

# San Elijo Middle School

## 2022-2023 Course Descriptions

*1600 Schoolhouse Way, San Marcos, CA 92078*



# English Language Arts

## 6<sup>th</sup> Grade English Language Arts

At San Elijo Middle School, sixth grade English Language Arts classes use the curriculum in SpringBoard textbooks. Our common theme throughout the year is “Change.” The SpringBoard textbook follows a literacy workshop model, which provides opportunities for students to improve their reading and writing strategies. From this curriculum, students will learn how to make meaning from their own experiences in reading and writing. This course will allow students to read, write, think, collaborate, compose, and work in groups. Students will study a variety of authors in a variety of genres. Students will explore argumentative topics and develop researched-based assignments related to current events. There will be 6 - 8 major writing assignments given during the year on a variety of genres such as writing a personal narrative, writing a short story, responding to literature, writing an expository essay, debating a controversy, writing an argumentative letter, researching Shakespeare and performing an excerpt from Shakespeare. There will be many formative and summative assessments given throughout the year as well. Overall, students will comprehend, appreciate, and respond to diverse selections of literature, including novels, short stories, poetry, drama, nonfiction and informational text.

| 1 <sup>st</sup> Semester  | 2 <sup>nd</sup> Semester  |
|---|---|
| <p>Students will be able to:</p> <ul style="list-style-type: none"><li>● To understand how change can be significant.</li><li>● To analyze key ideas and details in addition to craft and structure in print and non-print texts</li><li>● To use narrative techniques such as sequencing, dialogue, and descriptive language</li><li>● To write narratives to develop real or imagined events</li><li>● To understand pronouns and the conventions of punctuating dialogue</li><li>● To analyze literary elements</li><li>● To apply a variety of reading strategies to fiction and nonfiction texts</li><li>● To collaborate and communicate effectively</li><li>● To write an expository essay</li><li>● To practice using verb tenses and creating sentence variety</li></ul> | <p>Students will be able to:</p> <ul style="list-style-type: none"><li>● To analyze informational texts</li><li>● To practice nonfiction reading strategies</li><li>● To support a claim with reasons and evidence</li><li>● To engage effectively in a variety of collaborative discussions</li><li>● To write an argumentative letter</li><li>● To understand and use simple, compound, and complex sentence structures</li><li>● To analyze and understand the relationship among setting, characterization, conflict, and plot</li><li>● To research a drama from a different time period</li><li>● To rehearse and present an engaging performance of a drama</li><li>● To revise for effective sentence variety</li></ul> |

## 7<sup>th</sup> Grade English Language Arts

At San Elijo Middle School, seventh grade English Language Arts classes use the curriculum in Spring Board textbooks. Our common theme throughout the year is “Choices.” With this curriculum, students have opportunities to improve their reading and gain the tools to become better writers via a writing workshop approach. In addition, students will learn how to make meaning from their own experiences and incorporate that into their reading and writing. Students will study a variety of genres from different authors. Students will be expected to do independent reading throughout the year, choosing books that are both challenging and of high interest. Students will write in the following genres: personal narrative, literary analysis, expository essay, argumentative essay, constructed response and responses to their independent reading. Students will also conduct oral presentations as well as participate in Socratic Seminars. Formative and summative assessments are used throughout the course to determine student progress.

| 1 <sup>st</sup> Semester   | 2 <sup>nd</sup> Semester  |
|--|---|
| <p>Students will be able to:</p> <ul style="list-style-type: none"><li>● Analyze the use of foreshadowing, flashback, and characterization</li><li>● Analyze symbols, imagery, and figurative language and how they contribute to tone and theme in a novel</li><li>● Cite textual evidence to support inferences and predictions</li><li>● Analyze conflicts in the novel</li><li>● Write a literary analysis essay</li><li>● Analyze genres and their organizational structures</li><li>● Examine the function of narrative elements</li><li>● Apply techniques to create coherence and sentence variety in writing</li><li>● Apply revision techniques in preparing drafts for publication</li><li>● Engage in collaborative discussions</li><li>● Identify and analyze the use of appeals, language, and rhetorical devices in informational and argumentative texts</li></ul> | <p>Students will be able to:</p> <ul style="list-style-type: none"><li>● Increase textual analysis skills across genres</li><li>● Strengthen verbal and nonverbal communication skills</li><li>● Improve oral fluency and presentation skills</li><li>● Write an argumentative essay</li><li>● Write an expository essay</li><li>● Understand how our lives are affected by the media and advertising</li></ul> |

## 7<sup>th</sup> Grade English Language Arts Honors

7th grade Honors will cover the 7th grade ELA standards based on the descriptions above with more collaborative conversations, in depth analysis of text, and higher expectations with differentiated materials. Students who select ELA Honors are committing to a year-long course that will be challenging and require perseverance. Recommendations for 7th grade ELA Honors: Lexile above 1200, excellent work habits, strong grasp of 6th grade ELA reading/writing/speaking standards as evidenced by multiple measures, and teacher recommendation.

## **8<sup>th</sup> Grade English Language Arts**

In eighth grade, all English Language Arts classes will use Springboard, a district-approved curriculum which spans 3-4 units, each of which focus on a particular challenge of life and society. Through Springboard, eighth graders will read a variety of texts, write stories, practice arguments, produce research, and present and publish their work using technology. This course curriculum aligns with the California State Standards for Language Arts, which may be viewed on the California Department of Education website: <http://www.cde.ca.gov/re/cc/>.

| 1 <sup>st</sup> Semester   | 2 <sup>nd</sup> Semester   |
|--|--|
| <ul style="list-style-type: none"><li>● Evaluate the audience and purpose of a text</li><li>● Students will be able to analyze narrative for archetypes and narrative techniques</li><li>● Students will be able to see understand tone and mood words</li><li>● To develop informative/explanatory texts using the compare/contrast organizational structure</li><li>● To develop effective arguments using logical reasoning, relevant evidence, and persuasive appeals for effect</li></ul> | <ul style="list-style-type: none"><li>● Students will be able to analyze and synthesize a variety of texts to support claim in argumentative essay</li><li>● To analyze and evaluate a variety of expository and argumentative texts for ideas, structure, and language</li><li>● To create an informative and persuasive multimedia presentation</li><li>● To strengthen writing through the effective use of voice and mood</li><li>● Constructed response relating to each unit focusing on comparing two texts and the central theme</li><li>● Comparing themes from two literary texts</li><li>● Justify how setting creates/develops conflicts</li><li>● To analyze how a variety of authors create humor in print and non-print texts</li><li>● To analyze how humor is used to reveal a universal truth (theme)</li><li>● Editing and revising own writing</li><li>● To write a well-developed analysis of a humorous text</li></ul> |

## **8<sup>th</sup> Grade English Language Arts Honors**

8th grade Honors will cover the 8th grade ELA standards based on the descriptions above with more collaborative conversations, in depth analysis of text, and higher expectations with differentiated materials. Students who select ELA Honors are committing to a year-long course that will be challenging and require perseverance. Recommendation for 8th grade ELA Honors: Lexile above 1400, excellent work habits, strong grasp of 7th grade ELA reading/writing/speaking standards as evidenced by multiple measures, and teacher recommendation.

# Mathematics

## **6<sup>th</sup> Grade Math**

Students will focus on four critical areas of study: 1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; 2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; 3) writing, interpreting, and using expressions, equations and inequalities; and 4) developing understanding of statistical thinking. Students also work towards fluency in multi-digit division and multi-digit decimal operations, and build on their work with area, surface area, and volume. Students will engage in complex tasks that allow for extension and differentiation as well as developing a deep understanding of mathematical concepts. Procedural fluency skills will continue to be developed. Collaborative mathematical talk is emphasized.

*This class will prepare you for -- Math 7 and Accelerated 7-8*

*Recommended next course -- Math 7 or Accelerated 7-8*

## **7<sup>th</sup> Grade Math**

Students will focus on four critical areas of study: 1) developing understanding of and applying proportional relationships, including percentages; 2) developing understanding of operations with rational numbers and working with expressions and linear equations; 3) solving problems including scale drawings and informal geometric constructions and working with 2- and 3-dimensional shapes to solve problems involving area, surface area and volume; and 4) drawing inferences about populations based on samples. Students also work towards fluently solving equations of the form  $px + q = r$  and  $p(x + q) = r$ . Collaborative mathematical talk is emphasized.

*Recommended class to take prior -- Math 6*

*This class will prepare you for -- Math 8*

*Recommended next course -- Math 8*

## **7th Grade Accelerated Math 7–8**

Accelerated 7-8 students' progress at a rigorous pace to cover all the 7th grade standards and half the 8th grade standards while focusing on the 8 Standards for Mathematical Practices. Within the 8th grade material, students will cover exponents, scientific notation, roots, Pythagorean Theorem, volume of geometric shapes, transformations, angles and triangles. Collaborative mathematical talk is emphasized. Refer to 7th grade math and 8th grade math descriptions for more information on these standards.

*Recommended class to take prior -- Math 6*

*This class will prepare you for -- Math 8 and Accelerated Algebra*

*Recommended next course -- Math 8 or Accelerated Algebra*

## **8<sup>th</sup> Grade Math**

Students will focus on four critical areas of study: 1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; 2) grasping the concept of a function and using functions to describe quantitative relationships; 3) analyzing 2- and 3-dimensional space and figures using distance, angle, similarity, and congruence and understanding and applying the Pythagorean Theorem. Students also work towards fluency using exponents to simplify numerical expressions, finding volume of 3-dimensional figures, and various ways to display statistical data. Collaborative mathematical talk is emphasized.

*Recommended class to take prior -- Math 7*

*This class will prepare you for -- Algebra 1*

*Recommended next course -- Algebra 1*

## **Accelerated Algebra**

Accelerated Algebra students will engage in half of the California State Mathematical standards for 8th grade Math and all of the California State Mathematical standards for Algebra 1. Students will also develop and utilize the 8 Standards for Mathematical Practices. During the academic year students will cover solving, graphing, and writing linear equations, systems of linear equations, quadratic equations, and linear inequalities. Students will also be solving and graphing exponential and quadratic functions. Lastly, students will learn and apply the properties of integer exponents and polynomials. Collaborative mathematical talk is emphasized.

*Recommended class to take prior -- Accelerated 7-8*

*This class will prepare you for -- Algebra 1, Geometry and Honors Geometry*

*Recommended next course -- Algebra 1, Geometry or Honors Geometry*

# Science

## 6<sup>th</sup> Grade Science

At San Elijo Middle School, our 6th grade Science students will focus on the three-dimensional learning model of the Next Generation Science Standards using the Interdisciplinary model of Earth, Life and Physical Science. The year will be divided into 5 main units: **Cells and Body Systems, Thermal Energy, Light and Matter, Energy and Human Impact.** 6th grade students will be required to collaborate with their peers, as well as use scientific equipment and technology as tools for learning throughout the school year.

| 1st Semester   | 2nd Semester   |
|--|--|
| <p>During the <b>Cells and Body Systems</b> unit, students will study:</p> <ul style="list-style-type: none"><li>● Cells make up all living things.</li><li>● The function and structure of cell components.</li><li>● How the body is a system of interacting subsystems composed of groups of cells.</li></ul> <p>During the <b>Light and Matter</b> unit, students will study:</p> <ul style="list-style-type: none"><li>● In order to see things, we need light.</li><li>● Light travels in straight lines.</li><li>● The light bounces off an object and travels in a straight line to our eyes.</li><li>● When a light input is detected by sense receptors in our eye, it is turned into a signal that travels along the optic nerve to the brain, which processes it into what we see.</li><li>● Light can be reflected, transmitted or refracted.</li></ul> | <p>During the <b>Thermal Energy</b> unit, students will study</p> <ul style="list-style-type: none"><li>● Temperature is a measure of the average kinetic energy of particles of matter.</li><li>● Energy is spontaneously transferred out of hotter regions or objects and into colder ones.</li></ul> <p>During the <b>Weather &amp; Energy</b> unit, students will study:</p> <ul style="list-style-type: none"><li>● How the cycling of water through Earth's systems is driven by energy from the sun and the force of gravity.</li><li>● Evidence for how the motions and complex interactions of air masses results in changes in weather conditions.</li><li>● How unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.</li></ul> <p>During the <b>Human Impact</b> unit, students will study:</p> <ul style="list-style-type: none"><li>● The factors that have caused the rise in global temperatures over the past century.</li><li>● Various solutions for minimizing human impact on climate change.</li></ul> |
| <p>Throughout the year, students will engage in <b>Science and Engineering Practices</b> to:</p> <ul style="list-style-type: none"><li>● Evaluate solutions to determine how well they meet the criteria and constraints of the problem.</li><li>● Ask questions and develop investigations.</li><li>● Analyze data from investigations to engage in argument from evidence.</li><li>● Develop a model of a proposed object, tool, or process to complete a task.</li></ul>  |  |

## 7<sup>th</sup> Grade Science

At San Elijo Middle School, our 7th grade Science students will focus on the three-dimensional learning model of the Next Generation Science Standards using the Interdisciplinary model of Earth, Life and Physical Science. The year will be divided into four main units: **Chemistry and Matter, Energy, Earth's Natural Processes & Resource Distribution, and Ecology and Biodiversity**. Seventh grade students will be required to collaborate with their peers, as well as use scientific equipment and technology as tools for learning throughout the school year to build on skills learned during the 6<sup>th</sup> grade.

| 1st Semester  | 2nd Semester   |
|---|--|
| <p>During the <b>Chemical Reactions and Matter</b> unit, students will study:</p> <ul style="list-style-type: none"><li>● The pure substances vs. mixtures.</li><li>● Each substance has properties that do not change.</li><li>● There are physical and chemical properties of substances, such as color, smell and density flammability.</li><li>● There are chemical properties of substances, such as rusting and flammability.</li><li>● The difference between chemical and physical changes and the properties of substance before and after these changes.</li></ul> <p>During the Metabolic Reactions unit, students will study:</p> <ul style="list-style-type: none"><li>● How things inside our bodies make us feel the way we do.</li></ul> <p>During the <b>Earth's Natural Processes &amp; Resource Distribution</b> unit, students will study:</p> <ul style="list-style-type: none"><li>● The cycling of Earth's materials.</li><li>● How geoscience processes have changed Earth's surface.</li><li>● The distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.</li></ul> | <p>During the <b>Ecology and Biodiversity</b> unit, students will study:</p> <ul style="list-style-type: none"><li>● The effects of resource availability on organisms and populations.</li><li>● Patterns of interactions among organisms across multiple ecosystems.</li><li>● The cycling of matter and flow of energy among living and nonliving parts of an ecosystem.</li><li>● How changes to an ecosystem affect populations.</li><li>● Solutions for maintaining biodiversity and ecosystem services.</li></ul> <p>During the <b>Matter Cycling &amp; Photosynthesis Unit</b> unit, students will study:.</p> <ul style="list-style-type: none"><li>● The role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.</li><li>● How food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.</li></ul> <p>During the <b>Human Impact</b> unit, students will study:</p> <ul style="list-style-type: none"><li>● The effect of various human industries on ecosystems.</li><li>● Various solutions for minimizing human impact on Ecosystems.</li></ul> |
| <p>Throughout the year, students will engage in <b>Science and Engineering Practices</b> to:</p> <ul style="list-style-type: none"><li>● Evaluate solutions to determine how well they meet the criteria and constraints of the problem.</li><li>● Ask questions and develop investigations.</li><li>● Analyze data from investigations to engage in argument from evidence.</li><li>● Develop a model of a proposed object, tool, or process to complete a task.</li></ul>   |  |

## 8<sup>th</sup> Grade Science

At San Elijo Middle School, our 8th grade Science students will focus on the three-dimensional learning model of the Next Generation Science Standards using the Interdisciplinary model of Earth, Life and Physical Science. The year will be divided into 5 main units: **Contact Forces, Earth's Place Space, Sound Waves, Heredity, and Evolution and Change.** Eighth grade students will be required to collaborate with their peers, as well as use scientific equipment and technology as tools for learning throughout the school year to build on skills learned during the 6<sup>th</sup> and 7th grades.

| 1st Semester  | 2nd Semester  |
|---|---|
| <p>During the <b>Contact Forces</b> unit, students will study:</p> <ul style="list-style-type: none"><li>• How the change in an object's motion depends on the sum of the forces on the object and the mass of the object.</li><li>• How gravitational interactions are attractive and depend on the masses of interacting objects.</li><li>• The relationships of kinetic energy to the mass of an object and to the speed of an object.</li><li>• Objects interacting at a distance change, different amounts of potential energy are stored in the system.</li></ul> <p>During the <b>Earth's Place in Space</b> unit, students will study:</p> <ul style="list-style-type: none"><li>• Earth's 4.6-billion-year-old history.</li><li>• The Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.</li><li>• The role of gravity in the motions within galaxies and the solar system.</li><li>• The scale properties of objects in the solar system.</li></ul> <p>During the <b>Heredity</b> unit, students will study:</p> <ul style="list-style-type: none"><li>• How asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.</li><li>• Environmental and genetic factors that influence the growth of organisms.</li></ul> | <p>During the <b>Sound Waves</b> unit, students will study:</p> <ul style="list-style-type: none"><li>• The strength of electric and magnetic forces.</li><li>• Evidence that fields exist between objects exerting forces on each other even though the objects are not in contact.</li><li>• How the amplitude of a wave is related to the energy in a wave.</li><li>• Why digitized signals are a more reliable way to encode and transmit information than analog signals.</li></ul> <p>During the <b>Evolution and Change</b> unit, students will study:</p> <ul style="list-style-type: none"><li>• Why structural changes to genes may result in harmful, beneficial, or neutral effects to an organism.</li><li>• Patterns in the fossil record throughout the history of life on Earth.</li><li>• The embryological, genetic, and anatomical evidence of modern and fossil organisms to infer evolutionary relationships.</li><li>• How genetic variations of traits increase some individuals' probability of surviving and reproducing.</li><li>• Technologies that have changed the way humans influence the inheritance of desired traits in organisms.</li></ul> <p>During the <b>Forces at a Distance</b>, students will study:</p> <ul style="list-style-type: none"><li>• How a magnet can move an object without touching it.</li></ul> |
| <p>Throughout the year, students will engage in <b>Science and Engineering Practices</b> to:</p> <ul style="list-style-type: none"><li>• Evaluate solutions to determine how well they meet the criteria and constraints of the problem.</li><li>• Ask questions and develop investigations.</li><li>• Analyze data from investigations to engage in argument from evidence.</li><li>• Develop a model of a proposed object, tool, or process to complete a task.</li></ul>   |   |

# History

## 6<sup>th</sup> Grade History: World History and Geography: Ancient Civilizations

This course covers the California History/ Social Science standards for grade 6. The student experience begins with the study of early man and concludes with the fall of the Western Roman Empire. Civilizations and peoples from Mesopotamia, Egypt, Kush, India, China, Greece and the Hebrews will also be explored. Students will be asked to consider why civilizations developed where they did, how they became powerful and why they declined. Additional emphasis will be placed on the everyday lives, problems, and accomplishments of people, as well as their role in developing political, social, economic, and religious structures. Students will analyze interactions between these cultures and the spread of ideas, goods and culture through vast trade networks. Emphasis will be placed on geography, and its special significance in the development of the human story. Throughout their studies, students will engage in the historical thinking practices of sourcing, corroborating, & contextualizing. This course will include multiple formative & summative assessments, document based questions, essays, inquiry based research projects, as well as collaborative group activities.

| 1 <sup>st</sup> Semester  | 2 <sup>nd</sup> Semester  |
|---|---|
| <ul style="list-style-type: none"><li>● Early Humans &amp; Societies<ul style="list-style-type: none"><li>○ Stone Ages &amp; Early Cultures</li></ul></li><li>● River Valley Civilizations I<ul style="list-style-type: none"><li>○ Mesopotamia</li><li>○ Egypt</li></ul></li><li>● Foundations of Western Ideas<ul style="list-style-type: none"><li>○ The Hebrews &amp; Judaism</li></ul></li></ul> | <ul style="list-style-type: none"><li>● River Valley Civilizations II<ul style="list-style-type: none"><li>○ India</li><li>○ China</li></ul></li><li>● Foundations of Western Ideas II<ul style="list-style-type: none"><li>○ The Greek World</li></ul></li><li>● The Roman World<ul style="list-style-type: none"><li>○ The Roman Empire</li><li>○ Rome &amp; Christianity</li></ul></li></ul> |

## 7<sup>th</sup> Grade History: World History and Geography: Medieval and Early Modern Times

Students in grade seven at San Elijo Middle School will study the social, cultural, and technological changes that occurred in Europe, Africa, the Americas and Asia in the years A.D. 500–1789. After reviewing the ancient world and the ways in which archeologists and historians uncover the past, students study the history and geography of great civilizations that were developing concurrently throughout the world during medieval and early modern times. They examine the growing economic interaction among these civilizations, as well as the exchange of ideas, beliefs, technologies, and commodities. They learn about the resulting growth of Enlightenment philosophy and the new examination of the concepts of reason and authority, the natural rights of human beings and the divine right of kings, experimentalism in science and the beliefs of multiple religions. Finally, students assess the political forces let loose by the Enlightenment, particularly the rise of democratic ideas, as they learn about the continuing influence of these ideas in the world today. Students will master the standards through an analysis of primary and secondary documents, collaborative and academic discussions, use of technology, and engaging inquiry based activities.

| 1 <sup>st</sup> Semester   | 2 <sup>nd</sup> Semester   |
|--|--|
| <ul style="list-style-type: none"><li>● Fall of the Roman Empire</li><li>● Byzantine Empire</li><li>● Islam</li><li>● Early Middle Ages</li><li>● Late Middle Ages</li><li>● West Africa</li><li>● China</li><li>● India</li></ul> | <ul style="list-style-type: none"><li>● Japan and Korea</li><li>● Maya, Inca, and Aztecs</li><li>● West Africa</li><li>● Renaissance</li><li>● Reformation</li><li>● Scientific Revolution</li><li>● Exploration</li><li>● Enlightenment</li></ul> |

## 8<sup>th</sup> Grade History: United States History

This course covers the California History/Social Science standards for grade eight. Students will study the ideas, issues, and events from the Colonial and Revolutionary periods in the 17th and 18th centuries to the turn of the 20th century, just prior to World War I. After a careful study of the formation of our government, the Constitution and other founding documents, students will trace the development of American politics, society, culture, and economy and relate them to the emergence of major regional differences that developed in the Northeast, South, and West during the 19th century. They will also learn about the challenges facing the new nation and the causes, course, and consequences of the Civil War. Finally, they will make connections between the rise of industrialization and contemporary social & economic conditions. This course will allow students to read, write, and think in collaborative groups as they analyze many and varied historical sources in order to compose well-researched academic responses to central historical questions. Multiple formative and summative assessments will be given throughout the year to determine students' mastery of content and literacy standards. These assessments will include performance tasks or Document Based Questions (DBQ's), research projects, Google Classroom assignments, digital map & media activities, key terms & people, and quizzes & examinations.

| 1 <sup>st</sup> Semester  | 2 <sup>nd</sup> Semester  |
|---|---|
| <ul style="list-style-type: none"><li>● Colonial and Revolutionary Periods</li><li>● The Constitution and the American political system.</li><li>● The ideals of the New Nation</li><li>● Foreign policy in the early 1800s.</li><li>● Westward expansion from 1800 to 1860</li></ul> | <ul style="list-style-type: none"><li>● The North and South from 1800 to 1860.</li><li>● An Era of Reform and the struggles over slavery.</li><li>● The Civil War</li><li>● The Reconstruction Era</li><li>● The Industrial Revolution and Progressive Era.</li></ul> |

# Physical Education

San Elijo Middle School Physical Education Courses are designed to develop the physical literacy of every student. Throughout the course students will be demonstrating motor skill acquisition, applying movement concepts, developing academic strategies, gaining fitness knowledge, assessing and improving upon fitness levels, and maturing in their sociological skills which are necessary for becoming a well-rounded, physically literate, person. Curriculum includes a wide variety of opportunities to develop physical literacy. Students will enhance their wellness through a plethora of physical activities like Volleyball, Speedminton, Hockey, Dance, Basketball, Tumbling, Softball, Fitness, Flag Football, Spike Ball, Track & Field, Bicycling, Lacrosse, Ultimate Football, Speedminton, Jester Sports, Soccer, Pickleball, and the like. Student's fitness levels will be evaluated on an individual basis throughout the year to help develop goal setting. This course is designed to encourage a love of fitness and sport that will persuade students to pursue healthy living choices for a lifetime.

| 1 <sup>st</sup> Semester   | 2 <sup>nd</sup> Semester   |
|--|--|
| <ul style="list-style-type: none"><li>● Sociological Skills: responsibility, acceptance, encouragement, leadership, appreciation for participants, cooperation, organization, inclusivity.</li><li>● Goal Setting: physical fitness, individual and team</li></ul> | <ul style="list-style-type: none"><li>● Sociological Skills: responsibility, acceptance, encouragement, leadership, appreciation for participants, cooperation, organization, inclusivity.</li><li>● Goal Setting: physical fitness, individual and team</li><li>● FitnessGram Testing (Grade 7)</li><li>● Iron Eagle Fitness Test (Grade 8)</li><li>● Goal Assessment</li></ul> |

## 6<sup>th</sup> Grade Physical Education

This course is designed to provide students with successful learning experiences in the subject area of physical education. Boys and girls will have the opportunity to participate together in a variety of team sports, games, and recreational activities. These activities are designed to develop specific skills within sports; in addition to improving, and maintaining physical fitness and good health. In 6th grade, students will be assigned a lock and locker, dress out for class in the locker room, and meet every school day.

## 7<sup>th</sup> Grade Physical Education

This course is designed to provide students with successful learning experiences in the subject area of physical education. Boys and girls will have the opportunity to participate together in a variety of team sports, games, and recreational activities. 7th grade physical education builds on the skills based learning of 6th grade and also implements the idea of lead-up activities to enhance individual skills within a group setting; in addition to improving and maintaining physical fitness and good health. In 7th grade, students are assigned a lock and locker, dress out for class in the locker room, and meet every school day.

## 8<sup>th</sup> Grade Physical Education

This course is designed to provide students with successful learning experiences in the subject area of physical education. Boys and girls will have an opportunity to participate together in a variety of team sports, games, and recreational activities. 8th grade builds on the skills developed in 6th and 7th grade. In this grade level, students begin to take previously learned skills and put them into practice through a team and tournament setting in order to focus on strategy and collaboration. 8th graders will also continue improving and maintaining physical fitness and good health. In 8<sup>th</sup> grade, students are assigned a lock and locker, dress out for class in the locker room, and meet every school day.

# English Language Development

## Designated English Language Development

At San Elijo Middle School, all ELD courses are designed to help students move along the continuum of ELD standards. All ELD classes are designed to help students gain proficiency in different language domains: Listening, Speaking, Reading and Writing. Students will be taught registrar and when to use appropriate vocabulary (both social and academic). All classroom activities are also designed to address the 4 C's and to develop: Critical Thinking, Collaboration, Communication and Creativity. All students will be required to collaborate with their peers, and content will build on skills learned during the prior year.

The standards can be viewed here: <https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>

| 1 <sup>st</sup> Semester   | 2 <sup>nd</sup> Semester  |
|--|---|
| <ul style="list-style-type: none"><li>• Students will gain academic vocabulary (literary terms included).</li><li>• Students will write narratives and expository essays.</li><li>• Students will defend their claim using evidence in a classroom debate.</li><li>• Students will present an illustrated narrative.</li><li>• Students will also use technology to demonstrate their learning and track their own language gains.</li></ul> | <ul style="list-style-type: none"><li>• Students will gain academic vocabulary (literary terms included).</li><li>• Students will write biographical essays and a monologue.</li><li>• Students will create and share a biographical presentation.</li><li>• Students will present a monologue.</li><li>• Students will also use technology to demonstrate their learning and track their own language gains.</li></ul> |

## **Content**

All ELD classes are designed to help students gain proficiency in different language domains: Listening, Speaking, Reading and Writing. Students are engaged in reading a variety of texts using those texts to cite evidence in their own writing. Students will write personal narratives, argumentative essays, and informative essays. Students will also develop their listening and speaking skills by writing and then presenting their ideas orally. Students will also use technology to demonstrate their learning and track their own language gains. Students will be taught registrar and when to use appropriate vocabulary (both social and academic). All classroom activities are also designed to address the 4 C's and to develop: Critical Thinking, Collaboration, Communication and Creativity.

## **Curriculum**

ELD courses are designed to help students move along the continuum of ELD standards.

<https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf> All students will use the middle school ELA or DELD Springboard curriculum. This curriculum is aligned with both the ELA and ELD standards so that students are making progress and gains in both sets of standards simultaneously. Students will also use Achieve 3000 to make reading gains and improve their overall Lexile score. Students will track their own progress towards grade level standards.

## **Assessment**

Teachers will incorporate both summative and formative assessments to track students' progress towards mastery of standards. Students will be provided feedback on their performance along with suggestions for improvement. Students will be measured on the various language domains.

Students will also be privy to their own state assessment scores. Students will examine their current levels and set goals for the current academic year. In addition, students will track and measure their own Lexile reading growth using Achieve 3000 and their STAR reading scores.

## **Supports**

Students will have full access to the academic support and extracurricular programs in place at SEMS. In addition, students will benefit from EL specific targeted interventions including EL Summer Academy and EL After-School Interventions. In addition, an ELD Specialist will be available for additional student support on Mondays and Tuesdays.

## **English Language Development Support (ELD Support Elective)**

Grade level: 6, 7, and 8, prerequisites: ELPAC expanding to bridging or successful completion of the preceding ELD class. This course is to develop the English language skills of those students whose first language is not English. All designated English language development courses emphasize academic reading, writing, speaking and listening with an understanding that oral language plays a crucial role in the other domains. At this level, there is a strong focus on mastering complex academic and social language. An emphasis is placed on the assets students bring at all levels of proficiency.

# Electives

## Aide (Teacher, Counseling, Library, and Attendance)

8th grade Aides are expected to have regular and consistent attendance and confidentiality is required. Aides are to assist the teacher or department with appropriate tasks within the class period. This class is a Pass/Fail class; students do not receive a letter grade. Prerequisite for an Aide is staff approval.

## Introduction to Art

This 6th grade class takes students through the basics of standard techniques and mediums, from pencil and paper, painting, and sculpture. Students will learn how to draw, paint, work with paper, cardboard, and papier-mâché, and create a variety of projects in different mediums. It will also include the basics of major Art History movements.

## Principles of Art

This 7th and 8th grade class takes students through the basics of standard techniques and mediums, from pencil and paper, acrylic and watercolor painting, to printmaking. This art class includes several Art movements throughout history, from classical Roman and Byzantine through the Renaissance and later Modern Art movements. Students will learn how to draw, paint, work with paper, cardboard, and papier-mâché, and create a variety of projects in different mediums.

## Advanced Art

Advanced Art is a continuation of Art 1 for 8th grade students, building on core skills to enhance artistic perception, art history knowledge, and artistic skills. Part of the year, we explore the work and styles of artists from around the world and create original works of art based on the style and materials of each artist we study. We also spend part of the year learning the basics of Ceramics, working to make pieces in each of the basic categories of Ceramics and culminating in a final project that incorporates all of the basic skills. Prerequisites: Year Completion of Principles of Art or Portfolio Submission.

## A.S.B.

7th and 8th grade ASB explores student leadership concepts and develops leadership and teamwork skills, including parliamentary procedure, public speaking, cultural awareness, and etiquette protocol. ASB student ambassadors plan, promote, carry out, and evaluate campus-wide activities that support SEMS students and staff. At times, students must work during lunch, and before- or after- school to complete event-related duties.

## A.V.I.D. 6, 7, 8

Advancement Via Individual Determination (AVID) is a year-long academic elective course for 6th, 7th, and 8th grade students that prepares **all** students for the rigors of high school, college and career readiness utilizing a preparatory curriculum provided by the AVID Center. The focus throughout the year is communication, growing students' reading and writing, collaboration, organization, note-taking, decision making, time management, tutorials, problem-solving, critical thinking, inquiry, research, character development, community service, exposure to different field trips, as well as developing technological knowledge and skills.

## **Band: Beginning**

At San Elijo Middle School, all 6th, 7th, and 8th grade students have the opportunity to participate in music through our band program. Students who choose band will focus on learning a woodwind (flute, clarinet, and saxophone), brass (trumpet and trombone), or percussion instrument. Curriculum will follow the national arts standards. The textbook we follow is a music method book called Essential Elements of Instruction Book 1. We supplement instruction with sheet music to reinforce the concepts learned in the method book such as rhythm, dynamics, articulation, and artistic expression. Students will also learn about famous composers past and present. Beginning Band will perform three concerts to demonstrate their learning. These are the Turkey Concert in November, the Coffee Concert in March, and the Spring Concert in May. Through band, students learn how to be a musician, through an environment of growth, inclusion, and education. They hone multitasking and organization skills, develop friendships and teamwork, as well as, become part of a larger multicultural music community.

| 1st Semester  | 2nd Semester  |
|---|---|
| <ul style="list-style-type: none"><li>● Students will choose an instrument to learn.</li><li>● Students will learn the first five notes of the Bb concert scale on their instrument.</li><li>● Students will learn to read both the treble and bass clef staff markings.</li><li>● Students will learn 4/4 time.</li><li>● Students will learn whole notes, half notes, quarter notes, eighth notes and their corresponding rests.</li><li>● Students will learn simple dynamics such as piano and forte.</li></ul> | <ul style="list-style-type: none"><li>● Students will learn a wider range of notes on their instrument going beyond the first five.</li><li>● Students will learn more complex time signatures such as 3/4 and 2/4.</li><li>● Students will learn about 16th notes and dotted notes and their corresponding rests.</li><li>● Students will learn the Bb, F, and Eb concert scales.</li><li>● Students will learn more complex dynamics such as mezzo forte, mezzo piano, pianissimo, fortissimo.</li><li>● Students will be able to perform music with separate moving parts.</li></ul> |

## **Band: Concert**

This 6th, 7th, and 8th Grade Ensemble is a continuation of Beginning Band. In Concert Band, we continue to refine the skills learned in beginning band while adding more complex skills through different repertoire. Students do not use a textbook, but rather use sheet music rated by the National Association for Music Educators (NAfME) and the Southern California School Band and Orchestra Association (SCSBOA). Students prepare and perform this music for judges in an adjudicated festival. They are rated based on the musical standards for their appropriate level of musicianship. Concert Band students perform 4 required concerts; Turkey Concert in November, Pre Festival in February, Festival in March, and the Spring Concert in May. Other optional performances include a Disneyland Workshop (8th grade), participation in Solo and Ensemble, and a Music in the Parks Festival at Knott's Berry Farm. **The prerequisite for this class is 1 year of experience on their instrument. There is no audition required for this group; however if the student is a 6th grader, an assessment of skills will be done to determine appropriate placement.**

| 1st Semester   | 2nd Semester   |
|--|--|
| <ul style="list-style-type: none"><li>● Students will work toward learning and mastering all 12 of the major scales for their instrument.</li><li>● Students will learn more complex melodies, harmonies, and rhythms as part of advanced sheet music.</li><li>● Students will learn more complex time signatures such as 6/8 and Cut time.</li><li>● Students will learn the concepts of intonation, pitch, and tone quality.</li></ul> | <ul style="list-style-type: none"><li>● Students will have the opportunity to participate in an adjudicated Solo and Ensemble Festival</li><li>● Students will prepare music to perform in an adjudicated festival.</li><li>● Students will continue to perfect intonation, pitch, and tone quality</li><li>● Students will continue to work on mastering 12 major scales</li><li>● Students will continue to perfect rhythms, melodies, and harmonies in music that becomes increasingly challenging.</li></ul> |

## **Band: Advanced**

This 6th, 7th and 8th Grade Ensemble is a continuation of Beginning Band but with more rigor. In Golden Eagle Band, we continue to refine the skills learned in Beginning Band while adding more complex skills through different, more challenging repertoire. Students do not use a textbook, but rather use sheet music rated by the National Association for Music Educators (NAfME) and the Southern California School Band and Orchestra Association (SCSBOA). Students prepare and perform this music for judges in an adjudicated festival. They are rated based on the musical standards for their appropriate level of musicianship. Golden Eagle Band students perform 4 required concerts; Turkey Concert in November, Pre Festival in February, Festival in March, and the Spring Concert in May. Other optional performances include a Disneyland Workshop (8th grade), participation in Solo and Ensemble, and a Music in the Parks Festival at Knott's Berry Farm. **The prerequisite for this class is having 1 year of experience on their instrument. There is an audition of some major scales and a prepared solo for this group.**

## **Band: Wind Ensemble**

This Ensemble is for the most advanced musicians. In Wind Symphony, students are expected to already know their 12 major scales. Students do not use a textbook, but rather use sheet music rated by the National Association for Music Educators (NAfME) and the Southern California School Band and Orchestra Association (SCSBOA). Some of this music is high school level. Students are expected to practice on their own and use class time for group rehearsal. Students prepare and perform this music for judges in an adjudicated festival. They are rated based on the musical standards for their appropriate level of musicianship. Wind Symphony students perform 4 required concerts; Turkey Concert in November, Pre Festival in February, Festival in March, and the Spring Concert in May. Other optional performances include a Disneyland Workshop (8th grade), participation in Solo and Ensemble, and a Music in the Parks Festival at Knott's Berry Farm. The prerequisite for this class is having at least 1 year of experience on their instrument. **There is a rigorous audition of all 12 major scales and a prepared solo for this group.**

## **Choir**

At San Elijo Middle School, all 6th, 7th, and 8th grade students have the opportunity to participate in music through our choir program. Students who choose choir will focus on learning music through the vocal arts. Curriculum will follow the National Arts Standards. There is not a textbook for the class, but instead different sets of warm ups that teach and encourage good breathing, posture, vowel shape, word completion, and pitch. Instruction is supplemented with sheet music of different genres in order to foster understanding. The Beginning Choir will perform at three concerts-the Winter Concert in December, Coffee Concert in March, and Spring Concert in May. There may be additional opportunities to perform at community events.

| 1st Semester   | 2nd Semester   |
|--|--|
| <ul style="list-style-type: none"><li>● Students will learn to properly breathe and sing from the diaphragm.</li><li>● Students will learn to enunciate vowels and consonants.</li><li>● Students will learn intervals and to read the treble clef staff markings.</li><li>● Students will learn time signatures.</li><li>● Students will learn whole notes, half notes, quarter notes, eighth notes and their corresponding rests.</li><li>● Students will learn simple dynamics such as piano and forte.</li><li>● Students will learn unison melodies and American Folk Songs.</li><li>● Students will learn Solfege.</li><li>● Students will learn simple harmonies.</li></ul> | <ul style="list-style-type: none"><li>● Students will learn to sing in the head voice &amp; chest voice.</li><li>● Students will learn about 16th notes and dotted notes and their corresponding rests.</li><li>● Students will learn more complex dynamics such as mezzo forte, mezzo piano, pianissimo, fortissimo.</li><li>● Students will learn about different genres of vocal music including show tunes, opera, classical.</li><li>● Students will be able to perform music with melodies and harmonies.</li><li>● Students will explore movement with music</li><li>● Students will compose their own 4 part "Hoedowns".</li></ul> |

## Choir: Concert

At San Elijo Middle School, 6th, 7th and 8th grade students have the opportunity to participate in music through our choir program. Students who choose advanced choir will focus on continuing their education of the vocal arts. Curriculum will follow the national arts standards. There is not a textbook for the class, but instead different sets of warm ups that teach and encourage good breathing, posture, vowel shape, word completion, and pitch. Instruction is supplemented with sheet music of different genres in order to foster understanding. The Advanced Golden Eagle Choir will perform at 4 concerts--the Winter Concert in December, Pre-Festival in February, Choral Festival in March, and Spring Concert in May. Additional optional performances include participation in our Solo and Ensemble Festival, community events, Disneyland Workshop, and Music in the Parks Festival at Knott's Berry Farm. A field trip to the San Diego Opera to view a full opera is also an optional opportunity. **If students have not taken Beginning Choir or Beginning Band, an audition to assess skills is required.**

| 1st Semester   | 2nd Semester  |
|--|---|
| <ul style="list-style-type: none"><li>● Students will continue to perfect proper breathing and singing from the diaphragm.</li><li>● Students will expand the use of the head and chest voices.</li><li>● Students will continue to perfect enunciation of vowels and consonants.</li><li>● Students will continue using intervals &amp; notation learned in Beginning Choir.</li><li>● Students will learn unison melodies</li><li>● Students will learn simple harmonies.</li><li>● Students will integrate movement with songs.</li></ul> | <ul style="list-style-type: none"><li>● Students will learn acapella singing techniques</li><li>● Students will learn about different genres of vocal music including show tunes, opera, classical.</li><li>● Students will sing in different languages (i.e. Latin, Italian, etc.)</li><li>● Students will learn music from different cultures and the meanings behind them.</li><li>● Students will learn more complex harmonies.</li><li>● Students will choreograph movements to music</li><li>● Students will compose their own songs.</li></ul> |

## S.E.M.S. TV & Media

TV Media is a course for 7th & 8th grade levels. This is a two-part class, in which we run the school announcements and learn the basics of filmmaking. The class is a collaborative class where students are put into teams that rotate through various tasks. The overall goals of the class are for students to learn how to film using anything from their personal devices to high quality camera equipment and accessories such as steady-cams and gimbals; how to create an original idea and go from a screenplay on paper to a finished film; and how to edit a film, using professional standard software, to be delivered on any content platform, such as websites, YouTube, or live-streaming. These are skills that the students are encouraged to make use of throughout their Middle School careers in their other classes, and will take with them throughout their school years and potentially into future careers.

## Spanish I (P)

In this 8th grade year long, 10-unit course, students will build a base for eventual mastery of Spanish. Spanish 1 emphasis is the use of first-person present tense. Although the main focus will be on communication (speaking, listening, reading, writing and thinking), students will also learn about the rich culture (art, food, music, geography) and the various communities that compose the Spanish speaking worlds. Additionally, students will compare their own native language to Spanish by studying its technical and grammatical aspects. Students will deepen their understanding of outside disciplines by making connections through their study and application of Spanish. This course is designated to work in concordance with our three **ESLRs** (Expected Schoolwide Learning Results) Effective Communicators, Effect Problem Solvers, and Effective Citizens. The domains of reading, writing, speaking, listening, and thinking are integrated daily in the World Language acquisition process. <https://www.cde.ca.gov/ci/fl/cf/>

**Note:** This class meets the A-G *High School* graduation and UC\* /CSU college transcripts requirement so long as **two consecutive years of the same language are completed at the high school**. \*UC systems recommends 3 years of world language. *Please confer with your counselor when planning your academic future.* This class utilizes the best practices based on: Realidades 1. **Semester grades** post on High School transcripts.

| Spanish, Semester 1 (Chapters PE through 3A)   | Spanish, Semester 2 (Chapters 3B through 6B)  |
|--|---|
| <p>(Through modified dual language immersion)<br/><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Explore and develop an understanding of the similarities and differences of <b>punctuation, alphabet, phonetic</b> usage and <b>syntax</b> (sentence structure)</li> <li>● Recognize <b>cognates</b></li> <li>● Develop the language related to <b>seasons, numbers, time and calendar</b> (daily life/school life)</li> <li>● Employ language of greetings with use of <b>formal and informal subject pronouns</b> (classroom/social environment)</li> <li>● Develop language for <b>likes and dislikes and agreements</b> (activities, agree, disagree, “No” placement)</li> <li>● Explore the correct <b>usage of grammar agreements</b> of masculine/feminine/ singular/plural <b>definite and indefinite articles</b>, subjects, verbs and adjectives</li> <li>● Develop correct use of <b>adjective agreement and placement</b></li> <li>● Use <b>subject pronouns</b> with <b>agreement in conjugation</b> of infinitives (SVA in conjugation)</li> <li>● Develop understanding of <b>conjugation for subject verb agreement</b> (SVA) of regular <b>–AR infinitives</b> (likes, dislikes, activities, school life)</li> <li>● Explore and differentiate use and <b>conjugation</b> of <b>SER v. ESTAR</b></li> </ul> | <p>(Through full single language immersion)<br/><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Refine skills for <b>conjugating regular – AR and -ER/-IR</b> infinitives (SVA)</li> <li>● Expand skills of grammar agreements of m/f/s/pl use with <b>adjectives in 3<sup>rd</sup> person</b> use</li> <li>● Expand skills of correct use <b>SER v. ESTAR</b></li> <li>● Identify and distinguish use of <b>possessive adjectives, subject pronouns and demonstrative adjectives</b> (ie. tu v. tú, mi v. mí)</li> <li>● Develop understanding of <b>conjugation</b> (SVA) of <b>Irregular verbs</b> (ie. Ir a)</li> <li>● Develop understanding of <b>conjugation of Boot verbs/ stem changing verbs</b> (<b>querer, preferir, dormir, poder, pensar, traer, venir</b>)</li> <li>● Explore basic rules and application of <b>reflexive pronouns</b> (intro Spanish 2)</li> <li>● Advance skills of colloquial language use with <b>affirmative tú commands</b> (chores)</li> <li>● Explore use of <b>gerund (present progressive verb) conjugation</b></li> <br/> <li>● Synthesize and implement the correct <b>usage of grammar agreements</b> of masculine/feminine/singular/plural use in</li> </ul> |

- Develop an understanding of **conjugation for subject verb agreements** of regular – **ER/-IR infinitives** (foods, meals, activities)
- Explore use of **interrogatives** in structuring questions and answering
- Expand skills of correct **SER v. ESTAR** use **with prepositions**
- Demonstrate **verbal and written simple sentences** with correct grammar and mechanics
- Write **3 paragraph** descriptive and narrative essays (**1<sup>st</sup> person/3<sup>rd</sup> person**)

various written, verbal and recoded activities

- Demonstrate **independent mastery** of language skills in **written and verbal projects in class** (food videos, Soy poems)
- **Exercise and document speaking and writing mastery** outside of the classroom (video recordings)
- Master the basic fundamentals of Spanish 1 language and **demonstrate preparedness** for advancement to Spanish 2 by writing a minimum **5 paragraph detailed essay/letter**

## Introduction to Technology

This CTE 6th grade course has been designed for students who both have a passion for technology and for those still deciding in which direction or field they may wish to follow. Students will learn about what it means to be a 21st century digital citizen including the ethics and responsibilities involved with the Internet and having a digital footprint. Students will continue to work with Google Suite applications to enhance their skills.

They will also be introduced to the Project Lead the Way curriculum which is used for the middle school CTE pathway through Principles of Technology and Advanced Technology. In the Flight and Space unit, the exciting world of aerospace comes alive. Students become engineers as they design, prototype, and test models to learn about the science of flight and what it takes to travel and live in space. They solve real-world aviation and space challenges and plan a mission to Mars.

In the Computer Science for Innovators and Makers unit, it teaches students that programming goes beyond the virtual world into the physical world. Students are challenged to creatively use sensors and actuators to develop systems that interact with their environment. Designing algorithms and using computational thinking practices, they code and upload programs to microcontrollers that perform a variety of authentic tasks. The unit broadens students' understanding of computer science concepts through meaningful applications. Teams select and solve a personally relevant problems related to wearable technology, interactive art, or mechanical devices.

This course is intended to offer students a glimpse into the engineering, computer science and bio medicine career pathways. This is the first year of a three year Career and Technology (CTE) pathway that will be offered at San Elijo Middle School.

## Principles of Technology

This is a 7th and 8th grade rich, year-long, Problem/Project Based Learning (PBL) class that is CTE (Career Technology Education) driven. The field of technology is ever changing and this means that this class too is continually changing in order to keep all of the lessons, software and direction of the class relevant and always looking forward to helping develop the introductory skills needed in order to meet the growing needs of various industries. This course will introduce students to various forms of programming (coding), applied mathematics through programming, digital design and graphics, 3D Architecture/CAD (Computer Aided Design), introduction to physical computing, various multimedia applications and more.

This class takes place in a state-of-the-art computer lab. This lab has individual user profiles, networked printers, Cloud storage, and file sharing. Students will learn how to follow best practices of file naming, file organization, storage, retrieval and other critically important computer skills. This lab functions using the latest in classroom management software, which provides a front-row seat to every computer in the lab, bringing the learning directly in front of each and every student.

There are no classroom books. All learning activities take place in the classroom. In order to receive the most from this class, excellent attendance is needed. This is but a cursory roadmap for the class and individual units may vary.

| 1st Semester  | 2nd Semester   |
|---|--|
| <ul style="list-style-type: none"><li>● Student will develop introductory programming skills working with visual, drag and drop software</li><li>● Students will apply variables and algebraic algorithms to visualize mathematics</li><li>● Students will create, design and develop an interactive game</li><li>● Students will learn a new programming language and apply it to physical computing</li><li>● Students will create dynamic, interactive electronic projects</li></ul> | <ul style="list-style-type: none"><li>● Students will learn to manipulate, modify and create digital images and designs</li><li>● Students will work with raster and vector based images and objects</li><li>● Students will create unique, creative projects that reflect their individual personalities</li><li>● Students will learn how to design and model simple objects in 3D</li><li>● Students will design and model a home using 3D CAD software</li></ul> |

## Advanced Technology

This is a continuation of the Technology 1 course for 8th grade students. This is also a rich, year-long, Problem/Project Based Learning (PBL) class that is CTE (Career Technology Education) driven. This class is predominantly collaborative, meaning that students will be working in groups in order to solve more complex problems. The premise of this class is, “Bringing Ideas to Life.” This means that projects are open-ended and it is the process of starting with a problem, seeking solutions, discovering new strategies and modifying and adjusting along the way.

Students will integrate a variety of tools (hardware and software) to explore in much greater depth the commercial and practical application of programming, robotics, 3D patent prototyping and engineering, audio, multimedia, physical computing and more. The emphasis is on continuing beyond the classroom, exploring the possibilities of a career in technology. CTE (Career Technical Education) focuses on providing students with the academic and technical skills, knowledge and training necessary to succeed in future careers and to foster becoming lifelong learners.

### **Prerequisites: Year Completion of Principles of Technology**

There are no classroom books. All learning activities take place in the classroom. In order to receive the most from this class, excellent attendance is needed. This is but a cursory roadmap for the class and individual units may vary.

| 1st Semester   | 2nd Semester  |
|--|---|
| <ul style="list-style-type: none"><li>● Students will build robots with a variety of sensors that allow it to interact with its surroundings</li><li>● Students will create autonomous robots to perform real-world functions and data collection</li><li>● Students will collaborate, as a team, with remote partners in order to create a unique robot capable of solving a problem</li><li>● Students will learn new programming languages to interact with micro-controllers</li></ul> | <ul style="list-style-type: none"><li>● Students will begin elementary electronics theory working with the micro-controllers</li><li>● Students will create physical projects using LEDs, Resistors, Transistors, and other components</li><li>● Students will research and engineer a “new” product using 3D engineering software and then print prototypes with a 3D printer</li><li>● Advanced Tech is ever growing and the list keeps growing</li></ul> |

## Yearbook

7th and 8th grade students in this class produce the school yearbook. Emphasis is on planning and meeting deadlines, taking pictures, writing copy and captions, preparing page layouts. Assignments are made by the teacher on the basis of experience, ability, and initiative. Students use web-based programs to produce the yearbook.

# Special Academic Instruction: Functional Life Skills

Students participating in the Functional Life Skills Curriculum focuses on acquiring skills that are necessary for everyday life, with the main goal of teaching toward independent living. In addition to this specialized program focusing on functional academic skills, it teaches students skills in: self-help, social and emotional areas, vocational training, along with motor and communication areas of need. Students participate in a wide variety of content areas which are individualized to support their abilities and needs.

## **Adapted Physical Education 6th-8th**

Students participating in Adapted Physical Education will acquire and demonstrate specific skills based on indicators in these areas: manipulating objects with greater accuracy, utilizing implements combined with motor skills to perform specific skills, and attempting more complex gross motor activities. This class also focuses on specific physical education skills designed for the individual student. This class is Pass/Fail; students do not receive a letter grade. Prerequisites: I.E.P. & Case Manager Approval

## **Functional Life Skills: English 6th-8th**

Students participating in the Life Skills Curriculum will acquire and demonstrate specific English/Language Arts skills based on indicators in these areas: identifying letters, words, and sentences; distinguishing single syllable words; identifying important signs and symbols; retelling a story's beginning, middle, and end; printing legibly and spacing letters, words, and sentences appropriately; and give, restate, and follow simple two-step directions. This class is Pass/Fail; students do not receive a letter grade. Prerequisites: I.E.P. & Case Manager Approval

## **Functional Life Skills: Math 6th-8th**

Students participating in the Life Skills Curriculum will acquire and demonstrate specific mathematical skills based on indicators in these areas: count by ones, fives, and tens to 100; model addition by joining sets of objects; model subtraction by removing objects from sets; demonstrate the meaning of the symbols +, -, and =; recognize specific geometric shapes; make comparisons of length, capacity, weight, and temperature of objects; understand the concept of time; and identify and give the values of collections of pennies, nickels, dimes, quarters, and dollars. This class is Pass/Fail; students do not receive a letter grade. Prerequisites: I.E.P. & Case Manager Approval

## **Functional Life Skills: Science 6th-8th**

Students participating in the Life Skills Curriculum will acquire and demonstrate specific science skills based on indicators in these areas: recognize materials that can be used over again, recognize that most living things need food, water, and air, ask and answer questions about his/her world, observe and describe properties of objects, and give examples of plants and animals. This class is Pass/Fail; students do not receive a letter grade. Prerequisites: I.E.P. & Case Manager Approval

## **Functional Life Skills: Social Studies 6th-8th**

Students participating in the Life Skills Curriculum will acquire and demonstrate specific Social Studies skills based on indicators in these areas: identify and follow school rules, use words related to location, direction, and distance, identify maps, and identify places in the local community. This class is Pass/Fail; students do not receive a letter grade. Prerequisites: I.E.P. & Case Manager Approval

## **Independent Daily Living Skills 6th-8th**

Students participating in the Life Skills Curriculum will acquire and demonstrate specific social skills based on indicators in these areas: demonstrate coping strategies, seek help, become a responsible person, express feelings, use listening skills, resolve conflicts positively, use decision making process, set personal goals, follow rules and directions, and help others, demonstrate complete care of self, prepare meals, perform more complicated household chores, develop lifelong leisure activities, make appointments, give complete personal information, use simple devices, manage money independently, demonstrate stranger and community safety, and manage living options.

This class is Pass/Fail; students do not receive a letter grade. Prerequisites: I.E.P. & Case Manager Approval

# Special Academic Instruction: Special Academic Instruction (SAI)

## **SAI Language Arts 6th**

This class follows the same curriculum as the Language Arts & Reading 6 class, with a focus on the essential standards. The class will meet students' needs by using the Springboard curriculum and various novel studies to expand reading and writing abilities. These curriculums will address reading, writing, and language skills.

Prerequisites: I.E.P. & Case Manager Approval.

## **SAI Language Arts 7th**

This class follows the same curriculum as the Language Arts 7 class, with a focus on the essential standards. The class will meet students' needs by using the Springboard curriculum and various novel studies to expand reading and writing abilities. These curriculums will address reading, writing, and language skills.

Prerequisites: I.E.P. & Case Manager Approval.

## **SAI Language Arts 8th**

This class follows the same curriculum as the Language Arts 8 class, with a focus on the essential standards. The class will meet students' needs by using the Springboard curriculum and various novel studies to expand reading and writing abilities. These curriculums will address reading, writing, and language skills.

Prerequisites: I.E.P. & Case Manager Approval.

## **SAI Math 6th**

This class follows the same curriculum as the Math 6 class, with a focus on the essential standards. Prerequisites: I.E.P. & Case Manager Approval

## **SAI Math 7th**

This class follows the same curriculum as the Math 7 class, with a focus on the essential standards. Prerequisites: I.E.P. & Case Manager Approval

## **SAI Math 8th**

This class follows the same curriculum as the Math 8 class, with a focus on the essential standards. Prerequisites: I.E.P. & Case Manager Approval

## **SAI Reading Elective 6-8th**

This support class is a Tier 3 Reading Intervention Program designed to help struggling readers. This program includes a decoding strand that teaches fluency, structure, vocabulary and concepts found in "book language" as well as a comprehension strand that teaches students to write, think and speak about the text. Students are assessed and placed into groups based on their appropriate skill level.

Prerequisites: I.E.P. & Case Manager Approval