



## Taft Middle Course Catalog



### 2022-2023

Course Number:	Course Name:	Course Description:
4136	ACCELERATED MATH 6	Accelerated Math 6th is the first of two courses for advanced learners in the Common Core State Standards math curriculum at the middle level. It begins an advanced or accelerated pathway that allows students to complete a three-year sequence of grade-level curriculum in two years. The course differs from the standard grade 6 math course ( <a href="#">Math 6th</a> ) in that it addresses all of the grade 6 standards plus half of those from grade 7, which demands a faster pace for instruction and learning.
4137	ACCELERATED MATH 7	Accelerated Math 7th is the second of two courses for advanced learners in the Common Core State Standards math curriculum at the middle level. It completes an advanced or accelerated pathway that allows students to complete a three-year sequence of grade-level curriculum in two years. The course differs from the standard grade 7 math course ( <a href="#">Math 7th</a> ) in that it contains the second half of the content from grade 7 and all of the content from grade 8, which demands a faster pace for instruction and learning.
1729	ACADEMIC LANGUAGE DEVELOPMENT THROUGH CULTURE AND COMMUNICATION 6TH-8TH	Enrollment in this course is limited to English Learners, At Risk English Learners (ARELs – students enrolled in the district between 3.01 and 6.0 years) and Long-Term English Learners (LTELs – students enrolled in the district for 6.01 or more years). ALD is a two semester elective course that targets the linguistic and academic needs of English Learners, At Risk English Learners (ARELs) or Long Term English Learners (LTEL). Defined as students who enrolled in a U.S. school and have not attained the levels of English and academic proficiency necessary to succeed in standards-based coursework despite several years of academic instruction and meet the criteria towards reclassification. As well as Summative ELPAC performance levels of minimally developed, somewhat developed, moderately developed, or well developed. Concurrent enrollment in the student's grade-level English language arts course is required.
0101	ART 7TH	In this course, all elements of art are identified in relationship to the principles of design to describe, analyze, and interpret works of art. The focus on developing increased skill and persistence through practice in drawing, painting, and sculpting skills is documented in a longitudinal portfolio to show evidence of

		<p>growth in at least three media for the duration of the course. Individual sketchbooks/journals serve as additional documentation for planning, creating, editing, and reworking ideas and works of art. Students compare and contrast works of art and functional art products that represent various world cultures. Finally, this course introduces students to methods of art preservation and careers in visual art.</p>
0120	ART 8TH	<p>In the course, students synthesize their knowledge of the elements of art and principles of design to expand their personal expression and visual communication skills in drawing, painting, sculpture, and electronic media (where available). Students are encouraged to take risks by exploring works of contemporary art, identifying issues of importance, and creating original works of art that express their ideas and feelings on the issue. Students collaborate on at least one artistic investigation that communicates a theme and is designed for the public. Individual sketchbook/journals document research and planning of a series of works of art based on a single theme. As students explore contemporary art in the neighborhood or city, they are introduced to regional careers in visual art.</p>
0104	ART 6TH	<p>This exploratory course gives students an opportunity to develop skills in multiple art-making techniques. Whatever the duration of the course, students demonstrate increased levels of craftsmanship by creating original works of art individually and collaboratively. Students develop a visual plan for displaying works of art in an exhibition and respond to the creative process by writing an artist statement.</p>
8061	AVID 6TH-8TH	<p>Students sharpen and refine attitude, skills, and knowledge to successfully enter and complete a college-prep academic program in high school. Students learn and apply study skills and learning strategies to improve performance in the content areas. Note taking, outlining, writing, speaking, reading, test strategies, use of appropriate technology.</p>
1609	ENGLISH LANGUAGE DEVELOPMENT LEVEL 3 6TH-8TH	<p>This one-period course continues the development of listening, speaking, reading, and writing skills in English, with emphasis on the reading and writing processes. Students communicate ideas and information orally with increased confidence, demonstrating their understanding of various content, using different registers appropriately, and communicating comfortably in new and unfamiliar settings. Students read, and write in response to, a variety of content, applying knowledge of language to derive meaning from text, and express themselves appropriately for different audiences and purposes. This course prepares students to succeed in the mainstream English courses by helping them develop appropriate academic language and content knowledge. Course content is based on the state-adopted ELD Standards</p>

		<p>2012 at the expanding proficiency level in tandem with the ELA/ELD Framework 2014.</p> <p>Teachers of this course must hold a credential issued by the California Commission on Teacher Credentialing authorizing instruction of English learners.</p>
1708	ENGLISH 6TH	<p>English 6th is a single-period literacy course required of all grade 6 middle school students, except those enrolled in double-period course <a href="#">English 6th/Literacy 6th</a>. The course content focuses on teaching the students skills and strategies for independent reading and writing of grade-level-appropriate texts. Instruction in each unit of study integrates reading, writing, speaking and listening, and language study. Students are provided with multiple opportunities to engage in academic discourse as they question, interpret, extend, and evaluate others' ideas. The goal of instruction is to support students in becoming independent, strategic, critical readers, writers, listeners, and speakers who communicate effectively in various forms, for various purposes, and for various audiences. Students engage in standards-based lessons that are scaffolded to support a range of reading/writing levels. This course also provides protected time for small group designated English Language Development (dELD) instruction for English learners at all proficiency levels. This small group instruction builds critical language skills into and from the English content and is focused on the CA ELD</p>
1501	ENGLISH 7TH	<p>English 7th is a one-period literacy course intended for all grade 7 middle school students, except those enrolled in double-period course <a href="#">English 7th/Literacy 7th</a>. The course content focuses on teaching the students skills and strategies for independent reading and writing of grade-level-appropriate texts. Instruction in each unit of study interrelates reading, writing, oral communication, and language study. Students are provided with multiple opportunities to engage in academic discourse as they question, interpret, extend, and evaluate ideas. The goal of instruction is to support students in becoming independent, strategic, critical readers, writers, listeners, and speakers who communicate effectively in various forms, for various purposes, and for various audiences. Students engage in standards-based lessons that are scaffolded to support a range of reading/writing levels.</p>
1520	ENGLISH 8TH	<p>English 8th is a one-period literacy course intended for all grade 8 middle school students, except those enrolled in double-period course <a href="#">English 8th/Literacy 8th</a>. The course content focuses on</p>

		<p>teaching the students skills and strategies for independent reading and writing of grade-level-appropriate texts.</p> <p>Instruction in each unit of study integrates reading, writing, speaking and listening, and language study. Students are provided with multiple opportunities to engage in academic discourse as they question, interpret, analyze, extend, and evaluate ideas. The goal of instruction is to support students in becoming independent, strategic, critical readers, writers, listeners, and speakers who communicate effectively in various forms, for various purposes, and for various audiences. Students engage in standards-based lessons that are scaffolded to support a range of reading/writing levels.</p>
3596	GATEWAY TO TECH 6TH-8TH	<p>Gateway to Technology is a Project Lead the Way program designed to introduce middle school students to the field of engineering, and provide a foundation for students who plan to enroll in PLTW engineering courses in high school. It consists of six independent nine-week units, each focusing on a different aspect of engineering: Design and Modeling, Automation and Robotics, Medical Detectives, Flight and Space, the Science of Technology, the Magic of Electronics, and Energy and the Environment.</p>
4157	INTEGRATED MATH 1 A-B 8TH	<p>Integrated Math I is the first of three high school–level courses that integrate the content of algebra, geometry, and intermediate algebra, as defined by the Mathematics Framework for California Public Schools, under the Common Core State Standards. This course formalizes and extends the mathematics that students learned in middle school.</p> <p>*Final grade will be transferred to the official high school transcript.</p>
4770	INTRO CODING 6TH-8TH	<p>Students in this course are introduced to basic computer science principles and begin to develop computational thinking skills. By applying logic to real-world applications, students will explore the world of coding by creating digital products. For example, students will learn how to use computers to mix music like a DJ and create their own music videos. Through teamwork and collaboration, students will problem solve and learn how computers are used in everyday life. The integration of digital art and design through STEAM (Science, Technology, Engineering, Art, and Math) provides students with the foundational skills to pursue further coursework in the ICT pathway.</p>
4133	MATH 6TH	<p>Math 6th is the first middle-level core math course that addresses the Common Core State Standards. Instruction focuses on (1) connecting ratio and rate to whole-number multiplication and division and using concepts of ratio and rate to</p>

		<p>solve problems; (2) completing an understanding of division and fractions and extending the notion of number to the system of rational numbers, including negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing an understanding of statistical thinking.</p>
4134	MATH 7TH	<p>Math 7th is the second middle-level core math course. Instruction focuses on (1) developing an understanding of proportional relationships and their applications; (2) developing an understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; (4) drawing inferences about populations based on samples. Students apply the concepts they have learned in previous grades to increasingly complex problems and situations that model real-world math challenges.</p>
4135	MATH 8TH	<p>Math 8th is the third and culminating middle-level core math course. Instruction focuses on the study of expressions and equations, functions, and two- and three-dimensional figures. Students apply concepts they have learned previously to increasingly complex and abstract problems that model real-world math challenges. The course lays the groundwork for students to master higher-level high school mathematics.</p>
7955	MULTILEVEL STUDY SKILLS 6TH-8TH	<p>This course focuses on learning/study strategies to ensure maximum success in the general classroom.</p> <p>Enrolled students must have an Individualized Education Program (IEP).</p>
5505	PHYS ED 6TH	<p>This course is intended to help students meet or exceed grade 6 physical education content standards 1–5 and the corresponding performance standards 1.1–5.5.</p> <p><b>Movement Focus</b></p> <ul style="list-style-type: none"> <li>• Manipulative skills: volley an object using a forearm pass; strike a ball with a paddle using a forehand and backhand movement; strike an object using a body part or implement in the intended direction; dribble/pass while guarded; throw an object with force using underhand, overhand and sidearm movements.</li> <li>• Rhythmic skills: perform a folk and line dance; develop routines to music; identify rhythm patterns; explain aesthetic qualities of movement.</li> <li>• Combinations of movement patterns and skills: combine</li> </ul>

		<p>all movement concepts in complex individual and group activities; combine motor skills to play lead-up or modified games; design and perform stunts, tumbling, and rhythmic patterns that utilize movement concepts.</p> <ul style="list-style-type: none"> <li>● Movement concepts: explain biomechanical principles of force/angle; detect/correct movement errors; provide feedback to a partner; identify safe practices.</li> </ul> <p><b>Fitness Focus</b></p> <ul style="list-style-type: none"> <li>● Assess the 5 health-related components of fitness using state assessment tools; compare individual results; develop individual goals; participate in moderate to vigorous physical activity; measure and evaluate changes in physical fitness; monitor heart rate during activity; know effective warm-up and cool-down techniques; create a one-day fitness plan; identify contraindicated exercises; understand aerobic vs. anaerobic; know benefits of physical activity; maintain a food log.</li> </ul> <p><b>Social Focus</b></p> <ul style="list-style-type: none"> <li>● Self-responsibility: participate productively in group activities; evaluate individual responsibilities in group efforts.</li> <li>● Social interaction: identify and define roles in cooperative activities.</li> <li>● Group dynamics: identify and agree on a common goal; analyze possible solutions to movement problems and come to consensus.</li> </ul>
5501	PHYS ED 7TH	<p>This course is intended to help students meet or exceed grade 7 physical education content standards 1–5 and the corresponding performance standards 1.1–5.5.</p> <p><b>Movement Focus</b></p> <ul style="list-style-type: none"> <li>● Manipulative skills: demonstrate mature techniques for the following patterns: overhand, sidearm, and underhand throw; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying.</li> <li>● Rhythmic skills: perform multicultural dances.</li> <li>● Combinations of movement patterns and skills: combine manipulative with locomotor and nonlocomotor skills into movement patterns; demonstrate body management and object manipulation skills for successful participation in individual/dual activities such as track and field, combative activities, and adventure/outdoor activities.</li> <li>● Movement concepts: analyze movements/correct errors;</li> </ul>

		<p>use motor learning principles to support skill development; explain spin and rebound principles; understand basic offense and defense strategies.</p> <p><b>Fitness Focus</b></p> <ul style="list-style-type: none"> <li>● Assess the five health-related components of fitness using state fitness assessment tools; compare individual results; develop individual fitness goals and a one-week fitness plan; participate in moderate to vigorous physical activity; assess attainment of personal goals and make necessary adjustments; explain effects of physical activity on heart rate; relationship between physical activity and nutrition; apply principles of exercise: progression, overload, specificity.</li> </ul> <p><b>Social Focus</b></p> <ul style="list-style-type: none"> <li>● Self-responsibility: identify activity risks; accept responsibility for individual improvement.</li> <li>● Social interaction: accept differences of others.</li> <li>● Group dynamics: evaluate expressions of encouragement; identify the role of a leader.</li> </ul>
5502	PHYS ED 8TH	<p>This course is intended to help students meet or exceed grade 8 physical education content standards 1–5 and the corresponding performance standards 1.1–5.7.</p> <p><b>Movement Focus</b></p> <ul style="list-style-type: none"> <li>● Rhythmic skills: identify and demonstrate square dance steps, positions, and patterns to music; create and perform a square dance.</li> <li>● Combinations of movement patterns and skills: demonstrate basic offensive and defensive skills and strategies in team activities; apply locomotor, non-locomotor, and manipulative skills to team activities; demonstrate fundamental gymnastic/tumbling skills; create and perform a routine using speed, direction and level.</li> <li>● Movement concepts: explain transfer of learning, rotation principles, and human growth factors.</li> </ul> <p><b>Fitness Focus</b></p> <ul style="list-style-type: none"> <li>● Assess the five health-related components of fitness using state fitness assessment tools; refine fitness goals; develop a two-week fitness plan including five components of fitness, warm-up, cool-down and</li> </ul>

		<p>principles of exercise; participate in moderate to vigorous activity four days per week; identify and perform (1) appropriate activities for inclement weather, (2) ways to increase daily physical activity, (3) basic weight/resistance training principles, and (4) safety practices; explain effects of nutrition and physical activity on weight control, self-concept, and physical performance; explain different types of conditioning.</p> <p><b>Social Focus</b></p> <ul style="list-style-type: none"> <li>• Self-responsibility: respect officials; appreciate opponents; organize and work cooperatively in a group; identify preferences for lifelong physical activity.</li> <li>• Social interaction: identify group contributions; reward team members.</li> <li>• Group dynamics: accept roles of group members; describe leadership roles; support all ability levels.</li> </ul>
6006	SCIENCE 6TH	<p>Science 6 is a full year integrated science course. This course is based on the CA NGSS and incorporates Earth Science, Life Science, Physical Science, and Engineering topics blended together within the school year. The course is phenomenon based and focuses on building students skills in the Science and Engineering Practices along with the Crosscutting Concepts of Systems and System Models, Patterns, and Cause and Effect.</p>
6003	SCIENCE 7TH	<p>Science in grade 7 is a full year integrated science course. This course is based on the CA NGSS and incorporates Earth Science, Life Science, Physical Science, and Engineering topics blended together within the school year. The course is phenomenon based and focuses on building students skills in the Science and Engineering Practices along with the Crosscutting Concepts.</p>
6005	SCIENCE 8TH	<p>Science in grade 8 is a full year integrated science course. This course is based on the CA NGSS and incorporates Earth Science, Life Science, Physical Science, and Engineering topics blended together within the school year. The course is phenomenon based and focuses on building students skills in the Science and Engineering Practices along with the Crosscutting Concepts.</p>
6520	SOC STU 6TH	<p>World History and Geography: Ancient Civilizations.</p> <p>Students learn about early humankind and the development of human Societies, the early civilizations of Mesopotamia, Egypt,</p>

		<p>and Kush, the ancient Israelites (Hebrews), ancient Greece, the early civilizations of India and China, and the development of Rome. Students grapple with geography, environmental issues, political systems and power structures, and civic engagement with fundamental ideas about citizenship, freedom, morality, and law.</p> <p>Students practice history as an interpretative discipline. They read written primary and secondary sources, investigate visual primary sources, and learn how to analyze multiple points of view, cite evidence from sources, and make claims based on that evidence in writing and speaking.</p>
2322	SPN 1-2	<p>This functions-based, introductory course is open to all students who wish to begin the study of Spanish language and cultures. It is intended to develop novice to mid-novice oral-language proficiency as well as limited facility in reading and writing. Major emphasis is on the development of listening and speaking abilities at the novice level with reasonably accurate pronunciation and intonation. Programmed instruction and technology, under the direction of the Spanish teacher, may be used to facilitate instruction and language practice. The course is not designed for students who are fluent or nearly fluent in Spanish. It is recommended that fluent or nearly fluent students enroll in a Spanish for Spanish Speakers course or a higher-level Spanish course.</p>
2324	SPN 3-4	<p>This functions-based course is designed for students who have successfully completed <a href="#">Spanish 1-2</a>. It is a continuation of the introductory course and is intended to consolidate students' listening and speaking skills at the mid-novice level, with bridging opportunities to high novices. Reading receives increased attention, although the primary emphasis remains the development of oral-language proficiency. Programmed instruction and technology, under the direction of the Spanish teacher, may be used to facilitate instruction and language practice. The course is not designed for students who are fluent or nearly fluent in Spanish as evidenced by the Spanish I.P.T. or other language assessments.</p>
2369	Spanish Language Arts SLIMS 6th	<p>This course is designed to support the Spanish Dual Language/World Language program and allows students to continue on the immersion pathway after exiting a K-5 dual language program. Taught entirely in Spanish, this is a one-period, balanced literacy course that builds on knowledge and skills acquired in an elementary dual language program. This course is intended to provide students with the skills necessary to become independent critical readers, writers, listeners, and speakers, and to develop appreciation and</p>

		understanding of the histories and cultures of the Spanish-speaking world. Students in this course also will expand their knowledge of grammatical concepts and applications.
8430	STU GOVT 6-8TH	This course affords student body members experience as student leaders. Through guidance, training, experience planning, organizing, and executing a variety of school activities, community service projects, and practical experiences in student government and democratic leadership, these students will grow as leaders of their school and community.
2363, 2364 2365, 2366 2367, 2368	SPANISH LANGUAGE ARTS SLIM 1-2 SLIM 3-4 SLIM 5-6	This series of courses is designed to support the Spanish Dual Language/World Language program and allows students to continue on the immersion pathway after exiting a K-5 dual language program. Taught entirely in Spanish, this is a one-period, balanced literacy course that builds on knowledge and skills acquired in an elementary dual language program. This course is intended to provide students with the skills necessary to become independent critical readers, writers, listeners, and speakers, and to develop appreciation and understanding of the histories and cultures of the Spanish-speaking world. Students in this course also will expand their knowledge of grammatical concepts and applications.
6551	US HISTORY & GEOG 8	<b>Growth and Conflict.</b> This required course examines the sequence of historical and geographic developments in the United States from 1789 - 1914. Students examine important periods of United States history, such as the forming of the nation's identity and the development of the Constitution, westward expansion, the rising conflict and consequences of the Civil War, and the industrialization of the United States. Students research the issues, attitudes, points of view, and motives that helped shape the United States and define American citizenship. Students practice history as an interpretative discipline. They read written primary and secondary sources, investigate visual primary sources, and learn how to analyze multiple points of view, cite evidence from sources, and make claims based on that evidence in writing and speaking.
6521	WD HST/GEOG 7TH	<b>Medieval to Early Modern Times.</b> This required course examines the sequence of historical and geographic developments from 500 to 1789. The course locates civilizations and cultures in time and in place, compares events that were developing concurrently in the world, and investigates the transmission of ideas, beliefs, scientific developments, and economic trade throughout this important period of history.  Major topics include: the world in 300 c.e., Rome and Christendom, Southwestern Asia and the world of Islam; South Asia, East Asia, West Africa, Americas, sites of encounter in the

		<p>Medieval world, global convergence, and the impact of ideas, 1500–1750. Students study content-rich examples and case studies, rather than surveying all places, names, and events superficially. They approach history not only as a body of content (such as events, people, ideas, or historical accounts) to be encountered or mastered, but as an investigative discipline. They analyze evidence from written and visual primary sources, supplemented by secondary sources, to form historical interpretations. They cite evidence from textual sources to support their written and oral arguments.</p>
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