

Oak Grove Middle School

Course Catalog

2025 - 2026



Mt. Diablo Unified School District
1936 Carlotta Drive, Concord, CA 94519
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Grade Level Course Sequence Guide

Content Area	Grade 6	Grade 7	Grade 8
English	Language and Literature 6	Language and Literature 7	Language and Literature 8
Social Studies	Individuals and Societies 6	Individuals and Societies 7	Individuals and Societies 8
Mathematics	Mathematics 6	Mathematics 7 Accelerated Mathematics 7	Mathematics 8 Algebra I
Sciences	Sciences 6 (including at least 50 hours of Design)	Sciences 7 (including at least 50 hours of Design)	Sciences 8 (including at least 50 hours of Design)
Language Acquisition	Introduction to French Introduction to Spanish Accelerated Spanish 6 Spanish for Spanish Speakers IA	French IA Spanish IA Accelerated Spanish 7 Spanish for Spanish Speakers IB	French IB Spanish IB Accelerated Spanish 8 Spanish for Spanish Speakers II
Physical & Health Education	P E 6	P E 7	P E 8 Unified Sports (Teacher Recommendation)
Electives	Music Theory I Vocal Music I Band/Cadet Band/Strings Band/Concert Art I	Vocal Music I Vocal Music II World Music Mariachi Band/Concert Orchestra Jazz Band Symphonic Band Art I Drama Digital Arts	Vocal Music I Vocal Music II World Music Mariachi Band/Concert Orchestra Jazz Band Symphonic Band Art II Drama Digital Arts
Interventions <i>School Recommendation Only</i>	ELD, ALD, Academic Success	ELD, ALD, Academic Success	ELD, ALD, Academic Success

Mission and Vision Statement

Mission Statement

Oak Grove Middle School, an International Baccalaureate (IB) Middle Years Program (MYP) school, is dedicated to fostering a diverse and inclusive community where students thrive. We empower families and community members to support a bright future for all learners. At OGMS, curious minds engage in 21st-century skill-building in a safe, positive environment that inspires and challenges. Through rigorous, high-quality international education, we nurture academic and personal success, sharing a unified vision with our students, families, teachers, and community.

Vision Statement

Every Wildcat is nurtured and supported to achieve their fullest potential and have the essential skills to contribute to our local and global community.

The Oak Grove Middle School curriculum comprises **Eight** subject groups:

1. Language and Literature
2. Language Acquisition- Spanish and French
3. Individuals and Societies
4. Sciences
5. Mathematics
6. Visual & Performing Arts
7. Physical and Health Education
8. Design

Oak Grove Wildcats strive to be

- **Inquirers**
- **Knowledgeable**
- **Thinkers**
- **Communicators**
- **Principled**
- **Open-minded**
- **Caring**
- **Risk-takers**
- **Balanced**
- **Reflective**

SIXTH GRADE REQUIRED COURSES

CORE: Language & Literature 6
Individuals & Societies

Mathematics 6

Sciences & Design

Physical & Health Education

Language Acquisition: Spanish or French (choose one)

Performing Arts

LANGUAGE & LITERATURE 6 (330160)

This course provides skill development in the communication skills of reading, writing, speaking, and listening. The course includes the study of literature incorporated with developing all communication skills. Work in preparing for the mandated testing in reading and writing is included.

Purpose: To continue to develop reading, writing, speaking, listening, and thinking skills. Students will study significant literature and develop language arts skills in these three content areas. An individual student will be expected to meet district and state standards for academic achievement.

Activities: Students will read significant literature in a variety of genres. Each student will analyze literature, specifically focusing on relevance to the student's life. Each student will write for a variety of purposes and audiences. Teachers will integrate activities with content areas of study.

INDIVIDUALS & SOCIETIES 6 (333160)

This course presents the development of early humans and the origins and history of Western and non-Western civilizations to the fifth century CE. Students will understand the concepts of civilization and culture through investigating artifacts, archeology, geography, the humanities, personal history, and community building. Consideration will be given to emerging relationships among and between ancient cultures and civilizations and several individual civilizations' distinct compositions and characteristics. Students will develop higher levels of critical thinking by considering why civilizations developed where and when they did, why they became dominant, and why they declined.

Purpose: To provide a learning experience in geography, history, anthropology, sociology, religion, economics, and aesthetic citizenship/government. The study follows the Common Core Standards, which include the following ancient civilizations: Prehistoric Times, Mesopotamia, Kush, Egypt, Greece, India, China, and Rome. To learn about and gain awareness of historical events, both past and present, and understand the students' importance in history and to integrate learning with the outside world.

Activities: Lessons are designed to improve student skills and teach new skills needed to read and write for various purposes. Various approaches to learning include map and graph reading, historical studies, examining current events, and integrating

technology. Students will develop study skill techniques appropriate to content areas to enhance learning.

MATHEMATICS 6 (331060)

This course is aligned with the California Common Core State Standards for 6th-grade mathematics. The emphasis is on (1) connecting ratios and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of the division of fractions and extending the notation of numbers to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking. Students develop the ability to communicate, understand, and critique mathematical reasoning through problem-solving using higher-order thinking skills. Students will continue to develop their use of the eight mathematical practices in their learning process: (1) Make sense of problems and persevere in solving them; (2) Reason abstractly and quantitatively; (3) Construct viable arguments and critique the reasoning of others; (4) Model with Mathematics; (5) Use appropriate tools strategically; (6) Attend to precision; (7) Look for and make use of structure; (8) Look for and express regularity in repeated reasoning.

Purpose: To learn fundamental concepts of addition, subtraction, multiplication, division, whole numbers, integers, decimals, and fractions through the strands of mathematics: number sense, geometry, algebra and functions, measurement, logic, probability, and statistics, continued review and emphasis on basics. Problem-solving strategies, computational skills, and understanding of concepts will be emphasized.

INTERDISCIPLINARY LEARNING 6 (332060)

The major emphasis in Science 6 is on Earth science, integrating life and physical science. Content includes major ideas relevant to energy in the earth's systems:

- **Earth Science:** Students will demonstrate their intricate knowledge of how the sun drives the water cycle to create weather and climate.
- **Life Science:** Students will learn about the structure and function of cells and body systems and apply this knowledge to concepts of genetics and reproduction.
- **Physical Science:** Regarding energy, students will explain the connections among particles, temperature, mass, and density.

LANGUAGE ACQUISITION

Students will choose between learning French or Spanish. Those who choose Spanish will be placed in the appropriate level class based on a placement test and/or prior enrollment in dual immersion programs. Students should remain in the same language acquisition pathway for 6th, 7th, and 8th grades.

LANGUAGE ARTS LABORATORY - FRENCH (000320)

This is a performance-based course in which students use listening, speaking, reading, and writing skills to develop fluency in French. Students build confidence and a solid

foundation for future language learning while using these skills in exploring various familiar themes or topics. Students will communicate within the context of learned vocabulary and structure. They begin to understand the nature of language and recognize similarities and differences between target culture(s) and American culture. In a supportive learning environment conducive to developing new perspectives, students may acquire intercultural awareness and experience personal and academic growth through positive personal interactions.

LANGUAGE ARTS LABORATORY - SPANISH (000320)

This is a performance-based course in which students use listening, speaking, reading, and writing skills to develop fluency in Spanish. Students build confidence and a solid foundation for future language learning while using these skills in exploring various familiar themes or topics. Students will communicate within the context of learned vocabulary and structure. They begin to understand the nature of language and recognize similarities and differences between target culture(s) and American culture. In a supportive learning environment conducive to developing new perspectives, students may acquire intercultural awareness and experience personal and academic growth through positive personal interactions. Students will have opportunities to learn about people's daily lives in various Spanish-speaking countries. In addition, language skills will be reinforced through video segments, reading selections, in-person conversations, music, art, projects, and cultural crafts. Learning will revolve around greetings, school, class, weather, friends, food, and pastimes.

SPANISH FOR SPANISH SPEAKERS IA (335715)

Spanish for Spanish Speakers is a language arts course in which students improve their language skills in listening and speaking and concentrate on expanding the skills of reading and writing proficiency. Students expand these skills while exploring a variety of themes and topics. They begin recognizing cultural similarities and differences and appreciate Spanish-speaking peoples' contributions. It is a course in which students improve their vocabulary, grammar, and spelling and concentrate on developing reading and writing proficiency. Students will be expected to speak entirely in Spanish during class. Much of the cultural content is represented in the literature, study of music, class projects, and the sharing of personal experiences.

ACCELERATED SPANISH 6 (335767)

This course will provide Spanish language skill development in reading, writing, speaking, and listening in Spanish. Students will read Spanish historical fiction, personal narratives (fiction and nonfiction), biographies, poetry, dramas, allegories, realistic fiction, informational and persuasive articles, and expository texts in Spanish. Students will learn Spanish vocabulary words, reading comprehension strategies, and Spanish language grammar and spelling rules. Students will produce Spanish-language narratives, arguments, and informational and expository writings (including research reports).

This Spanish language reading, writing, speaking, and listening skill development will occur in units organized around overarching questions such as “How can changes transform how we look at the world?” “What can we gain from reading about past civilizations?” “What does it take to accomplish a goal?” “How do people meet challenges and solve problems?” “How can discoveries open new possibilities?” and “When is it important to take action?” Instruction will be delivered in Spanish, and student work will be completed in Spanish.

PHYSICAL & HEALTH EDUCATION 6 (335100)

This course allows students 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 sixth grade, the content standards emphasize working cooperatively to achieve a common goal. The focus of this course is the development of movement skill combinations and movement skill knowledge; the assessment and maintenance of physical fitness to improve health; 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.

Activity units include physical fitness, cooperative activities, throwing and catching skills, volleying skills, racket skills, dribbling skills, and various rhythm and mat activities. In addition, students will be aware of various careers within the physical fitness industry.

Purpose: To develop interest and proficiency in movement skills essential to lifelong participation in physical activity. Students will develop and maintain the highest possible physical fitness and wellness to meet physical performance demands during work, play, and emergencies. Teachers will work with students surrounding the fundamentals of movement through sequential motor skills development.

- Students will develop appropriate social behavior by working independently and with others during planned activities. They will continue to develop a positive self-image and strive toward self-realization through planned physical activities.
- Students will achieve the highest level of physical performance by setting realistic personal goals and applying all available knowledge, movement experiences, and personal resources.
- Units include basketball, volleyball, football, soccer, softball, track and field, dance, movement exploration, physical fitness, aerobic exercise to music, hockey, lacrosse, shuffleboard, tennis and paddle tennis, and wrestling.
- Students will participate in weekly cardiovascular tests and complete state-mandated physical fitness testing by the end of the second semester.

SIXTH GRADE VISUAL AND PERFORMING ARTS ELECTIVES

GENERAL MUSIC, THEORY (004540)

This course provides an understanding of the basic elements of music theory (written and aural skills) to continue studies at the advanced intermediate levels by learning to read and notate music. Listening to, analyzing, evaluating, performing, creating, and responding to music are the fundamental music processes in which humans engage. Students learn by singing, playing instruments, and creating music, enabling them to acquire musical skills and knowledge that can be developed throughout their foundational studies.

VOCAL MUSIC 1 (004520)

Chorus is a course for students in grades 6. Students will learn proper vocal techniques and rehearse and perform choral music of different styles, cultures, and periods. Performances for school, community, and music festivals are an important part of the program. This class is designed for all students with or without previous experience in music and can prepare students for more advanced classes. **Students must participate in the following performances and understand this is a one-year commitment: Winter Concert, Spring Concert, and performances at scheduled festivals.**

CADET BAND (004450)

6th-grade students with no prior experience are welcome. 6th grade students with experience on a band instrument (woodwind, brass, percussion) are encouraged to continue playing in this beginning-level ensemble. Students will receive instrumental instruction and develop music literacy, overall musicianship skills, and a sense of responsibility to a performing ensemble. Students perform in at least three concerts throughout the year. Band instruments include Flute, Clarinet, Bass Clarinet, Saxophone, Trumpet, Trombone, French Horn, Baritone Horn, Bass Guitar, and Percussion. Playing and performing with a musical ensemble is an amazing experience that helps build self-esteem, confidence, and pride in accomplishment.

Beginning Band (004410) provides the opportunity for interested students to begin playing one of the following band instruments: flute, clarinet, saxophone, trumpet, trombone, or baritone horn. Students in the Beginning Band will be provided instruction with their newly chosen instrument. It is highly suggested that students provide their instruments.

STRINGS ENSEMBLE (004470)

6th-grade students with no prior experience are welcome. 6th grade students with experience on an orchestra instrument (violin, viola, cello, bass) are encouraged to continue playing in this beginning-level ensemble. Students will receive instrumental instruction and develop music literacy, overall musicianship skills, and a sense of responsibility to a performing ensemble. Students perform in at least three concerts throughout the year. Playing and performing with a musical ensemble is an amazing experience that helps build self-esteem, confidence, and pride in accomplishment.

CONCERT BAND (004425)

7th grade course (6th grade with teacher recommendation) The Concert Band is open to woodwind, brass, and percussion students with one to two years of playing experience. The student will continue to build upon skills acquired in the Cadet Band and again be exposed to various musical styles in the Band repertoire. Performances will be scheduled during the school year.

AVID 6 (009203)

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 that utilizes 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. Additionally, students engage in activities centered around exploring college and career opportunities and their own agency.

Some students may have previous experience with AVID Elementary, and some students will be experiencing AVID for the first time. The 6th grade AVID Elective course is an introduction to the AVID philosophy. Students will develop an awareness of the values accompanying academic goals and success. The course will focus on building students' self-confidence and communication skills in working with peers and adults. Students will be exposed to reading strategies that will assist them in building vocabulary and understanding a variety of texts and will also focus on pre-writing techniques, summary writing, and structural components of note-taking. Students will increase college and career awareness through guest-speaker presentations, field-trip opportunities, and research.

SEVENTH GRADE REQUIRED COURSES

CORE: Language & Literature 7
 Individuals & Societies

Mathematics 7

Sciences & Design

Physical & Health Education

Language Acquisition: Spanish or French (choose one)

LANGUAGE & LITERATURE 7 (330170)

This course provides skill development in the communication skills of reading, writing, speaking, and listening. The course includes the study of literature incorporated with developing all communication skills. Work in preparing for the mandated testing in reading and writing is included.

Purpose: Students will develop reading, writing, speaking, listening, and thinking skills. They will study significant literature, including fiction, poetry, drama, and informational texts. Students will develop language arts skills for all content areas to meet district and state standards for academic achievement.

Activities: Students will be reading significant literature in various genres. They will read various expository texts and analyze literature, focusing on the literary features authors use to enhance their writing. They will be writing for a variety of purposes and audiences, with particular attention paid to documenting support.

INDIVIDUALS & SOCIETIES 7 (333170)

This course studies world civilization, emphasizing cultures from 500-1789 C.E. It will integrate trends from previous periods to develop appropriate historical study. Students can study significant historical developments and events during these periods. Students will also demonstrate competency in thinking historically, understanding the relationship between the individual and community, and applying the social science method.

Focus: World History and Geography: Medieval and Early Modern Times

Students in 7th grade will study the social, cultural, and technological changes that occurred in the world from A.D. 500 to 1789. After a review of Ancient Rome, they will examine the growing economic and cultural interactions among diverse civilizations and the global exchange of ideas. The following cultures are included in the 7th grade Common Core Standards: Middle East, Africa, Asia (India, China, and Japan), Europe (Renaissance, Reformation, Scientific Revolution, Enlightenment, and Age of Exploration), and Latin America. Geography units will be interwoven within all units.

INTERDISCIPLINARY LEARNING 7 (332070)

This course includes life science and the integration of physical principles and Earth processes.

- **Life Science:** The emphasis is on how the chemical reactions of photosynthesis and cellular respiration play vital roles in determining the size and diversity of ecosystems. Within this unit, students will follow the flow of matter and energy through an ecosystem, identifying patterns of interactions among autotrophs and heterotrophs.
- **Physical Science:** This unit focuses on chemistry. Students are introduced to atomic structure, the Law of Conservation of Matter, properties of substances, and chemical reactions. Students will learn about particle motion relative to thermodynamics.
- **Earth Science:** The first focus ties directly into the life science emphasis on ecosystems by exploring the wide range of natural resources embedded within them. Students will learn about the effect of human activity, including the development of synthetic materials, on these resources and be challenged to develop solutions for maintaining the health of the planet's ecosystems.
 - The second major area of learning for Earth Science relates to geologic processes. Students will investigate the development of Earth's layers

following the planet's creation and how these layers facilitate plate tectonics. Students will draw parallels between geologic processes and the rock cycle, earthquakes, volcanism, and the cycling of Earth's materials.

- **Positive Prevention Plus:** An MDUSD-adopted curriculum that focuses on human reproductive systems, sexually transmitted diseases, and sexual exploitation.

MATHEMATICS 7 (331070)

This course is aligned with the California Common Core State Standards for 7th-grade mathematics. The emphasis is on (1) developing an understanding of and applying proportional relationships, (2) developing an 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. Students develop the ability to communicate, understand, and critique mathematical reasoning through problem-solving using higher-order thinking skills. Students will continue to develop their use of the eight mathematical practices in their learning process: (1) Make sense of problems and persevere in solving them; (2) Reason abstractly and quantitatively; (3) Construct viable arguments and critique the reasoning of others; (4) Model with Mathematics; (5) Use appropriate tools strategically; (6) Attend to precision; (7) Look for and make use of structure; (8) Look for and express regularity in repeated reasoning.

ACCELERATED MATHEMATICS 7 (301173)

This course is aligned with the California Common Core State Standards for Accelerated 7th-grade mathematics and is a prerequisite for Math 8/Algebra I. This course differs from Math 7 in that it contains content from Math 8. Compared to the MATH 7 course, the additional content demands a faster pace of instruction and learning and greater student independence. The emphasis is on (1) developing a unified understanding of numbers, recognizing fractions, decimals, and percentages as different representations of rational numbers, (2) using linear equations and systems of linear equations to represent, analyze, and solve a variety of problems; (3) using single data distributions to compare two-data distributions and address questions about differences between populations; and (4) solving problems involving the area and circumference of a circle and surface area of three-dimensional objects. Students develop the ability to communicate, understand, and critique mathematical reasoning through problem-solving using higher-order thinking skills. Students will continue to develop their use of the eight mathematical practices in their learning process: (1) Make sense of problems and persevere in solving them; (2) Reason abstractly and quantitatively; (3) Construct viable arguments and critique the reasoning of others; (4) Model with Mathematics; (5) Use appropriate tools strategically; (6) Attend to precision; (7) Look for and make use of structure; (8) Look for and express regularity in repeated reasoning.

LANGUAGE ACQUISITION

Students should continue with the subsequent levels of the language acquisition course they have previously taken. Those who choose Spanish will be placed in the appropriate level class based on a placement test and/or prior enrollment in dual immersion programs.

FRENCH IA (005110)

This is a performance-based course in which students use listening, speaking, reading, and writing skills to develop fluency in French. Students build confidence and a solid foundation for future language learning while using these skills in exploring various familiar themes or topics. Students will communicate within the context of learned vocabulary and structure. They begin to understand the nature of language and recognize similarities and differences between target culture(s) and American culture. In a supportive learning environment conducive to developing new perspectives, students may acquire intercultural awareness and experience personal and academic growth through positive personal interactions.

SPANISH IA (005715)

This is a performance-based course in which students use listening, speaking, reading, and writing skills to develop fluency in Spanish. Students build confidence and a solid foundation for future language learning while using these skills in exploring various familiar themes or topics. Students will communicate within the context of learned vocabulary and structure. They begin to understand the nature of language and recognize similarities and differences between target culture(s) and American culture. In a supportive learning environment conducive to developing new perspectives, students may acquire intercultural awareness and experience personal and academic growth through positive personal interactions. Students will have opportunities to learn about people's daily lives in various Spanish-speaking countries. In addition, language skills will be reinforced through video segments, reading selections, in-person conversations, music, art, projects, and cultural crafts. Learning will revolve around greetings, school, class, weather, friends, food, and pastimes.

SPANISH FOR SPANISH SPEAKERS IB (025701)

It is a course in which students improve their vocabulary, grammar, and spelling and concentrate on developing reading and writing proficiency. Students will be expected to speak entirely in Spanish during class. Much of the cultural content is represented in the literature, study of music, class projects, and the sharing of personal experiences.

ACCELERATED SPANISH 7 (005767)

This course will teach grade-level Spanish language arts aligned to the 7th-grade common core language arts standards. This course will provide Spanish language skill development in reading, writing, speaking, and listening in Spanish. Students will read Spanish-language poetry, dramas, interviews, novels, fiction, informational and persuasive articles, and expository texts in Spanish. Students will learn Spanish

vocabulary words, reading comprehension strategies, and Spanish language grammar and spelling rules. Students will produce Spanish-language narratives, arguments, and information/ expository writings. Instruction will be delivered in Spanish, and student work will be completed in Spanish.

PHYSICAL & HEALTH EDUCATION 7 (338570)

This course allows students to learn through a developmentally appropriate, comprehensive, sequentially planned physical education program aligned with the Physical Education Model Content Standards for California Public Schools. The focus of this course is the application of movement skills and knowledge to individual and group physical activities; the assessment and maintenance 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 can include, but are not limited to physical fitness testing, cooperative activities and games, mature pattern throwing and catching skills applied during small-sided games (team handball/Ultimate Frisbee/softball); track and field skills (including long jump, shot put, high jump, sprints, and relays); golf; volleyball; racket games (paddle tennis/pickleball/tennis); basketball; multicultural dance; and introductory self-defense. In addition, students will explore various careers within the physical fitness industry.

Purpose:

Develop interest and proficiency in movement skills essential to lifelong participation in physical activity; develop and maintain the highest possible level of physical fitness and wellness to meet the demands of physical performance during work, play, and emergencies. Students will continue to understand the fundamentals of movement through sequential motor skills development. Teachers will work on assisting students in developing a positive self-image and striving towards self-realization through planned physical activities; students will develop appropriate social behavior by working independently and with others during planned activities.

Achieve the highest level of physical performance by setting realistic personal goals and applying all available knowledge, movement experience, and personal resources.

Units include basketball, volleyball, football, soccer, softball, track and field, dance, movement exploration, physical fitness, aerobic exercise to music, hockey, lacrosse, shuffleboard, tennis and paddle tennis, and wrestling.

- Students will participate in weekly cardiovascular tests and complete state-mandated physical fitness testing by the end of the second semester.

EIGHTH GRADE REQUIRED COURSES

CORE: Language & Literature 8

Individuals & Societies

Mathematics 8 or Algebra I (Note: *Students will be placed in math classes based on test scores, grades, teacher recommendation, and standardized assessments.*)

Sciences & Design 8

Physical & Health Education

Language Acquisition: Spanish or French (choose one)

LANGUAGE & LITERATURE 8 (330180)

This course provides skill development in the communication skills of reading, writing, speaking, and listening. The course includes the study of literature incorporated with developing all communication skills. This course focuses on opportunities to continue developing Language Arts skills. Reading comprehension, literary response, and analysis are stressed according to the Common Core Standards. Students read and respond to significant literature, including novels, short stories, non-fiction, poetry, and drama. Independent reading of fiction and non-fiction is emphasized to foster reading development and enjoyment. Writing instruction focuses on strategies to develop clear, focused essays with an awareness of audience and purpose. Narrative responses to literature and descriptive essays are based on the eighth-grade core literature, letters, journals, and logs. A variety of practices in public speaking, such as short speeches, oral interpretation, class discussions, or drama, is offered. Reviewing parts of speech, grammatical rules, spelling, punctuation, and capitalization standards is related to the writing program.

INDIVIDUALS & SOCIETIES 8 (333180)

This course begins with a review of the major ideas, issues, ideals, and events preceding the nation's foundation. Students study United States history in depth, from the framing of the Constitution through the Industrial Revolution. Based on Common Core Standards, students will study ideas, issues, political evolution, and events from the American Revolution and the framing of the Constitution until World War I. They will understand and evaluate the critical turning points of the American people, the contributions of various cultures, and the development of the political, economic, and social structures that comprise our country today. Students will demonstrate knowledge of our Constitutional democracy, political parties, foreign policy, sectional divisions, and historical contributions of men and women of various ethnic backgrounds. Geography skills and cultural diversity will be emphasized in all units.

INTERDISCIPLINARY LEARNING 8 (332080)

This course emphasizes physical science with linkages to earth and life science.

- Physical Science: Students will understand how and why objects move (and not move); they will also observe how energy plays a role and discover how these interactions are not limited to what we can see (ie, waves and electromagnetic radiation.)

- Earth Science: Students will learn about Earth's 4.6 billion-year-old history and systems in space, considering the scale of space phenomena and how processes like moon phases, eclipses, and seasons work.
- Life Science: Students will master genetics and its influence on the growth and development of organisms, including how DNA and genes allow for traits in organisms and how organisms are likely to use these traits to adapt to their environment, allowing for change in their species over vast periods.

MATHEMATICS 8 (001306)

This course is aligned with the Common Core Standards for 8th-grade mathematics. The emphasis is on transitioning from concrete, basic math skills to abstract algebraic, geometric, and statistical concepts. Students collect, model, and analyze data and patterns in real-world and career-related situations. They develop the ability to communicate, understand, and critique mathematical reasoning through reading, writing, and speaking. Students focus on math-specific study skills, perseverance, and attention to precision, preparing for success in high school mathematics (**Algebra I**).

ALGEBRA I (001310)

This course covers the full twenty-five Common Core Standards for Algebra I. Emphasis is on writing, solving, and graphing linear and quadratic equations. The ability to communicate mathematical reasoning and understanding will be incorporated into all the topics. In addition, algebraic skills and concepts are developed and used in various problem-solving situations. **This course is a College Prep course. To earn credit for the A-G requirement for UC/CSU Universities, students must earn at least a "C" or better in each of the four quarters.**

LANGUAGE ACQUISITION

Students will continue learning French or Spanish. Those who choose Spanish will be placed in the appropriate level class based on a placement test and/or prior enrollment in dual immersion programs.

FRENCH IB (005120)

Prerequisite: French IA or its equivalent.

This is a performance-based course in which students use listening, speaking, reading, and writing skills to develop fluency in French. Students build confidence and a solid foundation for future language learning while using these skills in exploring various familiar themes or topics. Students will communicate within the context of learned vocabulary and structure. They begin to understand the nature of language and recognize similarities and differences between target culture(s) and American culture. In a supportive learning environment conducive to developing new perspectives, students may acquire intercultural awareness and experience personal and academic growth through positive personal interactions.

SPANISH IB (005725)

Prerequisite: Spanish IA or its equivalent.

This is a performance-based course in which students use listening, speaking, reading, and writing skills to develop fluency in Spanish. Students build confidence and a solid foundation for future language learning while using these skills in exploring various familiar themes or topics. Students will communicate within the context of learned vocabulary and structure. They begin to understand the nature of language and recognize similarities and differences between target culture(s) and American culture. In a supportive learning environment conducive to developing new perspectives, students may acquire intercultural awareness and experience personal and academic growth through positive personal interactions.

In the second year of Spanish, students will continue to enhance their knowledge in the four basic areas of communication: listening, speaking, reading, and writing. Students will continue to have opportunities to learn about people's daily lives in various Spanish-speaking countries. Language skills will be reinforced through video segments, reading selections, in-person conversations, music, art, projects, and cultural crafts. Learning will revolve around the themes of family parties, the home, shopping, and modes of communication.

SPANISH FOR SPANISH SPEAKERS II (005702)

This is a language arts course in which students advance their language skills in listening and speaking and continue to develop their reading and writing proficiency. Students expand these skills while exploring literature-based themes and topics. They recognize similarities and differences between cultures and appreciate the cultural contributions of Spanish-speaking peoples. Completing this course ("C" or better/Teacher recommendation) allows students to enroll in any appropriate advanced-level Spanish course.

ACCELERATED SPANISH 8 (005768)

This course will provide Spanish language skill development in reading, writing, speaking, and listening in Spanish. Students will read Spanish-language poetry, dramas, interviews, novels, fiction, informational and persuasive articles, and expository texts in Spanish. Students will learn Spanish vocabulary words, reading comprehension strategies, and Spanish language grammar and spelling rules. Students will produce

Spanish-language narratives, arguments, and information/ expository writings. Instruction will be delivered in Spanish, and student work will be completed in Spanish.

PHYSICAL & HEALTH EDUCATION 8 (338580)

This course allows students 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 the eighth 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, tumbling, and square dance; the assessment and 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 interaction, and group dynamics, in the learning and performance of physical activity.

Units of activity include physical fitness (activities, assessment, concepts, development, and maintenance); cooperative activities; movement skills and strategies applied in modified games of flag football; soccer; lacrosse; volleyball, basketball, or floor hockey; softball, team handball/ultimate frisbee; square dance; wrestling, rugby, track and field, and racket sports. Students will explore various careers within the physical fitness industry.

Purpose:

Develop interest and proficiency in movement skills that are essential to a lifelong participation in physical activity; develop and maintain the highest possible level of physical performance during work, play, and emergencies; understand the fundamentals of movement through sequential motor skills development; develop appropriate social behavior by working independently as well as with others during planned activities; develop a positive self-image and to strive toward self-realization through planned physical activities.

- Achieve the highest level of physical performance by setting realistic personal goals and applying all available knowledge, movement experiences, and personal resources.
- Activities/Units could include basketball, volleyball, football, soccer, softball, track and field, square dance, movement exploration, physical fitness, aerobic exercise to music, tumbling, golf, shuffleboard, tennis and paddle tennis, and wrestling.
- Students will participate in weekly cardiovascular tests and complete state-mandated physical fitness testing by the end of the second semester.

SEVENTH & EIGHTH GRADE ELECTIVES

AVID (009203)

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 that utilizes 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. Additionally, students engage in activities centered around exploring college and career opportunities and their own agency. Students are selected to participate in the AVID Elective through an application and interview process.

AVID 7

The 7th grade AVID Elective course builds upon the foundational components of the AVID philosophy. Students will refine short- and long-term goals and, as a result, begin to understand the value in taking charge of their actions. They will start working on intrapersonal and interpersonal skills as well as formal and informal speech. Students will complete self-evaluations and peer evaluations related to reading, writing, organization, and speaking. In broadening their writing practice, students will begin considering audience, purpose, and form in their writing. Students will take an active role in their learning, understanding the roles of all members in assignments and collaborative lessons. They will expand their knowledge base regarding note-taking in relation to studying and test preparation. Students will be exposed to various field trips, guest speakers, and research to increase their knowledge of college and career options.

AVID 8

The 8th grade AVID Elective course is the year of preparation for high school. Students will regularly exhibit and utilize the skills and strategies learned in the 6th and 7th grade AVID courses. They will refine previous goals, focusing on their transition to high school as part of a college-preparatory path. Their writing will focus on completing all steps of the writing process and varying style, word choice, vocabulary, structure, and voice. Major writing assignments include persuasive, expository, descriptive, and timed writing. Students will transition from active learners to leaders. Other areas of focus include increasing the use of technology and building upon test-preparation and test-taking knowledge. Students will broaden their experience with analyzing text and utilizing appropriate reading strategies in various settings. They will become more involved in guest-speaker presentations and field trips, particularly as they relate to preparation and prior knowledge. Students will also participate in college-preparatory testing and build connections with the high school they will attend.

VISUAL AND PERFORMING ARTS

Music Theory I General Music, Theory I (004540)

This course provides an understanding of the basic elements of music theory (written and aural skills) to continue studies at the advanced intermediate levels by learning to

read and notate music. Listening to, analyzing, evaluating, performing, creating, and responding to music are the fundamental music processes in which humans engage. Students learn by singing, playing instruments, and creating music, enabling them to acquire musical skills and knowledge that can be developed throughout their foundational studies.

World Music (004550)

This course continues intermediate and advanced studies in ethnomusicology. Materials will cover a wide range of music from countries around the world. It promotes an understanding that to participate fully in a diverse, global society, students must understand their own historical and cultural heritage and those of others within their communities and beyond. By applying listening and performing skills to evaluate musical expressions from different cultures, the goal is to promote the idea that artistic, musical expression is a balanced, comprehensive, and sequential process towards the evolution of the Humanities and preserves the longevity of sustaining a culture's values, folklore and traditions. **Prerequisite: Music Theory I or Vocal Music I**

Vocal Music II (004520)

This course provides continued study at the intermediate and advanced choral/vocal music levels. It is open to students who have completed General Music Theory I or Vocal Music I. It is designed to increase each student's vocal skills and performance levels and further develop their appreciation of the aesthetic value of choral music from different cultures. Studying involves more advanced rehearsal techniques and performance skill sets of appropriate Choral literature from an eclectic repertoire, including traditional and contemporary arrangements. Demonstration from the Vocal Music I or General Music/Music Theory coursework will provide the fundamentals to continue in the developmental progression of studying. The necessary musicianship skills, such as sight-singing exercises, developing healthy vocal technique, and acquiring basic knowledge, history, and appreciation of various genres of literature for choral/vocal music, allow the progression in ensemble work for developing young voices. **Prerequisite: Music Theory I, Vocal Music I, or World Music**

Mariachi (004490)

This course allows students to learn the musical and cultural aspects of the Mariachi ensemble. It consists of teaching students instrumental and vocal techniques, improvisation, composition skills, and the historical components expressed in the music. The curriculum strives to include students of all cultures to promote a better understanding of culture and diversity through performance. Students will gain knowledge of regional and historical varieties of Mariachi music. Student ensembles from Arizona, California, Texas, and across Mexico reflect the continued importance of preserving the literature of traditional arrangements. As a result of studies, the goal is that the student's performance skills are developed; therefore, it improves their self-esteem, building individual character so that they perceive themselves as a valued asset to a musical ensemble. Mariachi Music becomes a catalyst through which

students learn individual and collaborative skills. This promotes their ability to recognize themselves as members of a community and part of a global society.

Prerequisites: Music Theory I, Vocal Music I, II or World Music

CONCERT (004425)

7th grade course (6th grade with teacher recommendation) The Concert Band is open to woodwind, brass, and percussion students with one to two years of playing experience. The student will continue to build upon skills acquired in the Cadet Band and again be exposed to various musical styles in the Band repertoire. Performances will be scheduled during the school year.

SYMPHONIC BAND (004445)

8th-grade course (7th grade with teacher recommendation) The Symphonic Band course continues skill development and playing skills. This band performs at a level suitable for most 7th and 8th-grade music students. The students will rehearse and perform standard band literature and contemporary music. Students will continue to develop and advance their instrumental skills, general music literacy, overall musicianship skills, and a sense of responsibility to a performing ensemble. Band instrument selections include Flute, Oboe, Clarinet, Bass Clarinet, Saxophone (alto, tenor, baritone), Trumpet, Trombone, French Horn, Baritone Horn, Bass Guitar, and Percussion. Students must know the B flat, E flat, G, and D major scales. Students must participate in the following performances and understand this is a one-year commitment: Winter Concert, Spring Concert, and performances at scheduled festivals.

ORCHESTRA (004480)

is open to 7th- and 8th-grade violin, viola, cello, and string bass students with at least one year of experience on their respective instruments. Students must participate in the following performances and understand this is a one-year commitment: Winter Concert, Spring Concert, and performances at scheduled festivals.

ART I (004125)

This course will examine Topics in Art and experiment with various art mediums, tools, and production techniques. You will be challenged to think visually and problem-solve creatively using the Elements of Art, including Line, Shape, Value, Texture, Form, Space, and Color, in the production of 2D and 3D works of art.

ART II (004135)

During this course, we will look at the Art of various artists and periods in Art History and create works of art in related styles. You will be challenged to think visually and problem-solve creatively using the Elements of Art learned in Art 1 and the Principles of Design, including Balance, Emphasis, Proportion, Movement, Rhythm/Repetition/Pattern, Variety, and Unity in the production of 2D and 3D works of art.

Digital Media Arts (009121)

Digital Media Arts is a three-part introductory course. One unit will cover discovering how to use the computer as a tool for students to create their original art projects. Students will learn the use of a Photoshop alternative and other technologies to create beginning-level graphics. Another unit will allow students to learn how to create basic animations and gifs. The third unit is a beginner course in the study of basic photography. Students will learn the history and development of photography, study inspirational photographers and their work, learn compositional elements for better photographs, and discover how DSLR cameras work and how to manipulate settings to create the intended look. Digital Photography introduces students to using digital cameras to express feelings and ideas and carefully compose a picture to make it meaningful to any viewer.

OTHER OFFERINGS

INTERVENTION AND SPECIAL EDUCATION SERVICES

The Mt. Diablo School District recognizes that the traditional school setting is not appropriate for all students. Consequently, the district offers an array of alternatives for those youngsters whose needs are better met in small groups, with more individualized attention, or through contact with various adults. The district recognizes that some students are self-motivated and prefer to work independently. Others require monitoring and a highly structured situation. Our school provides the following programs for students with special needs and needing academic intervention.

ENGLISH LANGUAGE INTERVENTION

These courses enhance students' self-confidence and promote English language proficiency for personal, social, and educational purposes. A special emphasis is placed on developing each student's academic English proficiency.

Placement is based upon ELPAC scores, length of time classified as an English Language Learner (ELL), and recommendation from the district English Language Development office.

ELD: English Language Development: This class is leveled 1-4 for students in the United States for approximately 5 years or fewer.

ALD: English Learner Academic Language Development: This class is for long-term English Learners (LTEL) who have not yet met the reclassification requirements and continue to struggle academically.

SPECIAL EDUCATION

Only Individual Education Plan (IEP) students may be in the following classes.

Academic Success: This course is designed to support Special Education students in their grade-level standards. It provides academic support to improve a student's academic performance. The course also addresses English, math, science, and history literacy skills. Teachers pre-teach and review concepts and help students develop study and organization skills. Academic Success is offered to students in place of one elective class to support them in regular education classes. *Placement in these classes is based on the student's IEP and will affect elective selections.*

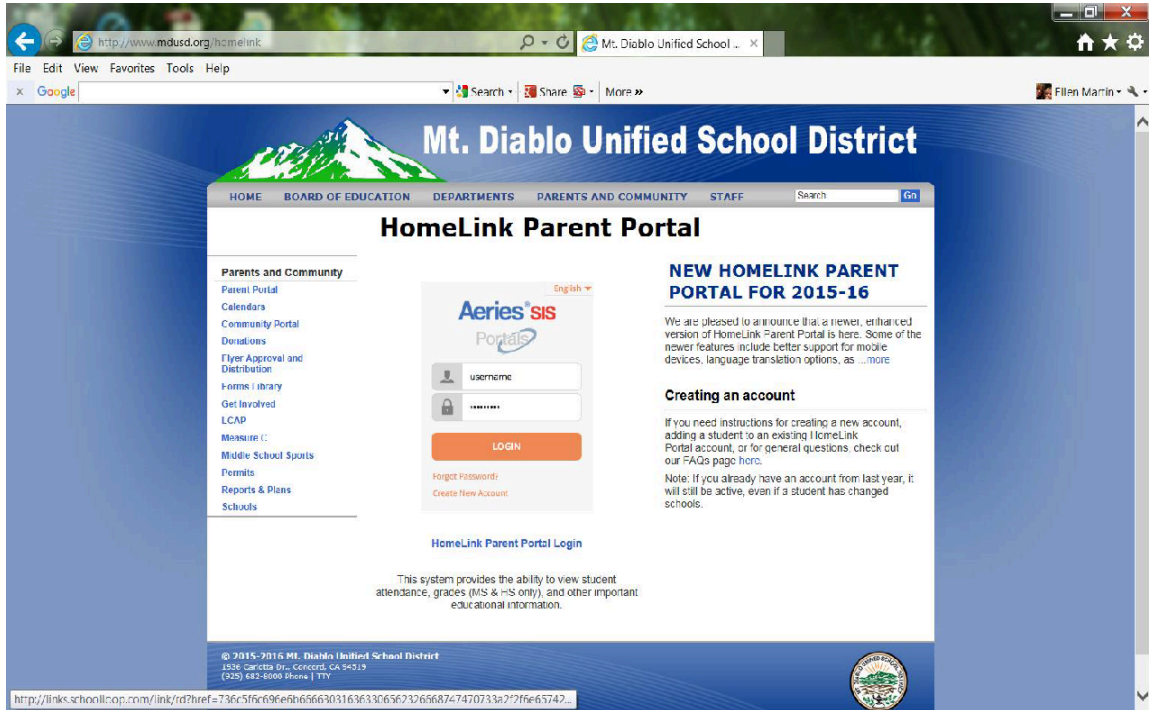
Full-Time Special Education: Students in this program require special instruction most of their day. *Placement in these classes is based on the student's IEP and will affect elective selections.*

Part-Time Special Education: Students in this program attend general education classes for most of the school day. *Placement in Special Education support classes is based on the student's IEP and will affect elective selections.*

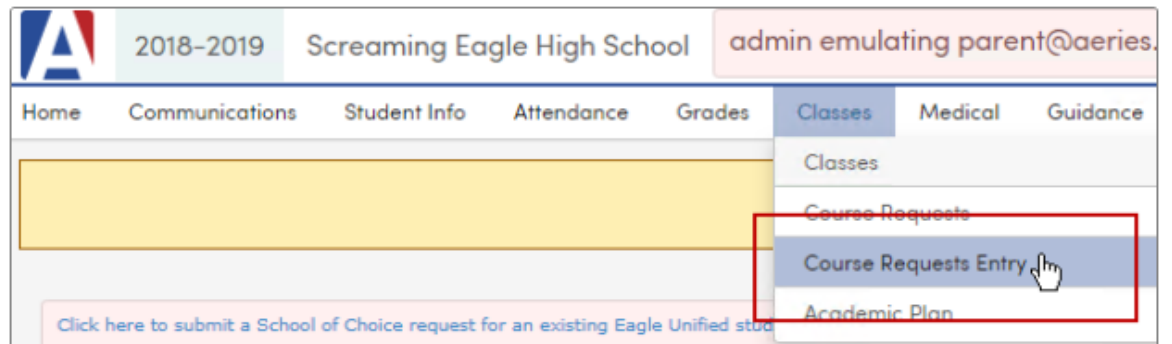
ONLINE COURSE REQUESTS

HomeLink Parent and Student Portal Online Course Requests: Instructions
































1. **Sign in** to the HomeLink Parent or Student Portal at www.mdusd.org/homelink



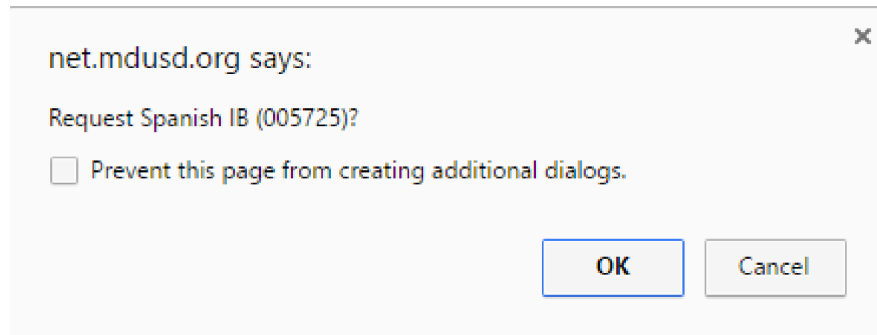
2. Click on **Classes** and choose **Course Requests Entry** under the Student Info menu.



3. Use the **Filter Courses** box to view available courses. Click on the “Search” button. A new screen will appear, and you can search your electives. (Yours will look slightly different; this is just an example.)

Filter Courses		
Name or Nbr: <input type="text"/>	Sbj Area: <input type="text" value="Show All Courses"/>	<input type="button" value="Search"/> <input type="button" value="Remove Filter"/>
Click A Course To Request or  for Info		
 Adv Algebra Cp (0610)	 Ceramics I (0104)	 Honors Biology (0666)
 Adv Dance (0019)	 English 10 CP (0302)	 Journalism (0351)
 Algebra Cp (0607)	 French I CP (0401)	 Leadership (0968)
 Art I (0101)	 French II Cp (0402)	 PE (0011)
 Art II (0115)	 French III Cp (0403)	 Spanish I (0416)
 Beg Choir (0593)	 Geometry Cp (0608)	 Spanish II (0417)
 Beg Dance (0017)	 GrapArt & Dsgn (0222)	 Spanish III (0418)
 Beg Drama (0331)	 Hon Eng 10 CP (0315)	 Sports PE (0099)
 Beg_Band (0584)	 Hon Geo/Trg CP (0624)	 World Hist_Cp (0701)
 Biology Cp (0656)	 Hon World His (0710)	 Yearbook (0352)
 Ceramics II (0105)		

4. Choose **two elective courses** by clicking on the course title. You will see a box that asks you to confirm your choice by clicking “OK.” Here is an example:



5. Chosen courses will appear in the list on the left side of the screen, as in this example. From this screen, you should:
- Add Alternate** course requests by clicking on “Add Alternate,” then on one of the courses showing on the right side of the screen as you did before.
 - Remove a course request by clicking on the “X”.

Subject Area	Primary Request	Alternate Request
English	✘ ⓘ English 10 CP (0302)	Add Alternate
Physical Education	✘ ⓘ PE (0011)	Add Alternate
Social Science	✘ ⓘ Hon World His (0710)	Add Alternate
Mathematics	✘ ⓘ Adv Algebra Cp (0610)	Add Alternate
Fine Arts	✘ ⓘ Art I (0101)	Add Alternate
Practical Arts	✘ ⓘ Yearbook (0352)	Add Alternate
Science/Life	✘ ⓘ Honors Biology (0666)	Add Alternate
Science/Physical		
Health & Career Ed		
Computer Science		
Electives		

6. Please add an alternate course to each Primary Request. The Elective box will appear again and from the list, you can add an alternate. Remember that you should only pick two primary requests and one alternate for each request.

The screenshot shows the 'Student Course Requests' page for Foothill Middle School. The page is titled '2016-2017 Foothill Middle School' and includes navigation tabs for Home, Student Info, Attendance, Grades, Medical, and Test Scores. The 'Course Requests' section is active, displaying a table with columns for Student Name, Perm ID, Sex, Grade, Age, Program, Track, and Alternate Programs. Below this, there are fields for Parent/Guardian information and a 'Quick CON' button. A red arrow points to a pop-up window titled 'Scheduling for grade: 8' which shows a list of alternate courses for the primary request 'Spanish IB (005725)'. The list includes courses such as Art (004110), Drama I (0005110), Maker Academy (007490), Art II (004135), Drama Improv (000515), Mixed Choir (004800), Band/Orchestra (004460), French IA (005110), On Your Own (008436), Band/Symphonic (004445), French IB (005120), ELTW Med Detect (007711), Computer Tech (005608), General Shop I (007150), ELTW FIS Space (007710), Computers I (005810), General Shop II (007150), Spanish IB (005725), and Design/Mod (007712), Intro Hort (002530).

You will see the alternate course listed:

2016-2017 Foothill Middle School

Home Student Info Attendance Grades Medical Test Scores Change Student Options Logout

Course Requests

StuNum	Last Name	First Name	Middle Name	Perm ID Num	Sex	Grd	Age	Prog	Track	AltProg1	AltProg2	Rptg Ling	LangFlu	Status
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Parent/Guardian Primary Phone Father's Work Mother's Work Quick CON

All Course Requests must be approved by appropriate school personnel.
Scheduling for grade: 8

View Course Request Details

Subject Area	Primary Request	Alternate Request	Filter Courses
Courses	Spanish IB (005725)	French IB (005120)	Click A Course To Request or for Info

Art (004110)	Drama I (000510)	Maker Academy (007990)
Art II (004135)	Drama Improv (000515)	Mixed Choir (004890)
Band/Orchestra (004480)	French IA (005110)	On Your Own (009426)
Band/Symphonic (004445)	French IB (005120)	PLTW Med Detect (007711)
Computer Tech (006008)	General Shop I (007150)	PLTW F&S (007710)
Computers I (006810)	General Shop II (007160)	Spanish IB (005725)
Design/Mod (007712)	Intro Hort (002520)	

You will see your two Primary elective requests on the left and two alternates on the right.

You can now exit HomeLink. Thank you!

Instructions for HomeLink Student or Parent Portal Online Course Requests

- [Video Instructions](#)
- [Written Instructions](#)

Announcement Of Nondiscrimination

Mt. Diablo Unified School District Title IX Non-Discrimination Statement

The Governing Board is committed to providing equal opportunity for all individuals in education. District programs, activities, facilities and practices shall be free from discrimination, harassment, intimidation, and bullying based on actual or perceived ancestry, age, color, disability, gender, gender identify, gender expression, nationality, race or ethnicity, religion, sex, sexual orientation, actual or potential parental, family, marital status, or association with a person or a group with one or more of these actual or perceived characteristics ([Governing Board Policy 0410](#)).

Contact Us / How to File a Complaint

For questions, concerns or complaints regarding student harassment, discrimination, intimidation and bullying, please contact Jennifer Sachs, Chief of Educational Services, at sachs@mdusd.org or by phone at (925) 682-8000 x4016.

For questions, concerns, or complaints regarding compliance with Title IX employee issues, please contact Dr. John Rubio, Chief of Human Resources, at rubio@mdusd.org or by phone at (925) 682-8000 x4136.



UNDER THE GUIDANCE AND LEADERSHIP OF

Dr. Adam Clark, Ed.D., Superintendent
Debra Mason, **President**, Board of Education
Linda Mayo, **Vice President**, Board of Education
Cherise Khaund, member, Board of Education
Erin McFerrin, member, Board of Education
Keisha Nzewi, member, Board of Education
Susana Barrios, student trustee, Board of Education