

San Elijo Middle School

2025-26 Course Descriptions

1600 Schoolhouse Way, San Marcos, CA 92078



English Language Arts

6th Grade English Language Arts

At San Elijo Middle School, sixth-grade English Language Arts classes are based on 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. There will be major writing assignments given during the year on a variety of genres such as writing narratives, responses to literature, writing an expository essay, and learning the elements of argumentative writing. 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, nonfiction, and informational text.

1 st Semester	2 nd Semester
<p>Students will be able to:</p> <ul style="list-style-type: none">● To understand how change can be significant.● To analyze key ideas and details in addition to craft and structure in print and non-print texts● To use narrative techniques such as sequencing, dialogue, and descriptive language● To write narratives to develop real or imagined events● To understand pronouns and the conventions of punctuating dialogue● To analyze literary elements● To apply a variety of reading strategies to fiction and nonfiction texts● To collaborate and communicate effectively	<p>Students will be able to:</p> <ul style="list-style-type: none">● To analyze informational texts and write an expository essay● To practice daily writing using journals and quick writes● To support a claim with reasons and evidence● To engage effectively in a variety of collaborative discussions● To identify and effectively use figurative language● To analyze and understand the relationship among setting, characterization, conflict, and plot● To revise for effective sentence variety● To strengthen verbal and nonverbal communication skills

7th Grade English Language Arts

At San Elijo Middle School, seventh-grade English Language Arts classes use a variety of different text such as short stories, nonfiction articles and novels. 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 st Semester	2 nd Semester
<p>Students will be able to:</p> <ul style="list-style-type: none">● Analyze the use of foreshadowing, flashback, and characterization● Cite textual evidence to support inferences and predictions● Analyze literary elements in novels and how they contribute to tone, theme, and other elements in a novel● Write literary analysis response paragraphs● Analyze genres and their organizational structures● Examine the function of narrative elements● Apply techniques to create coherence and sentence variety in writing● Apply revision techniques in preparing drafts for publication● Engage in collaborative discussions	<p>Students will be able to:</p> <ul style="list-style-type: none">● Increase textual analysis skills across genres● Cite textual evidence to support inferences and predictions● Strengthen verbal and nonverbal communication skills● Improve oral fluency and presentation skills● Write an argumentative essay● Identify and analyze the use of appeals, language, and rhetorical devices in informational and argumentative texts● Write an expository essay● Understand how our lives are affected by outside influences

7th 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, and a strong grasp of 6th grade ELA reading/writing/speaking standards as evidenced by multiple measures.

8th Grade English Language Arts

In eighth grade, all English Language Arts classes will use Springboard, a district-approved curriculum that spans 3-4 units, each of which focuses 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 st Semester	2 nd Semester
<ul style="list-style-type: none">• Evaluate the audience and purpose of a text• Students will be able to analyze narrative for archetypes and narrative techniques• Students will be able to see and understand tone and mood words• To develop informative/explanatory texts using the compare/contrast organizational structure• To develop effective arguments using logical reasoning, relevant evidence, and persuasive appeals for effect	<ul style="list-style-type: none">• Students will be able to analyze and synthesize a variety of texts to support claims in an argumentative essay• To analyze and evaluate a variety of expository and argumentative texts for ideas, structure, and language• To create an informative and persuasive multimedia presentation• To strengthen writing through the effective use of voice and mood• Constructed response relating to each unit focusing on comparing two texts and the central theme• Comparing themes from two literary texts• Justify how setting creates/develops conflicts• To analyze how a variety of authors create humor in print and non-print texts• To analyze how humor is used to reveal a universal truth (theme)• Editing and revising their writing• To write a well-developed analysis of a humorous text

8th Grade English Language Arts Honors

Students who select ELA Honors are committing to a challenging and rigorous, year-long course. Participants in 8th grade Honors will cover the 8th grade ELA standards based on the descriptions above, and come prepared to do the following:

- participate in high-level classroom discussions
- complete work in a consistent and timely manner
- communicate honestly and openly
- possess a firm grasp of academic language and conventions

Recommendations for 8th grade ELA Honors:

- Students should regularly participate in independent reading and enjoy reading.
- Students should consistently demonstrate mastery of the 7th grade ELA reading/writing/speaking standards as evidenced by multiple measures.
- Students should have an interest in self-expression through a variety of writing modalities.
- Lexile should be at or above 1400

Mathematics

6th 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. In addition to content standards, there will also be a focus on Standards for Mathematical Practices. 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

7th Grade Math

Students will focus on four critical areas of study: 1) developing an understanding of and applying proportional relationships, including percentages; 2) developing an 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 $p(x + q) = r$. In addition to content standards, there will also be a focus on Standards for Mathematical Practices. 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 learn about exponents, scientific notation, roots, Pythagorean Theorem, the 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

8th 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 the volume of 3-dimensional figures, and various ways to display statistical data. In addition to content standards, there will also be a focus on Standards for Mathematical Practices. 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

8th Grade 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 learn about 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.

Required 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

6th Grade Integrated 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**, **Weather & 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 Cells and Body Systems unit, students will study:</p> <ul style="list-style-type: none"> • Cells make up all living things. • The function and structure of cell components. • How the body is a system of interacting subsystems composed of groups of cells. <p>During the Light and Matter unit, students will study:</p> <ul style="list-style-type: none"> • In order to see things, we need light. • Light travels in straight lines. • The light bounces off an object and travels in a straight line to our eyes. • 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. • Light can be reflected, transmitted, or refracted. 	<p>During the Thermal Energy unit, students will study</p> <ul style="list-style-type: none"> • Temperature is a measure of the average kinetic energy of particles of matter. • Energy is spontaneously transferred out of hotter regions or objects and into colder ones. <p>During the Weather & Climate unit, students will study:</p> <ul style="list-style-type: none"> • How the cycling of water through Earth's systems is driven by energy from the sun and the force of gravity. • Evidence for how the motions and complex interactions of air masses result in changes in weather conditions. • How unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates. • The factors that have caused the rise in global temperatures over the past century. • Various solutions for minimizing human impact on climate change.
<p>Throughout the year, students will engage in Science and Engineering Practices to:</p> <ul style="list-style-type: none"> • Evaluate solutions to determine how well they meet the criteria and constraints of the problem. • Ask questions and develop investigations. • Analyze data from investigations to engage in argument from evidence. • Develop a model of a proposed object, tool, or process to complete a task. 	

7th Grade Integrated 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 integrated model of Earth, Life, and Physical Science. The year will be divided into five main units: **Chemistry and Matter, Metabolic Reactions, Earth's Natural Processes, Photosynthesis, 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 6th grade.

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

8th Grade Integrated 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 6 main units: **Contact Forces, Sound Waves, Forces at a Distance, Earth in Space, Genetics, and Natural Selection**. 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 6th and 7th grades.

1st Semester	2nd Semester
<p>During the Contact Forces unit, students will study:</p> <ul style="list-style-type: none">• How the change in an object's motion depends on the sum of the forces on the object and the mass of the object.• The relationships of kinetic energy to the mass of an object and to the speed of an object.• Objects interacting at a distance change, and different amounts of potential energy are stored in the system. <p>During the Sound Waves unit, students will study:</p> <ul style="list-style-type: none">• How the frequency and amplitude of a wave are related to the energy in a wave.• Explain how sounds are produced, how they travel, and how they are heard. <p>During the Forces at a Distance unit, students will study:</p> <ul style="list-style-type: none">• Investigate how a magnet can move an object without touching it.• Evidence that fields exist between objects exerting forces on each other even though the objects are not in contact.• Identify the factors that affect the strength of electric and magnetic forces.	<p>During the Earth in Space unit, students will study:</p> <ul style="list-style-type: none">• How gravitational interactions are attractive and depends on the masses of interacting objects.• Earth's 4.6-billion-year-old history.• How the Earth-sun-moon system describes the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.• The scale properties of objects in the solar system. <p>During the Genetics unit, students will study:</p> <ul style="list-style-type: none">• Why structural changes to genes may result in harmful, beneficial, or neutral effects on an organism.• How asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.• Environmental and genetic factors that influence the growth of organisms. <p>During the Natural Selection unit, students will study:</p> <ul style="list-style-type: none">• Gather data about the embryological, genetic, and anatomical evidence of modern and fossil organisms to infer evolutionary relationships.• Explain how genetic variations of traits can increase some individuals' probability of surviving and reproducing.• Research technologies have changed the way humans influence the inheritance of desired traits in organisms. <p>During the Sexual Health unit, students will go through a district-approved curriculum that is in compliance with the updated California Education Code.</p>
<p>Throughout the year, students will engage in Science and Engineering Practices to:</p> <ul style="list-style-type: none">• Evaluate solutions to determine how well they meet the criteria and constraints of the problem.• Ask questions and develop investigations.• Analyze data from investigations to engage in argument from evidence.• Develop a model of a proposed object, tool, or process to complete a task.	

History/Social Science

6th Grade History: World History

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, and contextualizing. This course will include multiple formative and summative assessments, Document Based Questions (DBQs), essays, inquiry-based research projects, as well as collaborative group activities.

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

7th Grade History: Social Studies

This course covers the California History/Social Science standards for grade seven. 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 500–1789 CE. 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, the Scientific Method, and the beliefs of multiple religions. Finally, students assess the political forces let loose by the Enlightenment, particularly the rise of democratic ideas, and the continuing influence of these ideas in the world today. Multiple formative and summative assessments will be given throughout the year to determine students' mastery of content and literacy standards. These assessments may include Claim-Evidence-Reasoning Paragraphs (CER), Document Based Questions (DBQs), classroom assignments, digital and media activities, quizzes and examinations, and practice of research skills.

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

8th 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 and 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 may include performance tasks or Document Based Questions (DBQs), classroom assignments, digital and media activities, quizzes and examinations, and practice of research skills.

1 st Semester	2 nd Semester
<ul style="list-style-type: none">• Colonial and Revolutionary Periods• The Constitution and the American Political System• The Ideals of the New Nation• Foreign Policy in the Early 1800s• Westward Expansion from 1800 to 1860	<ul style="list-style-type: none">• The North and South from 1800 to 1860• An Era of Reform and the Struggles over Slavery• The Civil War• The Reconstruction Era• The Industrial Revolution and Progressive Era

Physical Education

San Elijo Middle School Physical Education Courses are designed to develop the physical literacy of every student. PE Courses are aligned to the California Physical Education Standards (2008). Throughout the course, students will be demonstrating motor skill acquisition, applying movement concepts, 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. The curriculum includes a wide variety of opportunities to develop physical literacy. Students will enhance their wellness through a variety of physical activities such as Volleyball, Speedminton, Hockey, Dance, Basketball, Tumbling, Softball, Fitness, Flag Football, Spike Ball, Track & Field, Lacrosse, Ultimate Football, Soccer, and Pickleball.. 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 sports that will inspire students to pursue healthy living choices for their lifetime.

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

6th Grade Physical Education

This course is designed to provide students with successful learning experiences in the subject area of physical education. Students 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.

7th Grade Physical Education

This course is designed to provide students with successful learning experiences in the subject area of physical education. Students 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.

8th Grade Physical Education

This course is designed to provide students with successful learning experiences in the subject area of physical education. Students 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 8th grade, students are assigned a lock and locker, dress out for class in the locker room, and meet every school day.

Life & Wellness Physical Education

Lifestyle Physical Education sets the traditional team-sports mentality aside in order to introduce activities that students can participate in for a lifetime. Students will approach this class with a lifelong wellness perspective; physically and mentally. The focus of this class include various forms of resistance and strength training, walking/running/hiking, yoga, stationary cycling, shadow boxing and other combative sport techniques, racquet sports, etc. The overall goal of Lifestyle Physical Education is to equip students with the knowledge and skills they need to lead healthy, active lives both now and in the future.

Unified Physical Education

This course is designed for 7th and 8th graders. Unified Physical Education is a unique leadership course designed to bring students with and without disabilities together through engaging physical activities that promote inclusion, fitness, and community. Guided by California Physical Education Standards and grade-level outcomes, the course helps students develop the knowledge and skills necessary to maintain a health-enhancing level of fitness. Students will work in small groups to lead physical education games and movements, gaining valuable leadership skills while fostering an inclusive environment in the class and across the school community. The course emphasizes collaboration, empathy, and teamwork, empowering all students to contribute to a more inclusive school culture.

English Language Development

Designated English Language Development & Content

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 are engaged in reading a variety of texts and using those texts to demonstrate comprehension, cite evidence in their own writing, as well as other strategies to engage with the text. Students will be taught how to access information and use vocabulary. Students will respond to a variety of prompts to demonstrate different types of writing, as well as regularly demonstrate use of academic language and speaking skills through discussions and presentations. 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.

1st & 2nd Semester
<ul style="list-style-type: none">• Students will gain academic vocabulary• Students will respond to a variety of writing prompts• Students will practice reading daily for fluency and comprehension• Students will present ideas visually and verbally• Students will collaborate with peers in small and large groups• Students will also use technology to demonstrate their learning and track their own language gains.

Curriculum

ELD courses are designed to help students move along the continuum of [ELD standards](#). All students will use the middle school ELA or DELD Springboard curriculum, as well as other district-provided materials and resources. 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 STAR Renaissance Learning diagnostics 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 toward 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 ELPAC 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 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. After-school tutoring supports available to students, as well.

6th Grade Electives

Art I: Introduction to Art

In this 6th-grade course, students will acquire fundamental knowledge in visual arts by exploring different techniques and mediums, as well as major movements in Art History. The course will cover the Elements of Art through the creation of drawings, paintings, and three-dimensional artwork. Students will create projects across a wide range of mediums including learning how to draw, paint, and work with paper, cardboard, and papier-mâché. This course aims to help students explore their identity, develop creative thinking skills, strengthen their artistic abilities, and facilitate effective collaboration within a community of artists in a studio environment. This is a full year-long course.

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.

The curriculum will follow the state and 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 3 required concerts to demonstrate their learning—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. This is a full year-long course.

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

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.

The 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, the Coffee Concert in March, and the Spring Concert in May. There may be additional opportunities to perform at community events. This is a full year-long course.

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

Exploration: Wheel

In this 6th-grade course, students will be exposed to a variety of future SEMS Elective courses. Designed for sixth graders to obtain a breadth of exposure to future course offerings. There are four options for students to choose from for each semester. Students will be placed in one of their options 1st semester and another option 2nd semester.

Art

Throughout this semester-long course, students will have the opportunity to experiment with a variety of materials, including painting, sculpting, paper-mâché, and more! They will enhance their creative skills by generating ideas and bringing them to life. Additionally, students will collaborate with their peers, fostering a vibrant and supportive artistic community in the Art Room.

Career Exploration

This course develops hands-on career-ready practices through career exploration in the context of inquiry-based learning. Students will work collaboratively in small groups, use technology to enhance productivity, plan education, and career paths, utilize critical thinking, define problems and persevere in solving them, demonstrate creativity and innovation, employ valid and reliable research methods, and apply appropriate academic and technical skills.

Introduction to Technology

This CTE 6th grade course has been designed for students with a passion for technology and those still deciding 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. Office applications and Google Suite applications will be taught so students can utilize these tools, here and outside of school. Programming will be taught using at least two styles; block and text, leading them into the amazing world of physical computing. Digital Design will be part of the curriculum. Students will also be introduced to the world of 3-Dimensional Modeling and Design. The world of technology is ever-changing and this course is no different. It is constantly evolving and adapting as new amazing technologies pop up! This is also a great starting point for students wishing to continue to Principles of Technology in 7th grade and then Advanced Technology in 8th grade!

Music Appreciation

This 6th grade semester long course will include the topics of:

- Music Theory, including but not limited to note reading and correct notation technique, musical terms and symbols, scales and key signatures, simple and compound rhythms, and dynamics and tempos
- Music History
- Music Genres, including but not limited to: Classical, Modern, World, American, Folk, Blues, Rock'n'Roll, and Musical Theater
- Modern Technology and Equipment in the Music World

7th & 8th Grade Electives

Aide (Office/Teacher)

8th grade Aides are expected to have regular and consistent attendance and confidentiality is required. Aides are assigned to an office/teacher and assist with appropriate tasks during the class period. This class is a Pass/Fail class; students do not receive a letter grade. **Prerequisite: Staff approval.**

Art II: Principles of Art

This 7th and 8th-grade class takes students through the basics of standard techniques and art mediums, as well as building upon standards learned in Introduction to Art. Students will learn how to create an effective and collaborative artists' community and studio space. Students will explore many different artists and techniques throughout modern history. Students will learn how to draw, paint, work with paper, cardboard, papier-mâché, and explore a wide variety of projects through different mediums.

Art III: Advanced Art

Art III is a continuation of Art II. Advanced Art builds upon previous core skills to enhance artistic perception, and knowledge of art history, and continue developing artistic abilities. We will continue to explore art through a variety of materials, with the addition of ceramics and pottery. Students will be able to pursue an artistic pathway with a focus on a specialized material (for example, pottery). **Prerequisites: Year Completion of Principles of Art with an A or B and no N/U's in Art.**

A.S.B. (Associated Student Body)

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. The students must maintain Satisfactory, Good, or Excellent Citizenship during 7th grade in ASB to have the possibility of returning to ASB in 8th grade.

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

Band: Concert

This 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 state and national musical standards for their appropriate level of musicianship. Concert Band students perform 4 required concerts—the Turkey Concert in November, the Pre Festival in February, the 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 a theme park.

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

Band: Advanced

This 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 state and national musical standards for their appropriate level of musicianship. Golden Eagle Band students perform 4 required concerts—the Turkey Concert in November, the Pre Festival in February, the 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 a theme park.

Prerequisite: 1 year of experience on their instrument. There is an audition of 6 major scales plus the chromatic scale and a prepared solo for this group.

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

Band: Symphonic Winds

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—the Turkey Concert in November, the Pre Festival in February, the 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 a theme park. The prerequisite for this class is having at least 1 year of experience on their instrument.

Prerequisite: There is a rigorous audition of all 12 major scales plus the chromatic scale and a prepared solo for this group.

1st Semester	2nd Semester
<ul style="list-style-type: none">• Students will continue mastering all 12 of the major scales for their instrument.• Students will learn more complex melodies, harmonies, and rhythms as part of advanced sheet music.• Students will learn more complex and compound time signatures such as 5/4, 6/8, and Cut time.• Students will refine the concepts of intonation, pitch, and tone quality.• Students will have the opportunity to challenge for chair placement and solos.	<ul style="list-style-type: none">• Students will have the opportunity to participate in an adjudicated Solo and Ensemble Festival• Students will prepare music to perform in an adjudicated festival that takes place at Cal State Fullerton.• Students will continue to refine & perfect intonation, pitch, and tone quality• Students will continue to work on mastering 12 major scales and learn to memorize them for high school.• Students will continue to perfect rhythms, melodies, and harmonies in music that becomes increasingly challenging.• Students will learn skills to assist them in the high school audition process.

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. The 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, the Coffee Concert in March, and the Spring Concert in May. There may be additional opportunities to perform at community events.

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

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 in the vocal arts. The 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, the Pre-Festival in February, the Choral Festival in March, and the 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.

Prerequisite: If a student has not taken Beginning Choir or Beginning Band, an audition to assess skills is required.

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

Entrepreneurship I

In this 7th grade course, students will learn business by doing business! Students will gain a broad range of business and career-related skills and strategies. This class prepares students for successful careers in business by providing opportunities to apply classroom concepts in a workforce-simulated competitive environment. They will receive feedback from business professionals as members of a student organization. Classroom topics covered are business ethics, business etiquette, career research, critical thinking, financial literacy, leadership, marketing, public speaking, and interpersonal communication, all coupled with a heavy dose of personal identity formation so that students can learn about themselves while also learning about business. Organized around the key questions all entrepreneurs must ask themselves, students will use design thinking to pitch an original business idea with the goal of being a changemaker in our community.

Quarterly rotations into the Career Lab will help students connect the hands on to the theoretical concepts of the world of work. Aligned with San Marcos High School's CTE Pathways, the Paxton/Patterson Career Labs provide an experience that develops hands-on career-ready practices through career exploration in the context of inquiry-based learning. All knowledge and skills are based on Career Cluster and CTE Pathway standards to promote College and Career readiness. Students will work collaboratively in small groups, use technology to enhance productivity, plan education, and career paths, utilize critical thinking, define problems and persevere in solving them, demonstrate creativity and innovation, employ valid and reliable research methods, and apply appropriate academic and technical skills. Every unit requires that students submit evidence of learning for each project, write in context (narrative and argumentative), complete two objective assessments, and present design brief solutions to the class as proof of knowledge and skill attainment. This lab exposure will occur at least six times throughout the year and will allow students to enter high school more aware of what in-demand careers may be best for them.

Healthcare Career Essentials I (P)

This 8th grade course provides an opportunity for students to gain knowledge and skills for a career in healthcare. Using real-life scenarios and process-driven activities, students will learn the responsibilities and challenges of being healthcare professionals. Students will explore nutrition and wellness, cover basic anatomy and physiology and will learn how to address infection control issues. Students will expand their understanding of patient care, emergency medical response (basic cardio-pulmonary resuscitation-CPR for one person, two people, child, infant, obstructed airway and mouth to mask ventilation based on American Heart Association Standards) and deepen their knowledge of various healthcare systems. In addition to building their understanding of technical concepts and skills, students will evaluate the qualifications required for specific careers and develop personal career plans to pursue work in the healthcare industry. This course is a high school course and meets the University of California and California State University entrance requirements. [Click here to for more info about Health Sciences Pathway](#)

Note: This class meets the A-G *High School* graduation and UC* /CSU college transcripts requirement. *Please confer with your counselor when planning your academic future.* Semester grades post on High School transcripts.

SEMS: TV & Media

TV Media is a course for 7th & 8th grade levels. Through projects and cooperative learning, students will learn the techniques to communicate accurately and efficiently to a mass audience using technologies in a fast-paced environment. Students will be responsible for informing the San Elijo Middle School community of important events, activities, and accomplishments through the SEMS TV morning show. Video journalism, newsgathering, and studio production skills will be finetuned while producing stories for the morning show. Students should be prepared to be on camera on a weekly basis, conduct interviews, and attend/film at after-school events (i.e.: sports games, dances, plays).

Spanish I (P)

In this 7th and 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, history) 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**. *The UC system 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	Spanish, Semester 2
<p>(Through modified dual language immersion)</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> Explore and develop an understanding of the similarities and differences in punctuation, alphabet, phonetic usage, and syntax (sentence structure) Recognize cognates Develop the language related to seasons, numbers, time, and calendar (daily life/school life) Employ language of greetings with the use of formal and informal subject pronouns (classroom/social environment) Develop language for likes and dislikes and agreements (activities, agree, disagree, “No” placement) Explore the correct usage of grammar agreements of masculine/feminine/ singular/plural definite and indefinite articles, subjects, verbs, and adjectives Develop correct use of adjective agreement and placement Use subject pronouns with an agreement in conjugation of infinitives (SVA in conjugation) Develop understanding of conjugation for subject-verb agreement (SVA) of regular –AR infinitives (likes, dislikes, activities, school life) Explore and differentiate the use and conjugation of SER v. ESTAR Develop an understanding of conjugation for subject-verb agreements of regular –ER/-IR infinitives (foods, meals, activities) Explore the 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 (1st person/3rd person) 	<p>(Through full single language immersion)</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> Refine skills for conjugating regular –AR and –ER/-IR infinitives (SVA) Expand skills of grammar agreements of m/f/s/pl use with adjectives in 3rd person use Expand skills of correct use SER v. ESTAR Identify and distinguish the use of possessive adjectives, subject pronouns, and demonstrative adjectives (ie. tu v. tú, mi v. mí) Develop an understanding of conjugation (SVA) of Irregular verbs (ie. Ir a) Develop an understanding of conjugation of Boot verbs/ stem-changing verbs (querer, preferir, dormir, poder, enseñar, traer) Explore basic rules and application of reflexive pronouns (intro Spanish 2) Advanced skills in colloquial language use with affirmative tú commands (chores) Explore the use of gerund (present progressive verb) conjugation Synthesize and implement the correct usage of grammar agreements of masculine/feminine/singular/plural use in various written, verbal, and recorded 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

Spanish for Spanish Speakers I (P)

In this 7th and 8th grade year-long, 10-unit course, students who already have a background speaking Spanish at home will develop listening, speaking, reading, and writing skills in their native language. This course provides a more formal command of the native language, a higher level of proficiency in communication, and an appreciation of the Hispanic cultures and social heritage.

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.** *The UC system 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 2 (P)

In this 8th-grade course, students will add complexity to their ability to communicate in Spanish. The main focus will be on communication (interpersonal/presentational speaking, writing, listening, and reading), as students make an exciting move from using words and basic phrases to formulating creative, personal, and descriptive ideas. Students will continue to learn about the rich culture (art, music, food, geography) and the various communities that compose the Spanish-speaking world. By the end of this course, some of the things students will be able to do in Spanish are: discuss extracurricular activities, give directions to a location, talk about their childhood, get medical help and discuss injuries, report the news about a crisis, narrate past events with the preterit/imperfect tenses. Recommended Previous Course of Study: A grade of C or better in Spanish 1 is strongly recommended.

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.** *The UC system recommends 3 years of world language. *Please confer with your counselor when planning your academic future.* Semester grades are posted on High School transcripts and will impact your overall high school GPA which is used to apply for colleges and universities.

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

Technology: 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 with an A or B and no N/U’s in 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">● Students will build robots with a variety of sensors that allow it to interact with its surroundings● Students will create autonomous robots to perform real-world functions and data collection● Students will collaborate, as a team, with remote partners in order to create a unique robot capable of solving a problem● Students will learn new programming languages to interact with micro-controllers	<ul style="list-style-type: none">● Students will begin elementary electronics theory working with the micro-controllers● Students will create physical projects using LEDs, Resistors, Transistors, and other components● Students will research and engineer a “new” product using 3D engineering software and then print prototypes with a 3D printer● Advanced Tech is ever-growing and the list keeps growing

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, and preparing page layouts. Students should be prepared to work on Yearbook assignments on a daily basis, conduct interviews, and attend after-school events (i.e.: sports games, dances, plays). 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

Students participating in the Functional Life Skills Curriculum focus 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.

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; building a cohesive paragraph or simple structured sentences; and give, restate, and follow simple two-step directions. Curriculum is pulled from Content Connector Standards and District Framework. 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 understand the concept of money: identify and give the values of collections of all coins and dollars, budgeting and dollar up strategy for purchases. Curriculum is pulled from Content Connector Standards and District Framework. 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, gain concepts of natural disasters and give examples of plants and animals and learn about their life cycles. Curriculum is pulled from Content Connector Standards and District Framework. This class is Pass/Fail; students do not receive a letter grade. Prerequisites: I.E.P. & Case Manager Approval

Functional Life Skills: History 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, identify landforms and geography of the world, and identify and locate places in the local community. Curriculum is pulled from Content Connector Standards and District Framework. This class is Pass/Fail; students do not receive a letter grade. Prerequisites: I.E.P. & Case Manager Approval

Reading Enrichment Elective 6th-8th

This 6th-8th grade support class is a Tier 3 Reading Intervention Program designed to help struggling students. The reading 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