by participating in moderate to vigorous physical activity. The eighth grade student works as a team member to solve problems. The emphasis in eighth grade physical education is more toward team sports and offensive and defensive strategies.

SCIENCE

Students are required to take one semester of Life Science in grade seven, which includes the Family Life unit (parent permission required), and one year of Physical Science in grade eight which includes the Life Skills program, an HIV/AIDS unit, and substance abuse unit (parent permission required).

Life Science (iS0010)

Semester course open to grade 7
Required or elective: Required
Prerequisites: None

This survey course focuses on teaching scientific knowledge and process skills through investigation and experimentation. Focus topics include cellular biology, genetics, and evolution.

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Physical Science (iS0911/2)

Year course open to grade 8
Required or elective: Required
Prerequisites: None

This survey course focuses on teaching scientific knowledge and process skills through investigation and experimentation. Focus topics include basic principles of chemistry, physics, and astronomy.

Discovery Science (iS1010)

Semester course open to grades 7 or 8
Required or elective: Elective
Prerequisites: None

The objectives of this class are to pique interest of investigative science with a more specific goal of promoting awareness of environmental issues through real world investigations. This class will the knowledge and skills needed to analyze, investigate, and offer solutions focusing on environmental problems.

WORLD LANGUAGE

Spanish for Spanish Speakers 8 (iW1501/2) (Doig Intermediate School only)

Semester course open to grade 8
Required or elective: Elective
Prerequisites: None

This course is designed to meet the language needs of native Spanish speakers. Students who have Oral Spanish skills will continue oral language development and will develop reading and writing Skills. Appropriate usage in practical situations, literature, cultural information, and grammatical issues are presented.

Spanish 1 (iW1421/2) (Bell Intermediate School only)

Semester course open to grade 8
Required or elective: Elective
Prerequisites: None

The first level of a modern world language develops basic skills in listening, speaking, reading and writing in the target language. A study of the culture(s) is incorporated into the course.

NON-DEPARTMENTAL COURSES

Library Practice (iN1140)

Semester course open to grades 7 and 8
Required or elective: Elective
Prerequisites: Permission

The purpose of this course is to offer students an opportunity for a library work experience. Students develop such work habits as accuracy, promptness, and courtesy. Emphasis is placed on becoming familiar with books and library tools, shelving books and magazines, alphabetizing and filing, mending books, processing new books, and charging desk procedures.

Office Practice (iN1150)

Semester course open to grades 7 and 8
Required or elective: Elective
Prerequisites: Permission

The purpose of this course is to help students learn proper business etiquette and fundamental office procedures. Attention is given to filing procedures, answering the telephone, and the responsibilities of a receptionist.

Student Government (iN1070)

Semester course open to grades 7 and 8
Required or elective: Elective
Prerequisites: None (Limited to officers and student council representatives)

This course helps students develop skills in leadership, student government, parliamentary procedure, constitution writing, finances, job training, and using school resources.

Student Peer Tutor (iN1160)

Semester course open to grades 7 and 8
Required or elective: Elective
Prerequisites: Approval by site administrator

Under the supervision of a classroom teacher, the student helps other students who are younger or less skilled. Emphasis is placed on promptness, courtesy, the ability to accept and follow directions, and a willingness to help others.

Academy Class 7 (iC0201/2)

Academy Class 8 (iC0101/2)

Semester/year option opens to grades 7 and 8
Prerequisites: None

This elective course is designed for students who enter 7th or 8th grade and are considered at-risk due to low performance and production in 6th or 7th grade. Students selected will typically be those performing at or above the *basic* band of performance on California Standards Tests, but having completed grade 6 or 7 with GPAs below 2.0. The students may also continue the course into second semester for additional support.

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College Success Path 7 (iC0111/2)

College Success Path 8 (iC0211/2)

Year course open to grade 7 and 8

Prerequisites: None

(Doig, Fitz, Jordan, Walton Intermediate Schools only)

The "College Success Path" course will serve as a pre-AVID course to feed into the regular AVID program specifically for English Learners. The "College Success Path" course will develop EL students' academic vocabulary across content areas, their academic reading, writing, and oral language skills, their research skills, and their self-advocacy and study skills. Students will learn about the A-G course sequence and develop an academic plan that will chart their academic course for college preparation and help them understand the coursework and schedule they will need to undertake to reach their academic goals.

SPECIAL EDUCATION

ELIGIBILITY FOR SPECIAL EDUCATION SERVICES:

A student shall be eligible for special education services when he/she has one or more area(s) of deficit or need which is measurable and adversely affects his/her performance in regular education classes. The condition(s) may be described as communicatively handicapped, learning handicapped, physically handicapped or severely handicapped. After a multidisciplinary assessment, an Individualized Education Program Team determines if a student is eligible for services and the least restrictive setting in which the services will be provided. These settings include:

- **RESOURCE SPECIALIST PROGRAM (RSP):** This program is available on every campus. The student must be able to function in regular classes for the majority of the school day. The Resource Specialist teacher provides specialized instruction to supplement regular program instruction.
- **SPECIAL DAY CLASSES:** Special day classes are available to students who need more intensive intervention and remediation than the RSP can provide. To qualify, the IEP team must determine that a student needs specialized instruction more than half of the school day.
- **SPECIAL CENTER:** Special centers, located adjacent to a regular campus, are available for students whose educational/social needs cannot be met on the regular campus sites. Students are integrated with regular campus classes and activities as designated in the IEP.

The entire provision for special education services is documented in the IEP (Individualized Education Program).

DESIGNATED INSTRUCTION AND SERVICES (DIS):

Specialized services are provided to any student in regular or special education classes when an IEP team determines eligibility and are available to qualified students on a "pull-out" basis.

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Some of the DIS services available are:

Adapted Physical Education	Home/Hospital Instruction
Audiological Services	Mobility Instruction
Career/Technical Education	Psychological Services
Counseling	Speech and Language Services
Health and Nursing Services	Vision Services

COURSE OF STUDY:

Students receiving special education services may take a combination of regular course offerings and special education courses to meet the required six-period schedule. All special education courses are based on the state standards but are modified to meet the individual needs of students.

The following courses meet the corresponding requirements that are necessary for successful completion of the intermediate school program.

ENGLISH/LANGUAGE ARTS

English/Language Arts 7 SE (iY0701/2)

Year course open to grade 7 (Two-period block) (SE students only)
Required or elective: Required
Prerequisite: Identified as an individual with exceptional needs

English/Language Arts 8 SE (iY0801/2)

Year course open to grade 8 (SE students only)
Required or elective: Required
Prerequisite: Identified as an individual with exceptional needs

Functional Language Arts SE (iY9111/2)

Year course open to grade 7 and 8
Prerequisite: Identified as an individual with moderate-severe exceptional needs

ELECTIVES

Resource Center SE (iY9201/2)

Semester course open to grades 7 and 8
Required or elective: Elective upon placement
Prerequisite: Placement by an IEP Team

Resource Center Visual Impairment (iY8301/2)

Semester course open to grades 7 and 8
Required or elective: Elective upon placement
Prerequisite: Identified as an individual with exceptional needs

Functional Life Skills SE (iY9611/2)

Semester course open to grade 7 and 8
Prerequisite: Identified as an individual with moderate-severe exceptional needs

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Functional Career/Vocational Education SE (iY9711/2)

Semester course open to grade 7 and 8

Prerequisite: Identified as an individual with moderate-severe exceptional needs

Functional Community-Based Instruction SE (iY9811/2)

Semester course open to grade 7 and 8

Prerequisite: Identified as an individual with moderate-severe exceptional needs

HISTORY-SOCIAL SCIENCE

United States History 8 SE (iY3801/2)

Year course open to grade 8

Required or elective: Required

Prerequisite: Identified as an individual with mild to moderate exceptional needs

World History 7 SE (iY3700)

Semester course open to grade 7

Required or elective: Required

Prerequisite: Identified as an individual with mild to moderate exceptional needs

Functional Social Science SE (iY9311/2)

Semester course open to grade 7 and 8

Prerequisite: Identified as an individual with moderate-severe exceptional needs

MATHEMATICS

Pre-Algebra A SE (iY2101/2)

Year course open to grades 7 or 8 (SE students only)

Required or elective: Required

Prerequisite: Identified as an individual with mild to moderate exceptional needs

Pre-Algebra B SE (iY2201/2)

Year course open to grade 8 (SE students only)

Required or elective: Required

Prerequisite: Identified as an individual with mild to moderate exceptional needs

Functional Math SE (iY9211/2)

Year course open to grade 7 and 8

Prerequisite: Identified as an individual with moderate-severe exceptional needs

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PHYSICAL EDUCATION

Adapted Physical Education SE (iY8101/2)

Year course open to grades 7 and 8
Required or elective: Required upon placement
Prerequisite: Placement by an IEP Team

SCIENCE

Life Science SE (iY4700)

Semester course open to grade 7
Required or elective: Required
Prerequisite: Identified as an individual with mild to moderate exceptional needs

Physical Science SE (iY4801/2)

Year course open to grade 8
Required or elective: Required
Prerequisite: Identified as an individual with mild to moderate exceptional needs

Functional Science SE (iY9411/2)

Semester course open to grade 7 and 8
Prerequisite: Identified as an individual with moderate-severe exceptional needs

NOTES

