



Foothill Middle School Course Catalog 6th Grade 2025-2026



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Welcome to. Diablo Unified School District!

The Mt. Diablo Unified School District (MDUSD) is proud to offer and service its 30,000+ students an academically rigorous and relevant education that promotes equity, safety, and positive behavior. Mt. Diablo Unified has 50+ schools located in Contra Costa County and encompasses the cities of Clayton, Concord, and Pleasant Hill; portions of Martinez, Pittsburgh and Walnut Creek; and unincorporated communities of Bay Point, Lafayette, and Pacheco. As part of a richly diverse community, MDUSD families represent numerous ethnic communities, speaking nearly 50 different languages and dialects. Foothill Middle School is one of nine middle schools in the Mt. Diablo Unified School District.

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, and complaints regarding compliance with Title IX employee issues, please contact Kristy Avila, Title IX Coordinator/Civil Rights Officer, at avilak@mdusd.org or by phone at (925) 682-8000 x4291.

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Introduction to School Codes

This course catalog contains information regarding course descriptions and middle school course requirements by grade level. MDUSD is confident your student will have a successful and enjoyable middle school experience.

This is a course description booklet for grades 6th through 8th. Please read over the information and course descriptions with your son/daughter and assist your child in filling out the course selection card.

EX: Traditional Grade Level Course Sequence Guide

Content Area	Grade 6	Grade 7	Grade 8
English	English 6	English 7	English 8
Social Studies	World History I	World History II	United States History
Mathematics	Math 6	Math 7	Math 8 Algebra I
Science	Science 6	Science 7	Science 8
World Languages	Accelerated Spanish (<i>continuation of elementary school program</i>)	Spanish 1A	Spanish 1B
Physical Education	Physical Education 6	Physical Education 7	Physical Education 8
Electives	Band/Cadet Band/String Ensemble Chorus Rotation 6 (may include Art, Drama, Enrichment, Science, or Music Appreciation)	Band/Cadet Orchestra Jazz Band Symphonic Band Chorus/Choir Yearbook Leadership Art Drama Dance	Band/Cadet Orchestra Jazz Band Symphonic Band Chorus/Choir Yearbook Leadership Art Drama Dance

		Current Events Computer Application Woodshop General Shop Horticulture PLTW courses: Medical Detective; Design & Modeling; Flight & Space	Current Events Computer Applications Woodshop General Shop Horticulture PLTW courses: Medical Detective; Design & Modeling; Flight & Space
Intervention Courses	ELD 1, ELD 2, ELD 3, ELD 4, ALD Academic Success	ELD 1, ELD 2, ELD 3, ELD 4, ALD Academic Success	ELD 1, ELD 2, ELD 3, ELD 4, ALD Academic Success

6TH GRADE CLASSES

SIXTH GRADE REQUIRED COURSES

Below is a list of the required courses for all 6th graders. On the following pages, you will find the description for all courses.

CORE: ENGLISH 6 & WORLD HISTORY I

ENGLISH 6 (000160)

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

Purpose: To continue to develop reading, writing, speaking, listening, and thinking skills. Each student 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 various genres, including non-fiction. Students will write for a variety of purposes and audiences. Teachers will integrate activities with content areas of study.

WORLD HISTORY I (003160)

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 come to understand the concepts of civilization and culture through the investigation of artifacts, archeology, geography, the humanities, personal history, and community building. Consideration will be given to emerging relationships among and between ancient cultures and civilizations as well as to the distinct composition and characteristics of several individual civilizations. 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 the areas of geography, history, anthropology, sociology, religion, economics, and aesthetic citizenship/government. The study includes 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, understand the students' own importance in history, and integrate learning with the outside world. World History I will provide students with the skills necessary to be able to access information (life-long learning).

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 (001060)

This course is aligned with the California Common Core State Standards for 6th-grade mathematics. The emphasis is on (1) connecting ratio 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 an 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.

SCIENCE 6 (002060)

Grade 6 science is the first in a sequence of three middle school courses. The major emphasis is on earth science and the integration of life and physical science. Content in grade 6 includes major ideas relevant to energy in the Earth's system, hydrology, minerals, and rocks, plate tectonics, shaping the Earth's surface, geologic history, natural resources, and ecology. Investigation and use of the scientific method are emphasized along with scientific thinking processes and skills.

Themes will be used to integrate the concepts of different scientific disciplines in ways that reinforce the importance of understanding ideas. Major themes include energy, patterns of change, scale and structure, stability, systems, and interactions.

PHYSICAL EDUCATION 6 (008560)

This course provides students the 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 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.

Units of activity include: physical fitness, cooperative activities, throwing and catching skills, volleying skills, racket skills, dribbling skills, and a variety of rhythm and mat activities. In addition, students will gain an awareness of various careers within the physical fitness industry.

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

- Students will develop appropriate social behavior by working independently as well as with others during planned activities. They will continue to develop a positive self-image and to 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.
- Activities/Units might 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/pickle ball, and wrestling.
- Students will participate in weekly cardiovascular tests and will complete state-mandated physical fitness testing by the end of the second semester.

Applied 21st Century Skills Students will learn practical applications of G Suite for Education. G Suite will be used to develop 21st-century skills. Each unit builds upon the last by diving deeper into possible uses of G-Suite and adding complexity to the projects. Students will learn to ask questions and solve real-world problems. Through inquiry-based learning projects, students will work toward mastery of communication, collaboration, critical thinking, and problem-solving skills.

6TH GRADE ELECTIVES

Students will select only ONE elective: either a Music Elective (*Instrumental or Vocal*) or Rotation. Students may also be placed in a required support class (English Language Development; Academic Success {students with an IEP}). An Accelerated Spanish class may be offered to students who have been enrolled in the Dual-Language program through their elementary school program at Bancroft Elementary.

The availability of classes is subject to student sign-up, student needs, contractual class size limitations, and MDUSD Board Policy.

ROTATION 6

Rotation classes may include Visual and Performing Arts (VAPA) and/or Career Technology Education (CTE) to allow 6th-grade students to explore a variety of short-term courses. Students are placed randomly into Rotation classes and then rotate through a selection of classes every quarter.

Electing music (instrumental or vocal) is a yearlong elective class with no rotation.
*Electing music (instrumental or vocal) prohibits the Rotation class.

ACCELERATED SPANISH GR 6 (005766)

This course will provide Spanish language skill development in reading, writing, speaking, and listening in Spanish. Students will read Spanish language historical fiction, personal narrative (fiction and nonfiction), biographies, poetry, dramas, allegory, 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 narrative, argument, and information/ expository writing (including research reports).

This Spanish language reading, writing, speaking, and listening skill development will occur in the context of units organized around overarching questions such as “How can changes transform the way 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?”. Instructions will be delivered in Spanish, and student work will be completed in Spanish.

MUSIC ELECTIVES (All Year-Long Courses)

BAND/CADET (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.

This course is a continuation of the growth and development of instrumental skills at an advanced elementary and beginning intermediate level of performance. Band literature, music theory, and music history at the appropriate level will be studied and performed. Students are expected to participate in the performances and understand this is a one-year commitment.

BAND/STRINGS ENSEMBLE (004470)

Open to 6th-grade violin, viola, cello, and string bass students. Students are expected to participate in performances and understand this is a one-year commitment.

CHORUS/CHOIR (004500)

Mixed Chorus – Students will learn proper vocal techniques and will 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 are expected to participate in performances and understand this is a one-year commitment.

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 a variety of adults. The district recognizes that some students are self-motivated and prefer to work independently. Others require monitoring and a highly structured situation. Valley View Middle School provides the following programs for students with special needs and students needing academic intervention.

ENGLISH LANGUAGE DEVELOPMENT (ELD)/ ACADEMIC LANGUAGE DEVELOPMENT (ALD)

This course enhances the student's self-confidence and promotes language proficiency for personal, social, and educational purposes. A special emphasis is placed on developing the 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.

ENGLISH LANGUAGE DEVELOPMENT 1 (000261)

This course is designed for English learners at CELDT level 1 (Beginning) or CELDT level 2 (Early Intermediate) who have been in the United States for less than a year. The direct English instruction contained in this course will move students from Beginner (CELDT level 1) and Early Intermediate (CELDT level 2) to Intermediate (CELDT level 3).

This course enables students to acquire communicative competency in English. The course enhances the student's self-confidence and promotes language mastery for personal, social, and educational purposes. A special emphasis is placed on developing the student's Academic English proficiency. Instruction is developmental and includes a variety of communicative, meaning-based approaches, which incorporate a range of thinking skills. The course fosters an appreciation of the cultural diversity of all students.

ELD 2 (000262)

This course is designed for English learners at CELDT level 3. The direct English instruction contained in this course will move students from Intermediate (CELDT Level 3) to Early Advanced (CELDT Level 4).

This course enables students to acquire communicative competency in English. The course enhances the student's self-confidence and promotes language mastery for personal, social, and educational purposes. A special emphasis is placed on developing the student's academic English proficiency. Instruction is developmental and includes a variety of communicative, meaning-based approaches, which incorporate a range of thinking skills. The course fosters an appreciation of the cultural diversity of all students.

ELD 3 (000263)

This course is designed for English Learners at CELDT level 4. The direct English instruction contained in this course will move students from Early Advanced (CELDT Level 4) to Advanced (CELDT Level 5).

This course enables students to acquire communicative competence in English. The course enhances the student's self-confidence and promotes language mastery for personal, social, and educational purposes. A special emphasis is placed on developing the student's academic English proficiency. Instruction is developmental and includes a variety of communicative, meaning-based approaches, which incorporate a range of thinking skills. The course fosters an appreciation of the cultural diversity of all students.

ELD 4 (000264)

This course is designed for English Learners at CELDT level 5 (Advanced). The direct English instruction contained in this course will prepare students to exit the English Language Development Program. The course objectives include advanced communication skills in listening, speaking, reading, and writing through lessons and activities that promote and allow students to demonstrate mastery of grammar, vocabulary, and other language elements in various receptive and productive contexts.

The course enhances the student's self-confidence and promotes language mastery for personal, social, and educational purposes. A special emphasis is placed on developing the student's academic English proficiency. Instruction is developmental and includes a variety of communicative, meaning-based approaches, which incorporate a range of thinking skills. The course fosters an appreciation of the cultural diversity of all students.

Only students with an Individual Education Plan (IEP) may be placed into the classes below.

ACADEMIC SUCCESS (000682)

This course will help students enhance personal responsibility and interpersonal skills while focusing on academic success. Service—learning is an integral part of this class and is done in conjunction with school and/or community service. This class addresses themes such as respect, integrity, goal setting, team building, and organizational skills. Upper-class students (high school) and repeating students (in middle school) act as mentors for the students in this class. The six main components of this class are: school and workplace literacy, character education, skills for effective learning, personal well-being, school-to-career exploration, and service-learning.

These courses are designed to support students in their grade-level standards. Teachers pre-teach and review concepts. The class is for academic support in order to improve student's academic performance. This class addresses literacy skills in English, math, science, and history. Students will develop study skills and organization skills.

FULL-TIME SPECIAL EDUCATION

Students in this program require special instruction for part of their day. The Magnet Autism Program at Foothill Middle School supports students with high-functioning Autism in the general education classes. The program focuses on a variety of behavioral, academic, and social supports. They receive support in their academic classes from special education

staff. Placement in these classes is based on the Individual Education Plan and will affect elective selection.

PART-TIME SPECIAL EDUCATION

Students in this program attend general education classes for the majority of the school day. MDUSD follows the collaborative model where regular education and special education teachers' teams teach classes. Academic Success is offered to part-time special education students *in place of music* or *rotation* to support them in regular education classes. The placement in these classes is based on the Individual Education Plan and will affect elective selection.

SPEECH THERAPY

This service is provided to students on a one-to-one or small-group basis for students identified as needing intensive speech or language therapy. The placement in this program is based on the Individual Education Plan (IEP).