

Venado Middle School

Course Descriptions

7 th Grade Courses		8 th Grade Courses	
Homeroom 7	Physical Education	Homeroom 8	Physical Education
Elective	Science/Health 7	Elective	Science 8
ELD Newcomers Program	Math	ELD Newcomers Program	Math
Embedded Honors English Language Arts 7	Title I Lab Classes	Embedded Honors English Language Arts 8	Title I Lab Classes
Special Education Directed Classes	World History 7/Honors	Special Education Directed Classes	U.S History 8/Honors

REQUIRED COURSES		
Course Title	Description	Grade
Homeroom	All students are assigned a Homeroom class. Students meet in Homeroom daily for approximately the first two weeks of the school year during which orientation lessons and activities are delivered. Homeroom periods are also scheduled on the calendar weekly as needed to engage students in activities to support the school's Positive Behavior Interventions and Supports (PBIS) and the Venado HONOR Code along with a variety of other lessons/activities related to Social/Emotional Learning, etc. Homeroom is also a means of organizing the school in groups in case of an emergency, for testing, dissemination of information, etc.	7 8
ELD Newcomers Program: ELD ELA ELD Science ELD Social Science	<p>Students recommended for placement in Venado's ELD Newcomer program are at the Emerging and Expanding levels of English proficiency. Our integrated program design includes grade level courses of English Language Arts, History/Social Studies, and Science instruction.</p> <ul style="list-style-type: none"> • Course work aligned with the CCSS ELA, CCSS History/Social Studies and Next Generation Science Standards. • Students receive substantial to moderate support through structured, integrated and designated academic language skills development based on the CA ELD Standards. • With the integration of the California English Language Development Standards, English fluency and content knowledge development are achieved simultaneously in the core curriculum to ensure English learners do not suffer academically as measured under the federal and state standards (Established in Castaneda v. Pickard [5th cir. 1981] 648 F.2d 989). • A variety of instructional strategies and specialized materials are used to facilitate conceptual understanding, language acquisition, and literacy skill development. • Classroom populations may include English learners of varying ages and grades but whose level of English proficiency is similar (California Education Code Section 305). • Program participation is not normally intended to exceed one year, unless otherwise determined necessary to meet the identified instructional needs of a student (California Education Code Section 305). • Once students participating in the Newcomer/SEI classrooms have acquired a good working knowledge of English, as determined by established exit criteria, they will transition to English language mainstream classrooms with continued language support as needed (California Education Code Section 305). 	7-8

<p>Embedded Honors English Language Arts</p>	<p>All students will be enrolled in a grade-level English Language Arts course and will focus on the essential California Common Core Standards. Our Embedded Honors offers interested and highly motivated students enhanced learning experiences and enrichment opportunities within their existing English Language Arts class. Students pursuing the Honors option will follow the same curricula and will be held to the same learning outcomes of the English Language Arts Course. However, they will distinguish themselves by adding complexity or depth, exhibiting strong creativity and skill, contributing meaningfully to the class, and making connections of course content with the outside world. Upon successful completion of Honors criteria, students will receive an Honors designation on their academic records on a trimester basis. Students who are English Learners will receive light, moderate, or substantial language supports in the mainstream classroom setting as appropriate.</p> <p>Honors Designation Criteria: (Two of three)</p> <ul style="list-style-type: none"> • Teacher Appraisal: Student has exhibited work habits, skills, and citizenship for an honors level course • Grades: 90% or higher at the end of each trimester • Assessments: Students score “Exceeding the Standard” on the final assessment for each unit. <p>In 7th grade English Language Arts, students will be developing their content knowledge and skills within the three domains of the California Common Core State Standards.</p> <p><u>Reading:</u> Students are expected to:</p> <ul style="list-style-type: none"> • analyze text construction and development. • work with more complex levels of text and continue the reading strategies learned in sixth grade to comprehend texts independently. • work with rigorous texts to analyze central ideas, look closely at an author’s word choice, and explore different points of views, and how they are developed. • write objective summaries of text pieces, and cite multiple pieces of textual evidence to support analysis of a text. <p><u>Writing:</u> Students are expected to:</p> <ul style="list-style-type: none"> • continue to work on writing clear multi-paragraph argumentative and expository essays on more advanced topics. • compare and contrast a historical account and fictional portrayal of the same event and how two or more authors write about the same event. • gather credible and accurate information as support for their ideas without plagiarizing. • support their claims and understanding with several pieces of textual evidence. <p><u>Speaking & Listening:</u> Students are expected to:</p> <ul style="list-style-type: none"> • engage with collaborative discussions in pairs and groups. • ask questions that help make observations and work to bring conversations back to their purpose. • acknowledge new information expressed by others and modify their own views when it is necessary. 	<p>7 8</p>
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	<ul style="list-style-type: none"> • continue to present claims and evidence and plan and present a well-organized, logical argument. <p>In 8th grade English Language Arts, students will be developing their content knowledge and skills within the three domains of the California Common Core State Standards.</p> <p><u>Writing:</u> Students are expected to:</p> <ul style="list-style-type: none"> • continue to work on multi-paragraph writing on advanced topics using textual evidence to support their claim, but now must use textual evidence that strongly supports their understanding. This means that students must scrutinize texts and evaluate their craft and authors, analyzing how an author might respond to conflicting viewpoints. • Students are expected to acknowledge opposing claims of their own argument and use appropriate words and phrases to clearly transition from various ideas. • In addition, eighth graders will conduct a short research project that includes a self-generated question that allows for multiple avenues of exploration. <p><u>Reading:</u> Students are expected to:</p> <ul style="list-style-type: none"> • continue to explore the development of a theme in relation to the characters, setting, and plot. • analyze relationships between events, information, and examples when writing and reading. • use sentence patterns and verbs in active and passive tone to portray a certain meaning when reading, writing, speaking, and listening. <p><u>Speaking and Listening:</u> Students are expected to:</p> <ul style="list-style-type: none"> • engage in a range of collaborative discussions. • ask questions that synthesize and propel the conversation, respond to classmates during discussions, and give feedback. • use strategies that spark student inquiry and deeper comprehension of a text. Eighth graders must also acknowledge other perspectives and qualify or justify their own opinions when provided with new information. • present their claims and findings with valid reasoning and well-chosen evidence 	
Math 7	<p>Instructional time in Math 7 focuses on:</p> <ul style="list-style-type: none"> • Fluency in arithmetic with rational numbers • Solving 2-step equations ($px + q = r$ and $p(x + q) = r$, where p, q, and r are rational numbers) using properties • Understanding and analyzing the constant of proportionality and understanding proportional relationships in multiple representations (table, graph, equation, and scenario) • Applying proportional reasoning to percent of change scenarios • Knowing and applying the formulas for area and perimeter of 2-D figures • Solving multi-step equations/inequalities using properties of rational numbers • Manipulating algebraic and numeric expressions by applying order of operations • Applying statistical models to samples in order to generalize their properties to a population • Knowing and applying the formulas for volume/surface area of prisms and pyramids • Interpreting, developing, and understanding probability models 	7

	<ul style="list-style-type: none"> • Describing the shapes of cross sections of 3D solids • Using random sampling to draw inferences about a population <p>Math placement will be based on IUSD Math Pathways criteria: https://goo.gl/V6UuAp Students who are English Learners will receive light, moderate, or substantial language supports in the mainstream classroom setting as appropriate.</p>	
Math 8	<p>Instructional time in Math 8 focuses on:</p> <ul style="list-style-type: none"> • Defining and comparing linear functions in multiple representations • Evaluating and using linear functions as they model relationships between quantities • Calculating and comparing rates of change of linear functions • Solving single variable linear equations • Understanding if data represents a function and if it is linear or non-linear • Comparing rational and irrational numbers which includes estimating irrational numbers • Simplifying expressions with integer exponents • Understanding and applying the Pythagorean Theorem to solve real world problems including the use and knowledge of radicals • Understanding and solving systems of linear equations by graphing and algebraically • Understanding congruence and similarity through rotations, reflections, translations, and dilations • Recognizing patterns of association in bivariate data with scatter plots and informally fit a straight line • Calculating volumes of cylinders, cones, and spheres • Operations with scientific notation <p>Math placement will be based on IUSD Math Pathways criteria: https://goo.gl/V6UuAp Students who are English Learners will receive light, moderate, or substantial language supports in the mainstream classroom setting as appropriate.</p>	8
Enhanced Math 7/8	<p>This course differs from the standard Math 7 and Math 8 courses in that it contains content from both Math 7 and Math 8 courses. 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:</p> <ul style="list-style-type: none"> • Fluency in arithmetic with rational numbers • Solving 2-step equations using properties • Understanding and analyzing the constant of proportionality and understanding proportional relationships in multiple representations • Applying proportional reasoning to percent of change scenarios • Knowing and applying the formulas for area and perimeter of 2-D figures • Solving multi-step equations/inequalities using properties of rational numbers. • Comparing rational and irrational numbers which includes estimating irrational numbers • Manipulating algebraic and numeric expressions by applying order of operations • Applying statistical models to samples in order to generalize their properties to a population • Simplifying expressions with integer exponents • Knowing and applying the formulas for volume/surface area of prisms and pyramids • Understanding congruence & similarity through rotations, reflections, translations & dilations 	7-8

	<ul style="list-style-type: none"> ● Interpreting, developing, and understanding probability models ● Describing the shapes of cross sections of 3D solids, and calculating the volume of cylinders, cones & spheres ● Using random sampling to draw inferences about a population ● Operations with scientific notation <p>Math placement will be based on IUSD Math Pathways criteria: https://goo.gl/V6UuAp Students who are English Learners will receive light, moderate, or substantial language supports in the mainstream classroom setting as appropriate.</p>	
Middle School Enhanced Math I	<p>This course contains content from both Math 8 and Math I courses. 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:</p> <ul style="list-style-type: none"> ● Defining, evaluating, comparing, and using linear functions in multiple representations as they model relationships between quantities ● Calculating and comparing rates of change of linear functions ● Recognizing functions as linear, exponential or neither through attention to rate of change ● Solving systems of linear equations and inequalities ● Defining congruence through rigid transformations ● Interpreting linear models for real world data ● Justifying how to solve linear equations ● Understanding and applying the Pythagorean Theorem to solve real world problems including the use and knowledge of radicals ● Understanding and solving systems of linear equations & inequalities ● Recognizing patterns of association in bivariate data with scatter plots and formally fitting a line to a data set ● Proving geometric relations ● Fitting a line to a data set ● Arithmetic & Geometric sequences ● Functions (determining if data represent a function, comparing functions, using function notation) ● Interval notation ● Function families/ Transformation of functions ● Solutions to nonlinear systems graphically ● Two-way frequency tables ● Describing measure of shape, center and spread ● Geometric Proof <p>Math placement will be based on IUSD Math Pathways criteria: https://goo.gl/V6UuAp Students who are English Learners will receive light, moderate, or substantial language supports in the mainstream classroom setting as appropriate.</p>	7-8
Physical Education	<p>Physical Education introduces students to team and individual sports, as well as circuit training and leisure activities. The program is co-ed and promotes sportsmanship, teamwork, and positive interactions with peers. Students will gain basic knowledge and skills for each activity, and will finish out the program with a well-rounded foundation for lifelong health</p>	7-8

	and fitness. Students who are English Learners will receive light, moderate, or substantial language supports in the mainstream classroom setting as appropriate.	
Extended Day PE (EDPE)	Extended Day PE (EDPE) is the Physical Education class described above, but it is offered approximately an hour before regular school hours, during period 0, about four days per week. This option allows students to free up a period during the day to take an extra class as needed. All students are eligible to select Extended Day P.E. (EDPE), including students with 504 Plans, Special Education Services, or Title 1 classes. Extended Day PE (EDPE) is limited to 120 students. This course offering is made possible through voluntary donations made to IUSD. The suggested donation for the class is \$540 per year, about \$3 per day. Parents wishing to make smaller donations several times per year may also do so.	7-8
Science/Health 7	Science/Health 7 is a hands-on curriculum that promotes relevancy and application to the real world and is facilitated through a hands-on, activity-based approach. This course combines earth science, life science, physical science, and engineering design in an integrated model in accordance with the Next Generation Science Standards (NGSS) and the 2016 California Science Framework. The majority of the year focuses on the way that natural processes and human activities cause energy to flow and matter to cycle through Earth's systems. The emphasis is on developing problem-solving and critical-thinking skills, the scientific inquiry process, and experimentation while integrating the disciplinary core ideas related to matter, energy, structure and processes, ecosystems, Earth's systems, and Earth and human activity. Students solve real-world phenomenon by engaging in project-based learning, using science & engineering practices, and applying cross-cutting concepts from all fields of science. This course includes a large unit on health science which emphasizes the California Health Science standards for the content areas of personal health, injury prevention and safety, alcohol, tobacco and other drugs, nutrition, family life education, and diseases. This health portion of this course is designed to assist students in obtaining accurate information, developing lifelong positive attitudes and behaviors, and making wise decisions related to their personal health. Students who are English Learners will receive light, moderate, or substantial language supports in the mainstream classroom setting as appropriate.	7
Science 8	Science 8: Integrated Science is a hands-on, lab-based, and project-based curriculum that promotes inquiry, relevancy, and application to the real world. This course integrates earth/space science, physical science, life science, and engineering practices in accordance with California's Next Generation Science Standards (NGSS) and the 2016 California Science Framework. The year focuses on the premise that the processes and laws that have contributed to the ongoing change of Space/Earth's systems at different spatial and time scales that are observable today are responsible for those same changes that occurred in the distant past. For our students, the emphasis is on developing problem-solving and critical-thinking skills, the scientific inquiry process, and experimentation methodologies while integrating the disciplinary core ideas related to motion and forces, energy, waves, heredity, evolution, astronomy, geology, and human impacts on Earth. Students are exposed to real-world phenomena and are encouraged to integrate disciplinary core ideas, science & engineering practices, and cross-cutting concepts from each field of science throughout the course's learning objectives. Students who are English Learners will receive light, moderate, or substantial language supports in the mainstream classroom setting as appropriate, with additional language scaffolding when needed.	8
Special Education Directed Classes: Dir. Language Arts Dir. Mathematics Dir. Science	Directed Language Arts Directed Language Arts is a special education class, consisting of specialized academic instruction, focused on the principles of language: 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. Students write informative/explanatory, argumentative and narrative compositions to improve their structure, coherence and	7-8

<p>Dir. Social Science Dir. Studies</p>	<p>mechanics. Enrollment in this class is based on a student’s IEP team decision that this class is appropriate. The curricular focus is based on the student’s individual needs (accommodations/modifications and identified goals) agreed to by the IEP team.</p> <p>Directed Mathematics Directed Mathematics is a special education class, consisting of specialized academic instruction, focused on developing both the procedural skills and conceptual understanding leading to the application of mathematical concepts. Course topics include ratios and proportional relationships, the number system (rational and irrational numbers), expressions and equations, statistics and probability and geometry. Students solve real-life problems using a variety of mathematical operations and tools. Enrollment in this class is based on a student’s IEP team decision that this class is appropriate. The curricular focus is based on the student’s individual needs (accommodations/modifications and identified goals) agreed to by the IEP team.</p> <p>Directed Science Directed Science is a special education class, consisting of specialized academic instruction, focused on content from the integrated version of the Next Generation Science Standards. Course topics include physical sciences, life sciences, earth and space sciences and engineering, technology and applications of science. Students are exposed to a variety of practices including asking questions and defining problems, developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics and computational thinking, constructing explanations and designing solutions, engaging in argument from evidence and obtaining, evaluating and communicating information. The curricular focus is based on the student’s individual needs (accommodations/modifications and identified goals) agreed to by the IEP team.</p> <p>Directed Social Science Directed Social Science is a special education class, consisting of specialized academic instruction, focused on the elements of history: economics, politics, sociology, culture and religion. Students make connections between past and present, prompting real world connections and expanding their social and academic experiences. Through their study of history, students also learn intellectual skills such as spatial and chronological thinking, points of view, historical research and historical interpretation. Enrollment in this class is based on a student’s IEP team decision that this class is appropriate. The curricular focus is based on the student’s individual needs (accommodations/modifications and identified goals) agreed to by the IEP team.</p> <p>Directed Studies Directed Studies is a special education class, consisting of specialized academic instruction, offered to support general education curriculum. In this class, students review daily assignments, organize and prioritize assignments, clarify directions, study for tests, retake or finish tests, learn study skills and receive assistance with long term projects. This class is designed to support IEP goals in the areas of organization, study skills, homework completion, classwork completion or overall executive functioning deficits. Enrollment in this class is based on a student’s IEP team decision that this class is appropriate. This is a year-long course and takes the place of the student’s elective class. Students may apply for EDPE if they would like a second elective.</p>	
<p>Title 1 Lab Classes: Math Lab Reading Lab</p>	<p>Some students will be recommended by our Venado Intervention Team for enrollment in one of the following Title I Intervention classes (Math Lab, Reading Lab, or Guided Study) to help remediate important academic skills. Title I labs are designed to meet the educational needs of students who have yet to meet grade level proficiency in core subjects, as</p>	<p>7 8</p>

<p>Guided Study</p>	<p>to build a stronger academic foundation for success in middle school, high school, and beyond. The Title I course will serve as the student’s elective class for the school year. Students enrolled in one of these classes have the option of Extended Day P.E. (EDPE). This option allows students to remain enrolled in an intervention class and still have an elective.</p> <p>Math Lab This Title I intervention class, taught by a credentialed, highly qualified teacher and instructional aide, offers targeted math instruction to help students meet math basic skills and benchmarks for their grade level. This class builds a stronger math foundation as well as overall work habits. There is a Math Lab class for each grade level.</p> <p>Reading Lab This Title I intervention class, taught by a credentialed, highly qualified teacher/reading specialist and instructional aide, uses a web-based reading and progress-monitoring program, <i>Read 180</i>, which is designed to increase reading comprehension and fluency so the students may attain grade level proficiency in reading and build foundations for increased reading success in all core subjects. There is a Reading Lab class for each grade level.</p> <p>Guided Study The 7/8 Guided Study class taught by a credentialed teacher and instructional aide, offers a growth mindset study skills curriculum focusing on organization, time management, note-taking, test-taking strategies. This class particularly promotes homework management, good study habits, mentoring, as well as college and career exploration lessons and college field trips. Due to recruited and vetted interns from UCI, IVC and professionals from the community, this course offers a 3:1 student to adult ratio two days per week.</p>	
<p>United States History 8</p>	<p>United States History 8 covers the time period from Colonization to the Second Industrial Revolution (1914), and includes geography, economics, civics famous historical figures, cultural and regional differences, as well as how historical events relate to the present. The study of these historical events will include the reading and analysis of various primary sources, ranging from the Constitution to personal letters from historical figures. While analyzing these primary sources, students will practice the skills of a historian: sourcing, contextualization, close reading, and corroboration. Students who are English Learners will receive light, moderate, or substantial language supports in the mainstream classroom setting as appropriate.</p>	<p>8</p>
<p>Honors United States History 8</p>	<p>The Honors United States History 8 course will challenge students with extensive research and inquiry projects, rigorous writing assignments, and high-Lexile primary and secondary sources ranging from the Constitution to personal letters from historical figures, while incorporating deep academic discussions. The course covers the time period from Colonization to the Second Industrial Revolution (1914), and includes geography, economics, civics, famous historical figures, cultural and regional differences, as well as how historical events relate to the present. The anchor project will require students to apply the skills of a historian: sourcing, contextualization, close reading, and corroboration. To enable students to complete the challenging demands of this course, students should take initiative and work well both independently and collaboratively. Honors U.S. History is open to all students who meet specific academic, social/emotional, and behavioral expectations per the IUSD Characteristics of an Honors Student (see below).</p> <p>Recommendation Criteria: (Two of three)</p> <ul style="list-style-type: none"> • Teacher Appraisal: Student has exhibited work habits, skills, and citizenship for an honors level course • Grades: 90% or higher in History/Social Science and English/Language Arts in 2 trimester 	<p>8</p>

	<ul style="list-style-type: none"> • Writing Assessment: By the end of the year, the student receives and 85% or higher on a summative Language Arts or History writing assessment 	
World History 7	World History 7 emphasizes geography, civics, and social, cultural, and technological changes during the historical period from 500 to 1789 A.D. The primary focus of study involves the fall of the Roman Empire, Islam, Africa, the rise of the Aztecs, Incas, and Mayans, and a comparison of the civilizations of China, Japan, and Europe during the Middle Ages, Renaissance, Reformation, Scientific Revolution, and the Age of Exploration and Enlightenment. This course practices the skills of a historian that extend beyond the classroom such as sourcing, contextualization, close reading, and corroboration. Students who are English Learners will receive light, moderate, or substantial language supports in the mainstream classroom setting as appropriate.	7
Honors World History 7	<p>The World History Honors 7 course will challenge students with extensive research and inquiry projects, rigorous writing assignments, high-Lexile primary and secondary sources, and deep academic discussions. This course emphasizes geography, civics and social, cultural, and technological changes during the historical period from 500 to 1789 A.D. The primary focus of study involves the fall of the Roman Empire, Islam, Africa, the rise of the Aztecs, Incas, and Mayans, and a comparison of the civilizations of China, Japan, and Europe during the Middle Ages, Renaissance, Reformation, Scientific Revolution, and the Age of Exploration and Enlightenment. Students' anchor projects will apply the skills of a historian that extend beyond the classroom such as sourcing, contextualization, close reading, and corroboration. To enable students to complete the challenging demands of the Honors course, students will be required to be self-driven learners who work well both independently and collaboratively. Honors World History is open to all students who meet specific academic, social/emotional, and behavioral expectations per the IUSD Characteristics of an Honors Student (see below).</p> <p>Recommendation Criteria: (Two of three)</p> <ul style="list-style-type: none"> • Teacher Appraisal: Student has exhibited work habits, skills, and citizenship for an honors level course • Grades: 90% or higher in History/Social Science and English/Language Arts in 2 trimester • Writing Assessment: By the end of the year, the student receives and 85% or higher on a summative Language Arts or History writing assessment 	7
IUSD Characteristics of an Honors Student	<p>Adopted from Characteristics of Honors Students, FISK University; National Association for Gifted Children; and the National Society for the Gifted and Talented. Generally, Honors students:</p> <ul style="list-style-type: none"> • Communicate through multiple formats and are able to access and work effectively with information • Collaborate effectively with peers, including those who provide different perspectives and input • Make connections among topics and consistently sees the bigger picture of education and life • Participate actively in the learning process and is mentally focused and prepared for class • Seem excited about the learning and demonstrate confidence in completing challenging work • Accept, respond to, and learn from constructive criticism • Engage in critical thinking, is eager to ask questions, and to delve deeper into rigorous problem-solving • Work in class reflects, or reaches toward, true intellectual capacity • Enjoy thinking critically and finding new patterns and ideas that emerge from previous knowledge • Demonstrate a growth mindset in taking intellectual risks and overcoming obstacles related to the class, an assignment, or a teacher 	

ELECTIVES COURSES	
7th or 8th Grade	8th Grade Only
Art Chorus Computer Graphic Art Band – Concert & Symphonic Drama Elective Wheel #1 (3 Trimester Elective Classes): Introduction to Art, Exploring Culinary Arts, and Sign Language Elective Wheel #2 (3 Trimester Elective Classes): Exploratory Computers, Speech & Debate, and STEM Technology Leadership Orchestra – Concert & Symphonic Yearbook	Aide (Student Aide, Library Aide or Office Aide) Spanish 1 Study Partners

Most students at Venado have one elective period, and students who would like to have two elective classes can enroll for Extended Day PE (See course description above for Extended Day P.E.) Elective courses are offered in two formats: elective wheels and year-long electives. The elective wheels allow students to experience 3 different trimester elective classes over the course of a year. Year-long electives meet every day for the entire school year. Eighth grade students may not repeat an elective wheel or trimester elective class taken in their 7th grade year. All elective course offerings are limited due to enrollment, staffing, funding, and may change without notice during the scheduling process.

ELECTIVES COURSE DESCRIPTIONS			
Course Title	Description	Grade	Recommendation Guidelines
Art	Students will explore and develop understanding of a variety of artistic techniques and mediums. These techniques will include drawing and painting, sculpture and ceramics. Some mediums may include graphite, charcoal, tempera and acrylic paint, watercolor, clay, and photography. Students will also engage in developing academic literacy in the elements and principles of art, art history, and criticism. Students with all levels of artistic skill are welcome to join this class to explore, experiment, and create an artistic voice. Students who are English Learners will receive light, moderate, or substantial language supports in the mainstream classroom setting as appropriate.	7-8	None
Aide: Student Aide	Aide positions are limited to 8th graders and are available only for students who are independent, responsible, and want to learn clerical and organizational skills.	8	Student must have: 1. Pre-approval from appropriate staff

Library Aide Office Aide	<p>Student Aide Student aides assist a specific teacher and help with clerical and classroom preparation duties. Students interested in serving as aides should obtain pre-approval from the teacher they would like to aide for before submitting this course request. Students may only get pre-approval from one teacher.</p> <p>Library Aide Library aides assist in the operation of the library, including clerical tasks, shelving of books, assisting with the computerized checkout system, and delivery and retrieval of equipment. Students interested in serving as Library aides should obtain pre-approval from Mrs. Crammer, Librarian, before submitting this course request.</p> <p>Office Aide Office aides assist the office staff members and administrators in the operation of the front office, including clerical tasks, assisting with the phone and office reception duties. Please get pre-approval from Mrs. Charna in the front office, before submitting this course request.</p>		member. <u>Students who do not obtain pre-approval will not be enrolled in this class.</u>
Chorus	<p>Chorus is a year-long course for students who love to sing. The repertoire includes classical, folk, foreign language, jazz, pop and Broadway music. Students will develop skills in vocal production, sight singing, rhythm reading, listening, tone production and stage presence. Students will participate in four performances throughout the year where they will sing in large and small ensemble and solo vocal numbers.</p> <p>There is also an opportunity for students enrolled in music classes to join our Jazz Ensemble, which meets during zero period 7:20-8:14 a.m. This program is run through IPSF and more information will be available in the fall.</p>	7-8	None
Computer Graphic Art	<p>This course is designed to give students an understanding of the computer graphic arts. This course will introduce students to art elements and principles of design through photography, photo editing, graphic design and video production. 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 Premiere. Previous enrollment in another art class is not required.</p>	7-8	None
Band: Concert & Symphonic	<p>Concert Band is designed for second-year band students demonstrating an interest in symphonic, movie, and pop music who have had at least one year of experience on their instrument. Students may enroll in this class to begin a wind or percussion instrument if they have some experience reading music. Piano players are welcome and encouraged to learn a new instrument of their choosing. Non-music readers are welcome, but will be limited as to what instrument they can choose. Students learn scales, rhythm reading, instrument tuning, music history and theory. During the year, there are four concert performances that include symphonic and pop selections. At the music director's recommendation, the student could be promoted to Symphonic Band. Students may use their own instrument, rent, or borrow one from the school if available.</p>	7-8	<u>Requirements for Symphonic Band:</u> 1. 2 years experience on a wind or percussion instrument

	<p>Symphonic Band is an advanced level class for students who play a wind or percussion instrument and who demonstrate a serious interest in symphonic, movie and pop music. Students learn advanced skills in tuning, sight-reading, performance, music history and theory. During the year, there are five concert performances. Students may use their own instrument, rent or borrow one from the school if available.</p> <p>There is also an opportunity for students enrolled in music classes to join our Jazz Ensemble, which meets during zero period 7:20-8:14 a.m. This program is run through IPSF and more information will be available in the fall.</p>		
Drama	<p>Drama is the ideal class for imaginative students who would enjoy participating and collaborating in creative, fun, and highly kinesthetic activities during their school day, as well as becoming confident in public speaking. Drama skills include pantomime and improvisation, characterization, script-writing, and skit performance. In addition, students learn how to effectively deliver both humorous and dramatic readings, projecting, articulating, and communicating emotion: skills they will use forever. There may also be opportunities for both costume and set design. This beginning skills class does not include a play production at this time.</p>	7-8	None
Elective Wheel #1: Introduction to Art, Exploring Culinary Arts, Sign Language	<p>Students enrolled in this elective wheel will rotate and spend a trimester in each of these three classes.</p> <p>Introduction to Art Students will be exploring a variety of artistic techniques and media while learning the elements and principles of art. Projects include drawing and painting, ceramics, watercolor, art history and appreciation, and more. This is a great class for all skill levels.</p> <p>Exploring Culinary Arts In this class students will learn to work with a kitchen group to create and eat delicious meals and desserts selected from a culturally diverse menu. The emphasis of the class will be on safety in food handling, basic knife and utensil skills, reading and following directions, strengthening team collaboration skills, and learning how to leave a kitchen spotlessly clean. A \$35 donation fee is encouraged to cover the cost of food items prepared and enjoyed.</p> <p>Sign Language American Sign Language introduces basic conversational skills, as well as provides some insight into Deaf Culture. Students will learn basic signs, finger spelling, and sentence structures that would be useful when interacting with deaf students at Venado and in the community. Through teacher modeling, sign videos, sign games, structured dialogues, and deaf/hearing student interactions, students will develop both receptive and expressive American Sign Language skills.</p>	7-8	<p>None</p> <p>*If students were enrolled in all or part of this wheel in 2019-2020, they cannot repeat the courses.</p>
Elective Wheel #2: Exploratory Computers,	<p>Students enrolled in this elective wheel will rotate and spend a trimester in each of these three classes.</p> <p>Exploratory Computers</p>	7-8	<p>None</p> <p>*If students were enrolled in all or part of this wheel in 2019-</p>

Speech & Debate, STEM Technology	<p>Exploratory Computers builds on each student’s current technology skills while introducing a variety of new concepts and applications for technology use at school and in the world in which we live. This course focuses on the fundamentals of computer science as well as some of the legal and ethical issues around technology, such as acceptable use. Skills may include advanced features of Microsoft Office, Google Applications, web page creation, programming, as well as keyboarding.</p> <p>Speech & Debate In this course, students will explore the various elements of speech and debate through various individual and collaborative formats. Students will learn public speaking strategies to help them deliver and write speeches on various topics and genres, such as informative, narrative, and persuasive, that can reach an audience. The class will also include a debating section that will allow students to collaborate with a team of their peers with the goal to prepare and deliver debates. Additionally, students will be utilizing technology to share their ideas through media platforms such as podcasts, social media, and vlogs. By the end of this course, students will have further developed their critical thinking, speaking, listening, and research skills that will provide them with tools to better share their individual, unique voices confidently with others.</p> <p>STEM Technology STEM Technology is designed to expose students to a variety of emerging technologies with an emphasis on collaboration and innovative technology. Students will have an opportunity to learn various coding languages, build and code various robots, and utilize CAD software to create and print designs on 3D printers. Skills may include learning to code in multiple computer languages, building robotics, and design and create objects with 3D printer. Students will develop their skills in computational thinking and problem solving, begin to become literate in multiple coding languages, and learn to program robotics and 3D printers to solve specific design challenges.</p>		2020, they cannot repeat the courses.
Leadership	Leadership is a yearlong class designed to help students develop leadership skills. Eighth grade elected Associated Student Body (ASB) officers are placed in this class. Emphasis is on the development of activities, which enhances self-esteem and school spirit within our school environment. Students learn about leadership styles and techniques, parliamentary procedures, budget planning and organizational skills. Leadership students work together to develop, plan, and implement a variety of student activities. Students who are successful in this course are motivated self-starters, willing to go the extra mile for the school, can work cooperatively and respectfully in committees, and have a positive attitude. Student leaders are required to demonstrate our HONOR Code at all times and be inspiring role models on campus.	7-8	None
Orchestra: Concert & Symphonic	Concert Orchestra is for students demonstrating an interest in symphonic, movie, and pop music who have had at least one year of experience on an orchestral string instrument. Non-music readers are welcome , but will be limited as to what instrument they can choose. Emphasis is on proper care and use of instruments, scales, tuning, music history, and theory. During the year, there are four concert performances. At the music director’s recommendation, the student	7-8	<u>Requirements for Symphonic Orchestra:</u> 1. 3 years experience on a string instrument

	<p>could be promoted to the Symphonic Orchestra. Students may use their own instrument, rent, or borrow one from the school, if one is available.</p> <p>Symphonic Orchestra is an advanced level class for students who play an orchestral string instrument and demonstrate a serious interest in symphonic, movie and pop music. Students learn skills in tuning, performance, music history and theory. During the year, there are six concert performances. Students may use their own instrument, rent or borrow one from the school if available.</p> <p>There is also an opportunity for students enrolled in music classes to join our Jazz Ensemble, which meets during zero period 7:20-8:14 a.m. This program is run through IPSF and more information will be available in the fall.</p>		
Spanish 1	<p>Spanish 1 is a challenging first year, high school level academic elective course that introduces conversational Spanish and its grammatical structure. Students will do multiple oral presentations and a variety of projects as well as write short essays by the end of the course. In making this choice, it may be helpful to think about other information regarding high school graduation and college entrance foreign language requirements. In order to advance to Spanish 2 in high school, Teacher Recommendation as well as maintaining a "B" minimum all three trimesters, and a grade of 84% or higher in the final exam are required. Students are successful in this challenging course when they demonstrate excellent work habits and study skills, are strong in their English fluency, and can manage an additional academic course along with their core curriculum.</p>	8	None
Study Partners	<p>Study Partners are assigned to teachers at neighboring Deerfield Elementary School. Duties include grading, filing, creation of creative spaces and other task as assigned by assigned teacher. Students interested in being a Study Partner must be able to work independently, follow directions and work with others (staff and students). Students are expected to follow our HONOR code while working at Deerfield.</p>	8	Student must have: 1 Pre-approval from Ms. Garcia, School Counselor
Yearbook	<p>Yearbook is a year-long course which will provide an introduction to the art and principles of digital photography and how to use original photography to tell a story. Students will learn to use different software applications, including Photo Shop, to enhance and manipulate photos. With the help of publishing software, students will use their photography and writing skills to create the design and layout of our annual yearbook. Students should be proficient writing and in using computers, and have some experience with or interest in using photo editing and/or publishing software.</p> <p>Because Yearbook students work collaboratively within groups and with the advisor to create the school yearbook, this course requires that students are creative, work well in a self-directed classroom, and are able to meet established timelines for completion of work. Students are responsible for using digital cameras to take pictures at school events and for using computers to design the yearbook, including layouts, photos, captions and more. Students enrolled in this class must be self-motivated and responsible for effectively managing their time.</p>	7-8	None

Nondiscrimination Statement

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 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: Sunghie Okino, Ed.D., Coordinator, Prevention and Intervention; 3387 Barranca Pkwy, Irvine, CA 92606, (949)936-7523

CTE Coordinator: Patsy Janda, 5050 Barranca Pkwy, Irvine, CA 92604, (949)936-5000

Title IX, Title 5, CCR Coordinator: Keith Tuominen, Director of Secondary Education, 5050 Barranca Pkwy, Irvine, CA 92604, (949)936-5047

Title II, Title VI Coordinator: Tammy Blakely, Coordinator of Student Services, 5050 Barranca Pkwy, Irvine, CA 92604, (949)936-5000

For assistance in translating this document, contact Language Development Programs at (949)936-8500