

South Lake Middle School



Course Catalog 2023-24





Table of Contents

~ Click on the links below ~



English



Mathematics



Physical Education



Science



Social Studies



Elective courses

- **Trimester Electives**
- **Year-Long Electives**
- **Support Electives**



Non-Discrimination Policy

ENGLISH

English 7

7th Grade English is a class focusing on the elements of language described in the California Common Core Standards: reading, writing, listening, speaking, and language. Students read novels, short stories, and real world documents to increase their reading comprehension, vocabulary development, and word analysis skills. Literary analysis skills focus on elements of plot, characterization, and close reading. Writing application centers around informative, argumentative, and narrative writing, as well as conventions of spelling and grammar. Students also increase their skills in listening and speaking through delivering oral presentations and holding active classroom discussions.

Support English 7

Students will receive additional language support to meet the expectations mentioned above in English 7.

English 8

In 8th grade English, students continue to reflect on their prior knowledge and skills as a way to develop a deeper understanding of the elements that constitute meaningful reading and writing. By making a personal connection to what they are learning, students expand their social and academic experiences, thus making learning more significant and fulfilling. Students will do a close reading of short stories, real world documents, and engage in novel studies to increase their skills in informative/explanatory, argumentative, and narrative writing. Students will also be challenged to hone their proficiency in grammar conventions and spelling and to further develop their listening and speaking skills through classroom discussions, group work and oral presentations.

Honors English 8

Honors English is a rigorous course designed to challenge students. The course covers depth, complexity, novelty, and acceleration as strategies to meet the unique needs of high achieving students. Students will explore the curriculum described above in English 8 in greater depth and will be expected to demonstrate a higher level of mastery in their application of the skills and knowledge acquired in their course of studies. **Grades and Teacher recommendation using [Honors Characteristics](#) and Student Performance are included as part of the recommendation process as well as student interest.**

Support English 8

Students will receive additional language support to meet the expectations mentioned above in English 8.

Practical English 7/8

Practical English is a Special Education class, consisting of specialized academic instruction, focused on the principles of language: reading, writing, listening, speaking, and language. Students will read novels, short stories, and real-world documents to increase their reading comprehension, vocabulary development, and word analysis skills. Students will learn strategies to improve their written expression structure, coherence, and mechanics. Enrollment in this class is based on an IEP team recommendation, and the curricular focus is based on the student's individual needs (accommodations, modifications, and identified goals) agreed to by the IEP team. (Pass/No Pass Grade)

Functional English 7/8

Functional English is a Special Education class, consisting of specialized academic instruction, developed based on individual needs and IEP goals, and focused on developing reading, writing, speaking, and listening skills necessary for independent living. Students apply these skills to interpersonal relationships, personal safety, social/occupational situations, travel, health, family, and community living. Students are given the opportunity to read for information and enjoyment. Enrollment in this class is based on an IEP team recommendation, and the curricular focus is based on the student's individual needs (accommodations, modifications, and identified goals) agreed to by the IEP team. (Pass/No Pass Grade)

MATHEMATICS

Math 7

Instructional time in this course focuses on:

- Analyzing proportional relationships and using them to solve real-world and mathematical problems.
- Applying and extending previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.
- Using properties of operations to generate equivalent expressions.
- Solving real-life and mathematical problems using numerical and algebraic expressions, equations and inequalities.
- Drawing, constructing and describing geometrical figures and describing the relationships between them.
- Solving real-life and mathematical problems involving angle measure, area, surface area, and volume.
- Using random sampling to draw inferences about a population.
- Drawing informal comparative inferences about two populations.
- Investigating chance processes and developing, using, and evaluating probability models.

Enhanced Math 7/8 (7th Grade Only)

This course differs from the grade-level Math 7 and Math 8 courses in that it contains content from both courses. **Students are recommended for this course using multiple measures. You will receive a placement letter from your student's elementary school in the spring.** This course is intended for the student who is able to move through mathematics quickly and still master the full range of mathematical practices, content and skills. Instructional time in this course focuses on:

- Analyzing proportional relationships and using them to solve real-world and mathematical problems.
- Understanding the connections between proportional relationships, lines, and linear equations.
- Applying and extending previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.
- Knowing that there are numbers that are not rational, and approximating those using rational numbers.
- Working with radicals and integer exponents.
- Using properties of operations to generate equivalent expressions.
- Solving real-life and mathematical problems using numerical and algebraic expressions and equations.
- Drawing, constructing and describing geometrical figures and describing the relationships between them.
- Understanding congruence and similarity using physical models, transparencies, or geometry software.

- Solving real-life and mathematical problems involving angle measure, area, surface area, and volume.
- Solving real-world and mathematical problems involving volume of cylinders, cones and spheres.
- Using random sampling to draw inferences about a population.
- Drawing informal comparative inferences about two populations.
- Investigating chance processes and developing, using, and evaluating probability models.

Math 8

Instructional time in this course focuses on:

- Knowing that there are numbers that are not rational, and approximating using rational numbers.
- Simplifying radical expressions.
- Working with integer exponents and scientific notation.
- Understanding the connections between proportional relationships, lines, and linear equations.
- Analyzing and solving linear equations and pairs of simultaneous linear equations.
- Defining, evaluating, and comparing functions.
- Using functions to model relationships between quantities.
- Understanding congruence and similarity using physical models, transparencies, or geometry software.
- Understanding and applying the Pythagorean Theorem.
- Solving real-world and mathematical problems involving volume of cylinders, cones and spheres.
- Investigating patterns of association in bivariate data

Enhanced Math I

In Enhanced Math I, students complete the second half of Math 8 and the entire Math I curriculum. **Placement in this class is based on multiple measures including Enh Math 7/8 or Bridge class.** In Enhanced Math I, students will:

- Learn function notation and develop the concepts of domain and range.
- Explore many examples of functions, including sequences.
- Interpret functions represented graphically, numerically, symbolically, and verbally, translate between representations, and understand the limitations of various representations.
- Work with functions given by graphs and tables, keeping in mind that, depending upon the context these representations are likely to be approximate and incomplete.
- Understanding of integer exponents to consider exponential functions.
- Compare and contrast linear and exponential functions, distinguishing between additive and multiplicative change.
- Interpret arithmetic sequences as linear functions and geometric sequences as exponential functions.
- Develop more formal means of assessing how a model fits data.
- Use regression techniques to describe approximately linear relationships between quantities.
- Use graphical representations and knowledge of the context to make judgments about the appropriateness of linear models. With linear models, they look at residuals to analyze the goodness of fit.
- Establish triangle congruence criteria, based on analyses of rigid motions and formal constructions.
- Solve problems about triangles, quadrilaterals, and other polygons.

- Apply reasoning to complete geometric constructions and explain why they work.
- Build on their work with the Pythagorean Theorem.

Practical Math 7/8

Practical Mathematics is a Special Education class, consisting of specialized academic instruction, focused on developing both procedural skills and conceptual understanding leading to the application of mathematical concepts. Course domains may include numbers and operations, algebra and algebraic thinking, measurement and data, and geometry. Students will solve real-life problems using a variety of mathematical operations and tools. Enrollment in this class is based on an IEP team recommendation, and the curricular focus is based on the student's individual needs (accommodations, modifications, and identified goals) agreed to by the IEP team. (Pass/No Pass Grade)

Functional Math 7/8

Functional Math is a Special Education class, consisting of specialized academic instruction, developed based on individual needs and IEP goals, and focused on applied computational math processes in daily living experiences. Discrimination, number concepts, time concepts, vocabulary, vocational arithmetic, banking skills, budgeting, and consumer skills are included. Enrollment in this class is based on an IEP team recommendation, and the curricular focus is based on the student's individual needs (accommodations, modifications, and identified goals) agreed to by the IEP team. (Pass/No Pass Grade)

PHYSICAL EDUCATION

Physical Education 7/8

The South Lake Middle School Physical Education Staff is dedicated to implementing a physical education curriculum that enables all students to make connections between physical health, wellness, and exercise. Students at South Lake Middle School will have physical education every day of the week. The physical education curriculum is aligned to California State Standards. Each of our sports units integrates instruction in health, nutrition, conditioning, and injury prevention. Each unit of instruction will be developmentally appropriate and designed to meet the needs of every student from the physically gifted to the physically challenged. Instruction will emphasize building social skills, confidence, self-esteem, and guiding students toward appropriate decision-making. Class activities will be created to emphasize the importance of self-improvement, active participation, and cooperation.

Students choosing to take an additional elective will be enrolled in Zero Period PE.

SCIENCE

Science 7

The 7th Grade Science curriculum reflects the implementation of the Next Generation Science Standards (NGSS). The overarching guiding concept for this year-long integrated course is that, "Natural processes and human activities shape Earth's web of life." The NGSS-based curriculum is designed to give 7th grade students a foundation of basic knowledge on which to build for future work in high school. A variety of projects, as well as hands-on, inquiry-based laboratory activities, small group and full class discussions, as well as problem solving through cooperative learning experiences are used to support the curriculum. Emphasis is on students developing critical thinking skills, analyzing concepts, improving reading comprehension using increasingly complex text, writing, and interactive notebooking. Students will develop and communicate their understanding of how scientific phenomena work through Science and Engineering Practices [1. Asking questions (for science) and defining problems (for engineering), 2. Developing and

using models, 3. Planning and carrying out investigations, 4. Analyzing and interpreting data, 5. Using mathematics and computational thinking, 6. Constructing explanations (for science) and designing solutions (for engineering), 7. Engaging in argument from evidence, 8. Obtaining, evaluating, and communicating information)]. Students will engage in assessments that include investigations, projects, writing assignments, class participation, quizzes and tests. Throughout the year, students also have the opportunity to participate in science enrichment opportunities such as Science & Engineering Fair.

The last trimester will consist of **HEALTH SCIENCE** which is aligned to the California Health Science Framework. This course focuses on students learning scientific information and skills to make positive choices and live healthy lives.

Science 8

The 8th Grade science curriculum is an integrated approach to the four main disciplines in science. This year, students will be learning about the interconnectedness of science by studying the fields of Life science, Earth and Space science, Physical science, as well as Engineering and Technology. Building upon lab process skills from seventh grade, students run independent, laboratory experiments and investigations while applying concepts learned throughout the year. Reading strategies that enhance comprehension of science texts are emphasized, as well as scientific writing skills, critical thinking skills, and implementation of technology. Students will develop and communicate their understanding of how scientific phenomena work through Science and Engineering Practices [1. Asking questions (for science) and defining problems (for engineering), 2. Developing and using models, 3. Planning and carrying out investigations, 4. Analyzing and interpreting data, 5. Using mathematics and computational thinking, 6. Constructing explanations (for science) and designing solutions (for engineering), 7. Engaging in argument from evidence, 8. Obtaining, evaluating, and communicating information)]. Throughout the year, students have the opportunity to participate in science enrichment opportunities, such as Science & Engineering Fair.

SOCIAL STUDIES

World History 7

Students in 7th Grade History study the social, cultural, and technological changes that occurred in Europe, Africa, Central and South America, and Asia in the years 500 to 1789. They examine the growing economic interaction among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. Throughout the year, all students will develop historical thinking skills through reading, writing, and speaking.

U.S. History 8

The U.S. History 8 curriculum focuses on the writing and telling of historical events through analyzing primary and secondary sources to better understand multiple perspectives. Throughout the year, all students will develop historical thinking skills through reading, writing, and speaking. Students will study the ideas, issues, and events from the colonization of the Americas through Industrialism.

Honors U.S. History 8

Honors Social Science is a rigorous course designed to challenge students. This course covers depth, complexity, novelty, and acceleration as strategies to meet the unique needs of high achieving students. Students will explore the curriculum described above in U.S. History 8 in greater depth and will be expected to demonstrate a higher level of mastery in their application of the skills and knowledge acquired in their course of studies. **Grades and Teacher recommendation using [Honors Characteristics](#) and Student Performance are included as part of the recommendation process as well as student interest.**

Support History 7

Similar to the World History 7 curriculum, World History 7 Support students in 7th Grade History provides extra scaffolds to aid students in the study of the social, cultural, and technological changes that occurred in Europe, Africa, Central and South America, and Asia in the years 500 to 1789. They examine the growing economic interaction among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. Throughout the year, all students will develop historical thinking skills through reading, writing, and speaking. This class offers extra support for students to bridge the concepts in the class with their skills, while also developing their academic vocabulary for the historical content.

Support History 8

Similar to the U.S. History 8 curriculum, U.S. History 8 Support provides extra scaffolds to aid students in the writing and telling of historical events through analyzing primary and secondary sources to better understand multiple perspectives. Throughout the year, all students will develop historical thinking skills through reading, writing, and speaking. Students will study the ideas, issues, and events from the colonization of the Americas through Industrialism. This class offers extra support for students to bridge the concepts in the class with their skills, while also developing their academic vocabulary for the historical content.

Practical History 7/8

Practical History is a Special Education class, consisting of specialized academic instruction, focused on the elements of history: economics, politics, sociology, culture, and religion. Students will make connections between past and present, prompting real-world associations, and expanding their social and academic experiences. Through their study of history, students will work on their spatial and chronological thinking, points of view, historical research, and historical interpretation. Enrollment in this class is based on an IEP team recommendation, and the curricular focus is based on the student's individual needs (accommodations, modifications, and identified goals) agreed to by the IEP team. (Pass/No Pass Grade)

ELECTIVES

All students enroll in one elective class. **We offer trimester elective classes, year-long elective classes and support classes.** There is an option for students to enroll in more than one elective by enrolling in Zero Period PE. Students also have two days of Shark Time during the week to explore an area of interest, as well as academic and/or SEL support.

TRIMESTER ELECTIVES

Students interested in enrolling in trimester electives prioritize their top five courses. Only courses with the most student interest will be offered during the 23-24 school year. Trimester electives are for 7th and 8th grade students. These electives change at each trimester, so students will take 3 trimester electives each year (approximately every 12 weeks). We do our best to accommodate top choices but you may not get your highest priority elective in the first trimester.

Art 1

In this course, students will be exploring a variety of media and techniques while learning the elements and principles of art. Activities may include drawing, painting, printmaking, graphics, sculpture, design, lettering, photography, Art history, and art appreciation. This is a great class

for all skill levels. Suggested donation of \$10/trimester.

Ceramics

In this course students will learn the basics of working with clay such as construction, firing, and glazing as well as art history. They will learn hand-building techniques such as slab construction, coil, and pinch pots. Projects may include clay monsters, mini food displays, and coil bowls. This class is great for all skill levels. Suggested donation of \$15/trimester.

Computer Applications

This course will introduce students to a variety of computer applications. The class will start with some basic keyboarding practice and build to an intro to computer coding. Using a combination of code.org CS Fundamentals and Scratch coding, students will be introduced to the world of computer science and coding. We will be working to develop problem-solving skills and creating basic games using block coding. In addition, students will have the opportunity to experience cross-curricular lessons using VR headsets and to create their own virtual tours and lessons using 360-degree cameras. This is an introductory course to set students on their way to a future of critical thinking and working with computers.

Exploratory Engineering

No prerequisites required. This course is offered to all students who want to explore 3D design/printing, laser cutting, and CNC milling. Students will use computer-aided design (CAD) software such as Tinkercad 3D or Fusion 360 to design products. Students will have the opportunity to compete in the ocMakerChallenge that focuses on the five stages of Design Thinking: empathize, define (the problem), ideate, prototype, and test. Students will also have an opportunity to explore simple circuits using the Makey-Makey and/or Arduino. Sign up and join the fun!

eSports

This course gives students an introduction to the quickly developing and growing industry of eSports. Students will begin with developing the necessary skills to achieve peak performance in video games as well as garner a holistic understanding of the various domains and career paths available to the field of eSports. With these newly developed skills, students will partake in applying them to student centered assessments and projects that reflect those taken on by professional eSports organizations.

Introduction to Digital Media

This course will introduce students to art elements and principles of design through photography, photo editing, and video production in three equal parts. Students will learn proper usage and care of a digital camera, composition, and file management for creation of digital and print products. They will explore and apply fundamental design concepts using programs such as Adobe Photoshop and Rush. The unit on video production will also introduce students to common film shots and professional filming equipment. As a whole, the Digital Media Arts course encourages students to critically explore the role and function of imagery, language, and presentation using digital media.

Introduction to Spanish

This course is designed to familiarize students with Spanish and prepare them for Spanish 1. Every week students will learn a set of thematic vocabulary, which they will be able to use in Spanish 1. Students practice the weekly vocabulary, as well as expressions to use with the vocabulary in class with multimedia presentations, speaking activities, games, worksheets, and art projects. The students become familiar with the geography and culture of all twenty-one Spanish-speaking countries through online research, informational multimedia presentations and by producing arts and crafts typical of these countries.

Media Literacy

Mass media is enmeshed in our daily lives. It is nearly impossible to imagine a day without seeing a TV show, magazine, newspaper, listening to the radio, playing a video game, or using the internet. Yet, how often do we stop to think about who creates the visual and audio material that we consume? What are the purposes and goals of the information and advertisements that we are exposed to on a daily basis? What effect does the mass media have on individuals, society and the creation of culture? These are the very issues we will explore in Media Literacy. In addition, students will have creative opportunities to produce various forms of media related content.

Public Speaking/Debate

This course will provide opportunities for students to feel more comfortable and gain confidence in public speaking. Students will develop an understanding of the purpose and definition of debate, as well as the importance of persuasive arguments and supporting evidence.

Student Aide (8th Grade Only)

This is a non-academic course. Student aides will be responsible for assisting classroom teachers. Responsibilities include, but are not limited to; setting up materials for projects and labs, assisting with organization and filing, photocopying, assisting teacher with classroom duties such as passing out assignments, assisting students and collecting assignments. *Physical Education Teaching Assistants* will assist with setting up equipment, helping with the daily jog and assisting with the activity. At the beginning of each Trimester parents will receive a form to sign acknowledging their student is enrolling in a non-academic course (Pass/No Pass grade.) **Teacher approval required.**

YEAR-LONG ELECTIVES

Advanced Art (8th Grade Only)

This class is for students who show a strong interest in learning more about different media arts pathways such as fine arts, graphic arts, video production, digital photography, etc. This class will expose students to that field and will be a combination of research, project based assignments, collaborative work, field trips, and independent work to develop a personal portfolio for students wanting to pursue one of these pathways at the high school level. It is recommended that students complete at least one of these classes before taking this course: ceramics, art, digital photography, technology. **Enrollment in the course is through approval from the teacher.**

ASB\Leadership (8th Grade Only)

Associated Student Body (ASB) is for students who have a desire to become strong leaders and are good role models. In this class students will learn how to develop leadership skills, how to work with others, as well as how to plan school events to promote school spirit and to help the surrounding community. Students in this class model *South Lake Cares* every day and standards are set at a higher expectation. **All students interested in ASB/Leadership must complete an ASB Eligibility Packet and submit prior to the registration deadline.**

Chorus/Musical Theater (7/8)

Chorus/Musical Theater is a full-year elective that offers instruction in singing and musical theater performance. Students learn singing and music reading skills, as well as acting, script reading and stage performance skills. We sing a wide variety of music including concert, movie,

pop, jazz and various types of classical music, with an emphasis on musical theater standards. We also build acting and theater performance skills through drama exercises and theater activities. We typically perform in three shows a year, with recitals and other performance opportunities that often become available throughout the year.

Please note:

*No previous singing or acting experience is required. Students with singing and acting experience will often qualify for solos, lead parts and stage manager positions in our productions.

*Our shows typically include a Fall song and dance show and/or vocal music concert in the 1st Trimester, a South Lake Theater Night show in the 2nd Trimester, and our Spring Musical show in the 3rd Trimester.

*Students in Chorus/Musical Theater are qualified to audition for IUSD Honors Chorus.

Concert Band (7/8)

Concert Band is a full-year elective that offers instruction on piccolo, flute, oboe, bassoon, clarinet, bass clarinet, alto saxophone, tenor saxophone, baritone saxophone, trumpet, horn, trombone, euphonium, tuba, electric bass and percussion. This course is designed to continue instruction on band instruments from 6th grade Winds class. Students learn skills in playing techniques, tuning, sight-reading, performance, music history, and theory. We play concert, marching band, jazz, rock, pop and movie/video game music. We typically perform in three concerts a year, with recitals and other performance opportunities that often become available throughout the year. In most years we play with the marching band at a high school football game, and in district band events.

Please note:

*Beginners may enroll in this class to start a wind or percussion instrument if they have some experience reading music. Non-music readers are welcome, but may be limited in their instrument options.

*Students may use their own instrument, rent, or borrow one from the school, subject to availability.

*Piano players are welcome in Concert Band. Piano players are encouraged to learn an additional band instrument of their choosing, since not all of our songs have piano parts.

*There are two bands at South Lake: Concert Band and Symphonic Band.

*At the director's recommendation, the student could be promoted to the Symphonic Band.

Symphonic Band (7/8)

****Prerequisite: Two or more years of experience on a wind or percussion instrument; the ability to play your instrument at an advanced level;** Placement in Symphonic Band is by audition and/or South Lake Music teacher approval. Current South Lake 7th graders who successfully complete a full year of Concert Band instruction are usually qualified to continue into Symphonic Band in the 8th grade. Please contact Mr. Grenier, jasongrenier@iusd.org, for more information.

Symphonic Band is a full-year advanced level music class for wind and percussion students who demonstrate a strong interest in concert, marching band, jazz, rock, pop and movie/video game music. Students in Symphonic Band study piccolo, flute, oboe, bassoon, clarinet, bass clarinet, alto saxophone, tenor saxophone, baritone saxophone, trumpet, horn, trombone, euphonium, tuba, electric bass and percussion. Students learn advanced skills in tuning, sight-reading,

performance, conducting, music history, and theory. We typically perform in three concerts a year, with recitals and other performance opportunities that often become available throughout the year. In most years we play with the marching band at a high school football game, and in district band events.

Please note:

*Students may use their own instrument, rent, or borrow one from the school, subject to availability.

*Piano players are welcome in Symphonic Band. Piano players are encouraged to learn an additional band instrument of their choosing, since not all of our songs have piano parts.

*Students in Symphonic Band are qualified to audition for IUSD Honors Orchestra.

*There are two bands at South Lake MS: Concert Band and Symphonic Band.

Concert Orchestra (7/8)

Concert Orchestra is a full-year elective that offers instruction on violin, viola, cello, and string bass. This course is designed to continue instruction on orchestra instruments continuing from 6th grade Strings class. Topics include self-tuning, shifting/3rd position playing and introduction to vibrato. We play concert, movie, pop, jazz and various types of classical music for orchestra. We typically perform in three concerts a year, with recitals and other performance opportunities that often become available throughout the year.

Please note:

*Beginners may enroll in this class to start a string instrument if they have some experience reading music. Non-music readers are welcome, but may be limited in their instrument options.

*Students may use their own instrument, rent, or borrow one from the school, subject to availability.

*Piano and guitar instruction is offered for students who already play those instruments. There is some opportunity to try new instruments during class in the 2nd and 3rd trimesters for students who want to learn an additional string instrument as a beginner.

*There are two orchestras at South Lake: Concert Orchestra & Symphonic Orchestra.

*At the director's recommendation, a student could be promoted to the Symphonic Orchestra.

Symphonic Orchestra (7/8)

****Prerequisites: Two or more years of experience on an orchestral string instrument (violin, viola, cello, bass); the ability to play your instrument at an advanced level;** Current South Lake 7th graders who successfully complete a full year of Concert Orchestra (String Orchestra) instruction are usually qualified to continue into Symphonic Orchestra in the 8th grade. Please contact Mr. Grenier, jasongrenier@iusd.org, for more information.

Symphonic Orchestra is a full-year advanced level course for string students who play violin, viola, cello, string bass and piano and demonstrate a serious interest in concert, movie, pop, jazz and various types of classical music for orchestra. Students learn advanced skills in tuning, sight-reading, performance, music history, and theory. We typically perform in three concerts a year, with recitals and other performance opportunities that often become available throughout the year. Most years we perform with Woodbridge High School in their Spring Orchestra concert series.

Please note:

*Students may use their own instrument, rent, or borrow one from the school, subject to availability.

*Piano players are welcome in Symphonic Orchestra. Piano players are encouraged to learn an additional orchestra string instrument of their choosing, since not all of our songs have piano parts.

*Students in Symphonic Orchestra are qualified to audition for IUSD Honors Orchestra.

*There are two orchestras at South Lake MS: Concert Orchestra and Symphonic Orchestra.

Spanish 1 (8th Grade Only)

Spanish 1 is considered a first year, high school honors level course. Students who wish to enroll are recommended to have strong academic skills and excellent work habits. In making this choice, it may be helpful to think about high school graduation and college entrance foreign language requirements. A minimum of two years is generally required for four-year college entrance and three years is highly recommended. To remain in the course for the year and receive a recommendation for Spanish 2 in 9th grade, students must maintain a C or higher grade.

In the event that this course moves to Blended Learning where students take Spanish 1 after bell through Irvine Virtual Academy/San Joaquin Middle School, students will be notified prior to the start of the school year and provided more information about this.

Photojournalism (Priority enrollment for 8th Grade)

Students enrolled in the Photojournalism elective will create, design and produce our school's yearbook. They will learn skills associated with layout and design, digital imaging, photo composition, journalism, film and video editing, and most importantly, collaboration and cooperation between staff members. Photojournalism participants are expected to spend time outside of school hours completing required assignments and are expected to meet deadlines effectively. **Enrollment in the course is by recommendation from 7th Grade Language Arts teachers.**

Robotics

This is a year-long course for students to develop their skills in computational thinking and problem solving, begin to become literate in multiple coding languages, and learn to program robotics. Students will have opportunities to compete in various robotic competitions. This class is advanced and has rigorous expectations of students. Require teacher recommendations. **A recommendation form will be sent to your 6th/7th grade teachers. You will be notified in late May about your enrollment in the class.**

ELD 1 & 2

This course is designed for English Language Learners so they have an additional support section in their schedule that will help guide them further in acquiring English Language skills. Students enrolled in this course will practice reading, writing, and speaking regularly so they gain the skills necessary to succeed. Students have been placed in this course based on their EL entrance exams, ELPAC, and/or teacher recommendation.

AVID (8th Grade Only)

AVID, Advancement Via Individual Determination, helps future leaders toward college success and beyond. This course will prepare students for the rigors of college preparatory classes by providing study and organizational skills, as well as tutorial help from college mentors. Students are taught study skills, note-taking, time management, writing skills, and research skills, while being immersed in a college-going culture. The class also includes tutoring sessions that may be led by college students and provide support for success in the academically rigorous curriculum. Additionally, the AVID class provides access to information about colleges

and universities through field trips, guest speakers, college tutors, scholarship opportunities, and college admission requirement information. The profile of an AVID student is a 2.0-3.5 GPA, first generation student in a family to attend college, and highly motivated.

SUPPORT ELECTIVES

Students are enrolled in support courses using grades, student performance, standardized test scores and/or teacher/counselor recommendation. Courses are for 7th and 8th grade students. Placement in Directed, Practical and Functional courses is determined by the IEP team.

Reading Lab

Reading Lab is an elective that includes instruction aligned with the California Common Core English Language Arts standards, with a strong emphasis in reading intervention and support. Students rotate between instruction focused on active reading strategies, and a research based, computer adaptive, technology program called Read 180 that hones skills in terms of fluency and comprehension. The course components include: emphasis on previewing and working on mastery of content specific vocabulary, building content background knowledge, active reading strategies to help foster comprehension, honing fluency skills with attention to oral reading practice (pacing, expression, intonation), summary and writing skills aligned with reading, and practice and instructions on test-taking strategies. (Pass/No Pass Grade)

Math Lab

Math Lab is an elective that includes instruction aligned with the California Common Core Math standards, with a strong emphasis on practicing basic skills, error analysis, and building both conceptual and computation skills. The course is highly structured and includes direct instruction, small group rotations, computer-based ST Math, and independent practice. Students discover the fun in math and learn how to advocate for their learning in math. (Pass/No Pass Grade)

Guided Studies

Guided Studies is an intervention elective designed for students who are considered "at-risk" either academically, socially, or emotionally (or a combination of any of the three). Small class size combined with a teacher and instructional assistant allows for more direct assistance and instruction. Student progress is closely monitored and the course focus is re-teaching, building executive functioning skills, monitoring student progress, building resiliency, and building study skills. (Pass/No Pass Grade)

Directed Studies

Directed Studies is a special education class, consisting of specialized academic instruction, offered to support the general education curriculum. In this class, students review daily coursework, pre teach and reteach concepts, organize and prioritize coursework, clarify directions, study for assessments, retake or finish assessments, learn organization and study skills, and receive assistance with long-term projects. Enrollment in this class is based on an IEP team recommendation, and the course focus is based on the student's individual needs (accommodations, modifications, and identified goals) agreed to by the IEP team. (Pass/No Pass Grade)

Functional Pre-Vocational

Functional Pre-Vocational skills is a special education class, consisting of specialized academic instruction, designed to help students develop employability skills and prepare them for the workplace. Pre-vocational activities will be worked on in a classroom setting. The class offers students the opportunity to gain a basic understanding of essential job skills both social and academic. Enrollment in this class is based on an IEP team recommendation, and the curricular

focus is based on the student's individual needs (accommodations, modifications, and identified goals) agreed to by the IEP team. (Pass/No Pass Grade)

Functional Life Skills

Functional Life Skills is a special education class, consisting of specialized academic instruction, focused on teaching essential independent living skills, community safety skills, and the ability to make healthy life choices. Daily living skills such as cleaning, grocery shopping, cooking, mobility training, social skills, self-advocacy skills, as well as various recreation/leisure activities will be emphasized to improve each student's quality of life. Enrollment in this class is based on an IEP team recommendation, and the curricular focus is based on the student's individual needs (accommodations, modifications, and identified goals) agreed to by the IEP team. (Pass/No Pass Grade)

Functional Communication Skills

Functional Communication Skills is a special education class, consisting of specialized academic instruction, focused on teaching communication skills needed for success in school, work, and community settings. Continual improvement of communication skills in relation to peers, family, and the community will be targeted. Enrollment in this class is based on an IEP team recommendation, and the curricular focus is based on the student's individual needs (accommodations, modifications, and identified goals) agreed to by the IEP team. (Pass/No Pass Grade)

NON-DISCRIMINATION POLICY

The Irvine Unified School District is committed to equal opportunity for all individuals in education. District programs and activities including membership in student clubs shall be free from discrimination, harassment, intimidation, and bullying based on race, color, ancestry, nationality, ethnic group identification, immigration status, age, religion, actual or potential parental, family, or marital status, or the exclusion of any person because of pregnancy or related conditions, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

The District does not discriminate in enrollment in or access to any of the activities and programs available. Admission to these programs is based on age appropriateness, class space, interest, aptitude, and prerequisite coursework where applicable. The lack of English skills shall not be a barrier to admission to or participation in the District's activities and programs. The Irvine Unified School District also does not discriminate in its hiring or employment practices.

This notice is provided as required by Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, Title II of the Americans with Disabilities Act of 1990, and the California Code of Regulations Title 5, Chapter 5.3 Nondiscrimination. Questions, complaints, or requests for additional information regarding these laws may be forwarded to the District's designated compliance coordinators.

Section 504 Coordinator: Tim Tatum, Ed.D., Coordinator, Prevention and Intervention; 3387 Barranca Pkwy, Irvine, CA 92606, (949)936-5171

CTE Coordinator: Uli Garcia, 5050 Barranca Pkwy, Irvine, CA 92604, (949)936-7441

Title IX, Title V, CCR Coordinator: Keith Tuominen, Director of Secondary Education, 5050 Barranca Pkwy, Irvine, CA 92604, (949)936-5063 or titleixcoordinator@iusd.org

Title II, Title VI Coordinator: Tim Tatum, Coordinator of Student Services, 5050 Barranca Pkwy, Irvine, CA 92604, (949)936-5171 or studentservices@iusd.org

For assistance in translating this document, contact Language Development Programs at (949)936-8500 or visit [Language Development Programs](#)