

# 2024-2025



COLTON JOINT UNIFIED SCHOOL DISTRICT

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Educational Services Division



# Middle School Course Catalog

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Note: The following information is a synopsis of adopted course descriptions for counselor use only. For specific questions regarding course content, grading criteria or course alignment, please consult the board adopted course descriptions available on the district web site at [www.colton.k12.ca.us](http://www.colton.k12.ca.us)

## **Middle School Promotion Certificates & Ceremony Participation (BP-5127)**

A student shall receive a promotion certificate if he/she earns a minimum of 115 units and/or has earned a cumulative middle school grade point average of 2.0 or higher.

Participation in the promotion ceremony is a privilege and requires a student to meet the following criteria:

1. **Academic:** The student must be eligible to receive an 8th grade promotion certificate by the end of his/her eighth grade year.
2. **Attendance:** The student must not have received more than three all-day unverified absences or the equivalent in the last quarter of the school year.
3. **Behavior:** The student must not have received more than one outside suspension during the last quarter of the school year.

Exceptions to the criteria may be recommended by the principal to the Superintendent or designee if extenuating circumstances warrant an exception. The Superintendent or designee shall have the final decision.

### **Disciplinary Considerations**

In order to encourage high standards of student conduct and behavior, the principal may deny a student the privilege of participating in promotion or graduation ceremonies and/or activities in accordance with school rules. Prior to denial of the privilege, the student, and where practicable his/her parent/guardian, shall be made aware of the grounds for such denial and shall be given an opportunity to respond. If a privilege is to be denied, the student and parent/guardian shall receive written notice of the denied privilege and the means whereby he/she may appeal the decision.

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## **English Language Development (ELD)**

English Learners, in addition to regular core classes with integrated English language development (ELD) support, are provided designated ELD classes to ensure their linguistic and academic needs are met. The ELD classes are designed to increase the English learners' academic language as well as to support newcomers' acclimation to school.

Our English Language Development (ELD) classes, ELD I, ELD II, ELD III, and ELD MS Newcomer (NC) are specially designed to guide and encourage the students to learn the English language in meaningful ways to promote both active communication and solid language skills. Interpretive, Collaborative and Productive

Students' progression through the ELD sequence of coursework is based on their ability to demonstrate evidence of having the capacities described in each level of the California ELD Standards. Therefore, the placement and time it takes to progress through the ELD series can vary according to the individual student.

It is highly encouraged that a student's primary language be fostered and further developed to promote bilingualism and biliteracy. As a 21st century literate individual, students are better equipped to navigate in our changing world when they are culturally and linguistically diverse in their mindset as they enter the global economy.

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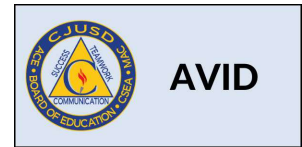
# **Anti-discrimination Policy for the Colton Joint Unified School District**

District programs and activities shall be free from discrimination, including, harassment, intimidation and bullying with respect to an actual or perceived ethnic group, religion, gender, gender expression, gender identity, color, race, ancestry, national origin, nationality, physical or mental disability, age or sexual orientation.

The Governing Board shall ensure equal opportunities for all pupils in admission and access to the educational program, guidance and counseling programs, athletic programs, testing procedures and other activities. Eligibility for extra and co-curricular activities shall be determined solely on the basis of objective competencies. School staff and volunteers shall carefully guard against segregation, bias and stereotyping in instruction, guidance and supervision.

All inquiries relating to nondiscrimination, harassment or educational equity in district programs and activities may be directed to the following compliance officers:

- Title IX – Brandon Dade, Assistant Superintendent, Human Resources  
1212 Valencia Drive, Colton, CA 92324 (909) 580-6691
  - Title II – Joda Murphy, Director, School Improvement and Accountability  
1212 Valencia Drive, Colton, CA 92324 (909) 580-6538
  - Section 504 – Robert Pearson, Director of Pupil Personnel Services  
850 E Washington St, Colton, CA 92324 (909) 580-6213
  - CCR Title 5 – Melissa Kingston, Director of Student Services  
850 E Washington St, Colton, CA 92324 (909) 580-6525.
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## AVID

| <b>AVID Course Codes</b> | <b>AVID Course Titles</b> |
|--------------------------|---------------------------|
| AVD710                   | AVID 7                    |
| AVD810                   | AVID 8                    |

**Course Title:** AVID 7  
**Course Number:** AVD710  
**Sites:** All

- ❖ **Grade Level:** 7
- ❖ **Course Requirement:** Elective Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Acceptance into program based on National AVID criteria
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 05/2017

Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long course. The AVID Elective course will serve as an introduction of the AVID philosophy and strategies. Students will develop and reinforce academic skills and knowledge to successfully enter and complete a college prep path in high school. Students will learn and apply study skills and learning strategies to improve performance in the content areas, including, but not limited to: Writing, Inquiry, Collaboration, Organization, Reading (WICOR) and the use of technology to improve performance. Students will increase awareness of their personal contributions to their learning, as well as their involvement in their school and community. Students will prepare for and participate in practice college entrance and placement exams, while refining study and test taking skills, note-taking, and research techniques. They will take an active role in field trip and guest speaker preparation and presentations. Their college research will include financial topics and building their knowledge on colleges and careers of interest.

**Course Title:** AVID 8  
**Course Number:** AVD810  
**Sites:** All

- ❖ **Grade Level: 8**
- ❖ **Course Requirement: Elective Credit (5 credits per semester, 10 credits max)**
- ❖ **Prerequisite: Acceptance into program based on National AVID criteria**
- ❖ **Course Length: One year**
- ❖ **Adoption Date: 05/2017**

Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long course. Each week, students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization and reading to support their academic growth.

# Electives

| <b>Electives Course Codes</b> | <b>Electives Course Titles</b>        |
|-------------------------------|---------------------------------------|
| CTA001                        | MESA Science (7-8 combined)           |
| CTA002                        | MESA Math (7-8 combined)              |
| CTA013                        | MS Publications                       |
| CTA100                        | MS Applied Library Media Studies      |
| CTA200                        | MS ASB Leadership                     |
| CTA700                        | MESA 7 Math                           |
| CTA710                        | MESA 7 Science                        |
| CTA800                        | Peer Advisement                       |
| CTA810                        | MESA 8 Math                           |
| CTA820                        | MESA 8 Science                        |
| CTB010                        | MS Beginning Art                      |
| CTB100                        | MS Renaissance                        |
| CTB011                        | Art S1 (no listing)                   |
| CTB012                        | Art S2 (no listing)                   |
| CTB021                        | Intermediate Art S1 (no listing)      |
| CTB022                        | Intermediate Art S2 (no listing)      |
| CTB031                        | Advanced Art S1 (no listing)          |
| CTB032                        | Advanced Art S2 (no listing)          |
| CTC010                        | MS College and Career Readiness       |
| CTC020                        | Intro to Computer Operations & Coding |
| CTC021                        | Intro to Bus, Fin, and Mktg. S1       |
| CTC022                        | Intro to Bus, Fin, and Mktg. S2       |
| CTC023                        | MS Computer Applications              |
| CTC050                        | App Creators                          |
| CTC060                        | Comp Science for Innovators & Makers  |
| VPR100                        | Beginning Band                        |
| VPR200                        | Intermediate Band                     |
| VPR300                        | Advanced Band                         |
| VPR400                        | MS Drama                              |
| VPR500                        | MS Film Studies                       |
| VPR091                        | General Music (no listing)            |
| VPT050                        | MS Chorus                             |



**Course Title:** MESA (Science 700 or Math 710)  
**Course Number:** CTA001 or CTA002 (combined 7-8)  
**Sites:** All

- ❖ **Grade Level:** 7 – 8 combined
- ❖ **Course Requirement:** Elective Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** None
- ❖ **Course Length:** One Year
- ❖ **Adoption Date:** 11/2017

This course provides students with an introduction to the Engineering Design Process and is designed to allow for student collaboration, critical thinking, inquiry and real-world problem-solving skills. The course is also designed to serve the needs of both college and technical career readiness.

MESA stands for Mathematics, Engineering, Science, Achievement. It is a program which prepares educationally disadvantaged students for college and beyond through a rigorous and hands-on STEM curriculum. In this course, students will work on projects that will require them to be creative, inventive, and persevere. It will focus on building their mathematics, science, and technical skills through project based learning.

**Course Title:** Publications  
**Course Number:** CTA013  
**Sites:** All

- ❖ **Grade Level:** 7 - 8
- ❖ **Course Requirement:** Elective Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Teacher Permission or Application Process
- ❖ **Course Length:** One Year
- ❖ **Adoption Date:** 04/2018

This course provides students with an introduction to Publications and is designed to take students through the process of publishing a school yearbook. Students will develop skills in photography, photojournalism, graphic design, advertising, and sales. Students will learn the writing process for publication and make presentations to school stakeholders. Additionally, students will learn about careers in publication and prepare for continuing with the class at the high school level.

**Course Title:** Applied Library Media Studies

**Course Number:** CTA100

**Sites:** All

- ❖ **Grade Level:** 7 (2<sup>nd</sup> Semester) - 8
- ❖ **Course Requirement:** Elective Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** GPA-2.0 and Application Process
- ❖ **Course Length:** One Semester
- ❖ **Adoption Date:** 04/2017

Students will increase their knowledge and understanding of the operation of a 21st Century School Library Media Center. Students will assist staff and students in locating, evaluating, and utilizing resources while learning to use technology safely, legally, and ethically. This course allows students to practice skills employers seek. Responsibility, dependability, initiative, and attention to detail, as well as communication, organization, and leadership skills are stressed in this course.

**Course Title:** MS ASB Leadership

**Course Number:** CTA200

**Sites:** All

- ❖ **Grade Level:** 7 - 8
- ❖ **Course Requirement:** Elective Credit (5 credits per semester, 20 credits max)
- ❖ **Prerequisite:** Teacher Permission
- ❖ **Course Length:** One Year. May be repeated
- ❖ **Adoption Date:** 04/2018

Students will increase their knowledge and understanding of the operation of a 21st Century School Library Media Center. Students will assist staff and students in locating, evaluating, and utilizing resources while learning to use technology safely, legally, and ethically. This course allows students to practice skills employers seek. Responsibility, dependability, initiative, and attention to detail, as well as communication, organization, and leadership skills are stressed in this course.

**Course Title:** MESA 7 (Science 700 or Math 710)

**Course Number:** CTA700 or CTA710

**Sites:** All

- ❖ **Grade Level:** 7
- ❖ **Course Requirement:** Elective Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** None
- ❖ **Course Length:** One Year
- ❖ **Adoption Date:** 06/2018

This course provides students with an introduction to the Engineering Design Process in which they will learn about basic STEM concepts. MESA 7 is designed to allow for 7th grade student collaboration, critical thinking, inquiry and real-world problem-solving skills. The course is also designed to serve the needs of both college and technical career readiness.

MESA stands for Mathematics, Engineering, Science, Achievement. It is a program which prepares educationally disadvantaged students for college and beyond through a rigorous and hands-on STEM curriculum. In this course, students will work on projects that will require them to be creative, inventive, and persevere. It will focus on building their mathematics, science, and technical skills through project based learning.

**Course Title:** Peer Advisement

**Course Number:** CTA800

**Sites:** All

- ❖ **Grade Level:** 8
- ❖ **Course Requirement:** Elective Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** None
- ❖ **Course Length:** One Year
- ❖ **Adoption Date:** 05/2016

“Where Everybody Belongs” is a middle school orientation and transition program that welcomes 7th graders to their first year of Middle School. It is built on the belief that STUDENTS can help other STUDENTS succeed. This program will train 8th graders how to be mentors and role models who will guide our 7th graders to success. 8th grade WEB crew leaders will provide support and guidance to their “team” of 7th graders all year long. WEB crew also acts as an ANTI-Bullying program. WEB leaders will look out for bullying, offer support to students who are being bullied, and will be obliged to report bullying in order to create a safer school environment for everyone. WEB crew leaders will also help organize and facilitate Synergy days, Back-to-School night, Awards assemblies, Parent nights, and orientations.

**Course Title:** MESA 8 (Science 810 or Math 820)

**Course Number:** CTA810 or CTA820

**Sites:** All

- ❖ **Grade Level:** 8
- ❖ **Course Requirement:** Elective Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** None
- ❖ **Course Length:** One Year
- ❖ **Adoption Date:** 06/2018

This course provides students with an exploration of the Engineering Design Process in which they will apply a deeper understanding of STEM concepts. MESA 8 is designed to allow for 8th grade student collaboration, critical thinking, inquiry and real-world problem-solving skills. The course is also designed to serve the needs of both college and technical career readiness.

MESA stands for Mathematics, Engineering, Science, Achievement. It is a program which prepares educationally disadvantaged students for college and beyond through a rigorous and hands-on STEM curriculum. In this course, students will work on projects that will require them to be creative, inventive, and persevere. It will focus on building their mathematics, science, and technical skills through project based learning.

**Course Title:** MS Beginning Art

**Course Number:** CTB010

**Sites:** All

- ❖ **Grade Level:** 7-8
- ❖ **Course Requirement:** Elective Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** None
- ❖ **Course Length:** One Year
- ❖ **Adoption Date:** 10/2018

This course provides students with an introduction to Art and is designed to focus on the Elements of Art and Principles of Design. The course is also designed to serve the needs of both students who want to explore their creativity and for those who are planning to continue on the High School Pathways in Art.

**Course Title:** Renaissance Leadership

**Course Number:** CTB100

**Sites:** All

- ❖ **Grade Level:** 7-8
- ❖ **Course Requirement:** Elective Credit (5 credits per semester, 20 credits max)
- ❖ **Prerequisite:** None
- ❖ **Course Length:** One Year
- ❖ **Adoption Date:** 06/2018

Renaissance is a program to celebrate student achievement throughout the school year. Our goal is to boost academics, participation and engagement within our school with excitement, appreciation and energy in celebrating the achievements of our students. Through Renaissance we will use real world strategies of rewarding, recognizing, respecting and reinforcing excellence and improvements in our students and teachers. The course is designed to build foundational skills in a multitude of areas while inspiring students to provide the best opportunities for their school and community. This course also acts as a conduit to the leadership courses in the high school which reinforces college and career readiness.

**Course Title:** MS College and Career Readiness

**Course Number:** CTC010

**Sites:** All

- ❖ **Grade Level:** 7 - 8
- ❖ **Course Requirement:** Elective Credit (5 credits per semester, 5 credits max)
- ❖ **Prerequisite:** None
- ❖ **Course Length:** One Semester/One Year
- ❖ **Adoption Date:** 05/2020

The College & Career Ready course provides a student experience that develops career ready practices through career exploration in the context of project-based learning. All knowledge and skills are based on industry sector and pathway standards to promote college and career readiness. This is especially important in grades 7 and 8 because without a robust experience at this level many students enter high school unaware of what careers may be best for them. Students may: work productively in small teams, use technology to enhance productivity, plan education and career paths, utilize critical thinking, define problems and persevere in solving them, demonstrate creativity and innovation, employ valid and reliable research methods, and apply appropriate academic & technical skills. Every unit requires that students submit evidence of learning for each project, write in context (narrative & argumentative), complete 2 objective assessments, and present design brief solutions as proof of knowledge and skill attainment.

**Course Title:** MS Computer Applications

**Course Number:** CTC023

**Sites:** All

- ❖ **Grade Level:** 7 - 8
- ❖ **Course Requirement:** Elective Credit (5 credits per semester, 5 credits max)
- ❖ **Prerequisite:** None
- ❖ **Course Length:** One Semester
- ❖ **Adoption Date:** 02/2018

This course provides students with an introduction to Computer Applications and is designed to develop basic computer skills. The course is also designed to serve the needs of both college bound and workforce bound students. The Computer Applications course will equip students with the fundamental skills required to become technologically proficient. Students will learn keyboarding, word processing software, spreadsheet software, and presentation software, all of which are vital in an information driven society.

**Course Title:** Introduction to Computer Operations & Coding

**Course Number:** CTC020

**Sites:** All

- ❖ **Grade Level:** 7 - 8
- ❖ **Course Requirement:** Elective Credit (5 credits per semester, 5 credits max)
- ❖ **Prerequisite:** Keyboarding or teacher permission
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 04/2017

Introduction to Computer Operations & Coding equips students with foundational skills in computer science and software engineering and provides students the opportunity to learn both the theory and application of these skills. Students will utilize free online software and tools such as Scratch, to create projects that provide an understanding of concepts like computational thinking, algorithms, statements and variables, and more.

Students will also explore the hardware that makes up a complete computer system. Students will be able to identify the various components and understand the purpose of each piece of hardware and how each part contributes to the function of the whole. Practical assembly of computers will be investigated.

The course is also designed to serve the needs of the high schools by providing a platform for success in the Linked Learning Pathways and electives such as ROP Video Game Design, ROP Art of Animation, Computer Science, and ROP Cyber Security, as well as providing a basis for further critical thinking throughout their academic career.

**Course Title:** Introduction to Business, Finance & Marketing Careers

**Course Number:** CTC021, CTC022

**Sites:** All

- ❖ **Grade Level:** 7 - 8
- ❖ **Course Requirement:** Elective Credit (5 credits per semester, 5 credits max)
- ❖ **Prerequisite:** Keyboarding or teacher permission
- ❖ **Course Length:** One Semester
- ❖ **Adoption Date:** 2010

Students are exposed to a variety of careers and career skills in the fields of business, marketing, and financial management. Topics include decision making and goals, careers and income, principles of money management, planning for savings and investment, shopping/consumerism, and financial markets.

**Course Title:** MS App Creators

**Course Number:** CTC050

**Sites:** All

- ❖ **Grade Level:** 7-8
- ❖ **Course Requirement:** Elective Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** None
- ❖ **Course Length:** One Semester
- ❖ **Adoption Date:** 06/2018

This course provides students with an introduction to field of computer science and the concepts of computational thinking, through the creation of mobile apps. Students are challenged to be creative and innovative, as the collaboratively design and develop mobile solutions to engaging, authentic problems. Students experience the positive impact of the application of computer science to society as well as other disciplines, particularly math. The unit provides students opportunities for self-expression. Teams identify a personal or community problem of interest to them that can be solved with a mobile app solution. The problem can address issues such as health and wellness, the environment, school culture, emergency preparedness, education, community service—the options are endless!

**Course Title:** Computer Science for Innovators and Makers

**Course Number:** CTC060

**Sites:** All

- ❖ **Grade Level:** 7-8
- ❖ **Course Requirement:** Elective Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** None
- ❖ **Course Length:** One Semester
- ❖ **Adoption Date:** 06/2018

Innovators and Makers teaches students that programming goes beyond the virtual world into the physical world. Students are challenged to creatively use sensors and actuators to develop systems that interact with their environment. Designing algorithms and using computational thinking practices, they code and upload programs to microcontrollers that perform a variety of authentic tasks. The unit broadens students' understanding of computer science concepts through meaningful applications. Teams select and solve a personally relevant problem related to wearable technology, interactive art, or mechanical devices.

**Course Title:** Beginning Band

**Course Number:** VPR100

**Sites:** All

- ❖ **Grade Level:** 7-8
- ❖ **Course Requirement:** Elective Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** None
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 05/2018

This course provides students with an introduction to beginning band and is designed to prepare students for intermediate band and more advanced band concepts. This course provides students the opportunity to learn to play a brass, woodwind, or percussion instrument. No previous musical experience is required. Students will study basic notes and rhythms and learn to play simple songs in a group setting. Throughout the year students will increase their understanding of music to increase complexity in basic rhythms and identify and perform .5 to 1 music literature.



**Course Title:** Intermediate Band

**Course Number:** VPR200

**Sites:** All

- ❖ **Grade Level:** 7-8
- ❖ **Course Requirement:** Elective Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Beginning Band or Teacher Permission
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 05/2018

The Intermediate Band at the middle school allows students the opportunity to continue to develop and refine their music skills. Drawing upon knowledge and techniques learned in beginning band, students will learn additional notes, rhythms, techniques, used to play Intermediate music. Students will be able to identify music symbols found in grade .5 to 1.5 music literature. The band will perform for an audience at the end of each semester.

**Course Title:** Advanced Band

**Course Number:** VPR300

**Sites:** All

- ❖ **Grade Level:** 7-8
- ❖ **Course Requirement:** Elective Credit (5 credits per semester, 20 credits max)
- ❖ **Prerequisite:** Intermediate Band or Teacher Permission
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 05/2018

The Advanced Band at the middle school allows students the opportunity to continue to develop and refine their music skills. Drawing upon knowledge and techniques learned in beginning and intermediate band classes, students will learn additional notes, rhythms, and techniques used to play Advanced music. Fundamentals that will be expanded on will include: Range of notes, increased complexity in basic rhythms, and being able to identify music symbols found in grade .5 to 2.5 music literature. The band will perform for an audience at the end of each semester.

**Course Title:** MS Drama  
**Course Number:** VPR400  
**Sites:** All

- ❖ **Grade Level:** 7-8
- ❖ **Course Requirement:** English Elective Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** None
- ❖ **Course Length:** One Year
- ❖ **Adoption Date:** 05/2018

In the middle school drama class, students will participate in activities that will help them experience, practice, and enjoy the art of drama. This course will provide students with the opportunity to experiment with their artistic abilities and gain a greater understanding of the history of drama and its importance in our society today. Some areas of study this school year include playwriting, analyzing performances, technology and media in drama, and various possible careers in drama.

**Course Title:** Film Studies  
**Course Number:** VPR500  
**Sites:** All

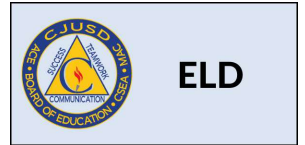
- ❖ **Grade Level:** 7-8
- ❖ **Course Requirement:** English Elective Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** None
- ❖ **Course Length:** One Year
- ❖ **Adoption Date:** 05/2018

This course provides students with an introduction to Film Studies and is designed to prepare students who plan on continuing a pathway into media arts in high school and/or career in the film industry. Topics will include: introduction of film, filmmaking process, genres, screenwriting, and careers in the film industry.

**Course Title:** MS Chorus  
**Course Number:** VPT050  
**Sites:** All

- ❖ **Grade Level:** 7-8
- ❖ **Course Requirement:** English Elective Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** None
- ❖ **Course Length:** One Year
- ❖ **Adoption Date:** 10/2018

Middle School Chorus is a non-auditioned choral ensemble open to all 7<sup>th</sup>-8<sup>th</sup> grade students. Students will learn the fundamentals of healthy vocal production, expressive choral singing, music reading, history and styles through daily rehearsals and choral ensemble performance. Students will learn to sing and perform choral ensemble performances of unison, 2 and 3-part music. Emphasis is placed on daily participation and skill development. The course is also designed to prepare students for High School Chorus.



# English Language Development

| <b>ELD Course Codes</b> | <b>English Language Development Course Titles</b> |
|-------------------------|---------------------------------------------------|
| MSELD7                  | ELD 7A                                            |
| MSELD7A                 | ELD 7B                                            |
| MSELD7B                 | ELD 7C                                            |
| MSELD8                  | ELD 8A                                            |
| MSELD8A                 | ELD 8B                                            |
| MSELD8B                 | ELD 8C                                            |
| MS ELD NC               | Newcomer ELD                                      |

**Course Title:** ELD 7A

**Course Number:** MSELD7

**Sites:** All

- ❖ **Grade Level:** 7
- ❖ **Course Requirement:** Elective (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** ELPAC Overall 1 or 2
- ❖ **Course Length:** One Year (1 class period)
- ❖ **Adoption Date:** - 03/23

This course is a protected time during the regular school day that teachers are able to strategically target students' language learning needs. This course will have students at all 3 linguistic levels (Emerging, Expanding, Bridging) and therefore instruction will be designed, implemented, and scaffolded to meet all students language needs. This course will use the CA ELD standards as the focal standards in order to develop critical language skills, language knowledge, and language abilities that ELs need for rigorous academic content learning in English. This course will build into and from content instruction by incorporating text, concepts, and language from content area classes. Designated ELD lessons will have the 10 Essential Features of Designated ELD Instruction as defined in the ELA/ELD Framework (Ch. 2 Figure 2.23)

**Course Title:** ELD 7B  
**Course Number:** MSEL7A  
**Sites:** All

- ❖ **Grade Level:** 7
- ❖ **Course Requirement:** Elective (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** ELPAC Overall 3 or 4
- ❖ **Course Length:** One Year (1 class period)
- ❖ **Adoption Date:** - 03/23

This course is a protected time during the regular school day that teachers are able to strategically target students' language learning needs. This course will have students at all 3 linguistic levels (Emerging, Expanding, Bridging) and therefore instruction will be designed, implemented, and scaffolded to meet all students language needs. This course will use the CA ELD standards as the focal standards in order to develop critical language skills, language knowledge, and language abilities that ELs need for rigorous academic content learning in English. This course will build into and from content instruction by incorporating text, concepts, and language from content area classes. Designated ELD lessons will have the 10 Essential Features of Designated ELD Instruction as defined in the ELA/ELD Framework (Ch. 2 Figure 2.23)

**Course Title:** ELD 7C  
**Course Number:** MSEL7B  
**Sites:** All

- ❖ **Grade Level:** 7
- ❖ **Course Requirement:** Elective (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** ELPAC Overall 2 or 3
- ❖ **Course Length:** One Year (1 class period)
- ❖ **Adoption Date:** - 03/23

This course is a protected time during the regular school day that teachers are able to strategically target students' language learning needs. This course will have students at all 3 linguistic levels (Emerging, Expanding, Bridging) and therefore instruction will be designed, implemented, and scaffolded to meet all students language needs. This course will use the CA ELD standards as the focal standards in order to develop critical language skills, language knowledge, and language abilities that ELs need for rigorous academic content learning in English. This course will build into and from content instruction by incorporating text, concepts, and language from content area classes. Designated ELD lessons will have the 10 Essential Features of Designated ELD Instruction as defined in the ELA/ELD Framework (Ch. 2 Figure 2.23)

**Course Title:** ELD Grade 8A

**Course Number:** MSEL8

**Sites:** All

- ❖ **Grade Level:** 8
- ❖ **Course Requirement:** Elective (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** ELPAC Overall 1 or 2
- ❖ **Course Length:** One Year (1 class period)
- ❖ **Adoption Date:** 03/2023

This course is a protected time during the regular school day that teachers are able to strategically target student's language learning needs. This course will have students at all 3 linguistic levels (Emerging, Expanding, Bridging) and therefore instruction will be designed, implemented, and scaffolded to meet all student's language needs. This course will use the CA ELD standards as the focal standards in order to develop critical language skills, language knowledge, and language abilities that ELs need for rigorous academic content learning in English. This course will build into and from content instruction by incorporating text, concepts, and language from content area classes. Designated ELD lessons will have the 10 Essential Features of Designated ELD Instruction as defined in the ELA/ELD Framework (Ch. 2 Figure 2.23)

**Course Title:** ELD Grade 8B

**Course Number:** MSEL8A

**Sites:** All

- ❖ **Grade Level:** 8
- ❖ **Course Requirement:** Elective (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** ELPAC Overall 3 or 4
- ❖ **Course Length:** One Year (1 class period)
- ❖ **Adoption Date:** 03/2023

This course is a protected time during the regular school day that teachers are able to strategically target students' language learning needs. This course will have students at all 3 linguistic levels (Emerging, Expanding, Bridging) and therefore instruction will be designed, implemented, and scaffolded to meet all students language needs. This course will use the CA ELD standards as the focal standards in order to develop critical language skills, language knowledge, and language abilities that ELs need for rigorous academic content learning in English. This course will build into and from content instruction by incorporating text, concepts, and language from content area classes. Designated ELD lessons will have the 10 Essential Features of Designated ELD Instruction as defined in the ELA/ELD Framework (Ch. 2 Figure 2.23)

**Course Title:** ELD Grade 8C  
**Course Number:** MSEL8B  
**Sites:** All

- ❖ **Grade Level:** 8
- ❖ **Course Requirement:** Elective (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** ELPAC Overall 2 or 3
- ❖ **Course Length:** One Year (1 class period)
- ❖ **Adoption Date:** 03/2023

This course is a protected time during the regular school day that teachers are able to strategically target students' language learning needs. This course will have students at all 3 linguistic levels (Emerging, Expanding, Bridging) and therefore instruction will be designed, implemented, and scaffolded to meet all students language needs. This course will use the CA ELD standards as the focal standards in order to develop critical language skills, language knowledge, and language abilities that ELs need for rigorous academic content learning in English. This course will build into and from content instruction by incorporating text, concepts, and language from content area classes. Designated ELD lessons will have the 10 Essential Features of Designated ELD Instruction as defined in the ELA/ELD Framework (Ch. 2 Figure 2.23)

**Course Title:** Newcomer ELD  
**Course Number:** MS ELD NC  
**Sites:** All

- ❖ **Grade Level:** 7-8
- ❖ **Course Requirement:** Elective (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** In the EL program for less than 36 months. State/District/Teacher assessment data that reflects limited receptive and productive English skills. (Emerging)
- ❖ **Course Length:** One Year (1 class period)
- ❖ **Adoption Date:** 03/2023

This course is a protected time during the regular school day when students are grouped by English Language proficiency level, so that teachers are able to strategically target students language learning needs. This course will use the CA ELD standards (at the Emerging level) as the focal standards in order to develop critical language skills, language knowledge, and language abilities that ELs need for rigorous academic content learning in English. This course will build into and from content instruction by incorporating text, concepts, and language from content area classes. Designated ELD lessons will have the 10 Essential Features of Designated ELD Instruction as defined in the ELA/ELD Framework (Ch. 2 Figure 2.23)

## English Language Arts

| English Course Codes | English Course Titles               |
|----------------------|-------------------------------------|
| ELA009               | MS Novel Study                      |
| ELA100               | Perspectives in Writing             |
| ELA101               | Presentation Skills                 |
| ELA102               | MS Journalism                       |
| ELA71/ELA72          | English 7                           |
| ELA7A1/ELA7A2        | English 7 Advanced                  |
| ELA81/ELA82          | English 8                           |
| ELA8A1/ELA8A2        | English 8 Advanced                  |
| ELADI7A              | Dual Immersion Adv. Language Arts 7 |
| ELADI8A              | Dual Immersion Adv. Language Arts 8 |

**Course Title:** MS Novel Study

**Course Number:** ELA009

**Sites:** All

|                                                                                               |
|-----------------------------------------------------------------------------------------------|
| ❖ <b>Grade Level:</b> 7 - 8                                                                   |
| ❖ <b>Course Requirement:</b> English Elective Credit (5 credits per semester, 10 credits max) |
| ❖ <b>Prerequisite:</b> None                                                                   |
| ❖ <b>Course Length:</b> Semester                                                              |
| ❖ <b>Adoption Date:</b> 05/2020                                                               |

This course provides students with an introduction to reading and literary analysis. It is designed to give students a more focused study of novels. Topics will include: literary genres, reading strategies, note taking, elements of fiction, literary terminology, academic discussions, and writing effective summaries and constructed responses.



**Course Title:** Perspectives in Writing

**Course Number:** ELA100

**Sites:** All

- ❖ **Grade Level:** 7 - 8
- ❖ **Course Requirement:** English Elective Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** None
- ❖ **Course Length:** One Year
- ❖ **Adoption Date:** 06/2016

This course provides students with an introduction to writing for publications, including both journalism and creative writing. The first semester will focus on expository and argumentative writing (journalism, in particular) and the second semester will focus on creative narrative writing, with a focus on fiction and poetry. This course is designed to teach students the fundamentals of writing for a newspaper and writing creatively. The course is also designed to prepare students for high-school level English, journalism, and creative writing classes, by focusing on academic reporting and writing. Students will learn about the basics of reporting, including conducting interviews and writing well-structured, grade-level appropriate articles for publication, as well as writing fictional stories and narrative writing. Students will leave the course with an appreciation for various types of writing, including newspaper articles and creative literary fiction. This course is aligned with the common core middle school standards for writing.

**Course Title:** Presentation Skills

**Course Number:** ELA101

**Sites:** All

- ❖ **Grade Level:** 7 - 8
- ❖ **Course Requirement:** English Elective Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** None
- ❖ **Course Length:** One Semester
- ❖ **Adoption Date:** 05/2017

This course provides students with an introduction to presentation skills and speech delivery and is designed to teach students the fundamentals of speech delivery techniques. The course is also designed to prepare students for speeches/presentations in other core classes both at the middle and high school level.

**Course Title:** MS Journalism

**Course Number:** ELA102

**Sites:** All

- ❖ **Grade Level:** 7 - 8
- ❖ **Course Requirement:** English Elective Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** May include application
- ❖ **Course Length:** One Year
- ❖ **Adoption Date:** 04/2018

This course provides students with an introduction to Journalism and is designed to serve the needs of students who plan to continue participation in Journalism in high school and/or enter a career in the field of Journalism. Topics will include: basics of Journalism, the publishing process, writing process, bias, ethics, use of video, photojournalism, social media, and creating a portfolio.

**Course Title:** English 7

**Course Number:** ELA71, ELA72

**Sites:** All

- ❖ **Grade Level:** 7
- ❖ **Course Requirement:** English (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** None
- ❖ **Course Length:** One Year
- ❖ **Adoption Date:** 06/2018

Seventh grade ELA marks a transition from elementary grades to reading, writing, and speaking with emerging sophistication. Through close reading, students discover multiple instances of specific evidence to support their assertions. Throughout the course, students recognize the interplay among setting, plot, and characters, and become adept at comparing different interpretations of a topic, tracing how an argument develops within a text, and assessing the validity of evidence. In discussions and in writing, students make their reasoning clear to their listeners and readers, and work to structure their communication to create cohesion and clarify relationships among ideas.

**Course Title:** English 7 Advanced  
**Course Number:** ELA7A1, ELA7A2  
**Sites:** All

- ❖ **Grade Level:** 7
- ❖ **Course Requirement:** English (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** None
- ❖ **Course Length:** One Year
- ❖ **Adoption Date:** 06/2018

Advanced English is a course built on inquiry, open-ended questions with no specific “right answer”, engagement in academic discussion, and effective articulation of their ideas and understanding. Seventh grade advanced ELA marks a transition from elementary grades to reading, writing, and speaking with emerging sophistication. Through close reading, students discover multiple instances of specific evidence to support their assertions. Throughout the course, students recognize the interplay among setting, plot, and characters, and become adept at comparing different interpretations of a topic, tracing how an argument develops within a text, and assessing the validity of evidence. In discussions and in writing, students make their reasoning clear to their listeners and readers, and work to structure their communication to create cohesion and clarify relationships among ideas.

**Course Title:** English 8  
**Course Number:** ELA81, ELA82  
**Sites:** All

- ❖ **Grade Level:** 8
- ❖ **Course Requirement:** English (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** None
- ❖ **Course Length:** One Year
- ❖ **Adoption Date:** 06/2018

In grade 8, students build on seventh grade learning with high-quality, complex nonfiction texts and great works of literature. As the focus of informational texts begins to shift from narrative to exposition, students cite the textual evidence that most strongly supports an analysis or critique, and must also question an author’s assumptions and assess the accuracy of his or her claims. In discussions, students will draw explicitly on their reading and research and develop a rich vocabulary of academic words, which they use to speak and write with more precision. Throughout the course, they read closely and uncover evidence to use in their own writing, which increases in sophistication. Students focus on organizing ideas, concepts, and information into broader categories; choosing relevant facts well; and using varied transitions to clarify or show the relationships among elements. Students should be able to distinguish their

claims from alternate or opposing claims and use words and phrases to clarify the relationships and transitions among claim(s), counterclaims, reasons, and evidence.

**Course Title:** English 8 Advanced

**Course Number:** ELA8A1, ELA8A2

**Sites:** All

- ❖ **Grade Level: 8**
- ❖ **Course Requirement: English (5 credits per semester, 10 credits max)**
- ❖ **Prerequisite: Placement determined by established criteria**
- ❖ **Course Length: One Year**
- ❖ **Adoption Date: 06/2018**

Advanced English is a course built on inquiry, open-ended questions with no specific “right answer”, engagement in academic discussion, and effective articulation of their ideas and understanding. In grade 8 Advanced ELA, students build on seventh grade learning with high-quality, complex nonfiction texts and great works of literature. As the focus of informational texts begins to shift from narrative to exposition, students cite the textual evidence that most strongly supports an analysis or critique, and must also question an author’s assumptions and assess the accuracy of his or her claims. In discussions, students will draw explicitly on their reading and research and develop a rich vocabulary of academic words, which they use to speak and write with more precision. Throughout the course, they read closely and uncover evidence to use in their own writing, which increases in sophistication. Students focus on organizing ideas, concepts, and information into broader categories; choosing relevant facts well; and using varied transitions to clarify or show the relationships among elements. Students should be able to distinguish their claims from alternate or opposing claims and use words and phrases to clarify the relationships and transitions among claim(s), counterclaims, reasons, and evidence.

**Course Title:** Dual Immersion Advanced Language Arts 7

**Course Number:** ELADI7A

**Sites:** JBMS

- ❖ **Grade Level:** 7
- ❖ **Course Requirement:** English Elective Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Participation in Dual Immersion or Administrator Approval
- ❖ **Course Length:** One Year
- ❖ **Adoption Date:** 10/2018

Dual Immersion Advanced Language Arts is a course taught exclusively in Spanish to enrich the Spanish listening, speaking, reading and writing skills of dual immersion students while simultaneously addressing the grade level standards for language arts. This is a course built on inquiry, open-ended questions with no specific “right answer”, engagement in academic discussion, and effective articulation of their ideas and understanding in Spanish. Seventh grade Dual Immersion Advanced Language Arts marks a transition from elementary grades to reading, writing and speaking with emerging sophistication. Through close reading, students discover multiple instances of specific evidence to support their assertions. Throughout the course, students recognize the interplay among setting, plot, and characters, and become adept at comparing different interpretations of a topic, tracing how an argument develops within a text, and assessing the validity of evidence. Students will also interpret author’s word choice and implications when analyzing texts available in two languages (Spanish/English). In discussions and in writing, students make their reasoning clear to their listeners and readers, and work to structure their communication to create and clarify relationships among ideas.

**Course Title:** Dual Immersion Advanced Language Arts 8

**Course Number:** ELADI8A

**Sites:** JBMS

- ❖ **Grade Level:** 8
- ❖ **Course Requirement:** English Elective Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Participation in Dual Immersion or Administrator Approval
- ❖ **Course Length:** One Year
- ❖ **Adoption Date:** 06/2019

Dual Immersion Advanced Language Arts is a course taught exclusively in Spanish to enrich the Spanish listening, speaking, reading and writing skills of dual immersion students while simultaneously addressing the grade level standards for language arts. This is a course built on inquiry, open-ended questions with no specific “right answer”, engagement in academic discussion, and effective articulation of their ideas and understanding in Spanish. Seventh grade Dual Immersion Advanced LA marks a transition from elementary grades to reading, writing, and speaking with emerging sophistication. Through close reading, students discover multiple

instances of specific evidence to support their assertions. Throughout the course, students recognize the interplay among setting, plot, and characters, and become adept at comparing different interpretations of a topic, tracing how an argument develops within a text, and assessing the validity of evidence. Students will also interpret author's word choice and implications when analyzing texts available in two languages (Spanish/English). In discussions and in writing, students make their reasoning clear to their listeners and readers, and work to structure their communication to create cohesion and clarify relationships among ideas.



## Foreign Language

| Foreign Language Course Codes | Foreign Language Course Titles        |
|-------------------------------|---------------------------------------|
| MSCONVSPAN                    | MS Conversational Spanish (Dual-Im)   |
| MSDISPAN                      | MS 7 Spanish (Dual-Im)                |
| MSSPANSPK8                    | MS 8 Spanish for Sp Speaker (Dual-Im) |

**Course Title:** Conversational Spanish

**Course Number:** MSCONVSPAN

**Sites:** JBMS

- ❖ **Grade Level:** 7 - 8
- ❖ **Course Requirement:** Elective Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** None
- ❖ **Course Length:** One Year
- ❖ **Adoption Date:** 05/2017

This course provides students with an introduction to conversational Spanish and is designed to teach students the basic components of Spanish together with the practice of skills including listening, speaking, reading, writing and cultural understanding. This course is designed for students to get an introduction to the Spanish Language and Culture and prepare them for Spanish 1 at the high school level.

**Course Title:** 7<sup>th</sup> Grade Dual Immersion Spanish

**Course Number:** MSDISPAN

**Sites:** JBMS

- ❖ **Grade Level:** 7
- ❖ **Course Requirement:** Elective Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Participation in Dual Immersion or Administrator Approval
- ❖ **Course Length:** One Year
- ❖ **Adoption Date:** 05/2020

This course is designed for the 7th grade dual immersion student. The objective of the course is to help the student maintain and refine his/her target language skills as well as develop his/her literacy for academic purposes. Reading and writing in the target language is the center of this course with an emphasis on grammar, vocabulary, literature and culture. It is also designed for students to get exposure to the Culture of Spanish speaking countries. An additional goal is to prepare students for Spanish for Spanish Speakers I at the middle school level as an 8th grader.

This will increase the likelihood that they will be a candidate for Spanish for Spanish Speakers II in 9th grade and AP Spanish Language or AP Spanish Literature by the 10th and 11th grade.

**Course Title:** Spanish for Spanish Speakers (Dual Immersion)

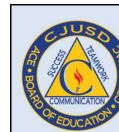
**Course Number:** MSSPANSPK8

**Sites:** JBMS

- ❖ **Grade Level: 8**
- ❖ **Course Requirement: Elective Credit (5 credits per semester, 10 credits max)**
- ❖ **Prerequisite: Participation in Dual Immersion or Administrator Approval**
- ❖ **Course Length: One Year**
- ❖ **Adoption Date: 05/2020**

This course is designed for the Spanish speaking student. The objective of the course is to help the student maintain and refine his/her target language skills as well as develop his/her literacy for academic purposes. Reading and writing in the target language is the center of this course with an emphasis on grammar, vocabulary, literature and culture.





## Mathematics

| Course Code | Course Name                 |
|-------------|-----------------------------|
| MATH7       | Math 7                      |
| MATH7A      | Advanced Math 7             |
| MATH08      | Math 8                      |
| MAO040      | Algebra 1                   |
| MATH08SUP   | Math 8 Support (no listing) |
| MATH07SUP   | Math 7 Support              |

**Course Title:** Math 7

**Course Number:** MATH7

**Sites:** All

- ❖ **Grade Level:** 7
- ❖ **Course Requirement:** Mathematics (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** None
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 09/2013; Revised 05/2022

In math 7, students start by studying scale drawings, an engaging geometric topic that supports the subsequent work on proportional relationships in the second and fourth units. It also makes use of grade 6 arithmetic understanding and skill, without arithmetic becoming the major focus of attention at this point. Geometry and proportional relationships are also interwoven in the third unit on circles, where the important proportional relationship between a circle's circumference and its diameter is studied. By the time students reach the fifth unit on operations with rational numbers, both positive and negative, students have had time to brush up on and solidify their understanding and skill in grade 6 arithmetic. The work on operations on rational numbers, with its emphasis on the role of the properties of operations in determining the rules for operating with negative numbers, is a natural lead-in to the work on expressions and equations in the next unit. Students then put their arithmetical and algebraic skills to work in the last two units, on angles, triangles, and prisms, and on probability and sampling.

**Course Title:** Math 7 Support  
**Course Number:** MATH7SUP  
**Sites:** All

- ❖ **Grade Level:** 7
- ❖ **Course Requirement:** Mathematics (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** None
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** Revised 05/2021

Math 7 Support is designed to help students who need more support than it is possible to provide in their math 7 course. Students who need extra support to succeed in math 8 often also need support to develop positive beliefs about mathematics. This course will give students opportunities to access grade-level and prior grade-level mathematics by engaging with math concepts through the adaptive program, ALEKS. ALEKS will be the main platform students will use in this course. It is able to align with the curriculum which will support students where they are at and build them up through the current units in their core math classroom. The goal of this course is to support students just in time to meet the needs and their success of their core math 7.

**Course Title:** Math 7 Accelerated  
**Course Number:** MATH7A  
**Sites:** All

- ❖ **Grade Level:** 7
- ❖ **Course Requirement:** Math (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Students demonstrate ability to comprehend math at an accelerated pace.
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 09/2013 Revised 05/2022

Math 7 accelerated is part of the middle school acceleration pathway that compacts three years of math standards, math 7, math 8, and Algebra 1, into two years. The intent of this course is to prepare students to enter the Geometry course in 9th grade. In this first course, students will be studying all the math 7 CCM standards and two-thirds of the math 8 standards. In math 7, the four critical areas of study: 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 that involve 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. Students also work toward fluently solving equations of the form  $px + q = r$  and  $p(x + q) = r$ . In math 8, the three critical areas of

study: 1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, as well as solving linear equations and systems of linear equations; 2) grasping the concept of a function and using functions to describe quantitative relationships; and 3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence. Students also work toward fluency in solving sets of two simple equations with two unknowns by inspection.

**Course Title:** Math 8

**Course Number:** MATH08

**Sites:** All

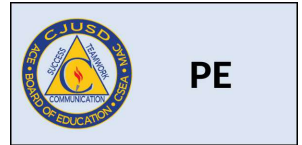
- ❖ **Grade Level:** 8
- ❖ **Course Requirement:** Math (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** None
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 09/2013; Revised 05/2022

In math 8, students begin with transformational geometry. They study rigid transformations and congruence, then dilations and similarity (this provides background for understanding the slope of a line in the coordinate plane). Next, they build on their understanding of proportional relationships from grade 7 to study linear relationships. They express linear relationships using equations, tables, and graphs, and make connections across these representations. They expand their ability to work with linear equations in one and two variables. Building on their understanding of a solution to an equation in one or two variables, they understand what is meant by a solution to a system of equations in two variables. They learn that linear relationships are an example of a special kind of relationship called a function. They apply their understanding of linear relationships and functions to contexts involving data with variability. They extend the definition of exponents to include all integers, and in the process codify the properties of exponents. They learn about orders of magnitude and scientific notation in order to represent and compute with very large and very small quantities. They encounter irrational numbers for the first time and informally extend the rational number system to the real number system, motivated by their work with the Pythagorean Theorem.

**Course Title:** Algebra 1  
**Course Number:** MAO040  
**Sites:** All

- ❖ **Grade Level:** 8
- ❖ **Course Requirement:** Math (5 credits per semester, 10 credits max) Meets State Algebra I requirement for HS graduation.
- ❖ **Prerequisite:** Advanced Math 7 or Placement
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 06/2013; Revised 05/2022

Middle School Algebra 1 is designed to give students a foundation for all future mathematics courses. Students will engage and learn the following content according to the California Common Core State Standards for Mathematics through the vehicle of the eight Standards for Mathematical Practices: one variable statistics by gathering and displaying data, measuring data distribution, and interpreting statistical results, understanding of linear equations, inequalities, and systems of linear equations and inequalities, two-variable statistics where they use residuals and correlation coefficients to assess linear models, interpret quantitative data, and distinguish correlation and causality, deepen their understanding of functions and their ability to represent, interpret, and communicate about them—using function notation, domain and range, average rate of change, and features of graphs, quadratic equations, develop their capacity to write, transform, graph, and solve equations, and mathematical modeling. Middle school Algebra 1 embeds the 8th grade standards not covered in 7th grade Accelerated Math to include Pythagorean Theorem, systems of linear equations, and bivariate data.



# Physical Education

| Physical Education Course Codes | Physical Education Course Titles             |
|---------------------------------|----------------------------------------------|
| PHE710                          | Co-Ed Physical Education 7 <sup>th</sup> Grd |
| PHE810                          | Co-Ed Physical Education 8 <sup>th</sup> Grd |

**Course Title:** Co-Ed Physical Education 7<sup>th</sup> Grade

**Course Number:** PHE710

**Sites:** All

- ❖ **Grade Level:** 7
- ❖ **Course Requirement:** Physical Education (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** None
- ❖ **Course Length:** One Year
- ❖ **Adoption Date:** 06/2009 **Revised:** 06/2019

This course provides students the continuing opportunity to learn through a developmentally appropriate, comprehensive, sequentially planned physical education program aligned with the Physical Education Model Content Standards for California Public Schools. In 7<sup>th</sup> grade, the content standards emphasize meeting challenges and making decisions. The focus of this course is the application of movement skills and knowledge of individual and dual physical activities; the assessment and maintenance of physical fitness to improve health and performance, and the requisite knowledge of physical fitness concepts, principles and strategies; and the application of psychological and sociological concepts, including self-responsibility, positive social interaction, and group dynamics, in the learning and performance of physical activity. Units of activity include; physical fitness (activities and assessment, concepts, development and maintenance); cooperative activities (including introductory adventure/outdoor activities, such as orienteering); mature pattern throwing and catching skills (including flying disc skills) applied during small-sided games (team handball/Ultimate Frisbee/softball); track and field skills (including long jump, shot put, sprints, and relays); golf concepts applied in disc-golf and lead-up games; volleying skills applied in small-sided games (2-on-2 or 3-on-3 volleyball); racket skills applied in lead-up games (paddle tennis/pickleball/tennis); dribbling skills (hand dribble and foot dribble) applied in small-sided lead-up games (no larger than 4 on 4); multicultural dance; and introductory self-defense. Part of the seventh-grade health requirement is met in this course as it covers the Seventh Grade Too Good for Drug & Violence component of the Health curriculum.

**Course Title:** Co-Ed Physical Education 8<sup>th</sup> Grade

**Course Number:** PHE810

**Sites:** All

- ❖ **Grade Level:** 8
- ❖ **Course Requirement:** Physical Education (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** None
- ❖ **Course Length:** One Year
- ❖ **Adoption Date:** 06/2009

In 8<sup>th</sup> grade, the content standards emphasize working as a team to solve problems. The focus of this course is the application of movement skills and knowledge (including defensive and offensive strategies) to team physical activities, gymnastics stunts/tumbling, and square dance; the assessment and maintenance of physical fitness to improve health and performance; the requisite knowledge of physical fitness concepts, principles and strategies to improve health and performance; and the application of psychological and sociological concepts, including self-responsibility, positive social interaction, and group dynamics, in the learning and performance of physical activity. Units of activity: physical fitness (activities, assessments, concepts, development and maintenance); cooperative activities; movement skills and strategies applied in modified games of: flag football, soccer, volleyball, basketball, floor hockey; soccer, softball, team handball ultimate Frisbee, square dance, stunts and tumbling.

# Science

| Science Course Codes | Science Course Titles                    |
|----------------------|------------------------------------------|
| SCO005               | Forensic Science                         |
| SCO700               | Integrated Science 7 <sup>th</sup> Grade |
| SCO800               | Integrated Science 8 <sup>th</sup> Grade |
| SCODI7               | Dual Immersion Science 7                 |
| SCODI8               | Dual Immersion Science 8                 |

**Course Title:** Forensic Science

**Course Number:** SCO005

**Sites:** All

|                                                                                                                                                                                                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>❖ <b>Grade Level:</b> 7-8</li> <li>❖ <b>Course Requirement:</b> Science (5 credits per semester, 5 credits max)</li> <li>❖ <b>Prerequisite:</b> None</li> <li>❖ <b>Course Length:</b> Semester</li> <li>❖ <b>Adoption Date:</b> 06/2020</li> </ul> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

This course provides students with an introduction to Forensic Science and is designed to provide students with a lab-based, hands on course that will educate students what real forensic scientists do and study. Students will be looking into a variety of topics that range from DNA analysis, serology (blood), hair/fiber analysis, chromatography and more. The course is also designed for students to be challenged to use scientific reasoning on a daily basis to solve hands-on activities, labs, and other assignments. Students will gain the knowledge to interpret data and utilize different techniques that are involved for both physical and biological analysis of evidence.

**Course Title:** Integrated Science 7<sup>th</sup> Grade

**Course Number:** SCO700

**Sites:** All

|                                                                                                                                                                                                                                                                                          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>❖ <b>Grade Level:</b> 7</li> <li>❖ <b>Course Requirement:</b> Science (5 credits per semester, 10 credits max)</li> <li>❖ <b>Prerequisite:</b> None</li> <li>❖ <b>Course Length:</b> One year</li> <li>❖ <b>Adoption Date:</b> 08/2021</li> </ul> |
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This course provides students with an introduction to energy flow and matter cycling due to natural processes and human activities. Instructional segments focus on atoms as the building

blocks of matter, movement of matter and energy at multiple scales, processes that have shaped the Earth, and how human activities can help to sustain biodiversity. Students explain natural phenomena related to these topics by using the Scientific and Engineering Practices (SEPs) and applying the Crosscutting Concepts (CCCs).

**Course Title:** Integrated Science 8<sup>th</sup> Grade

**Course Number:** SCO800

**Sites:** All

- ❖ **Grade Level:** 8
- ❖ **Course Requirement:** Science (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** None
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 08/2021

This course provides students with an introduction to the processes that have changed, and continue to change, the Earth's systems at different spatial scales. Instructional segments focus on contact and noncontact forces, evolution, and how human activities can help to sustain biodiversity. Students explain natural phenomena related to these topics by using the Scientific and Engineering Practices (SEPs) and applying the Crosscutting Concepts (CCCs).

**Course Title:** Dual Immersion Science 7

**Course Number:** SCODI7

**Sites:** JBMS

- ❖ **Grade Level:** 7
- ❖ **Course Requirement:** Science (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Participation in Dual Immersion or administrator approval
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 06/2023

7th Grade Dual Immersion Integrated Science is a course taught exclusively in Spanish to enrich the Spanish listening, speaking, reading and writing skills of Dual Immersion students while simultaneously addressing the grade level standards for 7th grade Integrated Science. This course provides students with an introduction to energy flow and matter cycling due to natural processes and human activities. Instructional segments focus on atoms as the building blocks of matter, movement of matter and energy at multiple scales, processes that have shaped the Earth, and how human activities can help to sustain biodiversity. Students explain natural phenomena related to these topics by using the Scientific and Engineering Practices (SEPs) and applying the Crosscutting Concepts (CCCs).



**Course Title:** Dual Immersion Science 8

**Course Number:** SCODI8

**Sites:** JBMS

- ❖ **Grade Level: 8**
- ❖ **Course Requirement: Science (5 credits per semester, 10 credits max)**
- ❖ **Prerequisite: Participation in Dual Immersion or administrator approval**
- ❖ **Course Length: One year**
- ❖ **Adoption Date: 06/2023**

8th Grade Dual Immersion Integrated Science is a course taught exclusively in Spanish to enrich the Spanish listening, speaking, reading and writing skills of Dual Immersion students while simultaneously addressing the grade level standards for 8th grade Integrated Science. This course provides students with an introduction to the processes that have changed, and continue to change, the Earth's systems at different spatial scales. Instructional segments focus on contact and noncontact forces, evolution, and how human activities can help to sustain biodiversity. Students explain natural phenomena related to these topics by using the Scientific and Engineering Practices (SEPs) and applying the Crosscutting Concepts (CCCs).

## Special Education

| <b>Course Codes</b> | <b>Course Titles</b>                                |
|---------------------|-----------------------------------------------------|
| ENS710              | English Language Arts 7th Grade                     |
| ENS810              | English Language Arts 8th Grade                     |
| MATHS07             | Math 7                                              |
| MATHS08             | Math 8                                              |
| SCS710              | Life Science 7 <sup>th</sup> Grade (no listing)     |
| SCS810              | Physical Science 8 <sup>th</sup> Grade (no listing) |
| SSS710              | World History 7 <sup>th</sup> Grade                 |
| SSS810              | US History 8 <sup>th</sup> Grade                    |
| CTC78               | Strategies for Success 7(no listing)                |
|                     | Strategies for Success 8 (no listing)               |

**Course Title:** ELA 7<sup>th</sup> Grade

**Course Number:** ENS 710

**Sites:** All

- ❖ **Grade Level:** 7
- ❖ **Course Requirement:** ELA Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** None
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 05/2019 Revised

Seventh grade ELA marks a transition from elementary grades to reading, writing, and speaking with emerging sophistication. Through close reading, students discover multiple instances of specific evidence to support their assertions. Throughout the course, students recognize the interplay among setting, plot, and characters, and become adept at comparing different interpretations of a topic, tracing how an argument develops within a text, and assessing the validity of evidence. In discussions and in writing, students make their reasoning clear to their listeners and readers, and work to structure their communication to create cohesion and clarify relationships among ideas.

**Course Title:** ELA 8<sup>th</sup> Grade

**Course Number:** ENS 810

**Sites:** All

- ❖ **Grade Level:** 8
- ❖ **Course Requirement:** ELA Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** None
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 05/2019 Revised

In grade 8, students build on seventh grade learning with high-quality, complex nonfiction texts and great works of literature. As the focus of informational texts begins to shift from narrative to exposition, students cite the textual evidence that most strongly supports an analysis or critique, and must also question an author's assumptions and assess the accuracy of his or her claims. In discussions, students will draw explicitly on their reading and research and develop a rich vocabulary of academic words, which they use to speak and write with more precision. Throughout the course, they read closely and uncover evidence to use in their own writing, which increases in sophistication. Students focus on organizing ideas, concepts, and information into broader categories; choosing relevant facts well; and using varied transitions to clarify or show the relationships among elements. Students should be able to distinguish their claims from alternate or opposing claims and use words and phrases to clarify the relationships and transitions among claim(s), counterclaims, reasons, and evidence.

**Course Title:** World History 7<sup>th</sup> Grade

**Course Number:** SSS 710

**Sites:** All

- ❖ **Grade Level:** 7
- ❖ **Course Requirement:** Social Studies Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** None
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 03/2009

7th graders will study several great civilizations of the world spanning the years 500AD through 1789 AD. The units of study in 7th grade include: the fall of the Roman Empire, the rise of Feudalism in Europe, the Renaissance, Reformation, and Enlightenment in Europe, the rise of the Muslim Empire, West African civilizations, Medieval Japan and China, and the Mesoamerican cultures of the Aztec, Inca, and Maya. In studying these varied cultures, students will learn about the diversity and similarities found throughout the world. Moreover, students will become proficient at comparing, contrasting, analyzing, and synthesizing information from a variety of sources spanning a wide assortment of cultures.

**Course Title:** US History 8<sup>th</sup> Grade

**Course Number:** SSS 810

**Sites:** All

- ❖ **Grade Level:** 8
- ❖ **Course Requirement:** Social Studies Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** None
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 03/2009

Students in eighth grade study ideas, issues, and events from the framing of the Constitution up to World War I, with an emphasis on America's role in the war. After reviewing the development of America's democratic institutions founded on the Judeo-Christian heritage and English parliamentary traditions, particularly the shaping of the Constitution, students trace the development of American politics, society, culture and economy and relate them to the emergence of major regional differences. They learn about the challenges facing the new nation, with an emphasis on the causes, course, and consequences of the Civil War. They make connections between the rise of industrialization and contemporary social and economic conditions.

**Course Title:** Math 7

**Course Number:** MATHS07

**Sites:** All

- ❖ **Grade Level:** 7
- ❖ **Course Requirement:** Math Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** None
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 05/2022

In math 7, students start by studying scale drawings, an engaging geometric topic that supports the subsequent work on proportional relationships in the second and fourth units. It also makes use of grade 6 arithmetic understanding and skill, without arithmetic becoming the major focus of attention at this point. Geometry and proportional relationships are also interwoven in the third unit on circles, where the important proportional relationship between a circle's circumference and its diameter is studied. By the time students reach the fifth unit on operations with rational numbers, both positive and negative, students have had time to brush up on and solidify their understanding and skill in grade 6 arithmetic. The work on operations on rational numbers, with its emphasis on the role of the properties of operations in determining the rules for operating with negative numbers, is a natural lead-in to the work on expressions and equations in the next unit. Students then put their arithmetical and algebraic skills to work in the last two units, on angles, triangles, and prisms, and on probability and sampling.

**Course Title:** Math 8

**Course Number:** MATHS08

**Sites:** All

- ❖ **Grade Level:** 8
- ❖ **Course Requirement:** Math Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** None
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 05/2022

In math 8, students begin with transformational geometry. They study rigid transformations and congruence, then dilations and similarity (this provides background for understanding the slope of a line in the coordinate plane). Next, they build on their understanding of proportional relationships from grade 7 to study linear relationships. They express linear relationships using equations, tables, and graphs, and make connections across these representations. They expand their ability to work with linear equations in one and two variables. Building on their understanding of a solution to an equation in one or two variables, they understand what is meant by a solution to a system of equations in two variables. They learn that linear relationships are an example of a special kind of relationship called a function. They apply their understanding of linear relationships and functions to contexts involving data with variability. They extend the definition of exponents to include all integers, and in the process codify the properties of exponents. They learn about orders of magnitude and scientific notation in order to represent and compute with very large and very small quantities. They encounter irrational numbers for the first time and informally extend the rational number system to the real number system, motivated by their work with the Pythagorean Theorem.

# Social Science



| <b>Social Science Course Codes</b> | <b>Social Science Course Titles</b> |
|------------------------------------|-------------------------------------|
| SSO003                             | MS Exploring the Constitution       |
| SSO004                             | MS Current Events                   |
| SSO100                             | Human Geography                     |
| SSO710                             | Social Studies World History        |
| SSO810                             | Social Studies US History           |
| SSODI7                             | Dual Immersion World History        |
| SSODI8                             | Dual Immersion US History           |

**Course Title:** MS Exploring the Constitution

**Course Number:** SSO003

**Sites:** All

- ❖ **Grade Level:** 7 – 8
- ❖ **Course Requirement:** Elective Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** None
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 11/2017

This elective course will focus in detail on the origins of the ideals expressed in the Constitution, and reviewing in detail the basic parts of the Constitution as well as facts about what it does not say. We will conclude with how the Constitution and the Bill of Rights, as well as the most important Amendments to the Constitution and the application of those enumerated rights to the criminal-justice system, apply to American citizens' lives every day.

**Course Title:** MS Current Events

**Course Number:** SSO004

**Sites:** All

- ❖ **Grade Level:** 7 – 8
- ❖ **Course Requirement:** Elective Credit (5 credits per semester, 5 credits max)
- ❖ **Prerequisite:** None
- ❖ **Course Length:** One Semester
- ❖ **Adoption Date:** 04/2018

This course provides students with an overview of current international, domestic, and local events and is designed to introduce students to analysis of written news articles and various forms of multimedia, sourcing and corroboration of information, and teacher-lead discourse. The

course is also designed to serve the needs of college and career readiness standards by making students more informed and involved global citizens. This will be accomplished through scaffolded skills-based assignments focused on reading, writing, and listening, delivered at progressively increasing levels of complexity. Due to the nature of current events and media reporting, specific topics will be selected at teacher discretion depending on news coverage each week.

**Course Title:** Human Geography

**Course Number:** SSO100

**Sites:** All

- ❖ **Grade Level:** 7 – 8
- ❖ **Course Requirement:** Elective Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** None
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 06/2016

This course provides students with both review and critical thinking applications of practical geography skills that supports grades 7-12 social science curriculum and is designed to introduce students to concepts that can be applied in the AP human geography course in high school. The course is also designed to develop students' global perspectives and appreciation for diversity to help them be successful in an increasingly globalized society. Students will practice communication, research, critical thinking, and technology skills by examining global issues and current events.

**Course Title:** Social Studies World History

**Course Number:** SSO710

**Sites:** All

- ❖ **Grade Level:** 7
- ❖ **Course Requirement:** Social Studies (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** None
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 06/2019

This course provides students with an introduction to the medieval and early modern world. Themes studied during this course include: How distant regions of the world became more interconnected; the various ways people of different cultures interacted at sites of encounter and the effects of these encounters; environmental and technological changes that affected the expansion of agriculture, cities, and human population; the rise and fall of empires, kingdoms,

states, and territories; how major world religions and cultural systems developed and changed over time.

**Course Title:** Social Studies US History

**Course Number:** SSO810

**Sites:** All

- ❖ **Grade Level:** 8
- ❖ **Course Requirement:** Social Studies Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** None
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 06/2019

This course provides students with a thematic examination of the political, economic, cultural, environmental, and social factors that have defined U.S. History. The course begins with the study of the development of American Constitutional Democracy and ends with causes, courses and consequences of the Civil War, culminating in Reconstruction. The course is also designed to serve the needs of both college and career readiness by assisting students to develop good citizenship skills and an understanding of the importance of civic responsibility.

**Course Title:** Social Studies World History

**Course Number:** SSODI7

**Sites:** JBMS

- ❖ **Grade Level:** 7
- ❖ **Course Requirement:** Social Studies (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Participation in Dual Immersion or Administrator approval
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 06/2019

Dual Immersion World History is a course taught exclusively in Spanish to enrich the Spanish listening, speaking, reading and writing skills of dual immersion students while simultaneously addressing the grade level standards for 7th grade World History. Students will study several great civilizations of the world spanning the years 500AD through 1789 AD. The units of study in 7th grade include: the fall of the Roman Empire, the rise of Feudalism in Europe, the Renaissance, Reformation, and Enlightenment in Europe, the rise of the Muslim Empire, West African civilizations, Medieval Japan and China, and the Mesoamerican cultures of the Aztec, Inca, and Maya. In studying these varied cultures, students will learn about the diversity and similarities found throughout the world. Moreover, students will become proficient at comparing,



contrasting, analyzing, and synthesizing information from a variety of sources spanning a wide assortment of cultures.

**Course Title:** Social Studies US History

**Course Number:** SSODI8

**Sites:** JBMS

- ❖ **Grade Level: 8**
- ❖ **Course Requirement: Social Studies Credit (5 credits per semester, 10 credits max)**
- ❖ **Prerequisite: Participation in Dual Immersion or Administrator approval**
- ❖ **Course Length: One year**
- ❖ **Adoption Date: 11/2019**

Dual Immersion U.S. History is a course taught exclusively in Spanish to enrich the Spanish listening, speaking, reading and writing skills of dual immersion students while simultaneously addressing the grade level standards for 8th grade U.S. History. This course provides students with a thematic examination of the political, economic, cultural, environmental, and social factors that have defined U.S. History. The course begins with the study of the development of American Constitutional Democracy and ends with causes, courses and consequences of the Civil War, culminating in Reconstruction. The course is also designed to serve the needs of both college and career readiness by assisting students to develop good citizenship skills and an understanding of the importance of civic responsibility.

## Independent Study (Listing only)

| <b>IS Course Codes</b> | <b>IS Course Titles</b> |
|------------------------|-------------------------|
| FOL024                 | English 7               |
| FOL025                 | English 8               |
| FOL026                 | Social Studies 7        |
| FOL027                 | Social Studies 8        |
| FOL028                 | Science 7               |
| FOL029                 | Science 8               |
| FOL030                 | Math 7                  |
| FOL031                 | Math 8                  |
| FOL032                 | Health 7                |
| FOL033                 | MS Career Exploration   |
| FOL034                 | Keyboarding             |
| FOL049                 | Physical Education      |