2009-10 Curriculum and Planning Guide

Grades 6, 7, and 8
Board of Trustees

Ellen M. Addonizio, President  
Michael S. Winsten, Vice President  
Larry J. Christensen, Clerk  
Jack R. Brick, Member  
Anna Bryson, Member  
Ken Maddox, Member  
Sue Palazzo, Member

Education Division

Sherine Smith, Deputy Superintendent, Education  
Carolyn Williams, Assistant Superintendent, Secondary Education

Newhart Middle School

George Knights, Principal

25001 Veterans Way  
Mission Viejo, California 92692  
949/855-0162
Principal’s Message

As the principal of Newhart Middle School I am happy to welcome all parents and students to the 2009-10 school year planning process. As you read this curriculum guide you will find a description of the courses offered for the coming year. These courses provide a rigorous core curriculum and a variety of exploratory or elective courses.

The teachers and staff members at Newhart Middle School are truly hard working and caring educators. We are committed to providing an educational environment which fosters success and builds self-confidence for all students. Your children are fortunate to have such a fine group of teachers. School-wide testing results are reflective of their efforts as student test scores are consistently above state and national norms. Our primary purpose is to help your child be successful in school! This is our most important mission and we are committed to achieving it.

Teachers at Newhart Middle School work in a professional learning community environment. The staff plans together in curricular departments and grade-level teams, and articulates across grade levels to ensure smooth transitions each year.

Whenever possible, teachers utilize a “teaming” or “village” approach to instruction to provide students with a coordinated context-based program. Instruction is student-centered with teachers working together in their grade-level teams to build academic units which will meet school district and state requirements.

We look forward to the coming year with enthusiasm and dedication to the students at Newhart Middle School. You are invited to come to school often, as the involvement of parents is critical to the success of all students. We are eager to work with you in a joint effort to make this the best year ever!

Sincerely,

George Knights, Principal

A California Distinguished School
A National Blue Ribbon School
<table>
<thead>
<tr>
<th>Middle Schools</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aliso Viejo Middle School</strong></td>
<td>111 Park Avenue</td>
<td>949/831-2622</td>
<td><strong>Ladera Ranch Middle School</strong></td>
</tr>
<tr>
<td></td>
<td>Aliso Viejo 92656</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>949/831-2622</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Arroyo Vista School</strong></td>
<td>23371 Arroyo Vista</td>
<td>949/234-5951</td>
<td><strong>Las Flores Middle School</strong></td>
</tr>
<tr>
<td></td>
<td>Rancho Santa Margarita 92688</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Don Juan Avila Middle School</strong></td>
<td>26278 Wood Canyon</td>
<td>949/362-0348</td>
<td><strong>Newhart Middle School</strong></td>
</tr>
<tr>
<td></td>
<td>Aliso Viejo 92656</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>949/362-0348</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Bernice Ayer Middle School</strong></td>
<td>1271 Sarmentoso</td>
<td>949/366-9607</td>
<td><strong>Niguel Hills Middle School</strong></td>
</tr>
<tr>
<td></td>
<td>San Clemente 92673</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>949/366-9607</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Carl Hankey School</strong></td>
<td>27252 Nubles</td>
<td>949/234-5315</td>
<td><strong>Shorecliffs Middle School</strong></td>
</tr>
<tr>
<td></td>
<td>Mission Viejo, CA 92692</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>949/234-5315</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Marco Forster Middle School</strong></td>
<td>25601 Camino del Avion</td>
<td>949/234-5907</td>
<td><strong>Vista del Mar Middle School</strong></td>
</tr>
<tr>
<td></td>
<td>San Juan Capistrano 92675</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>949/234-5907</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Table of Contents

**Middle School Information** .................................................................................................................... 2

**The Middle School Program** ................................................................................................................... 4

**Characteristics of Middle School Children** ............................................................................................ 7

**Building Learning and Study Skills** ........................................................................................................ 8

### Course Descriptions

**English** ..................................................................................................................................... 10

**Mathematics** ................................................................................................................................. 10

**Science** ....................................................................................................................................... 11

**Social Science** ................................................................................................................................. 12

**Physical Education** ........................................................................................................................... 13

**Advisement** .................................................................................................................................... 13

### Electives

**Art** ........................................................................................................................................ 14

**Computer Education** ..................................................................................................................... 14

**Drama** ....................................................................................................................................... 15

**Home Economics** ............................................................................................................................ 15

**Industrial Arts** ................................................................................................................................. 16

**Music** ....................................................................................................................................... 16

**Foreign Language** ............................................................................................................................ 17

**Student Service** ............................................................................................................................... 17

**Support Services** .............................................................................................................................. 18
DISTRICT INSTRUCTIONAL GOALS

The goals of instruction have been set forth by the parents, teachers, and students of Capistrano Unified School District and approved by the Board of Trustees:

- Maintain high expectations and accelerate academic achievement for all students
- Provide guaranteed curricula that align content and performance standards, assessment, instruction, and student intervention.
- Provide curriculum that is relevant, challenging, integrative, and exploratory
- Provide multiple learning and teaching approaches that respond to student diversity and engage all learners
- Assess and evaluate student learning and use the resultant data to promote student achievement
- Provide an inviting, supportive, and safe environment
- Promote school-wide efforts and policies that foster health, wellness, and safety
- Provide multifaceted guidance and support services

REQUIRED COURSES OF STUDY

Grade 6
1. English
2. Mathematics
3. Science
4. Social Science
5. Physical Education
6. Elective

Grade 7
1. English
2. Mathematics
3. Social Science
4. Physical Education
5. Science
6. Elective

Grade 8
1. English
2. Mathematics
3. Social Science
4. Physical Education
5. Science
6. Elective

Some elective courses are offered only as year-long courses, while others are available for a semester or a quarter. Elective courses are offered every year at each school dependent upon student pre-registration sign-up, facilities, and staffing.

Students that need extra support to pass the California High School Exit Exam will be placed in support classes instead of an elective class.

ATTENDANCE STANDARDS

Three years of attendance is prescribed for grades six through eight in middle school. Students are expected to attend school daily. Regular school attendance increases student learning.

CITIZENSHIP REQUIREMENTS STANDARDS

A student must be of good character and in good standing at the close of the 8th grade year to be eligible for promotion to the 9th grade. Students not meeting this standard may be referred to the District’s A&D Committee for recommendations.

ALTERNATE MEANS FOR COMPLETION OF MIDDLE SCHOOL COURSEWORK

Alternative means to make up middle school course work failed during the regular school year are as follows:

1. Successful completion of sufficient course work in the District’s Summer School Program.
2. Successful completion of additional course work taken through a special tutorial class or Saturday School program, if available, with the prior approval of the principal/principal’s designee.

Notes:
1) Transportation to any of the alternate programs must be provided by parent or guardian.
2) Tuition, fees, or additional costs must be paid by the parent.
NOTIFICATION OF MIDDLE SCHOOL PROMOTION REQUIREMENTS

As early as possible in the school year and in the student’s school career, the Superintendent or designee shall identify students who should be retained and who are at risk of being retained in accordance with law, Board policy, administrative regulations, and the following criteria:

Students shall be identified using multiple measures e.g. California Standardized Test scores, reading scores, classroom assessments, grades, and teacher recommendation.

When a student is recommended for retention or is identified as being at risk for retention, the Superintendent or designee shall provide opportunities for remedial instruction to assist the student in overcoming his/her academic deficiencies. Such opportunities may include, but are not limited to, tutorial programs, after-school programs, summer school programs, and/or the convening of a student study team.

No students shall be retained for more than one year in middle school, or who will turn 16 years of age at any time during the middle school experience. Any student who is facing a second year of middle school retention and/or will turn 16 years of age during the school year, shall attend, along with his or her parent/guardian, a meeting of the District’s Admissions and Discharge (A&D) Committee where a decision to implement age-appropriate options will be made.
The Middle School Program

INSTRUCTIONAL EXCELLENCE

- Active, research-based, student centered, and cooperative strategies are used by teachers to promote student achievement.
- Teachers use a thematic, interdisciplinary approach based on California content and performance standards.
- Curricular, co-curricular programs are available.
- Students have the opportunity to participate in several academic, fine and performing arts competitions and festivals.
- Remedial Summer School is available annually to provide extra support for students to prepare for high school.

SUPPORTIVE ENVIRONMENT

- School teams that include administrators, teachers, support staff, parents and students work to create a safe, orderly, and supportive learning environment using research-based practices.
- There are numerous opportunities for student recognition.
- Associated Student Body officers are elected by their peers. These student leaders coordinate dances, assemblies, and school spirit activities.
- Eighth graders culminate the year with a picnic, an awards program, and an evening dance.
- An advisement program provides students with guidance in the areas of goal setting, decision making, and self-esteem.
- Mentoring programs help students to connect to the school community.

PARENT/COMMUNITY INVOLVEMENT

- A parent/teacher organization is active at each of the middle schools. Board meetings are open to all parents. Many support activities are implemented by parents throughout the school year.
- Parents are also represented at School-Based Coordinated Program Site Council meetings. This group at each school assists in the setting of priorities and the expenditure of funds.
- Adopt-A-School partners are local businesses which have agreed to support our schools. The purpose is to establish a mutually rewarding relationship between our schools and the community.
- A variety of electronic and traditional tools are used to facilitate home-to-school communication.

ELIGIBILITY FOR EXTRA-CURRICULAR AND CO-CURRICULAR ACTIVITIES

The following are excerpts from Capistrano Unified School District’s Board Policy 5135:

To encourage and promote academic excellence, all students participating in extra/co-curricular activities shall demonstrate satisfactory minimum progress in meeting the requirements of graduation by undertaking the prescribed courses of study and working to meet the standards of proficiency established by the District.

To be eligible for participation in extra/co-curricular activities, a student shall have earned a minimum of a 2.0 grade point average in all classes during the preceding grading period based on a 4.0 scale. The grade point average in determination of eligibility shall be based on quarter grades. One exception to this requirement is participation as a student officer. This activity requires a 2.5 grade point average and not more than one “unsatisfactory” citizenship grade each quarter.

In the event a student finds that he/she is academically on probation or ineligible to participate in extra/co-curricular activities in the first quarter of the upcoming year, he/she may request that current summer school grades be added to the grades received in the fourth quarter and that the total fourth quarter and summer school grades be used to determine eligibility for the first quarter of the upcoming school year.
LONG-RANGE EDUCATIONAL PLANS

Students must be helped to gain a sense of curriculum continuity in relation to their studies which allows them to visualize the relationship between courses taken in middle school and the courses they will take in high school.

Parents must be aware of academic opportunities, course choices, and the consequences of their children’s decisions related to these matters. Parents who realize the middle grades are a vital link to high school are in a prime position to encourage and support their children’s efforts to attain academic goals that lead to the broadest possible range of alternatives in secondary and postsecondary education.

In addition to appropriate course selection, parents need assurances that their middle school students possess a level of “exit skills” and knowledge that will enable them to qualify for the maximum number of curricular options in high school.

To develop an educational plan for each grade level, parents and students should begin with courses required for that grade level by consulting this guide for listings and descriptions of these courses. Parents and their youngsters should choose electives which will enhance career goals and personal interests. Parents are encouraged to talk to teachers and academic advisors if they have questions about specific course offerings.

Students in middle school are not expected to know what they want to do “when they grow up.” Middle school is a time of exploration and discovery. As youngsters learn more about themselves, they begin to realize academic strengths, interests, and career goals. During middle school, many students form lifelong values and attitudes about the significance of education and their own chances of succeeding in upwardly mobile academic and career choices. Through elective classes, students may discover interests and abilities they never knew they had.

A child’s journey through school is a long and demanding one for both parent and child. For the journey to be a success, parents must support the importance of learning and all that goes with it - school, teachers, homework, activities, textbooks, libraries - all of the tools for learning.

Learning and school are at the heart of each parent-child relationship. For many important years, school is the major undertaking that they work on together. The more involved the parent is in his or her child’s learning enterprise, the more likely it is the child will succeed in school and in life. Middle school is a transition period for both the student and his/her parents.
a. **U.S. HISTORY/GOVERNMENT**
   **WORLD HISTORY/CULTURES/GEOGRAPHY**
   2 years - 20 credits (1 year of each required)

b. **ENGLISH (Composition and Literature)**
   4 years - 40 credits

c. **ADVANCED MATHEMATICS (Algebra I, Geometry, Algebra II)**
   3 years - 30 credits required, 4 years recommended

d. **LABORATORY SCIENCE**
   2 years - 20 credits required, 3 years recommended
   (May complete 1 of the 2 years during the 9th grade. Must be in two of the fundamental disciplines of biology, chemistry and physics.)

e. **WORLD LANGUAGE**
   2 years - 20 credits in the same language required, 3 years recommended

f. **VISUAL AND PERFORMING ARTS**
   1 year of a sequential course
   *See UC Approved List on next page*

g. **ADVANCED COURSE/COLLEGE PREP ELECTIVES**
   One additional year of college preparatory electives to be chosen from the following areas: advanced mathematics, English, world language, laboratory science, social science, visual and performing arts.
Characteristics of Middle School Children

MIDDLE SCHOOL CHILDREN

- Have a high level of emotional and physical energy.
- Can be intensely curious.
- Prefer active over passive learning experiences.
- Have a wide range of individual intellectual development.
- Experience accelerated physical development.
- Can be erratic and inconsistent in their behavior.
- Refer to peers as sources of standards and models of behavior.
- Can be moody and restless.
- Can be essentially curious and idealistic.
- Can be rebellious towards parents but still strongly dependent on parental values.
- Want to know and feel that significant adults, including parents and teachers, love and accept them.

SIGNIFICANT SOCIAL, EMOTIONAL, AND INTELLECTUAL DEVELOPMENT

The social and emotional changes that occur during pre-adolescence are also important. Although physical diversity is usually accepted, early adolescents often find it difficult to accept their differences socially and emotionally. Peer influence plays a major role in how young adolescents view their world. Intellectual and cognitive development is taking place at the same time. Youngsters are thinking more in the abstract, and they are capable of more critical thinking. However, students need to be challenged academically. The curricular offerings at the middle school meets the needs of a wide range of interests and abilities.

THE MIDDLE SCHOOL YEARS

The middle years are a time for students to move beyond basic skill instruction and explore special interests through classes and activities. The pre-adolescent is a very different person from the child who attended elementary school or the teenager who will advance to high school. Therefore, middle school grades address those features that are unique to that age group.

VARIED RATES OF GROWTH

Early adolescents are grouped together in a middle level school not because they are alike, but because they are different. Students on a middle school campus come in all shapes and sizes, and they are all normal.

THE FORMATION OF AN ADULT CHARACTER

Self-concept, values, and view of the world, factors that determine adult behavior, are developed during these critical years. School experiences during the middle grades have a life-long influence.

HOME-SCHOOL RELATIONS

Even though your son or daughter is maturing and becoming more independent, it is still important to keep in touch with his or her teachers and know what is going on in the classroom and what behavior to expect at home. Just as in elementary school, there are two times a year when parents are invited to attend general information evenings relating to the instructional program: Back to School Night in the fall and Open House in the spring.

The goal of education for the middle years is for every middle school student to learn to their highest potential in a strong academic program that is part of a positive school culture which reflects a strong student-centered philosophy. The more the school knows about students and their families, the better it can work together with them toward this common goal.

Building Learning and Study Skills

WHAT IS HOMEWORK?

Homework is one way for a student to master a skill or a subject through an extended practice. Homework consists of reading and writing exercises and activities that reinforce what has been or will be introduced in the classroom. Homework may also include things such as watching assigned television programs, participating in civic projects, and attending events.

HOW MUCH HOMEWORK SHOULD MY CHILD EXPECT?

By the time a student is in the middle school grades, he/she should be spending about one hour per day on assignments. By high school, the homework load grows to two or more hours daily.

WHEN SHOULD MY CHILD STUDY?

The time of day selected for studying should match your child’s best time for concentration. Some children like to dig into homework immediately after school while the information and assignments are fresh in their minds. Other children study best in the evening after they have relaxed from the school day, eaten and restored their energy. A few even like to get up early and do homework before the day begins while their minds are clear and rested. More important than the specific time is that it be part of a routine, scheduled and done at the same time each day. When it is impossible to study at the regular time, you should help your child reschedule to be sure that the homework gets done.

WHERE SHOULD MY CHILD STUDY?

The place selected for doing homework should be well lit with a good surface for writing and a comfortable but firm chair - no lounging. It should be stocked with study equipment such as pencils, pens, paper, dictionary, thesaurus, and atlas, and near other resource books. The study place should also be private, away from distractions such as the telephone, television, or music. But it should also be public enough so that you can monitor activity, making sure that quality work is underway.

SCHOOLWORK SCHEDULING TIPS:

When developing a study plan, be sure to include both long-term and short-term goals.

• Begin by listing the dates when assignments and tests are due.
• Estimate the amount of time required to prepare for each.
• If you have trouble estimating how long a specific assignment should take to prepare, ask the teacher.
• Using an agenda or electronic calendar devoted to scheduling school activities and assignments, work backward from the due dates and schedule study sessions focusing on the tasks required to complete the given assignments.
• If your child has a long-term reading assignment, schedule reading sessions of so many pages per day, ending with a short discussion period where she or he summarizes the section read.
• When changes are made in the study plan, reschedule activities in the calendar to bring the plan up to date.

Don’t make the mistake of working with a rote study plan such as one-half hour each day on each subject. Guide your child in pacing her or his study activities to meet emerging deadlines and goals.

TIPS FOR EASIER LEARNING:

• Flash cards: Use for vocabulary and/or math terms.
• Memory shortcuts: Create devices like acronyms (e.g., HOMES for the Great Lakes: Huron, Ontario, Michigan, Erie and Superior).
• Preview reading: Scan headings, subheadings and illustrations for an overview before reading for detail.
• Self quizzing: Make up anticipated test questions on each assignment and answer those.
• Notes: Pull out key words and phrases from textbooks and teachers’ presentations.
• Recall games: Play all kinds that focus on vocabulary, economics, history, geography, spelling, trivia, strategy, and counting.
**TAKING GOOD NOTES**

The ability to take good notes is an important lifelong skill. Notes should be just that - brief, key words that capture and recall the high points of instructions, content and ideas.

As the child grows older, it is increasingly important that he or she develop the ability to take good notes from the spoken word, capturing the essence of lectures, meetings and instructions. Throughout this growth process, keep reinforcing the importance of listening and writing down the key words, not trying to catch whole passages word for word.

Good notes are always much shorter than the original. They capture the central terms and thoughts from which more elaborate passages and concepts can be remembered and applied. Your child will receive instruction in note-taking skills during middle school.

**TURNING AROUND PROBLEM SITUATIONS**

Nearly every child hits rough patches on the journey through school. When this happens, a parent may feel helpless, then hopeless about turning his or her child’s attitude toward school back on a positive course.

Many times a parent can see trouble coming if he or she listens to the child carefully and keeps open lines of communication with the child’s teachers. Problems and confusion in the child’s other growth areas—emotional, social, psychological, physical—often show their first symptoms as trouble in school. Similarly, problems with schoolwork may first show up as emotional, social or psychological problems. It is important that a parent recognize the subtle and not-so-subtle signs of school problems and address those quickly with both the child and the teacher.

**WARNING SIGNS**

- Complaints about school and teachers:
  - Your child does not have to like every teacher in school, but constant complaining about all of them can indicate problems.
  - It is natural for your child to question why he or she has to take particular subjects, but continual harping on the uselessness of one or all subjects is a sign of trouble.

- Not bringing home books and claiming a number of excuses such as:
  - There was no homework.
  - The teachers were absent.
  - Everyone was let out early.
  - We have no books.

- High absenteeism, skipping school or reluctance to get up and go to school in the morning.

**HOME/SCHOOL COMMUNICATIONS**

Home/School Communication is a key to a child’s success in school.

**Newhart School Loop** is an on-line agenda and grade program. School Loop has proven to be an invaluable tool for parents and students. School Loop is designed to give you up-to-date information regarding school assignments and grades. School Loop also provides email communications with teachers as well as a forum to post discussion topics. Registration for School Loop is easy and can be done at schedule pickup during the latter part of August.

Newhart **ListServ** is an emailing program that is designed to improve communication between our school and community. You will be reminded of special events and activities such as Concerts, testing, picture day, or Minimum days.

A ListServ is a managed list of email addresses. To subscribe to Newhart's ListServ go to [http://www.capousd.org/](http://www.capousd.org/). You have our assurance that CUSD is the sole owner of any information collected from its sites and will not sell, share, or rent any information to others. You may subscribe or unsubscribe to this service at anytime.
Course Descriptions

ENGLISH

English 6
One Year

In sixth grade English/language arts, students focus on active engagement with text. They are required to analyze, define, identify, explain, and critique text building on reading skills developed in the elementary years. In the area of reading, students focus on word analysis, fluency, vocabulary development, reading comprehension, and literary response and analysis. Writing is emphasized through writing strategies, writing applications and genres, and written and oral language conventions. Students also work on listening and speaking strategies and applications.

English 7
One Year

The content standards for seventh grade mark an important transition from sixth grade in two ways. First, the transition for learning to read to reading to learn is complete. Second, the standards for seventh grade are more sophisticated, intricate, and subtle. In the area of reading, students focus on word analysis, fluency, vocabulary development, reading comprehension (with an emphasis on informational text), and literary response and analysis. Writing is emphasized through writing strategies, writing applications and genres, and written and oral language conventions. Students also work on listening and speaking strategies and applications.

English 8
One Year

The content standards for eighth grade mark another transition as students prepare to master the skills necessary for high school. The eighth grade standards represent an important culmination of curriculum and learning emphasized in grades four through eight. In the area of reading, students focus on word analysis, fluency, vocabulary development, reading comprehension, and literary response and analysis. Writing is emphasized through writing strategies, writing applications and genres, and written and oral language conventions. Students also work on listening strategies, and speaking applications (genres and their characteristics).

English Accelerated (GATE/AAA)
Grades 6, 7, 8—One Year

Placement based on GATE identification.

Admission by District qualification only. GATE curricula integrate basic skills and extends the District curriculum in humanities while adhering to State curriculum frameworks. These programs foster intellectual curiosity and encourage independent thinking and research. Open-ended projects, thematic activities, and individualized assignments, as well as a variety of approaches, are incorporated to enhance the basic frameworks. All students experience writing as a recursive process which includes prewriting, drafting, responding, revising, editing and postwriting activities. Continual work on grammar, mechanics and spelling is included.

MATHEMATICS

Math 6
Grade 6—One Year

Sixth grade students develop skills in computation as well as mathematical thinking and problem solving. The curriculum is based on the California Sixth Grade Mathematics Content standards, which include the Number Sense, Algebra and Functions, Measurement and Geometry, Statistics, Data Analysis and Probability, and Mathematical Reasoning strands.

Pre-Algebra (Accelerated for Grade 6)
Grades 6, 7—One Year

Admission to this course in grade six is based on a student meeting District established criteria.

Sixth and seventh grade students develop skills in computation as well as mathematical thinking and problem solving. The curriculum is based on the California Seventh Grade Mathematics Content standards, which include the Number Sense, Algebra and Functions, Measurement and Geometry, Statistics, Data Analysis and Probability, and Mathematical Reasoning strands.
Pre-Algebra A  
Grade 7—One Year

Based on diagnostic evaluation and teacher recommendation, students are placed in this course whose test results and teacher evaluation indicated that a two-year Pre-Algebra program is necessary. Pre-Algebra A is the first course of the two-year program, and will include instruction on operations with real numbers, solving equations and inequalities, evaluating expressions, applying geometry concepts, and developing reasoning and problem-solving skills. Grade 7, students enrolled in Pre-Algebra A will be enrolled in Pre-Algebra B in Grade 8.

Pre-Algebra B  
Grade 8—One Year

Based on diagnostic evaluation and teacher recommendation, students are placed in this course whose test results and teacher evaluation indicated that a two-year Pre-Algebra program is necessary. Pre-Algebra B is the second course of the two-year program, and will include instruction on operations with real numbers, solving problems involving ratio, percent and proportion, solving equations and inequalities, evaluating expressions, graphing linear and non-linear equations, applying geometry concepts, collecting, organizing and interpreting data, and developing reasoning and problem-solving skills. Grade 8 students enrolled in Pre-Algebra B will be enrolled in Algebra 1A in Grade 9.

Pre-Algebra (Remediation)  
Grade 8—One Year

Based on diagnostic evaluation and teacher recommendation, students are placed in this course whose test results and teacher evaluation indicate that a review of the California Seventh Grade Mathematics Content standards is needed.

Algebra 1A  
Grade 8—One Year

This course will review the essential Pre-Algebra concepts required to be successful in an Algebra 1 course, then will cover the beginning standards of Algebra 1. The curriculum is based on the California Seventh Grade and Algebra 1 Content standards.

Students who successfully complete this course will receive “course credit” toward meeting the mathematics requirement for college admission. Students will not, however, receive “unit credit” toward meeting the required units for high school graduation. Students who successfully complete Algebra 1A will be enrolled in Algebra 1B in Grade 9.

Algebra 1 (Accelerated for All Grades)  
Grades 6, 7, 8—One Year

Admission to this course is based on a student meeting District established criteria.

This course will cover the first year of college preparatory math. The curriculum is based on the California Algebra 1 Content standards, which include evaluating expressions, solving equations and inequalities, and applying algebraic techniques in problem solving situations.

Students who successfully complete this course will receive “course credit” toward meeting the mathematics requirement for college admission. Students will not, however, receive “unit credit” toward meeting the required units for high school graduation.

Geometry (Accelerated for All Grades)  
Grades 7, 8—One Year

Admission to this course is based on a student meeting District established criteria.

This course will cover the second year of college preparatory math. The curriculum is based on the California Geometry Content standards, which include identifying and determining attributes of geometric figures, writing and applying geometric proofs, and utilizing algebraic and geometric techniques in problem solving situations.

Students who successfully complete this course will receive “course credit” toward meeting the mathematics requirement for college admission. Students will not, however, receive “unit credit” toward meeting the required units for high school graduation.

Science 6  
One Year

This course focuses on the study of plate tectonics and the Earth’s structure; shaping the Earth’s surface; heat and thermal energy; energy in the Earth’s system; ecology (life sciences); natural resources; and investigation and experimentation using the scientific process. Sixth grade science is often taught as part of an integrated math/science core. The course also provides instruction on family life (human development and reproduction) and preview materials are made available for parents in the spring of the sixth grade year.
Science 7
One Year

This course focuses on the study of cell biology; genetics; biological adaptation; Earth and life history; the structure and function of living things; physical principles in living systems (physical sciences); and investigation and experimentation using the scientific process. Students will also receive instruction in HIV/AIDS and sexually transmitted diseases. This instruction is mandated by state law.

Science 7, 8 Accelerated
One Year

Admission to class based on student meeting District established criteria.

Advanced Science includes and extends the Science 7 and 8 curriculum on an advanced level. This class fosters intellectual curiosity and encourages independent thinking and research.

Science 8
One Year

This course focuses on the study of motion; forces; the structure of matter; Earth in the solar system; chemical reactions; the chemistry of living systems; the periodic table; density and buoyancy; and investigation and experimentation using the scientific process.

Social Science 7
One Year

This is a one-year course of study covering world history from 500 A.D. to 1789. It begins with the fall of Ancient Rome, and covers the growth of Islam, African states in the middle ages and early modern period, civilizations of the Americas, and medieval China, Japan, and Europe. The course of study continues with Europe during the Renaissance, Reformation, and Scientific Revolution, and culminates with the Age of Exploration and the Enlightenment. Students use a broad range of reading, writing, critical thinking, technological and research skills in their study of the social sciences.

Social Science 8
One Year

A one-year course of study concentrating on a survey of United States History from the colonial time period through 1877; basic understanding of American government through its Constitution; an in depth study of the Civil War, as well as contemporary issues in the world. Students use a broad range of reading, writing, critical thinking, technological and research skills in their study of the social sciences.

Social Science Literacy Workshop
Grades 7, 8—One Year

This course serves as the Social Science class, incorporating intensive reading instruction through materials based on the Social Science content standards, and is designed to address the needs of students demonstrating below average reading skills. This intervention is designed to help students achieve the level of reading skills necessary to work successfully in content-area texts and to pass the California High School Exit Exam.

Social Science/History Accelerated
(GATE/AAA)
Grades 6, 7, 8—One Year

Placement based on GATE identification.

GATE curricula integrate basic skills and extends the District curriculum in humanities while adhering to State frameworks. These programs foster intellectual curiosity and encourage independent thinking and research. Open-ended projects, thematic activities, and individualized assignments, as well as a variety of approaches, are incorporated to enhance the basic frameworks.

SOCIAL SCIENCE

Social Science 6
One Year

A one-year course of study is integrated with the English program and emphasizes ancient civilizations and culture from early man to ancient Rome. Literature, research skills, geography and writing are taught with historical themes. Students use a broad range of reading, writing, critical thinking, technological and research skills in their study of the social sciences.
PHYSICAL EDUCATION

Physical Education 6, 7, 8
One Year

The objectives of physical education are to develop the physical well-being of students, develop qualities of character and sportsmanship, develop skills basic to games and sports, and promote positive attitudes toward fitness for life. Sports are presented as leisure activities as well as learning and practicing good health and nutrition habits. The course may cover units in volleyball, softball, paddle tennis, basketball, football, tumbling, gymnastics, track and field, dancing and soccer, as well as physical fitness preparation, testing and rhythmic exercises.

ADVISEMENT

Life Skills Training - Skills for Adolescence

This class will be taught in sixth, seventh, and eighth grade physical education classes. Life Skills is a comprehensive positive youth-development and drug-prevention program. The program brings together parents, educators and community members to teach adolescents life and citizenship skills. Some of those skills include: 1) building self-discipline, responsibility and self-confidence; 2) communicating effectively and cooperating with others; 3) goal setting and follow through; and 4) strengthening positive relationships with family and peers.
Newhart Middle School

Exploratory Wheel/Electives

(Availability of each course is based on sufficient enrollment and staffing.)

ART

Visual Art (Exploratory Wheel)
Elective
Grades 6, 7—Quarter

Students will be introduced to the “visual language” of humanity; beginning with the earliest records of human’s graphic markings, through pre-and post-Guttenberg forms of communication, and into the future of digital “space” and electronic images.

Sixth grade will explore the role of visual arts in selected period of history, 7th grade will explain how works reflect the society in which they were made. Students will be able to communicate using the vocabulary of the visual arts, including the elements and principles of visual communication to express their observations, create meaningful artifacts, and connect their learning with other subject areas of each grade’s curriculum.

Students will develop problem solving, collaboration, and effective communication skills. The management of time and resources are stressed as lifelong and career skills as a direct result of working in a studio classroom.

Visual Art Applications (or Animation)
Elective
Grades 7, 8—Semester

Students will learn the vocabulary of Visual Communication (an important part of communication in the 21st Century) through the language and skills unique to the Arts. The Principles of Animation will be explored while drawing, painting, model making, computer literacy, and storytelling skills are developed in preparation for creating original “Animatics” for public viewing. Students do not need to know how to draw, however they must be willing to learn how to look and think about animation.

Students are encouraged to work independently and collaboratively in a studio setting while developing problem solving, collaboration, and effective communication skills. The management of time and resources are stressed as lifelong and career skills as a direct result of working in a studio classroom.

Advanced Visual Art
Elective
Grades 7, 8—One Year

Students will learn the vocabulary of Visual Communication (an important part of communication in the 21st Century) through the language and skills unique to the Arts. Students will apply artistic processes in a variety of media to develop communication skills and express imaginative thinking through the creation of original works of art. Each student will create a series of work of art that expresses a personal statement, demonstrating skill in applying the elements of art and the principles of design.

This class will also focus on developing artistic and technical skills, demonstrating increased proficiency using complex two-dimensional art process, (e.g. printing, computer graphics) three-dimensional additive and subtractive sculpture and textiles. Students will also design a work of public art appropriate to and reflecting a location.

Students will develop problem solving, collaboration, and effective communication skills. The management of time and resources are stressed as lifelong and career skills as a direct result of working in a studio classroom.

COMPUTER EDUCATION

Introductory Computers (Exploratory Wheel)
Grade 6—Quarter

This exploratory course will develop beginning computer skills. This class will explore computer application, but primary focusing on keyboarding/typing skills. All students will be learning the home row keys and will be building their typing proficiency skills using a typing program called UltraKey. Students will also learn basic word processing, research mapping, basic graphic design and spreadsheet layout. Additionally, students will be learning Internet searching and PowerPoint presentation skills.
**Computer Applications (Exploratory Wheel)**

**Grade 7 - Quarter**

This 7th grade elective course will provide students with an introduction to the influence and impact of computers and technology in our society. In addition, students will be familiar with keyboarding/typing skills using UltraKey. Students will also be familiar with word processing, research mapping, spreadsheet layout, basic Photoshop editing and multimedia skills. Additionally, students will explore basic graphic design and Internet searching techniques.

---

**Advanced Computers**

**Grade 8 - Semester**

This 8th grade advanced elective course will provide students with a global influence of computers and technology in our society. In addition, students will be proficient with keyboarding/typing skills using UltraKey. They will also be proficient with word processing/graphic design, research mapping, spreadsheet layout and multimedia skills. Additionally, students will explore video editing, advanced Photoshop editing, computer animation, database layout and Internet searching tips and techniques such as “Boolean” searching.

---

**Video Production**

**Grade 8—One Year**

In this class students will learn the basics of video production, storyboarding, layout, lighting, recording, and editing. Students will work hands-on with the sophisticated process as they go step-by-step through the process of producing a periodic video broadcast.

---

**DRAMA**

**Drama Introduction (Exploratory Wheel)**

**Grades 6,7—Quarter**

This nine-week segment of the year long exploratory wheel focuses on the basics of Drama. Students will learn ensemble skills, communication skills and basic principles of Theatre such as staging, blocking, and design.

**Introduction to Drama**

**Grade 6—Semester**

This semester long course focuses on the basics of Drama. Students will learn ensemble skills, communication skills and the basic principles of Theatre such as staging, blocking and design. Students will spend the second quarter of the semester focusing on the basic principles of acting such as voice, movement, characterization, and storytelling.

---

**Advanced Drama**

**Grades 7,8—One Year**

This year long advanced course focuses on acting and production. Students must audition and have some basic theatre knowledge in order to be accepted. This is a performance based class that participates in weekend competitions and performs one to two main stage shows during the year. Students are required to participate in after school rehearsals and evening performances. Advanced Drama focuses on performance and all aspects of production including: script writing, directing, theatrical make-up, publicity, lighting, stage management, set construction, sound design, and costume design.

---

**Musical Theatre**

**Grades 7,8—One Year**

This year long advanced course focuses on acting and production. Students must audition and have some basic theatre knowledge in order to be accepted. This is a performance based class that participates in weekend competitions and performs one to two main stage shows during the year. Students are required to participate in after school rehearsals and evening performances. Advanced Drama focuses on performance and all aspects of production including: script writing, directing, theatrical make-up, publicity, lighting, stage management, set construction, sound design, and costume design.

---

**HOME ECONOMICS**

**Home Art Introduction (Exploratory Wheel)**

**Grade 6—Quarter**

This nine-week Home Economics segment of the year-long Fine and Practical Arts program includes units in both foods and sewing. Lessons focus on nutrition, a basic orientation to the kitchen, measuring techniques and the preparation of typical breakfast menus and snacks. The sewing unit provides opportunities for students to practice the operation of a sewing machine through the construction of a simple fabric project.

---

**Home Arts Skills (Exploratory Wheel)**

**Grade 7—Quarter**

This nine-week Home Economics segment of the year-long Fine and Practical Arts expands upon the sewing and food unit taught in the sixth grade Home Arts Introduction. Lessons will include sewing machine terminology and safety rules. Students will sew an apron purchased from a kit company. Various prints are available. During the foods unit, students will learn about kitchen equipment, cooking safety and abbreviations and equivalency of measuring. Nutrition, cooking basics of food preparation will be discussed and demonstrated before the students participate in food labs.
**Culinary Arts**  
**Grade 8—Semester**

This course is for the student with a desire to learn the creative arts of cooking and entertaining as well as skills useful in the food service industry. The emphasis is on the creation and artistic presentation of fancy domestic and ethnic foods and understanding nutrition. While students acquire skills in the use of tools and equipment, safety and sanitation, purchasing and storing of food, and informal and formal table service, they enjoy eating together.

**INDUSTRIAL ARTS**

**Industrial Arts (Exploratory Wheel - Woodshop)**  
**Grade 7—Quarter**

This nine-week industrial arts (woodshop) segment involves the application of basic drafting skills, shop safety, use of hand tools and power machines used in the shop. Projects: memo holder and casserole holder

**Industrial Arts Advanced (Woodshop)**  
**Grade 8—Semester**

This class involves the application of basic and advanced skills related to drafting and woodworking in the development of drawings and the construction of a checkerboard, CD Holder, and a picture frame.

**MUSIC**

**Music Appreciation - History of American Music**  
**Grade 8 – Semester**

This class is designed to examine the popular music of America from its early regional roots through to the current music scene. This class will concentrate upon music appreciation and the affect of that music upon America’s social fabric. Topics will be regional American Music (ex: Cajun, Bluegrass, etc.), The Blues, The Birth of Rock & Roll, The British Invasion, The 60’s, The 70’s, The Punk Movement, Mid 80’s - 90’s and Today’s Music.

**Intermediate Band**  
**Grade 6—One Year**

This course is designed for students who have mastered the basic music skills and concepts presented in Beginning Instruments and wish to continue to develop greater musical understanding and mastery of their instrument. Music of increasing difficulty will be presented with instruction designed to increase the range, flexibility, endurance, tone quality and artistic interpretation of the student. Band is a performing group, and attendance at concerts and festivals is mandatory.

**Advanced Band/Wind Ensemble**  
**Grades 7 and 8—One Year**

This course is designed for students who have mastered the music skills and concepts presented in the Intermediate (B) Band, and wish to develop advanced musical understanding and mastery of their instrument. Students will be challenged by the performance of advanced middle school music requiring more sophisticated understanding of rhythms, key signatures and musical terminology. The Advanced (A) Band is a performing group, and attendance at school and community concerts and festivals is required.

**Intermediate Orchestra**  
**Grade 6—One Year**

String, wind and percussion students who demonstrate special ability will form this class. Students will gain an increasing knowledge of music notation and symbols, and increasing ability in aural discrimination, and expanded awareness and understanding of music form a variety of stylistic periods, in addition to gaining increased proficiency and technique on their instruments. The orchestra will perform at assemblies, concerts and festivals throughout the school year. Attendance at extra rehearsals and all performances is required. There are 6th grade, intermediate and advanced levels.

**Advanced Orchestra/String Ensemble**  
**Grades 7 and 8—One Year**

This course is designed for students who have mastered the music skills and concepts presented in the Intermediate Orchestra. Students will gain an increasing knowledge of music notation and symbols, and increasing ability in aural discrimination, and expanded awareness and understanding of music from a variety of stylistic periods, in addition to gaining awareness and understanding of music from a variety of stylistic periods, in addition to gaining increased proficiency and technique on their instruments. The orchestra will perform at assemblies, concerts and festivals throughout the school year. Attendance at extra rehearsal and all performances is required.
Chorus  
Grade 6—One Year

Chorus is designed for students with little or no prior singing experiences who enjoy performing a variety of music for both the community and school. Students will receive instruction in proper voice production, breath support and sight-reading skills as well as singing in two- and three-part harmony. Chorus is a performing group and attendance at extra rehearsals and all performances is required.

Vocal Ensemble  
Grades 7, 8—One Year

Vocal Ensemble is a mixed chorus designed for students with prior singing experience who wish to improve their sight-reading skills while studying more demanding choral literature in two-, three-, and four-part harmony. Greater attention is devoted to vocal production, line and interpretation in preparation for further vocal study at the high school level. Advanced Chorus is a performing group and attendance at extra rehearsals and at school and community concerts is required.

FOREIGN LANGUAGE

Foreign Language (Exploratory Wheel)  
Grades 6, 7—Quarter

This class provides students with the opportunity to study Foreign Language on an introductory level. The course covers basic conversational skills, vocabulary building, history, customs and geography of the countries. It does not cover any of the languages in great depth as the course is designed to be a first exposure to foreign language.

Spanish I  
Grade 8—One Year

The main emphasis of the language is placed on (1) the mastery of the sound system, which is basic to pronunciation, (2) simple conversation and practical expression, (3) basic grammatical concepts necessary in speaking and (4) an introduction to short, simple reading selections. Students who receive a yearly cumulative grade of “A” or “B” will be recommended to advance to the second year of the language in high school. They will receive “course credit” toward meeting the foreign language requirement for college admission. Students will not, however, receive “unit credit” toward meeting the required 220 units for high school graduation.

STUDENT SERVICE

Study Skills (Exploratory Wheel)  
Grade 6—Quarter

This course is offered for one quarter in a 6th Grade Exploratory Wheel. The class focuses on organizational skills and other strategies to be successful in Middle School.

School Services  
Grade 8—Semester/Year

This program offers practical experience in school office clerical duties. Office aides will assist the office in a variety of duties: notifying students who are summoned to the office, introducing new students to the campus, maintaining communication between the office and classroom teachers, operating some of the office equipment, sorting and delivering mail and helping the office staff as needed. Students will sometimes be expected to perform duties for teachers in the classroom. These duties could include setting up and dismantling laboratory and classroom equipment, checking out materials and operating audiovisual equipment.

Admission is subject to application completion, good citizenship, teacher recommendations, and interview.

Student Leadership (ASB)  
Grades 7, 8—One Year

Admission is subject to application completion, teacher recommendation, interview and/or election into office.

Peer Assistance Leadership (PAL)  
Grade 8—One Year

Admission is subject to application completion, teacher recommendation and interview.

This peer-to-peer program focuses on teaching students to be resources to one another and to create a supportive environment which promotes healthy, positive decision making. Students receive formal training in peer assisting, interpersonal communication skills, problem solving, critical thinking, school and community service, and leadership.
**Advancement Via Individual Determination (A.V.I.D)**

**Grades 7, 8—One Year**

AVID is an elective course designed to prepare students in the academic middle (2.0 - 3.5 GPA) for four-year college eligibility. Along with access to the most challenging and rigorous curriculum, students are taught various study techniques and participate in critical thinking and collaborative learning activities. They also receive motivational support through guest speakers and visits to college campuses. The tutorial component reinforces learning in all academic areas. Students selected for this nationally recognized and honored program, may elect to continue in it through high school.

**Yearbook**

**Grade 8—One Year**

Not an elective - a way of life. In only one year, gain a lifetime of practical skills while having the time of one's life. Students create Newhart's national award-winning yearbook, *Panther*. Learn InDesign, the high-level desktop publishing program to create the layouts while becoming an accomplished digital photographer and reporter/writer. Earn the opportunity to attend national journalism conferences around the country to network with other staffs and attend professional workshops.

*Teacher recommendations, good grades, citizenship, and good attendance required.*

**SUPPORT SERVICES**

*Classes are offered subject to adequate enrollment.*

**Literacy Workshop: Reading Intervention (Elective)**

**Grade 6—One Year**

Literacy Workshop is an intensive reading intervention program designed to address the needs of students demonstrating below average reading skills. This intervention is designed to help students achieve the level of reading skills necessary to pass the California High School Exit Exam. This program includes curriculum which is based on strengthening the skills of phoneme awareness, phonics, decoding, comprehension, fluency, spelling and vocabulary. Students need to be continuously enrolled in this program.

**School Success**

**Grades 6, 7, 8—Semester**

School Success is a study skills type class designed for students who need extra support to succeed in middle school. Targeted students are those with extremely low grade point averages. It replaces a student's elective until the student raises his/her grades to a C average. Students work on homework during the class period. It is not a class designed for remedial help, but rather to help capable students become more focused academically.

**English Skills/English Adapted**

**Grades 6, 7, 8**

These courses are designed for non-English speaking, recent arrivals. The class introduces the newcomer to the American school community which includes: procedures, behavioral expectations, school facilities, and cultural differences. The student will acquire English and the necessary survival skills to function successfully in the school environment. Exposure to English is immediate and it is the predominate language used in this setting. Students are evaluated at the conclusion of the year relative to their English proficiency for placement.

**Beginning English for English Learners (EL)**

**Grade 6**

In this course, beginning English learners will acquire basic interpersonal communication skills in English. Students will develop the four language skills of listening, speaking, reading and writing by participating in thematically organized, practical and interactive contexts. Classroom business and learning activities are conducted in English.

In the course, literature is used to develop emergent English literacy. The language used is authentic and current, reflecting the language spoken and read in American society. Instruction is student-centered and communication-based. Classroom business and learning activities are conducted in English. These activities and experiences develop basic functional English skills, cultural sensitivity, global awareness, and self-esteem.
Intermediate English for EL  
**Grade 7**

In this course, intermediate English learners will continue to acquire basic interpersonal communication skills and will begin to acquire cognitive-academic language proficiency in English. Students will continue to develop the four language skills of listening, speaking, reading and writing by participating in thematically organized, practical and interactive contexts. Classroom business and learning activities are conducted in English.

In the course, literature is used to develop intermediate literacy and writing skills. The language used is authentic and current, reflecting the language spoken and read in American society. Instruction is student-centered and communication-based. Classroom business and learning activities are conducted in English. These activities and experiences develop functional English skills, cultural sensitivity, global awareness and self-esteem.

Advanced English for EL  
**Grade 8**

In this course, advanced English learners will continue to acquire cognitive-academic language proficiency in English. The students will continue to develop the four language skills of listening, speaking, reading and writing by participating in more complex and demanding thematically organized, practical and interactive English.

The language used is authentic and current, reflecting the language spoken and read in American society. Instruction is student-centered and communication-based. Classroom business and learning activities are conducted in English. These activities and experiences develop advanced English skills, cultural sensitivity, global awareness and self-esteem.

Pre-Algebra (Accelerated for Grade 6) for EL  
**Grades 6, 7—One Year**

*Admission to this course in grade six is based on a student meeting District established criteria.*

Sixth and seventh grade students develop skills in computation as well as mathematical thinking and problem solving. The curriculum is based on the California Seventh Grade Mathematics Content standards, which include the Number Sense, Algebra and Functions, Measurement and Geometry, Statistics, Data Analysis and Probability, and Mathematical Reasoning strands.

Pre-Algebra (Remediation) for EL  
**Grade 8—One Year**

Based on diagnostic evaluation and teacher recommendation, students are placed in this course whose test results and teacher evaluation indicate that a review of the California Seventh Grade Mathematics Content standards is needed.

Algebra 1A for EL  
**Grade 8—One Year**

This course will review the essential Pre-Algebra concepts required to be successful in an Algebra 1 course, then will cover the beginning standards of Algebra 1. The curriculum is based on the California Seventh Grade and Algebra 1 Content standards.

Students who successfully complete this course will receive “course credit” toward meeting the mathematics requirement for college admission. Students will not, however, receive “unit credit” toward meeting the required units for high school graduation. Students who successfully complete Algebra 1A will be enrolled in Algebra 1B in Grade 9.

Math 6 for EL  
**Grade 6—One Year**

Sixth grade students develop skills in computation as well as mathematical thinking and problem solving. The curriculum is based on the California Sixth Grade Mathematics Content standards, which include the Number Sense, Algebra and Functions, Measurement and Geometry, Statistics, Data Analysis and Probability, and Mathematical Reasoning strands.

Algebra 1 (Accelerated for All Grades) for EL  
**Grades 6, 7, 8—One Year**

*Admission to this course is based on a student meeting District established criteria.*

This course will cover the first year of college preparatory math. The curriculum is based on the California Algebra 1 Content standards, which include evaluating expressions, solving equations and inequalities, and applying algebraic techniques in problem solving situations.

Students who successfully complete this course will receive “course credit” toward meeting the mathematics requirement for college admission. Students will not, however, receive “unit credit” toward meeting the required units for high school graduation.
Geometry (Accelerated for All Grades) for EL
Grades 7, 8 – One Year

Admission to this course is based on a student meeting District established criteria.

This course will cover the second year of college preparatory math. The curriculum is based on the California Geometry Content standards, which include identifying and determining attributes of geometric figures, writing and applying geometric proofs, and utilizing algebraic and geometric techniques in problem solving situations.

Students who successfully complete this course will receive “course credit” toward meeting the mathematics requirement for college admission. Students will not, however, receive “unit credit” toward meeting the required units for high school graduation.

Science for EL
Grade 6—One Year

This course focuses on the study of plate tectonics and the Earth’s structure; shaping the Earth’s surface; heat and thermal energy; energy in the Earth’s system; ecology (life sciences); natural resources; and investigation and experimentation using the scientific process. Sixth grade science is often taught as part of an integrated math/science core. The course also provides instruction on family life (human development and reproduction) and preview materials are made available for parents in the spring of the sixth grade year.

Science for EL
Grade 7—One Year

This course focuses on the study of cell biology; genetics; biological adaptation; Earth and life history; the structure and function of living things; physical principles in living systems (physical sciences); and investigation and experimentation using the scientific process. Students will also receive instruction in HIV/AIDS and sexually transmitted diseases. This instruction is mandated by state law.

Science for EL
Grade 8—One Year

This course focuses on the study of motion; forces; the structure of matter; Earth in the solar system; chemical reactions; the chemistry of living systems; the periodic table; density and buoyancy; and investigation and experimentation using the scientific process.

Social Science for EL
Grade 6—One Year

A one year course of study is integrated with the English program and emphasizes ancient civilizations and culture from early man to ancient Rome. Literature, research skills, geography and writing are taught with historical themes. Students use a broad range of reading, writing, critical thinking, technological and research skills in their study of the social sciences.

Social Science for EL
Grade 7—One Year

This is a one-year course of study covering world history from 500 A.D. to 1789. It begins with the fall of Ancient Rome, and covers the growth of Islam, African states in the middle ages and early modern period, civilizations of the Americas, and medieval China, Japan, and Europe. The course of study continues with Europe during the Renaissance, Reformation, and Scientific Revolution, and culminates with the Age of Exploration and the Enlightenment. Students use a broad range of reading, writing, critical thinking, technological and research skills in their study of the social sciences.

Social Science for EL
Grade 8—One Year

A year course of study concentrating on a survey of United States History from the colonial time period through 1877; basic understanding of American government through its Constitution; an in depth study of the Civil War, as well as contemporary issues of the world. Students use a broad range of reading, writing, critical thinking, technological and research skills in their study of the social sciences.