



# Foothill Middle School Course Catalog

## 7<sup>th</sup>-8<sup>th</sup> Grades 2026-2027



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**UNDER THE GUIDANCE AND LEADERSHIP OF**  
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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](mailto:avilak@mdusd.org) or by phone at (925) 682-8000 x4291.

*(Foothill Middle School Course Catalog for 7th and 8th grade Students 2026-2027)*

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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 7<sup>th</sup> through 8<sup>th</sup>. Please read over the information and course descriptions with your son/daughter and assist your child in filling out the course selection card.

## Traditional Grade Level Course Sequence Guide

Content Area	Grade 6	Grade 7	Grade 8
<b>English</b>	English 6	English 7	English 8
<b>Social Studies</b>	World History I	World History II	United States History
<b>Mathematics</b>	Math 6	Math 7	Math 8 Algebra I
<b>Science</b>	Science 6	Science 7	Science 8
<b>World Languages</b>	Accelerated Spanish <i>(continuation of elementary school program)</i>	Spanish 1A	Spanish 1B
<b>Physical Education</b>	Physical Education 6	Physical Education 7	Physical Education 8
<b>Electives</b>	Band/Cadet Band/String Ensemble Vocal Music I Rotation 6 (may include Art, Drama, Enrichment, Science, or Music Appreciation) *21st Century Skills (required)	Band/Concert Orchestra Jazz Band Symphonic Band Vocal Music II Yearbook Leadership Art I Art II-Hands On Advanced Art Dramal Drama II Dance Computer Application Class Current Events Woodshop Horticulture PLTW courses: Medical Detective; Design & Modeling; Flight & Space	Band/Symphonic Orchestra Jazz Band Symphonic Band Vocal Music II Yearbook Leadership Art Art II-Hands On Advanced Art Dramal Drama II Dance Computer Application Class Current Events Woodshop Horticulture PLTW courses: Medical Detective; Design & Modeling; Flight & Space
<b>Intervention Courses</b>	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

## **SEVENTH GRADE REQUIRED COURSES**

**CORE:** English 7  
World History II

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**Math:** Math 7

**Science 7**

**Physical Education**

**Two Electives – STUDENTS WILL ONLY BE SCHEDULED FOR 2 ELECTIVES**

*Availability of classes is subject to student sign-up, student need, contractual class size limits, and MDUSD Board Policy.*

## **ENGLISH 7**

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 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 a variety of different genres. They will be reading a variety of expository texts and analyzing 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. Teachers will be integrating activities with content areas, preparing students for the written portion of the SMARTER BALANCE.

## **WORLD HISTORY II**

This course offers a study of world civilization with an emphasis on cultures from 500-1789 C.E. It will integrate trends from previous periods as a way of developing appropriate historical study. Students will have opportunities to 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 7<sup>th</sup> grade will study the social, cultural, and technological changes that occurred in the world from A.D. 500-1789. 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 7<sup>th</sup> 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.

## **SCIENCE 7**

Grade 7 science is the second in a sequence of three middle school courses with an emphasis on life science and the integration of physical principles and earth processes. Content in grade 7 includes major ideas about cells, viruses, protists, plants, animals,

ecology, cell reproduction, genetics, and evolution. Science and health are combined in a systematic study of the human body, including human reproduction, sexuality, sexually transmitted diseases, and drug abuse. Science attitudes, thinking processes, skills, and application of science and technology to social problems and personal decision-making are studies. Some content areas may have a more in-depth focus than other areas.

## **MATH 7**

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.

This course provides the student with the math knowledge, concepts, and skills identified in the Common Core Standards. Emphasis is on providing a thorough, in-depth foundation in the five pre-algebra math strands (i.e., number sense, algebra, and functions, measurement, geometry, statistics, data analysis probability, and mathematical reasoning) to enable students to be successful in 8th-grade math or Algebra I. This course will develop all of the pre-algebra standards, with an emphasis on the seventeen key standards. The ability to communicate mathematical reasoning and understanding will be incorporated into all math topics.

## **MATH 7 ACCELERATED**

### **Math 7 accelerated is based on multiple measures as determined by district placement.**

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. The additional content, when compared to the MATH 7 course, demands a faster pace for instruction and learning and greater independence on the part of the students. 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.

This course provides the student with the math knowledge, concepts, and skills identified in the Common Core Standards. Emphasis is on providing a thorough, in-depth foundation in the five pre-algebra math strands (i.e., number sense, algebra, and functions, measurement, and geometry, statistics, data analysis and probability, and mathematical reasoning) to enable students to be successful in 8th-grade math or Algebra I. This course will develop all of the pre-algebra standards, with an emphasis on the seventeen key standards. The ability to communicate mathematical reasoning and understanding will be incorporated into all math topics.

## **PHYSICAL EDUCATION 7**

Develop interest and proficiency in movement skills that are 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 emergency situations. 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 as well as 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. Activities/Units could 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.

## **EIGHTH GRADE REQUIRED COURSES**

**CORE:** English 8  
US History

**Math:** Math 8 or Algebra I

***Note:*** *Students will be placed in math classes based on test scores, grades, teacher recommendations, and standardized assessments.*

**Science 8**

**Physical Education**

**Two Electives – STUDENTS WILL ONLY BE SCHEDULED FOR 2 ELECTIVES**

***Availability of classes is subject to student sign-up, student need, contractual class size limits, and MDUSD Board Policy.***

## **ENGLISH 8**

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

The 8th-grade English program 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 works of literature, which include 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 writing 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, along with letters, journals, and logs. A variety of practices in public speaking, such as short speeches, oral interpretation, class discussions, or drama, is offered. The review of parts of speech, grammatical rules, and standards of spelling, punctuation, and capitalization is related to the writing program.

## **U.S. HISTORY**

This course begins with a review of the major ideas, issues, ideals, and events preceding the foundation of the nation. Students study United States history in depth, from the framing of the Constitution through the Industrial Revolution.

United States History and Geography: Growth and Conflict

Based on Common Core Standards, the 8th-grade 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.

## **SCIENCE 8**

Grade 8 science is the third in a sequence of middle school courses emphasizing physical science with appropriate linkages to earth and life sciences. Content at grade 8 includes: characteristics of matter, elements and atoms, compounds and mixtures,

chemical reactions, chemistry of living things, force and motion, and earth in the solar system. Science literacy should emphasize attitudes, scientific processes, skills, and applications of science by asking meaningful questions.

Themes will be used to integrate the concepts of different scientific disciplines in ways that reinforce the importance of understanding ideas.

## **MATHEMATICS**

***Note: Students will be placed in math classes based on test scores, grades, teacher recommendation, and standardized assessments.***

### **MATH 8**

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, preparation for success in high school mathematics.

### **ALGEBRA I**

**Algebra enrolment is based on multiple measures as determined by district placement.**

This course covers the full 25 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 in all the topics. In addition, algebraic skills and concepts are developed and used in a wide variety of problem-solving situations. **This course is a College Prep course. In order to earn credit for an A-G requirement for UC/CSU Universities, students must earn at least a “C” or better in each of the four quarters.**

### **PHYSICAL EDUCATION 8**

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 emergency situations; 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 will complete state-mandated physical fitness testing by the end of the second semester.

## **SEVENTH & EIGHTH GRADE ELECTIVES**

**Availability of classes is subject to student sign-up, student need, contractual class size limits, and MDUSD Board Policy.**

Elective courses provide students with the opportunity to explore a variety of subjects and introduce enrichment and variety to the academic day. Often, middle school students discover special interests through their elective experiences that are important to future studies in high school and later occupational choices.

The process of choosing is important. We hope the elective is chosen by the student and has the approval of the parents. **Because the electives listed are subject to cancellation if there are too few sign-ups, it is important to make four choices at the seventh and eighth-grade levels. Any two of these electives may be assigned to the student, not necessarily to the first two choices.**

Some things to consider are the nature of the course, the interest of the student and the student's previous background. A number of these electives involve making things using hand skills. There are several music electives that enhance music skills and may lead to music participation in high school.

Students who successfully complete two years of world language study in the middle grades **MAY** go into the second level of the same language in high school.

### **MUSIC ELECTIVES**

#### **BAND/CONCERT for 7th Grade**

The Concert Band is available to all band members who have been playing for a minimum of one to two years. Several required evening/weekend concerts, festivals, and school assemblies provide opportunities for performance.

#### **BAND/SYMPHONIC BAND for 8th Grade**

Students with at least one year of experience on a band instrument (woodwind, brass, percussion) continue to develop and advance their instrumental skills as well as general 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 instrument selections include; Flute, Oboe, Clarinet, Bass Clarinet, Saxophone (alto, tenor, baritone), Trumpet, Trombone, French Horn, Baritone Horn, Bass Guitar, and Percussion.

The Symphonic Band is available to band members with two or three years of playing experience. Several required evening/weekend concerts, festivals, and assemblies provide opportunities for performance. In preparation for High School, students are expected to provide their own instruments in the 3<sup>rd</sup> (or higher) year in instrumental

music. Baritone saxophone, tuba, and percussion such as timpani, bass drum, and xylophone are school-owned instruments to be loaned to 8<sup>th</sup> grade music students.

## **BAND/JAZZ**

Jazz Band admits students by audition only. Instrumentation is as follows: 2 alto saxophones, 2 tenor saxophones, 1 baritone saxophone, 4 trumpets (1 each: 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>), 4 trombones, piano, guitar, bass and drums. Many outside-of-school performances and jazz festivals, as well as an extended spring tour, are held. Students are required to participate in the following performances and understand this is a one-year commitment. Members are also required to be enrolled in either Cadet Band, Symphonic Band, or Wind Ensemble. **Auditions required.**

## **ORCHESTRA**

Students with at least one year of experience on an orchestra instrument (violin, viola, cello, bass) continue to develop and advance their instrumental skills as well as general 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.

## **Vocal Music 2**

### **No prerequisites**

Vocal Music 2 is a course open to students in grades 7-8. 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 required to participate in the following performances and understand this is a one-year commitment: Fall Concert, Winter Concert, Pops Concert, Spring Concert, and performances at scheduled festivals.

## **PERFORMING ART ELECTIVES**

### **DANCE**

"Dance is the hidden language of the soul" - Martha Graham

This class provides an in-depth learning experience of the art of dance. The focus will be on individual, partner, and group dance. You will participate in several different types of dance throughout the semester. Students have the opportunity to create a choreography of their own. Additionally, this course will help students learn the basic skills of dance, focusing on technique, strength, flexibility, dance etiquette, history, and creativity. This course is designed for all students with or without previous experience in dance and can prepare students for more advanced classes.

### **DRAMA I**

"All the world's a stage," quoted Shakespeare! In this non-evening performing class, you will use energy, concentration, cooperation, imagination, and technique to focus on the basics of Drama. This is a project-based class, and puppetry will continue to be used in this class. There will be different units for developing an understanding of different

Drama genres. Everyone will have a chance to perform in class, but not an evening performance. Join us for all the excitement and fun Drama has to offer!

## **DRAMA II**

Drama II is a course designed to extend the basic drama course. The course will begin with an examination of musicals. It will move to performing one musical during the year. Students will work both independently and as part of a group. Students will use their imaginations and artistic personalities to embellish their performances. You do not need to be able to sing to be part of Drama II, although it is helpful.

## **VISUAL ART ELECTIVES**

### **ART I**

Introduces students to the fundamentals of art, including materials, skills, techniques, and the elements used in making art. The majority of work will be project-based, learning how to use perspective, proportion, shading, color, and composition. Visual and written lessons and projects will be kept in a journal and portfolio. Materials used may include pencils, pens, paint, pastels, clay, ink, and mixed media. Students will also learn how to look at and interpret works of art and study famous artists and art styles throughout history. They will also learn how to make valid critical judgments about student work.

### **ART II**

In this exploratory art class, students will expand their art skills by creating three-dimensional art, sculpture, and pottery using media such as clay, origami, paper, papier-mache, plaster, and natural materials. Students will learn about depth, space, volume, and surface treatment. Sculptural issues such as stability and strength will be explored.

### **ADVANCED ART (ART ADV)**

This year-long course is meant for the focused, self-motivated art student with the desire to work in more depth and on greater challenges than students do at the beginning of Art class. Must have completed Art A and B with "A's" and have teacher approval.

## **CURRENT EVENTS/PUBLIC SPEAKING**

In this course, students will learn about the news and events happening locally, nationally, and globally. The main emphasis is to develop verbal communication skills for the future through numerous projects. Students will prepare short speeches that they then present to the class using skills that have been taught.

## **College and Career Readiness**

Semester Elective: This academic elective course is designed to prepare students for college readiness and success. Students will participate in activities that focus on writing, inquiry, collaboration, organization, and reading to foster their academic growth. Furthermore, they will engage in activities that explore college and career opportunities, as well as their own sense of agency.

## **TECHNOLOGY AND MEDIA ART ELECTIVES**

## **COMPUTER I Semester**

Computer Applications is a project-based learning class in which students use technology and software to create research-based projects relating to multimedia, publishing, and web page authoring. Topics may include animation, image editing, and video programs. An advanced computer class may be available pending student request and teacher approval.

## **INTRO DIGITAL MEDIA ARTS Semester**

This is a semester course that introduces the computer as a tool for art. In this hands-on studio class, students learn to manipulate various technologies to create beginning-level graphics, design, film, and audio. The course helps students begin to develop as graphic designers, filmmakers, artistic collaborators, and visual storytellers. This course is a beginner class and does not replace Multimedia I at the high school level. A donation is appreciated to offset expenses for materials.

## **DIGITAL MEDIA ARTS Full-Year long elective**

This class will introduce everything from basic graphic design to animation, creating web pages, blogging, explainer videos, safe social media, digital photography, slide show publication, creating news programs, and newsletters. If it is part of the digital world of information, we will look at it. Most of the class is project-based. You create newsletters, news programs, photo essays, art, and all things Google.

## **PROJECT LEAD THE WAY (PLTW) Classes:**

### **PLTW FI & SPACE (FLIGHT AND SPACE) Semester**

The exciting world of aerospace comes alive through Flight and Space. Students explore the science behind aeronautics and use their knowledge to design, build, and test an airfoil. Custom-built simulation software allows students to experience space travel. A donation is appreciated to offset expenses for materials.

### **PLTW MED DETECTIVES (MEDICAL DETECTIVES) Semester**

In the Medical Detectives (MD) unit, students play the role of real-life medical detectives as they collect and analyze medical data to diagnose diseases. They solve medical mysteries through hands-on projects and labs, measure and interpret vital signs, dissect a sheep brain, investigate disease outbreaks, and explore how a breakdown within the human body can lead to dysfunction.

### **PLTW DESIGN AND MODELING Semester**

Under the Design and Modeling class, this Project Lead the Way (PLTW) Gateway to Technology (GTT) program features a project-based curriculum designed to challenge and engage the natural curiosity and imagination of middle school students. They envision, design, and test their ideas with the same advanced modeling software used by companies like Lockheed Martin, Intel, and Sprint. Throughout GTT, students acquire knowledge and skills in problem-solving, teamwork, and innovation, as well as exploring Science, Technology, Engineering and Mathematics (STEM) careers. This is an introductory class for those who might be interested in the Northgate PLTW program or

who enjoy STEM classes. A donation is appreciated to offset consumable materials and software.

## **WORLD LANGUAGES**

### **SPANISH IA** (Year-Long Course)

**7th grade students:** Level I Spanish is a performance-based course in which students use listening, speaking, and writing skills to begin to develop fluency in Spanish. While using these skills in exploring a variety of familiar themes or topics, students build confidence and a solid foundation for future language learning. 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 learning environment that is supportive of and conducive to the development of new perspectives, students may acquire intercultural awareness and experience personal and academic growth through positive personal interactions. Year one of a two-year course.

*This is an introduction to the Spanish language and culture, giving practice in speaking, listening, reading, and writing the language. Both practical conversation and academics are stressed. The music, drama, cooking, and handicrafts of the people are explored. This class also provides the opportunity to gain insight into the culture of our bilingual state.*

**Prerequisite: A grade of a “C” or better in English 6**

### **SPANISH IB** (Year-Long Course)

**8th-grade students:** 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 the daily lives of people 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.

*This class is a continuation of the Spanish language and culture, giving practice in listening, speaking, reading and writing the language. Both practical conversation and academics are stressed. The music, drama, cooking and handicrafts of the people are explored. This class also provides an opportunity to gain insight into the culture of our bilingual state.*

**Prerequisite: Spanish IA or its equivalent with a grade of a “C” or better in both semesters AND a grade of a “C” or better in English 7**

### **ACCELERATED SPANISH 7**

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 narrative, argument, and information/ expository writing.

***Instruction will be delivered in Spanish, and student work will be completed in Spanish.***

**Prerequisite(s):** Completion of 6th grade Accelerated Spanish with a grade of C or higher.

### **ACCELERATED SPANISH 8**

This course will teach grade-level Spanish language arts aligned to the 8th-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 narrative, argument, and information/ expository writing.

***Instruction will be delivered in Spanish, and student work will be completed in Spanish.***

**Prerequisite(s):** Completion of 7th grade Accelerated Spanish with a grade of C or higher.

### **AT-LARGE ELECTIVES**

#### **WOODSHOP I Semester**

Introduction to basic wood, metal, plastics, and leather working. The student will be able to demonstrate knowledge of hand and power tool operation, appreciate safe working practices, use materials with understanding and conservation, and explore occupational and vocational interests. In addition, students will gain a working knowledge of measurement, planning, and applicable mathematical calculation, demonstrate and appreciate good design, craftsmanship, and construction techniques, and become informed consumers of wood, wood by-products, metal, plastics, and leather materials. A donation is appreciated to offset the expense of materials.

#### **INTRO TO HORTICULTURE Semester**

Introduction to Horticulture is a class to create and sustain an organic garden and landscape while integrating into the school's curriculum and offers students an opportunity to go deeper into science topics related to the environment. Students will be planting, maintaining, and experimenting in our "outdoor classroom," which also includes planting beds. The garden is designed and maintained using sound ecological practices using all aspects of farming the garden, from the way food is grown and harvested to the recycling of waste back into the earth. This class is designed to awaken children's senses and to encourage awareness and appreciation of the transformative values of nourishment, community, and stewardship of the land. A donation is appreciated to offset expenses such as garden equipment, seeds, plant recycling equipment, and other materials.

### **LEADERSHIP Yearlong Application Class**

This is a one-year course that develops those unique characteristics, attitudes, beliefs, and skills that empower a person to make significant changes in self and to move a group of people in new and positive directions.

**Purpose:** Students will be introduced to leadership through the study of leadership styles, organizational skills, and working with others as a team. Students will interact with other members of the class, staff, and community. Communication, speaking, decision-making, and goal-setting skills will be explored. Students will put their knowledge to work planning and organizing school events, projects, and activities. Leadership students are not required but may be asked to do some after-school set-up for certain events. Elected student council members are required to take this elective.

### **DRAMA II Yearlong:**

This is an advanced drama class for students who like to act or do tech work, including filmmaking. Tech work includes lights, sound, filming, film editing, publicity, props, sets, costumes, and makeup. Students will do a play in the fall and spring. After our spring play, students will participate in doing a film: some students will act, and others will do the tech work for the film. There may be two field trips during school hours to see a play and visit the backstage area of a theater. Drama II students are expected to participate in after-school rehearsals and two evening performances for our fall and spring plays.

**Requirement: 6<sup>th</sup> grade Drama Rotation, Drama I or Improv**

### **OFFICE AIDE Yearlong Application Position**

This course is designed to give students experience with office procedures and working with the public under the direction of the school secretary, the attendance secretary, the office manager, and Administrators. **Requirement: 8th grade only.**

### **YEARBOOK Yearlong**

Yearbook offers students an opportunity to showcase their talents and be contributing members of the Foothill community. The Yearbook advisor is looking for students who are self-motivated, responsible, committed, dependable, creative, organized, and who possess good writing skills.

## **INTERVENTION AND SPECIAL EDUCATION CLASSES**

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

These courses enhance the student's self-confidence and promote 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**

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**

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**

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**

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.

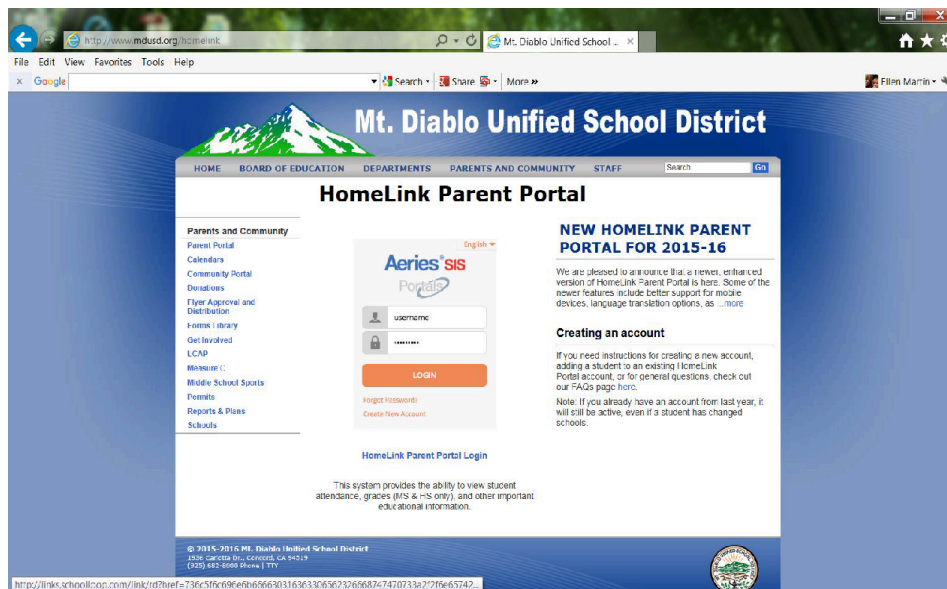
**Only students with an Individual Education Plan (IEP) may be placed into Academic Success.**

### **ACADEMIC SUCCESS (6th, 7th, and 8th grade Year long)**

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.

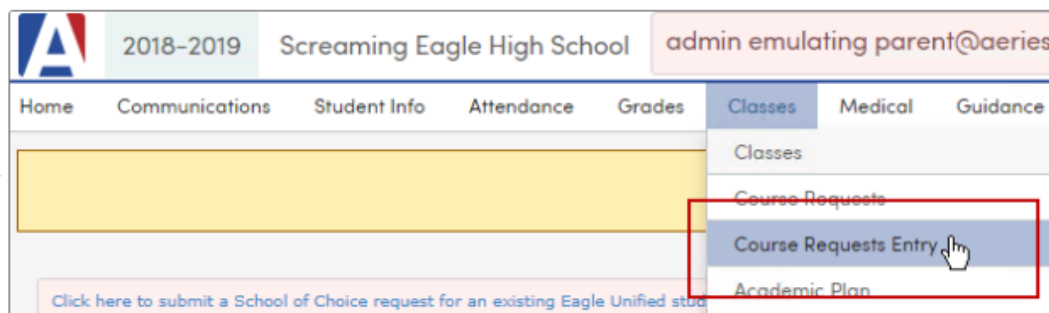
## *HomeLink Parent and Student Portal Online Course Requests: Instructions*

**STEP #1:** Sign in to the HomeLink Parent or Student Portal at [www.mdusd.org/homelink](http://www.mdusd.org/homelink)



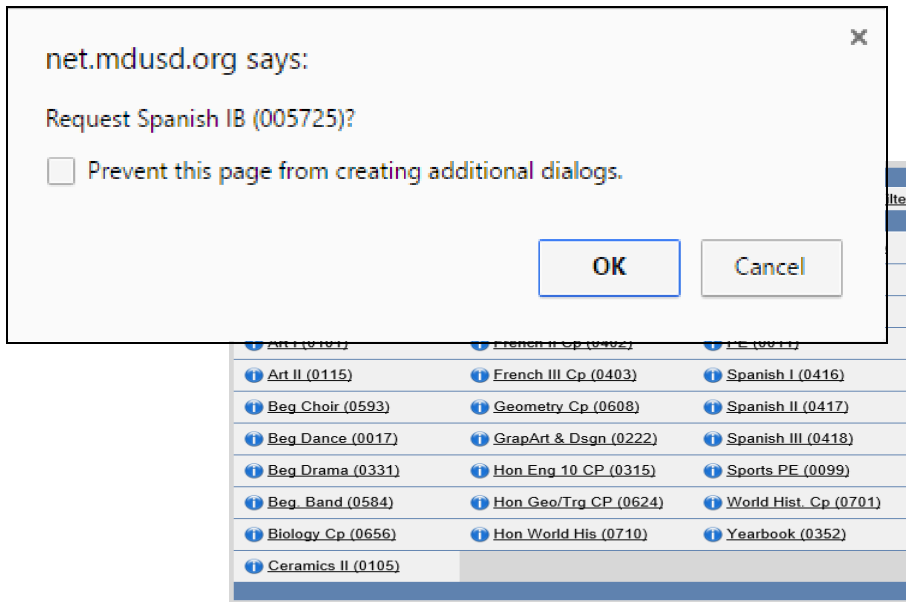
**STEP #2:** Click on **Classes** and choose **Course Requests Entry** under the Student Info menu.

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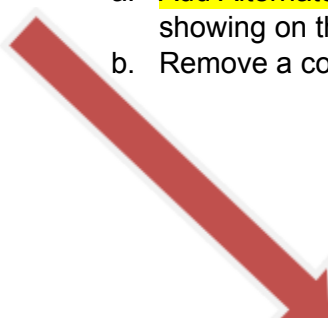
**STEP #3:** Use the **Filter Courses** box to view available courses. Click on the “Search” button. A new screen will appear, and you can search your electives. (Yours will look slightly different; this is just an example.)

**STEP #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:



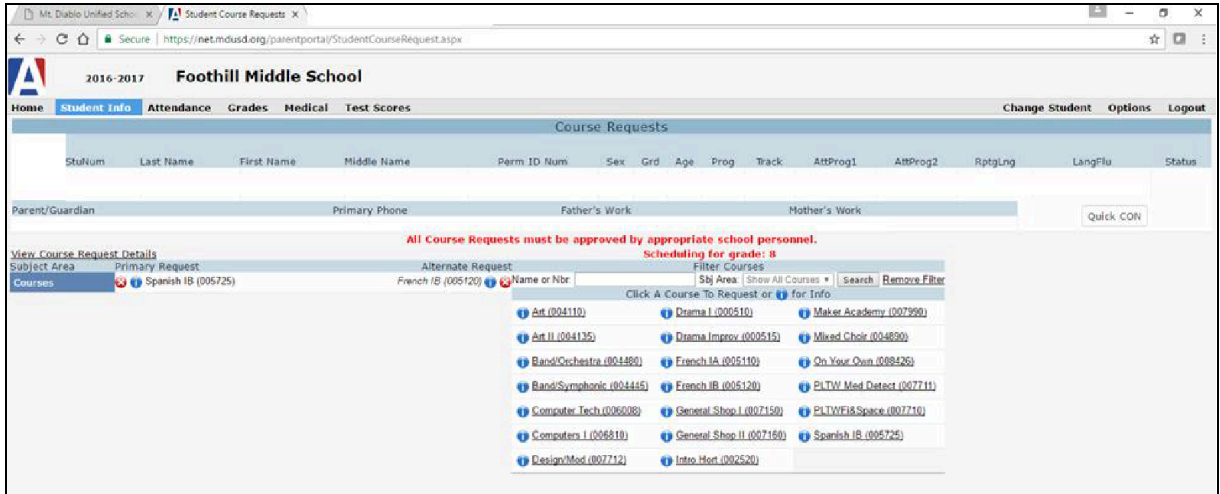
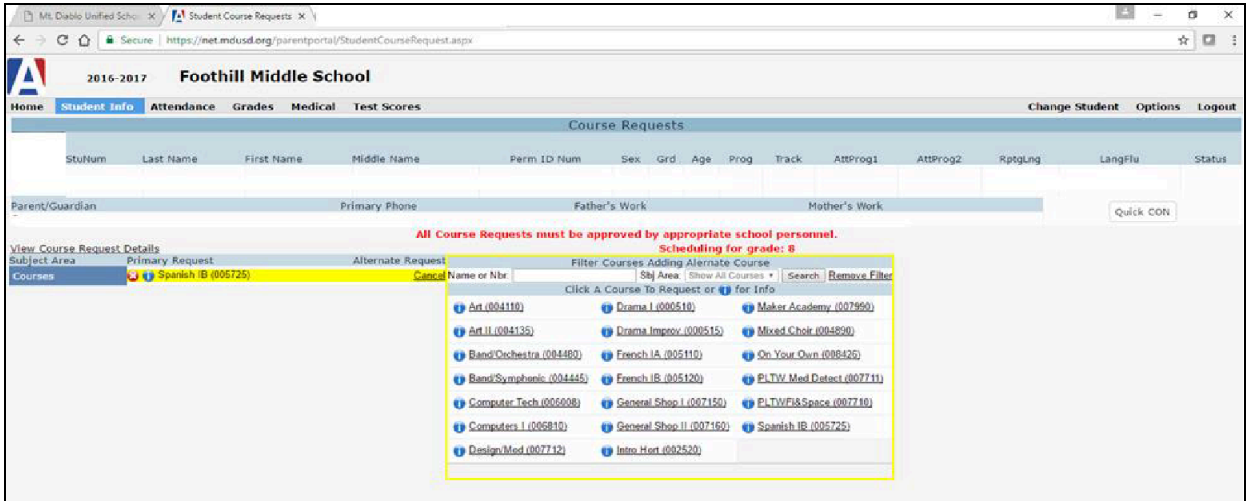
**STEP #5:** Chosen courses will appear in the list on the left side of the screen, as in this example. From this screen you should:

- a. **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.
- b. Remove a course request by clicking on the “X”.



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

**STEP #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. You will see the alternate course listed:



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

You may now exit HomeLink. Thank you!