



## **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

<https://dana.wiseburn.org/>



## **DANA ADMINISTRATION**

### **Mrs. Kiana Brede-Clark, Principal**

kbrede@wiseburn.org

(310) 725-4700

### **Dr. Nisha Dugal, Interim Principal**

ndugal@wiseburn.org

(310) 725-4700

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

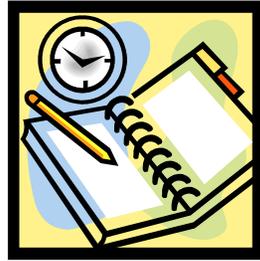
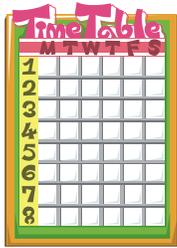
menge@wiseburn.org

(310) 725-4700

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

tokasinski@wiseburn.org

(310) 725-4700



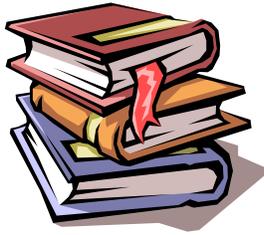
## **CLASS SCHEDULE OVERVIEW**

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:

- 1) English/Language Arts
- 2) Social Studies
- 3) Science/Health
- 4) Mathematics
- 5) Physical Education
- 6) Elective
- 7) Homeroom/Targeted Learning in Content (POD)

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**

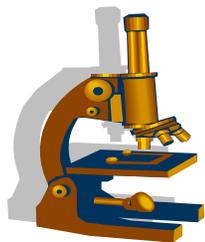
Students in the 7th grade develop a variety of skills — reading, writing, spelling, vocabulary, grammar, capitalization, punctuation, listening, speaking and critical-thinking. Students read, respond to and analyze a variety of types of literature, including short stories, plays, poetry, non-fiction 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**

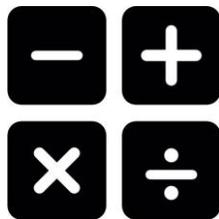
The science curriculum in grade six emphasizes the study of earth sciences. The standards in grade six present many of the foundations of geology and geophysics, including plate tectonics and earth structure, shaping Earth's surface, heat (thermal energy), energy in the Earth system, ecology, and resources. 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 – COMMON CORE

We inspire and motivate our 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

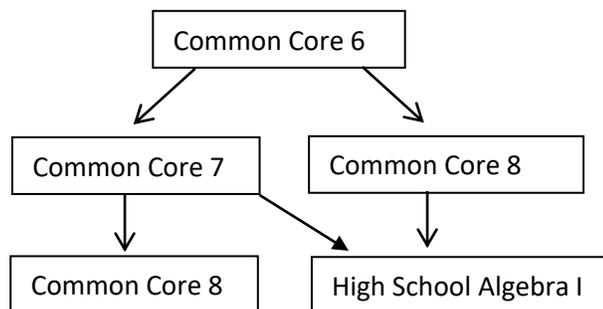
##### **Statistics and Probability**

- 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

### **Creative Writing (Semester Course) Elective**

This is a semester long class. It is an introduction to the wonderful world of playwriting. Students learn how to write monologues, scenes, and short plays. We will enter short plays into various competitions and learn about the business side of playwriting. No experience needed.

### **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.

### **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.



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

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.

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

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

### **PLTW Automation, Robotics and Coding (Semester Course)**

Automation, Robotics and Coding (ARC) allows student to trace the history, development and influence of automation and robotics as they learn about mechanical systems, energy transfer, machine automation, basic coding and computer control system. Students use the VEX robotics platform to design, build, and program real-world objects such as traffic lights, toll booths, and robotic arms.

### **PLTW Design, Modeling and STEM Showcase (Semester Course)**

Students apply the design process to solve problems and understand the influence of creativity and innovation in their lives. In the third Quarter, students will use the design process to create an In the second quarter, student will learn to use Autodesk® design software, where students create a virtual image of their designs and produce a portfolio to showcase their innovative solutions.

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

This course is an introduction to Spanish that focuses on listening, speaking, reading, and writing. No Spanish speaking experience is necessary. 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 B (Full-Year Course) Elective**

This course is the sequel to Spanish A. It focuses on improving 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 improve Spanish language skills. Students will also continue to learn about Spanish speaking cultures. A prerequisite for this course is to have taken Spanish A during the previous year.



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

Most of our 6<sup>th</sup> grade students are placed on the Elective Wheel where they take one quarter of the following classes:

#### ***Drama 6:***

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.

#### ***PLTW 6:***

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.

#### ***Coding and Digital Literacy 6:***

The Sixth Grade Elective Wheel course, Coding and Digital Literacy, provides an active learning experience of exploration and discovery of computer science concepts, while teaching students to be responsible digital citizens. We hope this introduction course will encourage them to consider possible careers that utilize computers.

#### ***Art 6:***

The 6<sup>th</sup> Grade students will have an opportunity to explore visual art for one Quarter. The class is an introduction to using various materials to create art projects. They will work with oil pastels and learn about a famous modern artist, use a couple different types of paint for their paintings, work on drawing techniques and create a ceramic piece. They will leave with a foundation of basic art skills that they can further develop in 7<sup>th</sup> & 8<sup>th</sup> Grade.



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

Targeted Learning in Content (POD) 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, Accelerated Reader (AR), Anti-Bullying Lessons, grade checks and binder checks, set goals, reflect on goals and work together for individual success.

**Accelerated Reader (AR)**- A reading program that challenges and encourages students to read at their reading level (tested throughout the year) with the idea that the more they read, they will increase their level. AR completion is a major part of their POD and English grade.

**Binder Check** – Digital and actual organization completed during POD throughout the year.

**Canvas**- Learning Management system that allows students to access grades, homework, and curriculum in one secure location.

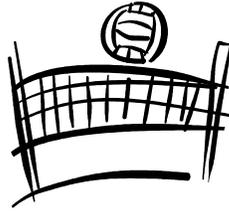
**Digital Portfolio of Student Growth (DPSG)** – This is a digital portfolio, or collection, of your best work throughout the year. Over the course of the school year you will be completing a variety of assignments and adding them to your DPSG. You will be instructed to take specific pieces completed in your classes, and other pieces for your portfolio will be your choice.

**Grade Check** – Grade Checks will be completed in POD throughout the semester. This allows the student to see how they are progressing in each of their classes.

**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.

**Student-Led Conference (SLC)** – In the spring, you will lead your own conference with a parent, guardian or significant adult. You will present your **DPSG** to this person (or people). This is an opportunity for you to showcase your great work.

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



## 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



## **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, Boys Volleyball, Barbell Club

### **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.

### **Running 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.

### **Dolphin Workshops**

Dolphin Workshops are 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. 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. 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 POD 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  
Stefanie Rushatakankovit, School Psychologist

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

