



GIFTED AND TALENTED EDUCATION

Matt Huiras, Coordinator

mhuiras@lodiUSD.net

Adrianne Go-Miller, Ed.D., GATE Instructional Coach

admiller@lodiUSD.net

Tammy Alexander, GATE administrative secretary

talexander@lodiUSD.net

GATE Office

10505 N. Davis Rd.

Stockton, CA 95209

(209) 953-8318

Lodi Unified School District Mission Statement:

Lodi Unified School District, in partnership with our community, provides a world class student-centered safe learning environment that cultivates character, fosters academic excellence, embraces diversity, and empowers all students to achieve their full potential.

Lodi Unified School District Vision Statement:

Lodi Unified School District will provide the best education for all students to be successful in life.

Table of Contents

Overview	2
LUSD Definition of Giftedness	3
Gifted and Talented Education (GATE) Department goals	3
Program Choices	3
District Guiding Principles	4
Frequently Asked Questions (FAQs)	4
What is GATE?	4
How are students GATE identified?	4
My child has been identified for GATE services. What are the options?	4
What do we do when our child does not want to change schools?	5
Do students in GATE have more homework than other students?	5
Is transportation available for students attending self-contained GATE classes at Vinewood, John Muir or Elkhorn?	5
Glossary of Terms	6
Vocabulary relating to how students are grouped	6
Other GATE terms	6
Differentiation Defined	7
Vinewood School	8
John Muir Elementary	9
Elkhorn School	10
Elkhorn Middle School	12



Overview

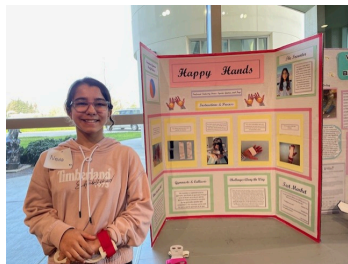
All children deserve an education that is challenging and an engaging curriculum that promotes critical thinking and problem solving. Gifted and talented students are those who demonstrate exceptionality in aptitude or achievement. All students require appropriately differentiated services to develop their potential, including those identified as gifted and talented. These students need differentiated curriculum and appropriate levels of challenge that afford opportunities for them to explore their passions and facilitate deeper level thinking. Intellectually or academically gifted students should be carefully monitored to ensure that they are provided opportunities to stretch and extend their knowledge and skills.

LUSD Definition of Giftedness

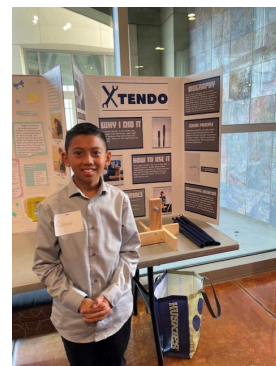
Giftedness encompasses students who demonstrate above-average ability, task commitment and/or creativity in a number of areas (Renzulli, 2010). Giftedness manifests itself in many modalities (Renzulli, 2010). Gifted students represent all ethnic, cultural and racial backgrounds and they require access to appropriate learning experiences that are accommodated to meet their advanced needs as well as their potential to perform (National Association for Gifted Children, 2018).

Gifted and Talented Education (GATE) Department goals

To provide appropriate levels of challenge and enrichment for learners, including diverse populations and students who are twice



exceptional, through districtwide experiences such as: Summer Enrichment Camp, Invention Convention and the Math Tournament. The GATE Department seeks to nurture and develop the intellectual as well as the social and emotional needs of its learners. To accomplish this, GATE



cluster teachers and self-contained teachers offer relevant, meaningful learning experiences to meet individual students' advanced needs because they recognize current, research-based effective strategies in gifted education. Ongoing professional learning in gifted education, including readings in professional literature, are at the core of the GATE department goals. For parents, a choice of services are offered as are informational nights tailored to parenting gifted students.

Program Choices

In addition to the cluster grouping of GATE students at all neighborhood elementary schools, GATE program choices for self-contained classes include:

- John Muir School, 2303 Whistler Way, Stockton (209) 953-8106 (Grades 4-6)
- Vinewood School, 1600 W. Tokay Street, Lodi (209) 331-7445 (Grades 4-6)
- Elkhorn Elementary School, 10505 N. Davis Road, Stockton (209) 953-8312 (Grades 4-6)
- Elkhorn Middle School, 10505 N. Davis Road, Stockton (209) 953-8312 (Grades 7-8)

District Guiding Principles

- Midway through Grade 3, students are identified as GATE based on the identification procedure outlined in this handbook.
- In grades 4-6, identified GATE students may be clustered in groups of eight or more in mixed-ability classrooms at their home school. GATE cluster teachers have access to professional learning in gifted education.

- The icons of Depth and Complexity are common tools for differentiating instruction for gifted learners. Access to ongoing professional learning in gifted education is provided for all cluster and self-contained teachers.



Frequently Asked Questions (FAQs)

What is GATE?

GATE provides appropriate levels of challenge in all subject areas for students whose abilities and accomplishments require differentiation to meet their educational needs. Teachers have access to training in differentiation techniques and the curriculum is adjusted to meet the needs of these students.

How are students GATE identified?

Third Grade:

Two qualifying scores from the below assessments:

*GATE ability test administered during the second month of third grade

*Reading Lexile score from the first trimester of third grade

*GATE Math assessment from end-of-year second grade

*If necessary, an alternative assessment may be used

Fourth through Eighth Grade:

Two Standard Exceeded (Level 4) on the most recent Standardized Assessment (Math and ELA)

My child has been identified for GATE services. What are the options?

CLUSTER CLASS (located at every school site) <i>Grades 4-6</i>	SELF-CONTAINED CLASS (located at John Muir, Vinewood and Elkhorn Elementary) <i>Grades 4-6</i>	MIDDLE SCHOOL <i>Grades 7 & 8</i>
~Students are clustered with other GATE identified students in mixed-ability classrooms at all elementary schools. Parents may choose to stay at the neighborhood school for cluster services. Teachers plan appropriate differentiated learning experiences for students' advanced abilities. The teachers have access to support from the District's GATE Instructional Coach.	~A lottery is held in February for students choosing to enroll in GATE self-contained classes (self-contained classes are composed of all GATE students) at Elkhorn, John Muir, or Vinewood. There are 30 seats per class. Those not chosen by lottery for their first choice will be placed on a waitlist and called when space is available.	~Neighborhood middle school which has honors coursework ~Elkhorn School is a choice school for GATE identified students only. A lottery is held in November for the limited number of seats (93) in seventh grade. All sixth grade GATE students choosing Elkhorn Middle School are admitted via lottery. Those not chosen by lottery will be placed on a waitlist and called when space is available.

What do we do when our child does not want to change schools?

It is normal for a child to want to stay at a school with friends and in surroundings that are familiar. Parents, however, are the best judge of what is most beneficial for their child long term. Consider the options, talk to your child's classroom teacher, and ask yourself, "Is a more challenging environment a need for my child?" "Would it be better for my child to be grouped with peers like them?" If the answers are yes, then a GATE self-contained classroom might be the best match for your child. Many neighborhood schools, however, provide GATE clusters.

Do students in the GATE program have more homework than other students?

Students in the GATE program may be expected to do differentiated homework assignments, but usually are not expected to spend more time on homework than any other students.

Is transportation available for students attending self-contained GATE classes at Vinewood, John Muir or Elkhorn?

District transportation is not provided. Parents must form carpools or transport students on their own.

Glossary of Terms

Below are some terms that are commonly used in Gifted and Talented Education literature.

Vocabulary relating to placement choices:

- **Cluster Grouping:** Grouping students within a general education mixed-ability classroom and providing appropriately differentiated activities in the general education classroom.
- **Mixed-ability classroom:** A classroom where students with a wide range of academic abilities, learning styles, and prior knowledge are taught together.
- **Self-contained:** A self-contained GATE (Gifted and Talented Education) classroom is a specialized classroom where all students have been identified as gifted. Instead of being in a traditional mixed-ability classroom, these students are grouped together for the entire school day. This happens at John Muir, Vinewood and Elkhorn in the fourth through sixth grades and entry is by lottery. The purpose of this model is to provide an accelerated and enriched curriculum that is specifically designed to meet the academic, social, and emotional needs of gifted learners. This allows for a faster pace, greater depth and complexity of content, and opportunities for collaboration with intellectual peers.

Vocabulary relating to grades 7-12 (with the exception of placement at Elkhorn Middle School):

As students transition into middle school and high school, the term GATE is no longer used to refer to students in any way. Students have an opportunity to participate in highly rigorous coursework as they prepare for a variety of options after high school. Students can access Honors coursework, Advanced Placement coursework, and industry-aligned College and Career Advancement (CCA) courses.

- **Advanced Placement:** College-level courses provided at the secondary level for which students may receive college credit by examination.
- **Honors:** Rigorous coursework; homework and tests are more challenging.

Other GATE terms

- **Acceleration:** A practice that allows gifted students to progress through academic content at a faster-than-typical pace.
- **Enrichment activities:** Specialized learning experiences that go beyond the standard curriculum to offer greater depth and breadth in subjects, and to foster critical thinking, creativity, and a love of learning.
- **Compacting:** Strategy where teachers assess what students already know and then "compact" or streamline the standard curriculum by eliminating content they have already mastered, replacing that time with more challenging and enriching activities.

Differentiation Defined

In Lodi Unified School District, students identified as GATE may be clustered in groups within the mixed-ability classroom or placed in self-contained classrooms. Self-contained classrooms are only located at Vinewood, John Muir, and Elkhorn. Placement for fourth grade occurs by lottery in February.

Lodi Unified teachers have access to professional learning to provide differentiated instruction for all learners, including those identified as GATE. Differentiation does not mean more work related to the curriculum. Instead, differentiated instruction allows students to flourish under meaningful learning experiences that utilize Dr. Sandra Kaplan's icons of depth and complexity. Differentiation occurs in many ways. Among them:

1. Acceleration
2. Adding depth
3. Increasing complexity
4. Providing opportunities for novelty



Vinewood School

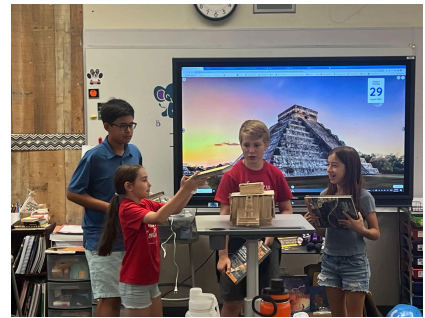
1600 W. Tokay Street
Lodi, CA 95242

Goals of program (4th-6th grade):

At Vinewood, we strive to develop strong foundational skills and academic proficiency in core subjects, including mathematics, reading, writing, science, and social studies. We will foster critical thinking, facilitate problem-solving, and encourage the use of analytical skills. Students will be introduced to advanced topics and concepts appropriate for their grade level.

Classroom Strategies and Practices:

- Differentiated Instruction: Differentiate the curriculum to match the needs of the GATE class, interests, and learning profiles among our students. Offer more challenging material and activities to keep students engaged and motivated.
- Acceleration/enrichment: Provide opportunities for acceleration or enrichment when students master content more quickly.
- Advanced Content: Incorporate advanced materials, readings, and projects to stimulate students' intellectual curiosity.
- Interdisciplinary Learning: Integrate various subjects to create a more holistic understanding of topics. Gifted students often appreciate the opportunity to see how different fields relate to one another.
- Problem-Based Learning: Present complex, real-world problems that require critical thinking and creativity to solve.
- Encourage Collaboration: Gifted students can benefit from collaborating with peers who challenge and stimulate their thinking.



Enrichment opportunities for students:

Co-curricular enrichment opportunities are varied by year and offered to the whole campus.



John Muir Elementary

2303 Whistler Way
Stockton, CA 95209

Goals of the Program (4th-6th grade):
The GATE Program at John Muir will promote complex levels of thinking with

each grade level building on previous foundations. Students will work independently and collaboratively to seek answers and solutions to complex problems. They will think critically about issues facing our community. Our program strives to meet the unique social and emotional needs of gifted students.

Classroom Strategies and Practices

- Depth & Complexity is a strategy used with our students to go beyond a surface level understanding of curriculum and enhance their ability to think critically and solve problems.
- Project Based Learning is used to extend the curriculum and fosters students' ability to be self motivated. Projects encourage creativity and deepen cross-curricular connections.
- Group discussions and public speaking using Parlay and Socratic Seminar teach students to be respectful of ideas, values and perspectives of others. It encourages active listening skills.
- Novel Studies help students develop their reading comprehension and thinking skills through high-quality literature and exposure to higher level vocabulary.
- Utilizing technology through the use of Lego Robotics, 3D printing and Spheros introduces students to design thinking concepts and helps develop future inventors.



Enrichment opportunities for students:

Chess Club, Drama (4th grade) and Theater Club (4th-6th), Math Olympiad, Science Olympiad, Strings, Fine Arts (ceramics), Salmon in the classroom, Invention Convention, Genius Hour, Dance Club.



Elkhorn School

10505 N. Davis Road
Stockton, CA 95209

Goals of program (4th-6th grade):

Elkhorn Elementary students are partners in the learning process. They are guided to grow into independent, productive lifelong learners in an environment that supports critical and creative thinking in addition to promoting social and emotional wellbeing through problem solving and leadership development. Elkhorn Elementary is devoted to developing metacognitive learners who understand their thinking and learning processes to uncover their talents through enriching classroom experiences that value challenge over rigor. As practitioners, Elkhorn Elementary teachers examine their own pedagogy as facilitators of the learning process and they model a lifelong learning mindset for their students.

Classroom Strategies and Practices

- **Design Thinking Process:** A mindset methodology to problem solving and innovation that focuses on solutions to real world problems. Units are anchored around this design thinking and allows students the opportunity to explore meaningful learning experiences. Reflection and feedback are a constant in the learning process.
- **Depth and Complexity:** A lens that allows students to look at topics in complex ways. Allows them the ability to delve into a more expert level of understanding through rich dialogue and thinking. Icons are incorporated into lessons in every subject area.
- **Schoolwide Enrichment Model:** Students meet weekly in enrichment clusters based on their areas of interest.
- **Socratic Seminar:** A type of student-led discussion, based on Socrates' method of student inquiry: elicits student ownership, deep thinking, and critical questioning. Allows for our scholars to develop high level open ended questions, make meaning of high-level text, and share critical thoughts while listening to peers and making meaning of rich literature together.

- 20 percent time: Exploration time for engaging in student-driven interest areas. The research process and final product are facilitated by the teacher in a gradual release format as students progress through the elementary program.
- High-Level Inquiry: Teachers at each grade level model how to develop deep thinking and questioning to promote productive Socratic Seminars
- Schoolwide Enrichment Model Reading (SEM-R)-Research-based reading program that allows students to engage in rich dialogue with adults about their self-chosen literature.
- Cross-grade articulation- The elementary team collaborates to provide

cross grade-level STEM activities and study trips.



Enrichment opportunities for students:

Science Olympiad, Math Olympiad, Digital Art/3-D Printing Club, Animation Club, Drama Club, Invention Convention, Salmon in the Classroom, SJCOE STEAM Fair, study trips aligned with classroom activities, culminating overnight trips in

all grade levels. Yearbook, STEAM challenges, Coding with Ozobots, Sphero bolts and rovers, Makey Makey's, and LittleBits.

Elkhorn Middle School

Goals of the program (Grades 7&8):

At Elkhorn, students actively engage as partners within a distinctive learning community tailored for gifted learners. This unique environment fosters a close-knit community where students spend two years with the same team of teachers, creating a supportive and inclusive educational experience. Guided by dedicated educators, students not only develop into independent, productive lifelong learners but also thrive in an atmosphere that encourages critical and creative thinking. The learning experience emphasizes problem-solving skills and leadership development, promoting social and emotional well-being. Elkhorn is committed to cultivating learners who gain insight into their thinking and learning processes, unveiling their talents through enriching classroom experiences that prioritize challenge over mere rigor. As facilitators of this dynamic process, our middle school team of teachers continually assess and refine their practices, serving as role models with a lifelong learning mindset for their students.

Courses and course descriptions:

Spanish 1A and 1B

Spanish 1A and 1B is an immersive Spanish language and culture course designed for beginners. This course aims to provide students with a solid foundation in the Spanish language while exploring the rich tapestry of Spanish-speaking cultures around the world. Through interactive lessons, engaging activities, and comprehensible input techniques, students will embark on a captivating journey of language acquisition and cultural discovery. The Spanish elective is taken for the duration of two years.

Goals of the Spanish elective program 7th-8th grade:

Our goal is to create a dynamic and immersive learning experience using comprehensible input. By fostering an environment rich in language and culture, we aim to achieve several key objectives:

- **Building a Strong Foundation:** We start by laying a solid foundation of basic vocabulary, grammar, and pronunciation. Through engaging

activities and interactive lessons, students will grasp the fundamental elements of the Spanish language.

- **Enhancing Comprehension:** Our program focuses on developing students' ability to comprehend spoken and written Spanish. Through comprehensible input techniques, such as storytelling, visual aids, and contextual learning, we ensure that students understand the language in context, making learning natural and intuitive.
- **Encouraging Communication:** We emphasize the importance of communication skills. Students will participate in various speaking and listening exercises, enabling them to express themselves effectively in real-life situations. Role-playing, dialogues, and group discussions will be incorporated to enhance conversational abilities.
- **Cultivating Cultural Awareness:** Language learning is intertwined with cultural understanding. Our curriculum includes lessons on Spanish-speaking countries' customs, traditions, and celebrations. By exploring cultural diversity, students will gain a deeper appreciation for the Spanish-speaking world.
- **Fostering Creativity:** We encourage students to express their creativity through projects, presentations, and storytelling exercises. By allowing them to apply their language skills in imaginative ways, we enhance their confidence and motivation to learn.
- **Promoting Global Citizenship:** Learning Spanish extends beyond the classroom. We inspire students to embrace the global community by fostering an appreciation for diverse cultures and languages.

Through this comprehensive approach, our Spanish 1 program for 7th-8th grade not only equips students with language skills but also nurtures their curiosity, cultural awareness, and ability to communicate effectively in the global context.

Differentiation strategies in Spanish 1:

- **Flexible Learning Groups:** Divide students into small groups based on their proficiency levels. Provide tailored comprehensible input materials and activities that suit each group's abilities. This way, students can progress at their own pace.
- **Varied Learning Resources:** We offer a variety of resources such as videos, music, books at a variety of levels, interactive apps, and games that provide comprehensible input.

- **Scaffolded Activities:** Activities with varying levels of difficulty. For instance, provide sentence starters for beginners while encouraging advanced students to create complete sentences or paragraphs independently. This scaffolding supports struggling students while challenging those who are more proficient.
- **Visual Aids and Gestures:** Use visual aids, total physical response (TPR), and real-life objects to enhance understanding. Visual cues help visual learners, while TPRS and hands-on experiences assist kinesthetic learners. Integrating these techniques ensures that students with different learning preferences can grasp the content.
- **Differentiated Assessments:** Assessments that cater to diverse learning styles. While some students might excel in traditional written tests, others could demonstrate their understanding through oral presentations, role-plays, or multimedia projects. Assessments aligned with students' strengths promote confidence and success.
- **Peer Collaboration:** Students with different proficiency levels work together. Pairing advanced students with beginners allows them to support each other, fostering a positive learning environment and promoting a sense of community.

By implementing these differentiation strategies, a Spanish 1 class using comprehensible input can accommodate the unique learning needs of each student, fostering an inclusive and supportive learning environment.

Elkhorn Middle School STEM program

STEM is a project-based curriculum accessible from any Web-enabled device accompanied by meaningful hands-on projects. Through these projects, students will learn and acquire the skills necessary for future application in STEM-related fields.

STEM goals: To prepare students to be career-ready through engaging and meaningful STEM lessons and projects based on the six characteristics described below. The STEM elective is taken for the duration of two years.

- **STEM lessons** focus on real-world issues and problems. Students are assigned to work on projects that address real-world social, economic, and environmental problems.

- STEM lessons are guided by the engineering design process. The engineering design process provides a flexible and logical process that takes students from identifying a problem to creating a solution.
- STEM lessons empower students to learn through hands-on, collaborative projects. By following a design process with specific criteria and constraints, they work together to create and refine their own solutions. This open-ended exploration gives them ownership of their learning.
- STEM lessons are hands-on, problem-solving projects that connect and integrate grade-level content from science, technology, engineering, and math. These lessons encourage students to engage in productive teamwork while offering a meaningful way to apply their skills, making learning relevant and exciting.
- In a STEM lesson, multiple answers are possible. Students are encouraged to explore multiple solutions and embrace failure as a key part of the learning process. These creative projects teach that every "failure" is a positive step toward discovery and successful problem-solving.



Differentiation strategies in STEM:

- Allowing for choice: students demonstrate learning through multiple means—not altering or lessening the material.
- To create a supportive learning environment, flexible seating arrangements, collaborative groups, and independent work time are used. These strategies help students feel safe, which is crucial for their social and emotional growth.
- Adding depth and complexity: students have opportunities to go beyond project goals by extending the goals to include their own ideas in the final outcomes.
- Providing opportunities for novelty: students are given opportunities to add new ideas to their projects through extension activities.

English/Language Arts: Provide students with a differentiated standards-based curriculum that includes opportunities for depth & complexity, acceleration, and creativity. At Grades 7-8, instruction is focused on strong skills and standards-based instruction. This will provide the foundation for success in high school and beyond while still affording the flexibility to customize the curriculum to the specific needs of students and their teaching style. Students interact with high-quality curriculum that's rigorous, culturally relevant, and presented in a highly engaging format.

- **Depth & Complexity**
 - Students will use the depth and complexity icons to make connections through the use of short stories, novels, and socratic seminars.
- **Acceleration**
 - Curriculum is compacted by pulling from a number of educational sources in order to move students along more rapidly and make real world connections.
- **Creativity**
 - Students are given the opportunity to express creativity through skits, artwork, and a number of project choices.

Mathematics: Acceleration, Depth & Complexity and Novelty

Acceleration

- **Advanced Placement:** Identified advanced students are accelerated in 7th grade by engaging with the 8th grade curriculum. In 8th grade, these students enroll in Integrated Math 1, ensuring access to high-school level content.
- **Compacted Curriculum:** Benchmark courses are designed to streamline review of foundational skills, freeing instructional time for deeper application, modeling, and connections across concepts.
- **Real-World Connections:** Less time is spent on repetitive skill practice; more time is devoted to applying mathematics to authentic, real-world situations.

Depth and Complexity

- **Complex Problem Solving:** All students engage in multi-step, real-world mathematical tasks that emphasize problem-solving, reasoning, and connections across topics.

- Student-Centered Approach: Prioritize questioning, decision-making, and self-directed learning.
- Relating to Prior Knowledge: Activities intentionally connect mathematics to students' prior knowledge, experiences, and interests, allowing them to see mathematics as relevant and meaningful.

Opportunities for Novelty

- Bungee Barbie: Students use linear models to make predictions, applying slope, intercepts, and graphing concepts.
- Perspective Drawings: Measurement and geometry are explored through art and design, bringing a cross-disciplinary connection.
- Collaborative Work Arounds: Students circulate through complex mathematical problems placed around the classroom, applying cooperative strategies to solve them.
- Weekly Hands-On Learning: Games, puzzles, and experiential activities are embedded weekly to spark creativity and sustain engagement.

Enrichment and Differentiation Strategies

- Pretesting and compacting to avoid redundancy and free time for enrichment.
- Opportunities for subject or grade skipping in math when appropriate.
- Mentorship opportunities to connect students with mathematical role models.
- Strategic use of technology for exploration, modeling, and visualization.

History: This course goes beyond the traditional curriculum, offering additional resources and learning opportunities that delve into the depths of historical events and their complexities. Students have choices with personalized projects that allow them to explore topics that resonate with their interests. Students engage in thought-provoking Socratic seminars enriched with questioning strategies using depth and complexity icons, stimulating insightful discussions. This course provides students with the opportunity to analyze, explore, and engage in history through a variety of activities. Students debate, discuss, collaborate, and reenact important historical events. Students have individualized learning opportunities to ensure that they can progress beyond the adopted history framework, tailoring their learning to match their unique interests. This course elevates students' understanding of the past and prepares

them to be active, informed, and responsible participants in their communities, nation, and world.

- **7th Grade History: Medieval World and Early Modern Times:** This course focuses on the foundations of civilizations considering patterns in and multiple perspectives of geography, religion, achievements, politics, economics, and social structures. Students examine multiple civilizations and their impact on the world through a variety of activities including: document based questions, African griot performances, historical figure reenactments, simulations, art and engineering activities, collaborative group assignments
- **8th Grade United States History: The Founding through Reconstruction:** This course emphasizes the principles of the United States constitutional democratic republic. Primary sources are heavily used in order to understand the past in the moment and to connect past events with the present world in which the students live. Students examine the foundations and principles in which this nation was built through a variety of activities including: document based questions, mock Congressional committees, Constitutional Convention, crime scene investigations, historic election campaign, Supreme Court hearings, historical figure reenactments, simulations, and We the People - Civics Education curriculum.

Science: This curriculum is designed to advance students' scientific knowledge, critical thinking, and collaboration skills through inquiry-based learning, hands-on activities, and laboratory experiences. It provides acceleration, depth, and extension opportunities for gifted learners while maintaining alignment with the Next Generation Science Standards (NGSS). Collaboration and discussion are emphasized throughout, strengthening students' abilities to think critically, communicate effectively, and work as a team.

Students complete differentiated choice projects throughout the year, giving them meaningful opportunities to match their learning styles, interests, and creativity. These projects allow mastery to be demonstrated in multiple modalities, such as engineering challenges, artwork, presentations, experiments, or models.

For example, students expand their learning through engineering builds (designing roller coasters or creating safety containers for egg drops),

structured debates on genetics and bioethics, creative art pieces (like sound wave paintings), and model-building projects woven into the curriculum. They also participate in real-world labs—such as growing spinach plants to investigate photosynthesis and cellular respiration—that directly connect scientific concepts to observable phenomena.

By blending inquiry, creativity, and authentic applications, this curriculum prepares students not only for future science courses but also for problem-solving in diverse real-world fields.

Physical Education: The program is dedicated to providing a curriculum where students apply the skills and knowledge necessary to confidently lead a healthy and active lifestyle. The result of Elkhorn's Physical Education Program is students who are life-long practitioners of healthy lifestyles. The program has a rigorous exercise routine that challenges the student's cardiovascular and muscular systems. GPS watches are used to individualize the cardiovascular routines. Students are challenged intellectually with unit tests that cover rules and strategies. Additionally health lessons that cover exercise, sleep, nutrition, hydration and breathing are covered to assist students in achieving a lifelong healthy lifestyle.

Available enrichment opportunities for middle school students:

Science Olympiad, Invention Convention, School Newspaper, Yearbook, TEAM, Craft Club, Chess Club, California Junior Scholastic Federation (CJSF), Animation Club, Disc Golf Club, study trips

