

Abraham Lincoln Middle School



Course Description Handbook

(last updated March 2023)

Selma Unified School District

Required Course Information

Core Classes (5 periods total)

All students will be assigned to a year-long **Academic Block** class for two periods. Academic Block provides instruction in *English Language Arts* and *Literature*. Each student will also be assigned to year-long classes in **Mathematics**, **Science**, and **History** for one period each.

Physical Education (Co-Ed)

All students will be assigned to a year-long physical education class. All classes are co-educational. May also be offered as a zero period course depending on enrollment.

Electives

Most students will be enrolled into one of the elective offerings. If a student requires an intervention course, this will take place of the regular elective course. All elective courses are contingent upon appropriate enrollment and staffing. Students may not get their 1st or 2nd choice.

Required Courses 7th Grade Required Courses 8th Grade	
<ul style="list-style-type: none">● 7th Grade English Language Arts● 7th Grade Literature● 7th Grade World History● 7th Grade Math● 7th Grade Science● Physical Education	<ul style="list-style-type: none">● 8th Grade English Language Arts● 8th Grade Literature● 8th Grade U.S. History● 8th Grade Math● 8th Grade Science● Physical Education
General Electives Performing Arts Electives	

- Art
- AVID
- Computers
- Foods
- Leadership*
- Manufacturing
- Office Assistant*
- Spanish*
- Robotics
- Yearbook*

- Advanced Band*
- Color Guard
- Early Intermediate Band
- Intermediate Band
- Marching Band
- Mexican Dance
- Percussion

Any class with an asterisk (*) next to it is a class with some pre-requisite: application, prior experience, teacher approval, administrator placement, etc. Please see the course description for details.

Academic Interventions English Language Development

These classes (along with Special Education classes) are not chosen by the student, they are assigned as needed.

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| <ul style="list-style-type: none"> ● Academic Seminar ● Math Intervention ● Reading Intervention ● Success 101 (Behavioral Intervention) | <ul style="list-style-type: none"> ● Newcomer's Class ● ELD 1 ● ELD IIa ● ELD IIb ● ELD IIc ● ELD IIIa ● ELD IIIb ● ELD IV |
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7th Grade English Language Arts *Year-Long Prerequisite: None*



7th Grade Literature *Year-Long Prerequisite: None*



8th Grade English Language Arts *Year-Long Prerequisite: None*

In Grade 8, instructional time will focus on two critical areas: (1) Writing focuses on three main types: Argumentation, Informative/Explanatory, and Narrative. It also focuses on paragraph and essay structure, peer editing, revision and editing, using technology, conducting research projects, and analyzing information from multiple resources; and (2) Language which covers parts of English grammar and conventions such as capitalization, punctuation, and spelling, identifying and understanding figurative language, and defining vocabulary in a text using Greek and Latin Roots or context clues.

8th Grade Literature *Year-Long Prerequisite: None*

In Grade 8, instructional time will focus on two critical areas: (1) Reading (Literature and Informational texts) which focuses on finding/citing textual evidence, analysis of: theme and central ideas, plot and dialogue, point of view, different forms of media, allusion, and paragraph structure; compare and contrast multiple texts and evaluate claims made by the author in a text; and (2) Speaking and Listening which focus on collaborative discussions, analyzing the purpose of information presented, identifying a speaker's argument or claim, presenting your own claims with supporting details and evidence, and integrating multimedia and visual displays into presentations.

7th Grade Math *Year-Long Prerequisite: None*

In Grade 7, instructional time should focus on four critical areas: (1) developing understanding of and applying proportional relationships; (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.

8th Grade Math *Year-Long Prerequisite: None*

In Grade 8, instructional time should focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

7th grade Life Science

Year-Long

Prerequisite: None

Students develop understanding of key concepts to help them make sense of life science. The ideas build upon students' science understanding from earlier grades and from the disciplinary core ideas, science and engineering practices, and crosscutting concepts of other experiences with physical and earth sciences. There are four life science disciplinary core ideas: 1) From Molecules to Organisms: Structures and Processes, 2) Ecosystems: Interactions, Energy, and Dynamics, 3) Heredity: Inheritance and Variation of Traits, 4) Biological Evolution: Unity and Diversity.

8th grade Earth & Space Sciences *Year-Long Prerequisite: None*

Students continue to develop their understanding of the three disciplinary core ideas. The performance expectations in Earth and Space Sciences allow students to explain more in-depth phenomena central not only to the earth and space sciences, but to life and physical sciences as well. These performance expectations blend the core ideas with scientific and engineering practices and crosscutting concepts to support students in developing usable knowledge to explain ideas across the science disciplines.

7th Grade World History *Year-Long Prerequisite: None*

8th Grade United States History *Year-Long Prerequisite: None*

In this class we will be studying our nation's history. We will study the birth of the United States all the way through how our nation was torn apart during the Civil War. Our big focus will be on the Constitution of the United States. We will gain a deep understanding of how our country is structured and how it operates. We will also gain an understanding of your rights as citizens or residents of the United States.

Physical Education, Co-Ed

Year-Long Prerequisite: None

Physical Education provides boys and girls with direct instruction in physical fitness; wellness and some related health education, providing students with the opportunity to develop skills in a variety of team and individual sports. Students will participate in activities based on the state guidelines. All courses are co-educational. The physical education program is based upon full participation, daily dress-out, and character development of each student. There will be a uniform cost, which include: shorts, t-shirt and a lock. These will be available for purchase during registration and at the student store throughout the year.

General Elective Courses

Art	<i>Year-long Prerequisite: None</i>
<p>Art is a course designed to teach basic drawing and painting skills. Creative expression is encouraged through a variety of hands-on projects. Students experiment with different media such as pencil, color pencil, charcoal and paint. Projects involve lessons on composition, shading, perspective, portraiture, cartooning, lettering, color theory and other activities which help develop artistic skills and insight. The Elements of Art and Principles of Design are taught throughout the course. Art appreciation is also an integral part of the curriculum.</p>	

AVID	<i>Year-long Prerequisite: Application</i>
<p>AVID stands for Advancement Via Individual Determination. In AVID, students focus on improving their writing, questioning, organization and reading skills while working together and participating in team building exercises. AVID includes tutorial sessions to help keep up with the academic demands of middle school. AVID students set goals and monitor their academic success with an emphasis on college research, visitation and selection.</p>	

Computers (Information Technology)	<i>Year-long Prerequisite: None</i>
<p>In Manufacturing Computers you will learn SolidWorks to create simple designs from scratch that can be printed on a 3D printer. SolidWorks will prepare you for the careers of tomorrow, making you future ready. Not only will you be engaged in learning, but also acquire and strengthen your knowledge of science, technology, engineering, math, and art through a variety of hands-on, true-to-life projects and themes.</p>	

Foods	<i>Year-long Prerequisite: None</i>
<p>The semester begins with a unit on "Etiquette". Students learn what is expected of them in many social situations including: weddings, funerals, behavior in the homes of friends, parties and of course table manners in all situations. The class also covers units on equipment, how to measure, how to read recipes and follow directions, kitchen safety and food safety. Students will cook about 15 times and make a variety of foods including cookies, nut breads, soup, applesauce and spaghetti. Students will be required to bring a one-inch binder to keep in class. We will use the binder to create a cookbook at the end of the semester.</p>	

Leadership	<i>Year-long Prerequisite:</i> Completion of an application, interview and approval by the teacher. Minimum 2.5 G.P.A required.
<p>Leadership students will be participating in the planning and execution of a variety of projects, for both the school and the community. This course is designed to strengthen the character of the student by providing leadership opportunities for students that include school service, school/community involvement, goal setting, communication building, problem solving applications, and creating an understanding and appreciation for diversity within our school community. Cooperative learning activities are utilized in many activities. Oral and written projects, as well as community service hours are required. This class requires a generous amount of time to be put in over the summer, before and after the school day and during lunchtime. Although this is a very demanding class, it is also very rewarding.</p>	

Manufacturing	<i>Year-long Prerequisite:</i> None
<p>Students work in a hands on, safe environment using mostly hand tools to create projects. Students will learn tool and shop safety, measuring and many other shop related skills while building projects in a hands on project based</p>	

classroom. Students are encouraged to work together to solve problems. There is no cost to the student for materials at this time.

Office Assistant	<i>Year-long Prerequisite:</i> Completion of an application and approval of the teacher
<p>Office Assistant is open to all students who would like to assist with the day-to-day operations of the school. Students will be required to assist the office staff.</p>	

Spanish (8th grade only)	<i>Year-long</i>	<i>Prerequisite:</i> Minimum 3.0 GPA during 7th grade year
<p>Students will develop a basic understanding of Spanish, emphasizing pronunciation, correct usage, and idiomatic speech. Grammar will be met in real life contexts. Emphasis will be on communicative skills. The four language skills will emerge and develop naturally through its usage. This course is practical and enjoyable. Students can expect to have homework assignments a minimum of three times a week.</p> <p>For Spanish I students at ALMS to obtain high school credit for this class, they must comply with three requirements: 1) Earn at least a C grade in the class both semesters. 2) Pass the exit exam with a minimum of 65% score. 3) Go on to SHS and pass Spanish II successfully at the high school</p>		

Success 101	<i>Daily Prerequisite:</i> Placement by administrator
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A framework for managing the behavior of students identified as Socially / Behavior/Academically immature or displaying high-risk behaviors. The instruction takes on an individualized approach based on teaching behavioral expectations primarily in a mainstream (inclusive) setting. The instructor utilizes daily behavioral evaluation curriculum and weekly behavioral analysis to guide intervention using an SEL approach.

Yearbook	<i>Year-long Prerequisite: Completion of an application, teacher recommendation and approval of the teacher.</i>
<p>Students design and produce the yearbook using a variety of skills and working as a team. Students need to be in good academic and behavior standing to be considered. Skills taught and used in the yearbook, photography, layout and design, and basic and specialized computer skills. Students will be required to put in time before and after school as needed to meet yearbook deadlines, take pictures and sell ads. Broadcasting introduces students to basic audio and video technique, equipment, theory, and operation. Students will produce a daily video bulletin. Enrollment is limited.</p>	

Robotics	<i>Year-long Prerequisite: None</i>
<p>Students will learn Team Building skills, conduct projects and build lego EV3 mindstorm robots to perform tasks in pairs. Students will also learn computer programming, building and programming the robot. Students must be able to work well with their teammates for the success of their robot and robot tasks. The student will perform 10 projects with the robot based on patterns, structures and problem-solving.</p>	

Performing Arts Courses

Advanced Band	<i>Year-long Prerequisite: None</i>
<p>Advanced Band is an ensemble designed for the most advanced woodwind and brass instrumentalists. This year-long elective will expose students to a variety of challenging literature that will be performed at festivals and concerts held throughout the year. Students work toward refinement of performance skills through active listening, studying and analyzing concert band literature. Out of class performances are required of all students.</p>	

Color Guard	<i>Year-long Prerequisite: None</i>
<p>A class developed to interest students in marching and dance for parades and competitions. Students learn routines to music, march with the band and obtain appreciation for different styles and genres of music. This course meets or exceeds national and state standards for physical development and dance.</p>	

Concert Choir	<i>Year-long Prerequisite: None</i>
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Concert Choir is a beginning/intermediate level choral ensemble. This class is NOT audition-based and is offered to both 7th and 8th graders. There are no prerequisites/expectations of musical knowledge upon entering this class, however, the students in this ensemble will be held to high standards and are expected to work diligently through coursework. This group will participate in all concerts, festivals, and other choral activities outlined in the choral handbook or deemed by the instructor. The focus of the Mixed Chorus is to develop beginning musicianship skills, vocal technique, sight-singing, stage presence, and teamwork.

Early Intermediate Band	<i>Year-long Prerequisite: None</i>
<p>An entry-level performance class for woodwind and brass instrumentalists. This course is designed for students with a year or less than music performance experience. Through this class, students will develop proper instrument technique, tone production, fundamentals of music reading skills, listening and performance skills. Out of class performances are required of all students.</p>	

Intermediate Band	<i>Year-long</i>	<i>Prerequisite: Minimum one-year prior experience in instrumental music instruction. Requires an audition and approval of the instructor</i>
<p>A music class designed around the study of quality band literature. Course objectives are designed to address issues of national, state, and district standards of instrumental music education in regards to the theory, practice, and performance of music.</p>		

Marching Band	<i>Year-long Prerequisite: None</i>
<p>Marching Band is a fun, exciting, competitive group with an extensive rehearsal and performance schedule. Students will gain basic marching fundamentals and music memorization skills while engaging in movement. This course is designed to strengthen playing ability, listening fundamentals, tone production and performance analysis. All students enrolled in Marching Band must be enrolled in an elective band class, as this course fulfills their Physical Education requirement. Students must pass music playing tests in order to perform in marching band competitions and must remain academically eligible to attend competitions. Out of school rehearsals and competitions are required of all students.</p>	

Mexican Dance	<i>Year-long Prerequisite: None</i>
<p>A class developed to interest students in dance as an art form while connecting students to their cultural heritage and roots. Mexican Dance involves student participation in various aspects of movement as it relates to Mexican folkloric dance. Students will obtain aesthetic perception and valuing, creative expression, and study Mexican culture and history as it relates to dance. These goals will be accomplished by various activities and performance throughout the course. Students may be required to dance in public and to fund raise throughout the year.</p>	

Percussion	<i>Year-long Prerequisite: None</i>
<p>Percussion is a mixed level percussion class and combines beginning, intermediate and advanced percussionists. This course focuses on marching techniques, concert percussion, concert ensemble repertoire, music reading skills, musicality, music terminology, music history and music theory. Music will be performed in combination with the ALMS wind bands. Out of class performances are required of all students.</p>	

Academic Intervention Courses

*Special Note: Based upon space availability, students who are below level on the STAR test (reading, language arts, or mathematics) may be placed into an Academic Intervention course as their elective. If a student **does not** meet Proficient or Advanced on the STAR test they could be considered not on grade level.*

Academic Seminar	<i>Semester Prerequisite: None</i>
<p>This course is offered in conjunction with their core English class, to 7th and 8th grade students who require instruction and focus in reading comprehension, writing, and vocabulary. Students are generally tested for appropriate placement and this course is taken in lieu of an elective and is considered an intervention course.</p>	

Math Intervention	<i>Semester Prerequisite: None</i>
<p>This course is offered in conjunction with their core math class, to 7th and 8th grade students who require instruction and focus in math computation and problem solving. Students are generally tested for appropriate placement and this course is taken in lieu of an elective and is considered an intervention course. The course is semester-long, but may be repeated (or exited) based on student proficiency.</p>	

Reading Intervention	<i>Semester Prerequisite: None</i>
<p>This course is designed for students scoring 2 or more reading levels below grade level on STAR reading tests.</p>	

English Language Development (ELD) Courses

These classes are assigned to students identified by the State of California as English Learners.

Newcomer	<i>Year-long Prerequisite: None</i>
<p>Newcomer students are in the “emerging” phase of English Language Development. Students will be placed into the class who have been in the U.S. less than 12 months. Other criteria for the class is a 7th Grade LPAC range of 1150-1474, 8th Grade LPAC range of 1150-1480, a lexile range of BR400- 520 and a DRA III range of A- 30.</p>	

ELD 1	<i>Year-long Prerequisite: None</i>
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ELD 1 students are in the “emerging” phase of English Language Development. Students will be placed into the class according to the following criteria: 7th Grade LPAC range of 1150-1474, 8th Grade LPAC range of 1150-1480, a lexile range of BR400- 520 and a DRA III range of A- 30.

ELD IIa

Year-long Prerequisite: None

ELD IIa students are in the “low expanding” phase of English Language Development. Students will be placed into the class according to the following criteria: 7th Grade LPAC range of 1475-1488, 8th Grade LPAC range of 1481-1496, a lexile range of BR- 485 and a DRA III range of A- 18.

English IIb

Year-long Prerequisite: None

ELD IIb students are in the “ low expanding” phase of English Language Development. Students will be placed into the class according to the following criteria: 7th Grade LPAC range of 1489-1502, 8th Grade LPAC range of 1497-1512, a lexile range of 330-740 and a DRA III range of 12-34.

ELD IIc

Year-long Prerequisite: None

ELD IIc students are in the “ mid expanding” phase of English Language Development. Students will be placed into the class according to the following criteria: 7th Grade LPAC range of 1503-1516, 8th Grade LPAC range of 1513-1526, a lexile range of 600-830 and a DRA III range of 34-50.

ELD IIIa

Year-long Prerequisite: None

ELD IIIa students are in the “upper- expanding” phase of English Language Development. Students will be placed into the class according to the following criteria: 7th Grade LPAC range of 1517-1540, 8th Grade LPAC range of 1527-1550, a lexile range of 740-960 and a DRA III range of 40-50.

ELD IIIb

Year-long Prerequisite: None

ELD IIIb students are in the “lower- bridging” phase of English Language Development. Students will be placed into the class according to the following criteria: 7th Grade LPAC range of 1541-1564, 8th Grade LPAC range of 1551-1573, a lexile range of 785 and up for 7th grade students and 855 and up for 8th grade students. Additionally, a DRA III range of 50 or above.

ELD IV

Year-long Prerequisite: None

ELD IV students are in the “upper- bridging” phase of English Language Development. Students will be placed into the class according to the following criteria: 7th Grade LPAC range of 1565-1900, 8th Grade LPAC range of 1574-1900, a lexile range of 785 and up for 7th grade students and 855 and up for 8th grade students. Additionally, a DRA III range of 50 or above.

Special Education Courses

These classes are assigned to students with an Individualized Education Plan (IEP)

Transitions	<i>Year-long Prerequisite: None</i>
Class placement is at the recommendation of the IEP Team. Students will receive instructional support for their classes, as well as instruction in alignment with IEP goals.	

SDC	<i>Year-long Prerequisite: None</i>
Recommendation of IEP Team. Self Contained classroom. Core classes of language, math, science and history.	