



## **COURSE CATALOG**

**Richard Henry Dana Middle School**

5504 W. 135<sup>th</sup> Street, Hawthorne, CA 90250

Phone: (310) 725-4700 Fax: (310) 536-9091

[www.danamiddle.org](http://www.danamiddle.org)



Richard Henry  
**Dana Middle School**

5504 W. 135th Street, Hawthorne, CA 90250 Phone: 310-725-4700 Fax: 310-536-9091

## **DANA ADMINISTRATION**

### **Dr. Blake Silvers, Principal**

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(310) 725-4700

### **Ms. Kiana Brede, Vice-Principal**

Kbrede@wiseburn.k12.ca.us

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### **Ms. Megan Enge, Counselor**

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(310) 725-4712

### **Mr. Ted Okasinski, Counselor**

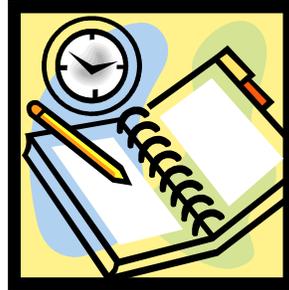
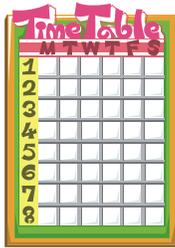
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## CLASS SCHEDULE OVERVIEW

Dana Middle School offers a variety of academic and elective courses designed to meet the needs of all students. Academic courses are aligned to both the California State Standards and Common Core Standards. This course catalog is designed to keep parents and students informed about the various course offerings available at Dana in order to motivate students to try their best.

All students will be enrolled in seven courses. These courses will include the following:

English/Language Arts

Social Studies

Science/Health

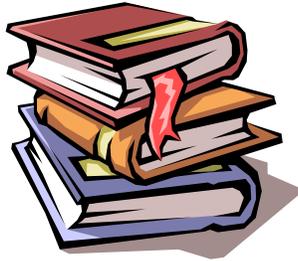
Mathematics

Physical Education

Elective

Homeroom/Targeted Learning in Content (TLC)

This catalog describes in greater detail the grade level courses in the content areas listed above. Parents/Guardians and students are encouraged to review this catalog to familiarize themselves with Dana's academic program. Please note that staffing and funding will influence course availability.



## ENGLISH/LANGUAGE ARTS AND SOCIAL STUDIES (HUMANITIES)

### 6<sup>th</sup> Grade English/Language Arts and Social Studies

The Humanities core includes language arts and history-social science content based on the California State Standards. Teachers are working to implement aspects of the Common Core standards as well. Language Arts is a comprehensive course in which students study literature, grammar, language mechanics, spelling skills, writing, and research skills. Students are introduced to a variety of genres with an emphasis on literary elements. Social studies content includes Early Man and seven major ancient civilizations.

### 7<sup>th</sup> Grade English/Language Arts and Social Studies

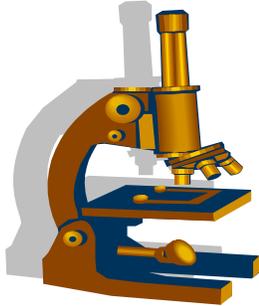
Students in the 7th grade develop a variety of skills — reading, writing, spelling, vocabulary, grammar, capitalization, punctuation, listening, speaking and critical-thinking. Students read, respond to and analyze a variety of types of literature, including short stories, plays, poetry, non-fiction and novels. Students use the writing process to write narrative, expository, persuasive and descriptive texts, and deliver well-organized formal presentations.

Students in the 7th grade study the social, cultural and technological changes that occurred in Europe, Africa and Asia from 500-1789 AD. After reviewing the ancient world, students study the history and geography of great civilizations that were developing concurrently throughout the world during Medieval and early modern times. Students will assess the political forces let loose by the Enlightenment, the rise of democratic ideas, and the continuing influence of these ideas in the world today.

### 8<sup>th</sup> Grade English/Language Arts and Social Studies

English Language Arts 8 is a standards-based course designed to prepare students for high school by furthering studies of grammar, vocabulary, speaking, literature, and writing. The year is divided into units that focus on different genres of writing and literature. During the fall semester, students complete the writing process (from brainstorming through production) for both a business letter and a personal narrative. Students also complete two short story units that focus on the elements of characterization and plot. Spring semester begins with a focus on persuasion, during which students research, prepare for, and participate in oral team debates. Following this, students complete a literary analysis unit that revolves around reading the play *The Diary of Anne Frank*. The final major unit of the year focuses on poetry and the use of figurative language. Concurrently, grammar and vocabulary development lessons take place throughout the school year.

Social Science 8 focuses on the United States history from the framing of the Constitution up to World War I. Students study the political principles underlying the U.S. Constitution and the foundation of the American political system. Students analyze the divergent paths of the American people from 1800s to the mid-1800s and the challenges they faced, with emphasis on the Northeast, South, and West. Students study the multiple causes, key events, and complex consequences of the Civil War, and the lasting consequences of Reconstruction. Students also study and analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.



## SCIENCE / HEALTH

### Earth Science – 6<sup>th</sup> Grade

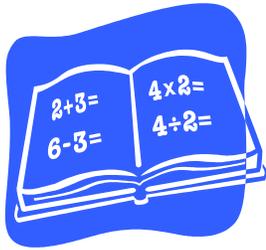
The science curriculum in grade six emphasizes the study of earth sciences. The standards in grade six present many of the foundations of geology and geophysics, including plate tectonics and earth structure, shaping Earth's surface, heat (thermal energy), energy in the Earth system, ecology, and resources. The material is linked to resource management and ecology, building on what students have learned in previous grades. In addition, investigation and experimentation is made by asking meaningful questions and conducting careful investigations.

### Life Science – 7<sup>th</sup> Grade

Life Science is a year-long class for 7th graders covering the California State Standards including inquiry oriented learning of the following subjects: cell biology, genetics, evolution, Earth and life history, structure and function in living systems, physical principles of living systems, and investigation and experimentation. Part of the 7<sup>th</sup> grade health requirement is met in this course as it covers the Seventh Grade Project Alert Drug and Alcohol component of the Health curriculum. It also includes the Family Life Component of this curriculum.

### Physical Science – 8<sup>th</sup> Grade

This course is also called Physical Science. It focuses on the study of the physical world and how that world relates to areas of science. Specifically, it covers an introduction to physics, introduction to chemistry, the universe, and the scientific method. In addition, this class contains a health component focusing on healthy/positive life choices and the avoidance of unhealthy ones. Students also participate in the Family Life Program.



## **MATHEMATICS - CENTER FOR MATH AND SCIENCE TEACHING (CMAST)**

CMAST is dedicated to strengthening science, technology, engineering and mathematics (STEM), and STEM-related fields by transforming the teaching and learning of mathematics and science. We inspire and motivate students to learn and achieve in mathematics and science through teaching and learning that equally values students and rigorous mathematics and science as the core of the system. It requires teachers to make connections, use mathematical and scientific reasoning within the context of storytelling and design an experience for the learner that is active, connected, sensory, and emotional.

A different and innovative way to teach and learn math. Your math teachers use various ways to help you master math concepts, including practices known as **hooks**, **personal white boards**, **checks for understanding**, **learning targets**, **exit slips**, **tutorials** and **gallery walks**, to name a few. Lessons follow a format of “I Do” (teacher-directed), “We Do” (together) and “You Do” (active practice). Teachers work together for student success.

### **6<sup>th</sup> Grade Common Core Math**

Based on the framework for Common Core, students should enter 6<sup>th</sup> grade with a foundation in numbers and operations, geometry and measurement, and data. They are fluent in addition, subtraction, and multiplication with multi-digit whole numbers and they have a solid conceptual understanding of all four operations with positive rational numbers, including fractions. They have begun to understand the concepts of measurement, including length, area, volume and angles. They have started to use and interpret data.

Sixth grade Common Core Math curriculum focuses on four areas: connecting ratio, rate and percentages to whole number multiplication and division, and using these concepts to solve problems; completing an understanding of division of fractions and extending number sense to the system of rational numbers, including negative numbers; writing, interpreting and using expressions and equations; developing an understanding of statistical thinking and reasoning.

Sixth graders will also continue to work on fluency with multi-digit division and decimal operations.

### **7<sup>th</sup> Grade Common Core Math**

Based on the framework for Common Core, students enter seventh grade, having an understanding of variables and how to apply properties of operations to write and solve simple one-step equations. They are fluent in all positive rational number operations. Students have been introduced to ratio concepts and applications, concepts of negative rational numbers, absolute value, and all four quadrants of the coordinate plane. Students have a solid foundation for understanding area, surface area, and volume of geometric figures and have been introduced to statistical variability and distributions.

In grade seven, instructional time should focus on four critical areas: 1) developing understanding of and applying proportional relationships, including percentages; 2) developing understanding of operations with rational numbers and working with expressions and linear equations; 3) solving problems involving scale drawings and informal geometric constructions and working with two-and three-dimensional shapes to solve problems involving area, surface area, and volume; and 4) drawing inferences about populations based on samples.



## **8<sup>th</sup> Grade Common Core Math**

In this class, students will learn to formulate and reason about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations. They will also learn to grasp the concept of a function and use functions to describe quantitative relationships. Finally, they will learn to analyze two-and three-dimensional space and figures using distance, angle, similarity, and congruence while understanding and applying the Pythagorean Theorem.

### Primary Learning Objectives:

#### **The Number System**

- Know that there are numbers that are not rational, and approximate them by rational numbers

#### **Expressions and Equations**

- Work with radicals and integer exponents
- Understand the connections between proportional relationships, lines, and linear equations
- Analyze and solve linear equations and pairs of simultaneous linear equations

#### **Functions**

- Define, evaluate, and compare functions
- Use functions to model relationships between quantities

#### **Geometry**

- Understand congruence and similarity using physical models, transparencies, or geometry software
- Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres

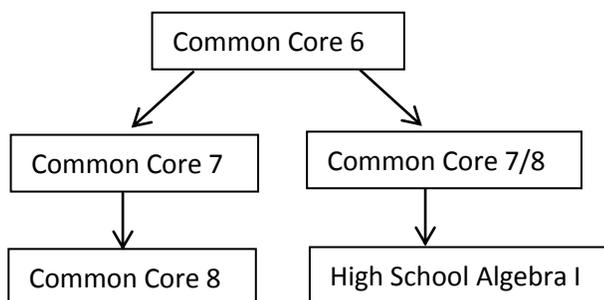
#### **Statistics and Probability**

- Investigate patterns of association in bivariate data

## **Algebra I Common Core**

Based on the framework for Common Core, the main purpose of Algebra I is to develop students' fluency with linear, quadratic and exponential functions. The critical areas of instruction involve deepening and extending students' understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend. In addition, students engage in methods for analyzing, solving, and using exponential and quadratic functions. Some of the overarching ideas in the Algebra I course include: the notion of function, solving equations, rates of change and growth patterns, graphs as representations of functions, and modeling.

### **Math Pathways Flow Chart**





## **ELECTIVES**

### **Art (Semester Course) Elective**

Students explore artists, artistic styles and use various materials to create unique works of art.

### **Drama (Semester Course) Elective**

Each student will participate in a variety of improvisational activities, scene and monologue work, playwriting exercises, directing exercises, along with costuming, lighting, graphic, and scenic design work, in order to gain a general knowledge of the theatrical process. Culminating activities will take place after each unit and will vary according to the unit and grade level. Students will be working individually and in self-selected groups. This is a beginning level class. No experience is required. Students will be able to:

- 1) Learn improvisational exercises that will sharpen creative thought process
- 2) Create scenes and monologues that are student written and performed
- 3) Work on professionally written scenes and monologues
- 4) Learn theatrical design techniques
- 5) Learn appropriate theatre terminology
- 6) Develop an appropriate vocabulary and technique for constructive criticism
- 7) Learn relaxation strategies to reduce stage fright
- 8) Improve playwriting skills
- 9) Learn how to properly critique movies and theatre

### **Play Production (Full-Year Course) Elective**

Each student will participate in a program that prepares him/her to compete in acting and technical competitions, write plays, perform plays for the school and community, and enter playwriting and design contests. They will create a professional headshot and resume. Students will work together during the school day, after school, and on some weekends to rehearse for competitions and plays scheduled. They will have evening and weekend performances. This class will operate as if it were an educational theatre conservatory. This is an intermediate level class. After school and weekend time is mandatory.

*Students will:*

- 1) Create professional level competition scenes
- 2) Learn how to edit and cut professional scenes
- 3) Learn appropriate theatre terminology
- 4) Develop an appropriate vocabulary and technique for constructive criticism
- 5) Create a professional headshot and resume
- 6) Develop intermediate skills in acting, technical theatre, playwriting, and directing
- 7) Participate in outside contests and interact with students from other schools and districts
- 8) Learn how to positively develop working relationships with their peers and director/teacher
- 9) Create student written plays and enter them in appropriate nationwide contests



## **6<sup>th</sup> Grade Elective Pairing**

### ***Drama/Presentation Skills***

Each student will participate in a variety of improvisational activities, scene and monologue work, playwriting activities, directing exercises, along with costuming, lighting, and scenic design work in order to gain a general knowledge of the theatrical process. Culminating activities will take place after each unit and will vary according to the unit. Students will be working individually and in self-selected groups. This is an introductory course that will expose the student to the theatrical arena.

### ***Intro to PLTW***

In this class, students will cover topics like cyber safety, digital footprint, online research tops, Chrome Books and Google Apps. They will also participate in the Project Lead the Way course Design and Modeling. PLTW Design and Modeling uses collaborative team activities and projects to help students discover what is engineering and the design process. During these activities, students will learn the proper techniques for measuring accurately, sketching, dimensioning and designing.

## **Exploratory Music**

In this hands-on course, students will learn the basics of how to read, write and perform music. Utilizing the violin and other instruments, students will get an introduction to the exciting world of music. This course is open to all students regardless of musical experience.

## **Peer Tutor (Full-Year Course) Elective**

With teacher direction, students will assist other students in the classroom with reading, math, and various other tutorial duties. Dana students will go to neighboring elementary schools, to help students in grades K-5. Must maintain a C average or above and satisfactory citizenship or above.

## **PLTW – GTT: Gateway to Technology Elective**

The Gateway to Technology (GTT) program addresses the interest and energy of middle school students while incorporating national standards in mathematics, science, and technology. This activity-oriented, cutting edge program shows students how technology is used in engineering to solve everyday problems. GTT consists of seven instructional units that motivate students to become innovators. During the Dana Middle School GTT experience, students will gain the skills they need to develop, produce and use products and services.

The GTT curriculum provides project-based learning – a hands-on approach – that is exciting and challenging for the full range of students in today's 6-8 classrooms. The curriculum relates technology to student's daily lives. It promotes communication and collaboration by emphasizing a teaming approach in the instructional units. This approach utilizes the strengths of each team member to accomplish the goals of the project while offering students learning challenges at all ability levels.

### ***Design and Modeling (DM)***

In this course, students begin to recognize the value of an engineering notebook to document and capture their ideas. They are introduced to and use the design process to solve problems and understand the influence that creative and innovative design has on our lives. Students use industry standard 3D modeling software to create a virtual image of their designs and produce a portfolio to showcase their creative solutions.

### ***Automation and Robotics (AR)***

Pre-Requisite: DM

In this course, students trace the history, development, and influence of automation and robotics. They learn about mechanical systems, energy transfer, machine automation and computer control systems. Students use a robust robotics platform (RobotC) to design, build, and program solutions to solve existing problems.

### ***Science of Technology (ST)***

Pre-Requisite: DM

In this course, students learn how science has affected technology throughout history. To answer this question, students will apply concepts in physics, chemistry and nanotechnology to STEM activities and projects.



### **Magic of Electrons (ME)**

Pre-Requisite: DM

In this course, students explore the science of electricity, behavior and parts of atoms, and sensing devices. Students acquire knowledge and skills in basic circuitry design and examine the impact of electricity on our lives.

### **Strings (Beginning)**

In this hands-on course, students will develop fundamental playing skills on violin or cello. These skills will be developed through a combination of class participation and regular practice at home. Students will also gain a basic understanding of music theory through reading, creating, listening, analyzing, composing, and writing. This course is open to all students and no experience is required.

### **Symphonic Band (Full-Year Course) Elective**

For more advanced musicians. This course will expand on the skills learned on Concert Band.

### **Orchestra**

In this year-long course, students will continue the musical training they received with the Harmony Project or other music classes. To showcase their talents in a variety of classical, rock, and other popular music styles, students will perform for several concerts and fieldtrips throughout the year. Students will also gain a deeper understanding of music through reading, performing, listening, analyzing, and composing. This course is open to all students with at least 1 year of violin, viola, cello, or bass experience.

### **Concert Band**

In this hands-on course students will learn to play a wind (flute, clarinet, saxophone, trumpet, trombone) or percussion instrument. Students will develop fundamental playing skills, learn to read music, and perform together as band through a combination of practice in class and at home. Students will prepare music in a variety of classical, rock, and popular styles for several concerts throughout the year. This class is open to all students and no prior experience is required.

### **Teacher Assistant (Semester Course) Elective**

Students assist teachers in the classroom as needed. Activities will vary, but may include creating bulletin boards, filing, organizing, etc. Students will be assigned to a Dana teacher based upon availability.

### **Yearbook (Full-Year Course) Elective**

Students produce The Dolphin yearbook and interactive yearbook CD using computer technology. Production involves writing about activities and events, taking photographs, creating page layouts and selling advertising to businesses. Some activities require work outside of class hours. Students must be able to work independently on assigned projects. Good citizenship is necessary.

### **Spanish 1A**

This course is an introduction to Spanish that focuses on listening, speaking, reading, and writing. The units consist of new vocabulary, grammar concepts, and reading and listening comprehension skills. There is an emphasis on conversation and students being actively engaged in their quest to learn the Spanish language and about the diverse Spanish speaking cultures. During the course students will become familiar with common vocabulary terms and phrases, grammar patterns, and will develop a comfort level with participating in simple Spanish conversations.

### **Spanish for Native Speakers 1**

This course is designed for heritage learners of Spanish and aims to accommodate a wide range of backgrounds, including those who are fluent, those who speak well, and those who have the ability to understand the language. A prerequisite for this course is to have an intermediate level proficiency in listening skills. The course focuses on the development of communication skills, reading, writing, speaking, listening, as well as understanding Hispanic cultures and the relationship of the cultures to Spanish speakers in the United States. There will be a focus on customs, geography, history, and current events of Spanish speakers and Spanish speaking countries.



## **TARGETED LEARNING IN CONTENT (TLC)**

Targeted Learning in Content (TLC) is a daily 45-minute class in which all Dana students participate. During this period, students participate in a variety of activities, including building a Portfolio for Student Growth (PSG) and preparing for their Student-Led Conference (SLC), math tutorials, character education and Independent Reading (IR). Students complete grade checks and binder checks, set goals, reflect on goals and work together for individual success.

**Binder Chat** (*also referred to as **Own It!***) – Videos we show school-wide almost every Wednesday. These are on a variety of topics, including goal-setting, learning styles, organization and reflecting on academic progress, among other things.

**Binder Check** – During **TLC** every other week, you will need to complete a binder check (see your **TLC** teacher for the form in your **Quarter Packet**). This binder check allows you to self-reflect on whether or not you are truly prepared for class, and more importantly, for learning.

**Grade Check** – During **TLC** every other week, you will need to complete a grade check (see your **TLC** teacher for the form in your **Quarter Packet**). This grade check allows you to keep tabs on how you are progressing in each of your classes. There are no 'surprises' for you at the end of a grading term if you check this regularly.

**Independent Reading (IR)** – Independent reading takes place during **TLC**. Over the course of each quarter you will need to read a specific number of books during **TLC** in order to reach your goal. Your citizenship and work habits grades will reflect this reading progress.

**Portfolio of Student Growth (PSG)** – This is a portfolio, or collection, of your best work throughout the year. Over the course of the school year you will be completing a variety of assignments and placing them in the **PSG crate** (located in your **TLC** class). You will be instructed to take specific pieces completed in your classes, and other pieces for your portfolio will be your choice. If you are new to Dana mid-year, please feel free to take work you completed at your previous school to include.

**PowerSchool** – PowerSchool is our student information system. When you register at Dana you will be given a letter (to give to your parents/guardians) with a student login and password, and a parent login and password that allow you and your parent/guardian to regularly check your grades. If you did not receive this letter, please see the clerk for a copy. If you have no login or password assigned, please see Ms. Rodriguez.

**Quarter Packet** – Every quarter, each Dana student will receive (in **TLC**) a packet with specific worksheets pertaining to the quarter. This packet will fall in line with the various **Binder Chats**.

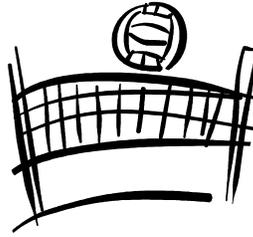
**Quick Lookup** – A screen in **PowerSchool** that allows you to see your most current grades.

**Student Binder** – Every Dana student is required to have a large (2-2.5") binder that contains all of your class work to date. You will be instructed as to when to clean this binder out. DO NOT throw anything away unless you are instructed to do so by a teacher. Also referred to as **Student Binder System (SBS)**.

**Student-Led Conference (SLC)** – In the spring (April), you will lead your own conference with a parent, guardian or significant adult. You will present your **PSG** to this person (or people). This is an opportunity for you to showcase your great work. Remember that if you came to Dana mid-year, we encourage you to include work from your previous school.

**Student Ownership of Learning (SOL)** – A program that encompasses **Portfolios for Student Growth (PSG)**, **Student Binder System (SBS)**, **Binder Chats**, **Student-Led Conferences (SLC)**, **grade checks**, and **binder checks**.

**Tutorials** – Some of our **TLC** classes participate in weekly tutorials with a variety of adults who volunteer at Dana. These tutorials are to assist students mainly in math.



## **PHYSICAL EDUCATION**

The physical education program for 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade students includes instruction and participation in a variety of fitness activities, as well as individual and team sports. The program will also include movement skills, movement knowledge, self-image and personal development and social development. Seventh grade students will take the California Physical Fitness Test as well.

Students are required to dress out for PE every day. Failure to do so will affect a student's grade. Dana PE Uniforms are available for purchase and optional sweats are available for purchase for cold weather days. Supplies and prices are listed below:

- PE Shirt:       \$15.00 (required)
- PE Shorts:     \$15.00 (required)
- PE Sweats:    TBD     (optional)

All Dana students are required to take PE. We have a dedication toward lifelong fitness.

Sports included throughout a Dolphin's three years include:

- Archery
- Badminton
- Ballroom Dance
- Basic Skills
- Basketball
- Capture the Flag
- Crossfit\*
- Field Hockey
- Fitness Testing
- Flag Football
- Folk Dance
- Ultimate Frisbee/Frisbee Golf
- Jump Rope
- Medieval Sports
- Pickleball
- Project Adventure
- Soccer
- Square Dance
- Team Handball
- Volleyball

\*7<sup>th</sup> Grade: Each 7<sup>th</sup> grade student takes one semester of Crossfit and one semester of regular PE.



## **EXTRA-CURRICULAR ACTIVITIES**

Dana Middle School offers a variety of extra-curricular activities to enrich our academic environment. We encourage all students to consider participating in at least one of these activities.

### **Noon Sports**

Students wanting some physical activity during their lunchtime may volunteer to participate in noon sports. Noon sports are facilitated by a noon aide and include soccer, kickball, dodgeball and basketball, among others. Students are responsible for compiling their own team.

### **Intramural Sports**

Dana promotes an active lifestyle and the values of teamwork and sportsmanship through our intramural program. Students may tryout and participate in one sport per season, but are encouraged to try multiple sports throughout the year. We offer the following sports:

- Fall: Co-ed Flag Football, Girls Volleyball, Co-ed Cross-country
- Winter: Boys Basketball, Girls Basketball
- Spring: Boys Soccer, Girls Soccer, Golf, Track and Field

### **SHOC Wave**

SHOC Wave stands for Students Helping Others in the Community. Students who complete three or more hours of community service for the month are invited to fill out a time card and submit it. These students are eligible to attend a monthly celebration. Students can complete community service through a variety of venues, including helping a teacher before or after school or at lunch, volunteering with our intramural sports program, through a church or youth group, or other community outreach.

### **Homework Clubs**

Many teachers on campus provide before or after school homework help. A *Got Help* flier is created to outline the various opportunities available to students. Dana staff encourages students to take advantage of these opportunities for extra help.

### **Student Council/ASB**

Students who are elected or appointed as student body officers, representatives or alternates have the opportunity to participate in our Associated Student Body (ASB). ASB meets once per month and plans school dances, philanthropic endeavors, Red Ribbon Week, monthly spirit days, community outreach and advertisements. Eighth grade students are eligible to run for one of the four offices – president, vice-president, secretary and treasurer. Every homeroom also has an elected representative and alternate.

### **Marathon Club**

Students interested in running may participate in our Marathon Club. Facilitated and organized by a PE teacher and parent volunteers, students undergo six months of intense training culminating by participating in (and hopefully completing) the Los Angeles Marathon. Students must sign a district permission slip and have doctor clearance.

### **CREST**

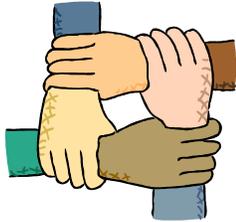
Curriculum Reinforcing Essential Standards and Themes (CREST) is an after school intervention program focusing on basic math and English/Language Arts skills. This intervention class is held twice weekly after school and is subject to staffing and availability. Students must be recommended to participate.

### **Community Outreach**

Dana students are offered varied opportunities to reach out and help their community. In addition to SHOC Wave (*listed above*) students are encouraged to participate in the Richstone Family Thanksgiving Food Drive and Holiday Toy Drive, Pasta for Pennies to benefit the Leukemia and Lymphoma Society, Fall Spooktacular, Rock Around The Block and PTA Healthy Snacks and See's Candy fundraisers, among others.

### **Principal's Honor Roll and Honor Society**

Students earning a GPA of 3.25-3.74 (Principal's Honor Roll) or 3.75-4.0 (Honor Society) with no Ds, Fs or Us for a semester earn that respective status. Honor Society students are invited to a special breakfast and field trip in the spring. All achieving students are recognized at grade level assemblies each semester.



## **SUPPORT SERVICES**

### **Counseling**

Megan Enge, Counselor  
Ted Okasinski, Counselor

Dana Middle School's counseling department offers support to students through a variety of venues. We recognize that adolescence is often a turbulent time and we make every effort to ensure all students feel safe and healthy at school. Group and individual counseling is available through parent, teacher, administrator or self-referral with parent/guardian consent. Groups are offered in a variety of topics, including self-esteem, at-risk issues, anger management, divorce and social skills. Counseling groups are facilitated by counselor interns from Loyola Marymount University (LMU) and the University of Southern California (USC) under direct supervision of the counselors. Academic counseling is available to all students, but targets those who struggle. After school interventions in math and English/Language Arts are offered based on availability and staffing. The Dana administrative team coordinates anti-bullying and anti-sexual harassment curricula. Monthly character education lessons are coordinated by the counseling department and facilitated by TLC teachers. Character education lesson is tiered by grade level, having 6<sup>th</sup> grade students work important character traits, 7<sup>th</sup> grade students focus on goal-setting and organization, and 8<sup>th</sup> grade students complete a *Getting Ready for High School* booklet.

### **Special Education**

Darci Uhart, Resource Specialist  
Stacy Perillo, Resource Specialist  
Alice Davis, Special Day Class Teacher  
Jessica Wright, Special Day Class Teacher  
Stacy Shepard, Speech/Language Pathologist  
Ayana Cadres, School Psychologist  
Diandra Benton, School Psychologies

In addition to encouraging participation in school-wide courses and activities, the Special Education Department offers extensive opportunities for students in the following programs:

- Special Day Class
- Dolphin Center
- Adapted Physical Education
- Speech Services
- Designated Instructional Services (DIS) Counseling

Placement in these programs is based on individual student needs. Course content and curriculum is modified based on student needs.

### **English Language Development**

Lori Croft, ELD Teacher  
Vincent Barnett, ELD Teacher  
Denise Galvan, ELD Coordinator/Paraprofessional

Students in our ELD program take an elective course that focuses on basic English skills and reading comprehension. Once a student's STAR scores, teacher feedback and English/Language Arts grade designate them to be reclassified from the program, students are followed for two years to ensure success.



## Pyramid of Interventions

