

# Venado Middle School

## Course Descriptions

7 <sup>th</sup> Grade Courses		8 <sup>th</sup> Grade Courses	
Advisement	Physical Education	Advisement	Physical Education
Elective	Science/Heath	Elective	Science
ELD Newcomers Program	Math	ELD Newcomers Program	Math
English Language Arts – Embedded Honors	Intervention Classes	English Language Arts – Embedded Honors	Intervention Classes
Special Education Directed Classes		Special Education Directed Classes	
World History – Embedded Honors		U.S. History – Embedded Honors	

REQUIRED COURSES		
Course Title	Description	Grade
Advisement	All students are assigned an Advisement class. Advisement class meets regularly 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 and activities. To support students’ Social-Emotional Learning (SEL), teachers deliver Second Step lessons, and evidence-based SEL curriculum, throughout the year. Advisement is also a means of organizing the school in groups in case of an emergency, for testing, dissemination of information, etc.	7 8
<u>ELD Newcomers Program:</u> -English Language Arts -History/Social Science -Science -Study Skills	Students recommended for placement in Venado’s ELD Newcomers 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 Science, Science, and Study Skills instruction. <ul style="list-style-type: none"> <li>Course work aligned with the CCSS English Language Arts, History/Social Science, and Next Generation Science Standards.</li> <li>Students receive <b>substantial to moderate support</b> through structured, integrated and designated <b>academic language skills development</b> based on the CA ELD Standards.</li> <li>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).</li> <li>A variety of instructional strategies and specialized materials are used to facilitate conceptual understanding, language acquisition, and literacy skill development.</li> <li>The Study Skills class is a companion course taught by a CLAD (Cross-Cultural Language and Academic Development) certified and credentialed teacher, offers a growth mindset ELD language development and study skills curriculum focusing on reading, writing, listening, and speaking skills and strategies. This class particularly promotes language development through instruction in reading skills and strategies, practice with grammar and writing genres, and demonstration of listening and speaking skills through discussion, debate, and skits. In addition, the course provides students with study skills curriculum offering homework support, strategies for</li> </ul>	7-8

	<p>test-taking and studying for tests, and assistance in goal-setting. The ELD Study Skills class is a combined 7th and 8th grade course.</p> <ul style="list-style-type: none"> <li>• Classroom populations may include English learners of varying ages and grades but whose level of English proficiency is similar (California Education Code Section 305).</li> <li>• Program participation for Newcomers 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).</li> <li>• 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).</li> </ul>	
<p>English Language Arts – Embedded Honors</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, which will be shared in the course syllabus at the beginning of the school year, 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>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><b><u>Reading:</u></b> Students are expected to:</p> <ul style="list-style-type: none"> <li>• analyze text construction and development.</li> <li>• work with more complex levels of text and continue the reading strategies learned in sixth grade to comprehend texts independently.</li> <li>• 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.</li> <li>• write objective summaries of text pieces, and cite multiple pieces of textual evidence to support analysis of a text.</li> </ul> <p><b><u>Writing:</u></b> Students are expected to:</p> <ul style="list-style-type: none"> <li>• continue to work on writing clear multi-paragraph argumentative and expository essays on more advanced topics.</li> <li>• compare and contrast a historical account and fictional portrayal of the same event and how two or more authors write about the same event.</li> <li>• gather credible and accurate information as support for their ideas without plagiarizing.</li> <li>• support their claims and understanding with several pieces of textual evidence.</li> </ul>	<p>7 8</p>

	<p><b><u>Speaking &amp; Listening:</u></b> Students are expected to:</p> <ul style="list-style-type: none"> <li>• engage with collaborative discussions in pairs and groups.</li> <li>• ask questions that help make observations and work to bring conversations back to their purpose.</li> <li>• acknowledge new information expressed by others and modify their own views when it is necessary.</li> <li>• continue to present claims and evidence and plan and present a well-organized, logical argument.</li> </ul> <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><b><u>Writing:</u></b> Students are expected to:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Students are expected to acknowledge opposing claims of their own argument and use appropriate words and phrases to clearly transition from various ideas.</li> <li>• In addition, eighth graders will conduct a short research project that includes a self-generated question that allows for multiple avenues of exploration.</li> </ul> <p><b><u>Reading:</u></b> Students are expected to:</p> <ul style="list-style-type: none"> <li>• continue to explore the development of a theme in relation to the characters, setting, and plot.</li> <li>• analyze relationships between events, information, and examples when writing and reading.</li> <li>• use sentence patterns and verbs in active and passive tone to portray a certain meaning when reading, writing, speaking, and listening.</li> </ul> <p><b><u>Speaking and Listening:</u></b> Students are expected to:</p> <ul style="list-style-type: none"> <li>• engage in a range of collaborative discussions.</li> <li>• ask questions that synthesize and propel the conversation, respond to classmates during discussions, and give feedback.</li> <li>• 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.</li> <li>• present their claims and findings with valid reasoning and well-chosen evidence</li> </ul>	
Math 7	<p>Instructional time in Math 7 focuses on:</p> <ul style="list-style-type: none"> <li>• Fluency in arithmetic with rational numbers</li> <li>• Solving 2-step equations (<math>px + q = r</math> and <math>p(x + q) = r</math>, where <math>p</math>, <math>q</math>, and <math>r</math> are rational numbers) using properties</li> <li>• Understanding and analyzing the constant of proportionality and understanding proportional relationships in multiple representations (table, graph, equation, and scenario)</li> <li>• Applying proportional reasoning to percent of change scenarios</li> </ul>	7

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

	<ul style="list-style-type: none"> <li>● Comparing rational and irrational numbers which includes estimating irrational numbers</li> <li>● Manipulating algebraic and numeric expressions by applying order of operations</li> <li>● Applying statistical models to samples in order to generalize their properties to a population</li> <li>● Simplifying expressions with integer exponents</li> <li>● Knowing and applying the formulas for volume/surface area of prisms and pyramids</li> <li>● Understanding congruence &amp; similarity through rotations, reflections, translations &amp; dilations</li> <li>● Interpreting, developing, and understanding probability models</li> <li>● Describing the shapes of cross sections of 3D solids, and calculating the volume of cylinders, cones &amp; spheres</li> <li>● Using random sampling to draw inferences about a population</li> <li>● Operations with scientific notation</li> </ul> <p>Math placement will be based on IUSD Math Pathways criteria: <a href="https://goo.gl/V6UuAp">https://goo.gl/V6UuAp</a>  Students who are English Learners will receive light, moderate, or substantial language supports in the mainstream classroom setting as appropriate.</p>	
<p>Middle School Enhanced Math I</p>	<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"> <li>● Defining, evaluating, comparing, and using linear functions in multiple representations as they model relationships between quantities</li> <li>● Calculating and comparing rates of change of linear functions</li> <li>● Recognizing functions as linear, exponential or neither through attention to rate of change</li> <li>● Solving systems of linear equations and inequalities</li> <li>● Defining congruence through rigid transformations</li> <li>● Interpreting linear models for real world data</li> <li>● Justifying how to solve linear equations</li> <li>● Understanding and applying the Pythagorean Theorem to solve real world problems including the use and knowledge of radicals</li> <li>● Understanding and solving systems of linear equations &amp; inequalities</li> <li>● Recognizing patterns of association in bivariate data with scatter plots and formally fitting a line to a data set</li> <li>● Proving geometric relations</li> <li>● Fitting a line to a data set</li> <li>● Arithmetic &amp; Geometric sequences</li> <li>● Functions (determining if data represent a function, comparing functions, using function notation)</li> <li>● Interval notation</li> <li>● Function families/ Transformation of functions</li> <li>● Solutions to nonlinear systems graphically</li> <li>● Two-way frequency tables</li> <li>● Describing measure of shape, center and spread</li> <li>● Geometric Proof</li> </ul> <p>Math placement will be based on IUSD Math Pathways criteria: <a href="https://goo.gl/V6UuAp">https://goo.gl/V6UuAp</a></p>	<p>7-8</p>

	Students who are English Learners will receive light, moderate, or substantial language supports in the mainstream classroom setting as appropriate.	
Physical Education (PE)	<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 and fitness. Students who are English Learners will receive light, moderate, or substantial language supports in the mainstream classroom setting as appropriate. Most students will take PE during their regular school day, periods 1-6.</p> <p>Some 8th grade students may choose to take Zero Period PE, which will meet at ~7:00-8:10 a.m. on regular days in order to allow room in their schedule for a 2nd elective class. This class has limited enrollment and students will be placed in the class using a lottery system. Priority enrollment for Zero Period PE is given to students enrolled in Directed Studies or an Intervention class.</p> <p>Please note that Zero Period PE offerings may be further limited or cancelled due to enrollment, staffing, funding, and may change without notice during the scheduling process.</p>	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	8

	<p>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.</p>	
<p><u>Special Education</u></p> <p><b>Mild/Mod Program:</b>          Practical English          Practical History          Practical Math          Dir. Studies</p> <p><b>BSLC Directed Classes:</b>          Dir. Studies          Dir. English          Dir. Mathematics          Dir. Science          Dir. History</p>	<p><b>Practical English</b>          Practical English is a Mild/Mod special education class, consisting of specialized academic instruction with modifications, 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 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 with modifications and identified goals agreed to by the IEP team.</p> <p><b>Practical History</b>          Practical History is a Mild/Mod special education class, consisting of specialized academic instruction with modifications, 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 with modifications and identified goals agreed to by the IEP team.</p> <p><b>Practical Math</b>          Practical Math is a Mild/Mod special education class, consisting of specialized academic instruction with modifications, 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 with modifications and identified goals agreed to by the IEP team.</p> <p><b>Directed Studies</b>          Directed Studies is a special education class for Mild/Mod and BSLC, 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.</p> <p><b>Directed English</b>          Directed Language Arts is a BSLC 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 mechanics. Enrollment in this class is based on a student’s IEP team decision that this class is appropriate. The curricular</p>	<p>7-8</p>

	<p>focus is based on the student’s individual needs (accommodations/modifications and identified goals) agreed to by the IEP team.</p> <p><b>Directed Math</b> Directed Math is a BSLC 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><b>Directed Science</b> Directed Science is a BSLC 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><b>Directed History</b> Directed Social Science is a BSLC 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><u>Intervention</u> <u>Classes:</u> 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 or Reading Lab) 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 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.</p> <p><b>Math Lab</b> This intervention class will be taught by a Venado math teacher to support student’s basic skills and grade level math content knowledge. Over the course of a year students will focus on:</p> <ul style="list-style-type: none"> <li>• Mastering math basic skills &amp; benchmarks for their grade level</li> <li>• Closing learning gaps</li> <li>• Test preparation and test-taking strategies</li> <li>• Homework completion</li> </ul>	<p>7 8</p>



	<ul style="list-style-type: none"> <li>• Work habits and study skills (growth mindset, organization, goal setting, and time management)</li> </ul> <p><b>Reading Lab</b></p> <p>This intervention class will be taught by a Venado English teacher to support your student’s individual reading skills and grade level content knowledge. Over the course of a year students will focus on:</p> <ul style="list-style-type: none"> <li>• Reading comprehension and fluency</li> <li>• Speaking and listening skills</li> <li>• Writing and writing organization</li> <li>• Closing learning gaps</li> <li>• Homework completion</li> <li>• Work habits and study skills (growth mindset, organization, goal setting, and time management)</li> </ul>	
<p>United States History – Embedded Honors</p>	<p>United States History 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>Our Embedded Honors offers interested and highly motivated students enhanced learning experiences and enrichment opportunities within their existing U.S. History class. Students pursuing the Honors option will follow the same curricula and will be held to the same learning outcomes of the US History Course. However, they will distinguish themselves by completing honors projects, which will require students to apply the skills of a historian: sourcing, contextualization, close reading, and corroboration through extensive research and inquiry projects and rigorous writing assignments. To enable students to complete the challenging demands of this course, students should take initiative and work well both independently and collaboratively. Upon successful completion of Honors criteria, which will be shared in the course syllabus at the beginning of the school year, students will receive an Honors designation on their academic records on a trimester basis.</p>	<p>8</p>
<p>World History – Embedded Honors</p>	<p>World History 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.</p> <p>Our Embedded Honors offers interested and highly motivated students enhanced learning experiences and enrichment opportunities within their existing World History class. Students pursuing the Honors option will follow the same curricula and will be held to the same learning outcomes of the World History Course. However, they will distinguish themselves by completing honors projects, which will require students to apply the skills of a historian:</p>	<p>7</p>

	<p>sourcing, contextualization, close reading, and corroboration through extensive research and inquiry projects and rigorous writing assignments. To enable students to complete the challenging demands of this course, students should take initiative and work well both independently and collaboratively. Upon successful completion of Honors criteria, which will be shared in the course syllabus at the beginning of the school year, students will receive an Honors designation on their academic records on a trimester basis.</p>	
--	---	--

<p><b>ELECTIVES COURSES</b></p> <p>Most students will be assigned 1 elective course in the 2022-2023 school year. Some 8<sup>th</sup> grade students who chose to take Zero period PE will have room in their schedule for a 2<sup>nd</sup> elective (see PE course description above). 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 7<sup>th</sup> grade year. Students in special programs may have one elective assigned to them to align with services or supports needed. All elective course offerings are limited due to enrollment, staffing, funding, and may be changed or cancelled without notice during the scheduling process.</p>	
<p><b>7<sup>th</sup> or 8<sup>th</sup> Grade</b></p>	<p><b>8<sup>th</sup> Grade Only</b></p>
<p>Art          Band – Concert &amp; Symphonic          Chorus          Digital Photography/Graphic Art          Elective Wheel #1 (3 Trimester Elective Classes):              Introduction to Art, Exploring Culinary Arts, and Drama          Elective Wheel #2 (3 Trimester Elective Classes):              Exploratory Computers, Speech &amp; Debate, and STEAM Wheel          Leadership          Orchestra – Concert &amp; Symphonic          Study Skills          Yearbook</p>	<p>Aide (Student Aide, Library Aide or Office Aide)          American Sign Language 1 (High School Level Class)          Spanish 1 (High School Level Class)          Study Partners (Peer Tutoring)</p>

<p><b>ELECTIVES COURSE DESCRIPTIONS</b></p>			
<p><b>Course Title</b></p>	<p><b>Description</b></p>	<p><b>Grade</b></p>	<p><b>Recommendation Guidelines</b></p>
<p>American Sign Language 1</p>	<p>ASL 1 is designed to develop the student’s ability to understand and communicate in American Sign Language (ASL). This yearlong, introductory course is designed to develop the fundamentals of communication competence in conversational ASL. Finger spelling, sign vocabulary development, receptive and expressive skill development, and basic sentence patterns of ASL will be explored. The history of Deaf in the United States and their culture will also be examined and discussed. <b>This is a high school level academic elective course and successful completion will enable students to progress in ASL in high school.</b>          Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand and produce basic conversational vocabulary.</li> </ul>	<p>8</p>	<p>None</p>

	<ul style="list-style-type: none"> <li>• Demonstrate expressive fingerspelling with correct placement and rhythm.</li> <li>• Demonstrate understanding of fingerspelled words when signed within a context.</li> <li>• Describe and demonstrate basic linguistic and grammatical structures of ASL.</li> <li>• Use ASL to present information on a basic topic.</li> <li>• Describe the difference between American Sign Language (ASL) and sign systems (SEE).</li> <li>• Communicate effectively at a basic level of conversation in American Sign Language with fluent users of ASL.</li> <li>• Discuss some of the major historical events that shaped the development of ASL and Deaf Culture in the United States.</li> <li>• Explain how, to culturally Deaf people, being Deaf makes a person a member of a very unique and cherished culture which is equal to any other culture of people. Deafness is not viewed as a disability.</li> </ul>		
Art	Students will explore and develop understanding of a variety of artistic techniques and mediums in this yearlong art class. These techniques will include drawing and painting, sculpture, and ceramics. Some mediums may include graphite, charcoal, tempera and acrylic paint, watercolor, and clay. Students will also engage in developing academic literacy in the elements of art and principles of design, art history, careers, 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 Library Aide Office Aide	<p>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.</p> <p><b>Student Aide</b> 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 <u>one</u> teacher.</p> <p><b>Library Aide</b> 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><b>Office Aide</b> 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>	8	Student must have Pre-approval from appropriate staff member. <u>Students who do not obtain pre-approval will not be enrolled in this class.</u>
Band: Concert & Symphonic	<b>Concert band</b> is an Introductory level wind ensemble open to all students. Everyone is welcome & NO experience Required!	7-8	<u>Requirements for Symphonic Band:</u>

	<p>Looking for a fun and supportive class to learn instrumental music? What can I expect to experience in CONCERT BAND?</p> <ul style="list-style-type: none"> <li>⇒ Learn introductory level music literacy and wind or percussion skills</li> <li>⇒ Develop wind or percussion technique and musicianship skills</li> <li>⇒ Perform in band concerts</li> <li>⇒ Make new friends</li> <li>⇒ Express yourself creatively through classical, symphonic and pop music</li> <li>⇒ Gain life skills that will transfer to other academic classes</li> <li>⇒ Have a great time making life-long memories</li> </ul> <p><b>Symphonic Band</b> is an ADVANCED level wind ensemble open to all students. Are you ready for a fun and challenging class to learn instrumental music? What can I expect to experience in SYMPHONIC BAND?</p> <ul style="list-style-type: none"> <li>⇒ Advance your music literacy and performing skills</li> <li>⇒ Develop advanced wind or percussion technique and musicianship skills</li> <li>⇒ Perform in band concerts, band festivals, and community performances</li> <li>⇒ Make life-long friends</li> <li>⇒ Express yourself creatively through classical, symphonic and pop music</li> <li>⇒ Gain life skills that will transfer to other academic classes</li> <li>⇒ Have a great time making life-long memories</li> </ul> <p><b>Take a look at the Venado <a href="#">Music Department Video!</a></b> <b>Please contact Mrs. Venlet with any questions - <a href="mailto:rebeccavenlet@iusd.org">rebeccavenlet@iusd.org</a></b></p>		<p>Students must be recommended by their elementary or middle school winds teacher and have intermediate music reading and performance skills. Mrs. Venlet will receive these recommendations directly from music teachers.</p>
<p>Chorus</p>	<p>Chorus is an Introductory level singing ensemble open to all students. Everyone is welcome &amp; NO experience Required! What can I expect to experience in CHORUS?</p> <ul style="list-style-type: none"> <li>⇒ Learn introductory level music literacy and performing skills</li> <li>⇒ Develop vocal technique and musicianship skills</li> <li>⇒ Perform in choir concerts</li> <li>⇒ Make new friends</li> <li>⇒ Express yourself creatively through music</li> <li>⇒ Gain life skills that will transfer to other academic classes</li> <li>⇒ Have a great time making life-long memories</li> </ul> <p><b>Take a look at the Venado <a href="#">Music Department Video!</a></b> <b>Please contact Mrs. Venlet with any questions - <a href="mailto:rebeccavenlet@iusd.org">rebeccavenlet@iusd.org</a></b></p>	<p>7-8</p>	<p>None</p>

Digital Photography/ Graphic Art	This course is designed to give students an understanding of Photography & Graphic Design. This course will introduce students to elements of art and principles of design through photography, photo editing and graphic design. 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. Previous enrollment in another art class is not required.	7-8	None
Elective Wheel #1: Introduction to Art, Exploring Culinary Arts, Drama	<p><b>Students enrolled in this elective wheel will rotate and spend a trimester in each of these three classes.</b></p> <p><b>Introduction to Art</b> 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><b>Exploring Culinary Arts</b> In this class students will learn to create and eat delicious meals and desserts selected from a culturally diverse menu. In addition to learning the essential life skill of cooking, students will also learn about kitchen safety and sanitation, have opportunities to strengthen collaborative skills, and will gain an enriching and challenging “hands-on learning” experience.</p> <p><b>Drama</b> 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 that translate beyond the theater into all aspects of life. A few new elements to the class include voice-overs, film study, and actor case studies. Drama is where learning and fun are synonymous.</p>	7-8	None  *If students were enrolled in all or part of this wheel in 2021-2022, they cannot repeat the courses.
Elective Wheel #2: Exploratory Computers, Speech & Debate, STEAM Wheel	<p><b>Students enrolled in this elective wheel will rotate and spend a trimester in each of these three classes.</b></p> <p><b>Exploratory Computers</b> 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><b>Speech &amp; Debate</b> 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</p>	7-8	None  *If students were enrolled in all or part of this wheel in 2021-2022, they cannot repeat the courses.

	<p>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><b>STEAM Wheel</b></p> <p>STEAM is an introductory course 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>		
Leadership	<p>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.</p>	7-8	None
Orchestra: Concert & Symphonic	<p><b>Concert Orchestra</b> is an Introductory level orchestral ensemble open to all students. Everyone is welcome &amp; NO experience Required! Looking for a fun and supportive class to learn instrumental music? What can I expect to experience in CONCERT ORCHESTRA?</p> <ul style="list-style-type: none"> <li>⇒ Learn introductory level music literacy skills</li> <li>⇒ Develop string technique and musicianship skills</li> <li>⇒ Perform in orchestra concerts</li> <li>⇒ Make new friends</li> <li>⇒ Express yourself creatively through classical, symphonic and pop music</li> <li>⇒ Gain life skills that will transfer to other academic classes</li> <li>⇒ Have a great time making life-long memories</li> </ul> <p><b>Symphonic Orchestra</b> is an ADVANCED level orchestral ensemble open to all students.</p>	7-8	<p><u>Requirements for Symphonic Orchestra:</u></p> <p>Students must be recommended by their elementary or middle school strings teacher and have intermediate music reading and performance skills. Mrs. Venlet will receive these recommendations</p>

	<p>Open 7-8 grade.          Are you ready for a fun and challenging class to learn instrumental music?          What can I expect to experience in SYMPHONIC ORCHESTRA?</p> <ul style="list-style-type: none"> <li>⇒ Advance your music literacy and performing skills</li> <li>⇒ Develop advanced string technique and musicianship skills</li> <li>⇒ Perform in orchestra concerts, orchestra festivals, and community performances</li> <li>⇒ Make life-long friends</li> <li>⇒ Express yourself creatively through classical, symphonic and pop music</li> <li>⇒ Gain life skills that will transfer to other academic classes</li> <li>⇒ Have a great time making life-long memories</li> </ul> <p><b>Take a look at the Venado <a href="#">Music Department Video</a>! Please contact Mrs. Venlet with any questions - <a href="mailto:rebeccavenlet@iusd.org">rebeccavenlet@iusd.org</a></b></p>		<p>directly from music teachers.</p>
<p>Spanish 1</p>	<p>Spanish 1 is a challenging <b>first year, high school level academic elective course</b> that introduces conversational Spanish, its grammatical structure, and different Spanish cultures. Students will do multiple oral presentations and a variety of projects as well as write short paragraphs by the end of the course. Students will be called on frequently to answer questions in Spanish during class to work on speaking skills. Students with a passing grade of C- are eligible to move on to Spanish 2. Students who receive a D+ or lower in Trimester 3 will need to repeat the course as a Freshmen in high school. High School Spanish 2 teachers look for students who show a growth-mindset, are not afraid of the challenges of learning higher level Spanish, and also ones who have shown significant growth throughout Spanish 1. When choosing this Academic Elective course, one must keep in mind the moderate-heavy workload of this high school level course. Students are successful in this challenging course when they demonstrate excellent work habits and study skills, can balance extracurricular activities, are strong in their English fluency, <b><u>and can manage an additional academic course along with their core curriculum.</u></b></p>	<p>8</p>	<p>None</p>
<p>Study Partners</p>	<ul style="list-style-type: none"> <li>• Research on peer tutoring shows that peer tutors not only help increase the academic achievement of the students they tutor, they also increase their own academic achievement as peer tutors. Would you enjoy working with a Venado teacher to serve as a peer tutor in the classroom? Do you have strong academic skills in reading, writing and/or math? Do you find yourself often helping your friends or classmates with their schoolwork? How cool would it be to help other students develop stronger skills, be better students, earn better grades and improve their academic achievement? Study Partners may be for you!</li> <li>• Student Partners are limited to 8th graders. As students will be serving as peer tutors in the classroom, it is essential that interested students have strong academic skills, especially in reading, writing and math. Strong skills in other areas such as science and social science are helpful as well. Interested students must have a</li> </ul>	<p>8</p>	<p>Student must have Pre-approval from appropriate staff member. <u>Students who do not obtain pre-approval will not be enrolled in this class.</u></p>

	<p>growth mindset, be responsible, independent, and model the HONOR code at all times.</p> <ul style="list-style-type: none"> <li>• Study Partners would be working alongside a classroom teacher to help tutor, support, and inspire other students in developing math, reading, and/or study skills and in becoming better students. As a Study Partner, students would help provide one-on-one help to students. Some Study Partners may, with teacher support and supervision, also work with small groups of students who need help with the same skills. Other activities might include helping the teacher present information about topics such as organization skills, preparing for tests, managing multiple assignments at one time, prioritizing school work, growth mindset, peer reviewing, or perhaps other ideas Study Partners have about how to be a good student. Students will be trained for this amazing opportunity.</li> </ul>		
Study Skills	<p>Does your student need help with study skills, organization, planning, time management, and test taking strategies? If so, this class is for your child! Students will learn various techniques that will be helpful to them throughout their academic years and beyond. This class won't just be about homework completion. Over the course of a year students will focus on:</p> <ul style="list-style-type: none"> <li>• Growth mindset strategies that support positive mental health</li> <li>• Time management and organizational skills</li> <li>• Learning and personality styles</li> <li>• Test preparation and test-taking strategies</li> <li>• Goal setting and motivation strategies</li> <li>• Homework completion</li> </ul> <p>*Please note: some students may be automatically enrolled in this course by our Intervention Team based on teacher recommendations and performance data indicating a need for additional academic support.</p>	7-8	None
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: Tammy Blakely., 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: Tim Tatum, 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