

Turlock Junior High School
3951 N. Walnut Avenue
Turlock, CA, 95382
(350) 206-3550



2025-2026

Course Directory



Turlock Unified School District

Strategic Plan

MISSION STATEMENT

The mission of the Turlock Unified School District, a premier progressive educational system, is to ensure all students graduate as self-motivated, responsible citizens equipped to compete successfully in an ever-changing global society by delivering effective instruction that engages all students to reach their individual potential and highest achievements within a safe and caring student-centered environment in partnership with our families and diverse community.

BELIEFS:

- **Every person is unique and has equal worth.**
- **Every person can be a successful learner.**
- **People are responsible for their actions.**
- **The family experience has a profound impact on the development of the individual.**
- **Honesty and integrity build trust in all relationships.**
- **Motivation, hard work, and persistence are necessary to achieve full potential.**
- **High expectations yield greater levels of performance. A quality education enriches lives by creating and expanding opportunities.**
- **The positive actions of role models inspire people to excel.**
- **Service to others is vital in building a thriving community.**

OBJECTIVES:

- **All students will demonstrate proficiency in all core academic subjects.**
- **Each student will set and achieve challenging personal goals tailored to his/her aspirations for post-secondary education and career.**
- **All students will develop and consistently demonstrate character traits necessary to be self-motivated and responsible citizens in our community.**
- **All students leaving high school will earn a diploma or successfully complete their Individualized Educational Plan (IEP).**



Turlock Junior High School Site Strategic Plan

MISSION STATEMENT/VISION

Turlock Junior High School is about increasing student achievement and preparing students academically and socially in a safe environment through teacher collaboration and effectiveness.

CORE VALUES

We believe...

- **That all students can learn and realize their potential (academic growth)**
- **That student achievement is enriched by a variety of learning experiences**
- **In building shared knowledge through the collaboration process to improve student learning**
- **Fostering a positive and safe environment for learning**
- **That character counts**
- **That literacy across the curriculum is crucial**
- **That to Achieve our goals, all stakeholders have to be learners.**

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Turlock Unified School District prohibits discrimination, harassment, intimidation and bullying in educational programs, activities, or employment on the basis of actual or perceived ancestry, age, color, disability, gender identity, gender expression, nationality, race or ethnicity, religion, sex, sexual orientation, parental, pregnancy, family or marital status, or association with a person or a group with one or more of these actual or perceived characteristics. TUSD requires that school personnel take immediate steps to intervene when it is safe to do so and when he or she witnesses an act of discrimination, harassment, intimidation, or bullying. El Distrito Escolar Unificado de Turlock prohíbe la discriminación, el hostigamiento, la intimidación y el acoso en los programas educativos, actividades o el empleo sobre la base de la ascendencia real o percibida, edad, color, discapacidad, identidad de género, expresión de género, la nacionalidad, la raza o el origen étnico, la religión, el sexo, orientación sexual, los padres, el embarazo, la familia o el estado civil, o asociación con una persona o un grupo con una o más de estas características reales o percibidas. TUSD requiere que el personal escolar tome medidas inmediatas para intervenir cuando sea seguro hacerlo y cuando él o ella es testigo de un acto de discriminación, hostigamiento, intimidación o acoso.

Title IX Coordinator/Equity Compliance Officer
Gil Ogden, Director of Student Services (209) 667-0632

Turlock Junior High School

2025-26 Course Directory

This directory is provided to assist students as they prepare to understand the content of required and elective courses at Turlock Junior High School.

TJHS counselors are available to answer questions regarding courses. They can be contacted by phone at (209)667-0881.

Counselors are assigned alphabetically by last name.

Note: Adjustments to counselor assignments may occur depending on student enrollment.

First Letter of Last Name	Counselor
A - D	Mrs. Ramirez-Juarez
E - L	Mrs. Aldama
M - R	Mrs. Ortega-Ramos
S - Z	Mr. Villapudua

MONITORING STUDENT FEES, DONATIONS, AND FUNDRAISING GUIDELINES COMPLIANCE

Section 5 of Article IX of the State of California Constitution guarantees students a “free public education.”

The State Supreme Court concluded in the 1984 case of *Hartzell v. Connell* (35 Cal.3d.899(1984)), “that all educational activities carried on by public school districts, extra-curricular as well as curricular, must be without cost to the students who participate in such activities.” This same ruling found that “mandatory fees for participating in such extra-curricular activities as drama, music, and athletic competition were illegal under the State Constitution.” Furthermore, they also rejected the argument that “fees could be charged so long as the district waived fees for students who were financially unable to pay.”

Turlock Junior High School

2025-2026 Promotion Requirements

Seventh Grade Courses	Credits *
Language Arts	20
Mathematics	20
Science	20
History	20
Physical Education	20
Elective	20

120 Credits Possible

Eighth Grade Courses	Credits *
Language Arts	20
Mathematics	20
Science	20
History	20
Physical Education	20
Elective	20

120 Credits Possible

TOTAL CREDITS POSSIBLE- 240

Credits are earned for passing grades at the end of each of the four (4) quarters. For students to participate in the promotion ceremony, students may not have been suspended five (5) or more days during the last semester of their 8th grade year. Eligible students must earn a minimum of 215 credits during 7th and 8th-grade years combined or must have a minimum of 1.5 cumulative GPA.

SPECIAL PROGRAMS

Honors/GATE

Turlock Junior High School is proud to offer Honors/GATE ELA courses to students who meet TUSD and Turlock Junior High's established criteria. Honors/GATE ELA courses are designed to prepare students for the rigors of Honors courses at the high school level. Our expectation is that students in these courses maintain above-average grades and satisfactory behavior that does not impede teaching and/or learning. Failure to comply with these expectations may result in the removal of the student from the courses.

STEM Pathway (Science, Technology, Engineering, and Mathematics)

Turlock Junior High School is proud to offer a 7th and 8th grade STEM Pathway. The goal of the STEM Pathway is to provide students an opportunity to work interactively with their teachers and classmates to learn more about science, technology, engineering, and math. Students in the Pathway take PE, STEM Pathway Electives, STEM Language Arts, STEM History, STEM Science, and STEM Mathematics. All STEM courses are rigorous and students must meet specific entrance criteria, including, but not limited to: high test scores and performing at or above grade level standards. Interested students will be required to complete an application that will be reviewed and approved for the STEM Lottery by TJHS staff. The STEM Lottery drawing will be used to determine the initial entrance and waitlist for qualified applicants. All students are expected to maintain a GPA of 3.0 or above and maintain appropriate behavior.

REQUIRED COURSES:

All students will be required to complete a full year of coursework under each of the core subject areas:

- **English Language Arts**
- **Mathematics**
- **Integrated Science**
- **History**
- **Physical Education**

English Language Arts

English Language Arts 7

In this course, students gain knowledge and skills in reading, writing, speaking, and listening, to become independent learners and skillful communicators. A standards-based anthology containing short stories, monologues, expository text, and poetry is used. Grammar, vocabulary, and spelling are taught in conjunction with the standards-based curriculum in the context of the reading. Students learn to write for different purposes in support of the Common Core ELA Standards. A variety of strategies are used to teach the writing process. Writing genres include but are not limited to narrative, informative, explanatory, and argumentative compositions. Students engage in various speaking and listening activities requiring interaction with partners, small groups, and the whole class.

Textbook: College Board, Grade 7 Spring Board English Language Arts 2017

English Language Arts 7 – Honors/GATE

Student participation in the GATE program is contingent upon meeting TUSD-established criteria. If additional space is available, TJHS staff will identify other highly motivated students who have demonstrated academic success through various assessments and class grades. This course devotes greater complexity and depth to the existing curriculum implemented in 7th-grade language arts classes. In addition to the use of technology, students are expected to perform oral presentations and produce written compositions that demonstrate a higher level of literary analysis.

Textbook: College Board, Grade 7 Spring Board English Language Arts 2017

English Language Arts 8

The goal of this course is the same as that of Language Arts 7: Students become independent learners and skillful communicators as they increase their abilities to read, write, listen, and speak. In Language Arts 8, students read and respond to more advanced literature. In addition to the writing genres introduced in seventh grade, students learn to write for speculation about cause and effect and evaluation. They also learn to add new elements to their short stories. Students extend their skills in researching information and discerning whether or not the research is credible. Students are expected to effectively use computer applications to produce both written and oral presentations for a specific audience.

Textbook: College Board, Grade 8 Spring Board English Language Arts 2017

English Language Arts 8 - Honors/GATE

Student participation in the GATE program is contingent upon meeting TUSD-established criteria. If additional space is available, TJHS staff will identify other highly motivated students who have demonstrated academic success through the various assessments and class grades. The program augments the existing Language Arts 8 curriculum with greater depth and complexity to further challenge students participating in this two-period course. Extended thematic reading based on the core curriculum is utilized. Advanced levels of written and oral expression are an area of focus, coupled with the use of technology. Preparation for advanced placement classes (AP) at the high school level is a priority as well.

Textbook: College Board, Grade 8 Spring Board English Language Arts 2017

Mathematics

Math 7

This course focuses on four critical areas, including the Standards for Mathematical Practice:

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;
4. Drawing inferences about populations based on samples.

Textbook: Great Minds Eureka Math, Grade 7, 2019

Math 8

Eighth-grade math instruction will focus on the three critical areas of the eighth-grade math standards which are: linear equations, number systems, and transformations. Some topics of study include formulating and reasoning about expressions and equations, grasping the concepts of a function, and analyzing two- and three-dimensional space and figures. Students will be challenged to explore and experiment, ask appropriate questions, and use their knowledge and skills to respond to new or perplexing situations.

Textbook: Great Minds Eureka Math, Grade 8, 2019

Math, 7e, 8e, STEM Math 7, 8:

Math “e” and STEM math classes are designed to enrich and extend the content standards covered in the Eureka math curriculum in preparation for Honors/math classes at the high school. Student participation is contingent upon meeting TUSD-established criteria. Eligible students demonstrate academic success through a variety of assessments and grades.

Textbook: Great Minds Eureka Math, 2019

Integrated Math 1 Honors:

This accelerated course has the same focus as Integrated Math I, typically taken in ninth grade, with the addition of six (+) level standards which will comprise a pathway to completing Pre-Calculus material. In addition, students in honors classes investigate the course content and standards with increased rigor and must be proficient at computing, applying processes, problem-solving, and analyzing complex mathematical concepts. Student participation is contingent upon meeting TUSD-established criteria. Eligible students demonstrate academic success through a variety of assessments and grades.

Curriculum: Open Up Resources

Integrated Science

Science classes will continue embedding three-dimensional learning through the Next Generation Science Standards (NGSS) and adopted California curriculum. Students will also be provided with supplementary material, such as science-related magazine and journal articles, multimedia, and web-based resources.

Integrated 7th Grade Science:

Students engage in sophisticated engineering practices while also considering human impact. Students will study chemistry with a focus on structures and properties of matter as well as chemical reactions. This will lead to an understanding of photosynthesis in terms of energy in chemical processes and everyday phenomena. Students will investigate a unit on ecosystems and Earth’s systems that includes an exploration of the cycle of matter and energy transfer as well as plate tectonics and large-scale systems interactions. Students will learn the effects of human activities on Earth which includes natural resources and hazards, as well as human reproduction.

Textbook: Amplify Science, California Student Edition Grade 7 Integrated 2018

Integrated 8th Grade Science:

Students will study astronomy which includes the solar system, stars, and the universe. They will explore the geological time scale and how it relates to living things including common ancestry, natural selection, and adaptation. This will lead to learning about the inheritance of traits and variations. Students will also learn about motion and the stability of forces with various types of interactions. There will be a unit on mechanical and light wave characteristics while learning about the relationship between energy and forces. Throughout these units, students will learn about the human impact on various Earth Systems and how to apply engineering design techniques for real-life implementation.

Textbook: Amplify Science, California Student Edition Grade 8 Integrated 2018

History

History 7

Students investigate world history from 500 A.D. to the late 1700's focusing on events in the Eastern Hemisphere and Latin America. Specific areas of study include the fall of Rome, the Islamic Empires, feudal Europe and Japan, the African kingdoms, the Renaissance, and the civilizations of the Americas. Students read, write, create projects, work in groups, and learn to use a variety of sources to gain information.

Textbook: National Geographic: Medieval and Early Modern Times, 2019

History 8

Students in eighth grade will study the ideas, issues, and events from the framing of the Constitution up to the Civil War and trace the development of American politics, society, and economy and relate them to the emergence of major regional differences. Students will study topics which include: American Colonies, American Revolutionary War, U.S. Constitution, Manifest Destiny, American Civil War.

Textbook: National Geographic: US History Beginnings to World War I, 2019

Physical Education

Physical Education 7/8

Students learn the proper techniques and skills for a variety of recreational games, teams, and lifetime sports. Rules, safety procedures, strategies, and good sportsmanship are emphasized. Students wear P.E. uniforms to encourage good personal hygiene and active participation. Participation develops an interest in good health and individual physical fitness levels. A monthly fitness log is a required assignment at home. Students participate in fitness activities throughout the year in preparation for the 7th-grade state physical fitness test administered in the spring. Students will be required to participate in all PE activities, including the mile jog unless a doctor's note limits participation. Please refer to the TJHS Student Handbook for more specifics.

English Language Development Courses

English Language Development 1

English Language Development (ELD) is an ELA course offered to students designated as English Language Learners in the beginning levels of their language development and those students with no English language development. The classes utilize a leveled curriculum

intended to increase students' reading, writing, listening, and speaking skills. Students also access computer-based programs to expand and enrich their learning. Students collaborate, interpret, and produce oral and written presentations on academic topics.

The classes follow the schedule of other English Language Arts classes and students receive their core curriculum through the use of the district-adopted Springboard book, while also receiving specific and targeted ELD instruction.

Textbook: College Board, Grades 7 and 8 Spring Board English Language Arts, 2017
National Geographic Learning/Cengage Learning, Inside Reading, Writing & Language, Fundamentals, 2009

English Language Development 2

English Language Development (ELD) is an ELA course offered to students designated as English Language Learners in the beginning and somewhat developed levels of their language development. Each of the classes utilizes a leveled curriculum intended to increase students' reading, writing, listening, and speaking skills. Students also access computer-based programs to expand and enrich their learning. Students collaborate, interpret, and produce oral and written presentations on academic topics.

The classes follow the schedule of other English Language Arts classes and students receive their core curriculum through the use of the district-adopted Springboard book, while also receiving specific and targeted ELD instruction.

Textbook: College Board, Grades 7 and 8 Spring Board English Language Arts, 2017
National Geographic Learning/Cengage Learning, Inside Reading, Writing & Language, Fundamentals, 2009

English Language Development 2/3

English Language Development 2/3 (ELD) is an ELA course offered to students designated as English Language Learners at the mid-tier level of language development and those who have been Long Term English Learners. Each class utilizes the standard Language Arts curriculum and works to increase students' decoding, fluency, and comprehension in reading, writing, and speaking. Students also access computer-based programs that provide them increased access to vocabulary and appropriate use of phrases and expressions in a variety of assessments. Students learn to apply their vocabulary in speaking and writing exercises.

The classes follow the same schedule as other English Language Arts classes and are taken in place of the Language Arts class at Turlock Junior High School.

Textbook: College Board, Grades 7 and 8 Spring Board English Language Arts 2017

SDAIE Mathematics, History and Science

These courses are offered at both the 7th and 8th grade level to students who are also participating in the English Language Development courses. Each of these mathematics, history, and science classes uses Specifically Designed Academic Instruction in English (SDAIE) strategies to not only expose students to grade-level standards but also use specific strategies intended to help students new to the English language understand concepts more easily.

Special Education

Turlock Junior High School's Special Education Department ensures that appropriate programs and services are available for all students identified with disabilities under the Individuals with Disabilities Education Act 2004 (IDEA). The Special Education Department supports every student's right to an individualized educational program that is reasonably calculated to provide meaningful education benefits based on the student's identified and unique needs. Our school is committed to delivering quality and effective services to our students, families, and community.

Tutorial

This course is offered to students who have a current IEP and participation in this special education elective is determined by the IEP team. Tutorial is for students who want to access a higher level of intervention support to better access their core general education classes.

Elective Courses

Turlock Junior High is proud to offer a wide range of elective options for students. Listed below are general outlines for the courses that are offered. *Course offerings, scheduling, curriculum, and scheduling are subject to change.*

Semester-long courses: (choose 2)

Art

This course is an introduction to various art mediums (materials) and techniques, which will allow students to explore the elements of art and principles of design. These fundamental teachings build a strong basis that will enable students to create a variety of subject matter. Additionally, students will learn art history with each lesson, which will develop a greater appreciation for each artwork they create. Students will explore the use of various materials, such as pencils, colored pencils, watercolors, etc. This is a semester-long course.

Foods and Nutrition

Students will learn about basic food preparation through both written and lab assignments. Critical concepts include: nutrition, food and kitchen safety, table manners and setting, kitchen tool use, measuring ingredients, and reading recipes. Applying what students have learned, a variety of recipes will be prepared using the stove, oven, and microwave oven. This is a semester-long course.

Introduction to Photography This is a semester-long course that explores the elements of art through the medium of digital photography. Students learn the technical and artistic aspects of photography, including the basics of digital retouching and editing using Canva. Topics of this course include the history of photography, how to use a camera, applying photography techniques to photos, and the practical applications of photography as a profession. Students will learn techniques and the creative approach to quality photography using the elements of composition, exposure triangle camera settings (shutter speed, aperture, and ISO), and the principles of the elements of art. Students will have the opportunity to take engaging photographs to help support campus activities.

Shop

This course will explore the use of wood and metal in construction. Students learn basic construction techniques which include drafting, tool identification, proper tool use, measuring, and shop safety. Students create, read, and follow project plans in their various project constructions. Skill competency in safety, proper tool use, drafting, and measuring will be tested. This is a Project Lead The Way (PLTW) course.

Year-long courses: (choose 1)

Chamber Orchestra

This is a performing orchestra composed of musicians who demonstrate exceptional skills and are selected by staff through auditions on a violin, viola, cello, or bass. Students are required to take their music home for study. Some school instruments are available for school use. Since this is a performance class, attendance at all performances is mandatory. *A signature is required for acceptance in class.* This is a year-long course.

Concert Band

This performance ensemble is composed of woodwinds, brass, and percussion. The group performs traditional concert band literature and various styles of popular music. Students are expected to participate in a winter concert, spring concert, pop concert, and District Music Festival. This group is open to all grade levels, emphasizing equipping students with the necessary musical and technical skills to audition for Symphonic Band by year's end. Instructor approval is not necessary. This is a year-long course.

Concert Choir (Tiger Choir)

This performing arts class is for beginning and intermediate singers. Since this is a performance class, daily participation and attendance at all performances are required. This course is designed to introduce students to the joy of singing and camaraderie. Students will learn basic music notations and sing choral music in many styles and genres including festival, classical, spiritual, pop, and gospel. The Concert Choir will perform in many concerts and festivals throughout the school year. This is a year-long course.

Concert Orchestra

This performing class is for students who want to begin instruction on a string instrument and for other students who are preparing for the advanced orchestra. Elementary orchestra experience is preferred, but not required. Since this is a performance class, attendance at all performances is required. Students are required to take their music home for study. Some school instruments are available for student use. Instructor approval is not necessary. This is a year-long course.

Drama

This course is designed to teach students the basics of theater production. Students will focus on the history of theater and get comfortable performing monologues in front of others. They will learn terminology, improv skills, and scene performances. Students will focus on performance and acting skills and produce and perform a play. Entry-level drama skills will be taught.

Heritage Spanish-8th grade only

Spanish for Heritage Speakers is designed to develop the language and literacy skills of Heritage Learners, those students who speak and understand Spanish in the home with some fluency and have some or limited skills in reading and writing Spanish. Students successful in this course, earning a B or higher each quarter, will be recommended to enroll in the more advanced Spanish for Spanish Speakers course their freshman year.

Jazz Ensemble

This is an advanced performance group emphasizing jazz and big band literature. Related musical styles such as rock, Latin rock, and pop are performed as well. The group is composed of saxophones, trombones, trumpets, piano, bass, and drum set. This highly visible ensemble performs several times during the year at concerts and community events. Traveling to jazz festivals outside of the immediate area and touring schools to perform are common with this group. Enrollment in the Symphonic Band or Concert Band is a prerequisite. This is a year-long course.

Auditions for the ensemble are held at the beginning of the fall semester and *entrance into this course is by instructor approval only.* This is a zero-period class and a year-long course.

Media Arts I-II:

This is an exploratory and project-based, year-long course that is an introduction to the CTE Arts, Media, and Entertainment sector to prepare students for advanced-level courses in high school. Media Arts is a hands-on class in which students will be introduced to the three main phases of video arts production (pre-production, production, and post-production). Students will engage in processes ranging from conceptualization through development and distribution. Skills taught include script writing, camera operation, directing, lighting, audio, and editing. Students will develop production planning, storytelling, storyboarding, and scriptwriting skills as a natural outcome of their video production. Students will have the opportunity to create engaging videos throughout the year to help support campus activities.

STEM Hybrid

This two-year STEM elective course allows students to explore STEM fields of study and careers. The different Project Lead the Way Gateway units within the STEM elective course engage students in activities that build computer science, engineering, and biomedical science knowledge and skills.

Various engaging class discussions, hands-on projects, research, and practical applications enable students to gain in-depth scientific knowledge and other skills (communication, collaboration, critical thinking, problem-solving) essential in high school and beyond.

Symphonic Band

This is an advanced performance ensemble composed of woodwinds, brass, and percussion. The group performs traditional concert band literature and various styles of popular music. Several concerts are given throughout the year and there are opportunities for the band to perform at recognized music festivals within the region. Participation in all performances is required. In recent years, the band has been fortunate to go on overnight trips and perform outside of the immediate area; this is a tradition the program hopes to continue. The instructor determines minimum playing standards for participation. Entrance into this performance group is by audition or instructor approval. *Instructor signature required.* This is a year-long course.

Yearbook

This course is offered to students who enjoy writing, and photography, and want to take part in producing the school yearbook, Tiger Tracks. To be successful in this class, students need to be highly motivated, dependable, creative, hardworking, and willing to participate in school activities and cooperate with their peers. Students are expected to participate in all aspects of yearbook production including advertising, picture taking, interviewing, and editing. Students are required to take pictures either during lunch and/or after school throughout the year. Participation in the class is contingent upon teacher permission and if accepted will require the signing of a yearbook contract. This course is open to both 7th and 8th graders. This is a year-long course.

Instructor signature required.

Two year-long courses: (choose 1)

Spanish 7/8

This two-year course is designed to introduce students to the Spanish language, as well as the culture of the Spanish and Latin American people. Students are taught new vocabulary and basic grammar and syntax so that they can read, write, comprehend, and speak at a basic level. The course content is the same as that presented in Spanish I at the high school level. Successful completion (defined as a grade of “B” or better) of this two-year course will qualify *students for recommendation into Spanish II in ninth grade*. Students considering taking this course need to demonstrate highly developed study skills, and the ability to work independently, as well as in groups. Students who complete this course (maintain a grade of “B” or better) will be recommended for enrollment into Spanish II (instructor signature required).

STEM Elective and Pathway (Science, Technology, Engineering and Mathematics)

Students who are accepted into the STEM Program will participate in this required elective.

This course aims to provide students the opportunity to work interactively with their teachers and classmates to learn more about STEM fields of study and careers. They will participate in discussions, projects, research, and practical applications. Students will use computer-aided design programs and code with VEX Robotics as they move through Project Lead the Way (PLTW) Curriculum’s “Design and Modeling” and “Automation and Robotics” modules in 7th Grade and “Magic of Electrons” and “Flight and Space.” in 8th grade.

See STEM Pathway Information on Page 3. This is a two-year long course.