

Ontario-Montclair School District

Learning & Teaching Division



MIDDLE SCHOOL COURSE CATALOG

2018 - 2019



District Mission Statement

Ontario-Montclair School District (OMSD) is committed to providing a world-class education to our students in safe, respectful, and welcoming school environments that empowers students, staff, and families to be successful in a dynamic global society and cultivates college, career, and community partnerships.

Ontario-Montclair School District Middle Schools & K-8

MIDDLE SCHOOLS

De Anza Middle School Project-Based Learning Magnet Grades 7-8 1450 S. Sultana Avenue Ontario, CA 91761 Phone: 909.986.8577 FAX: 909.459.2673	Oaks Middle School AVID National Demonstration School Grades 7-8 1221 S. Oaks Avenue Ontario, CA 91762 Phone: 909.988.2050 FAX: 909.988.2081
Serrano Middle School AVID National Demonstration School A Schools to Watch School Grades 7-8 4725 San Jose Street Montclair, CA 91763 Phone: 909.624.0029 FAX: 909.445.1687	Vernon Middle School Grades 7-8 Arts Conservatory Grades 7-8 9775 Vernon Avenue Montclair, CA 91763 Phone: 909.624.5036 FAX: 909.445.1720
Vina Danks Middle School College Prep Academy Grades 7-8 1020 N. Vine Avenue Ontario, CA 91762 Phone: 909.983.2691 FAX: 909.459.2959	Wiltsey Middle School International Baccalaureate (IB) Grades 6-8 1450 E. G Street Ontario, CA 91764 Phone: 909.986.583 FAX: 909.459.2834

TK-8 Schools

Central Language Academy Dual Language Academy 415 East G Street, Ontario, CA 91764 Phone: 909.983.8522 FAX: 909.459.2611	Edison GATE Magnet Academy of Differentiated Instruction 515 E. 6 th Street, Ontario 91764 Phone: 909-984-5618 FAX: 909-459-2698
Vineyard STEM Magnet School Science/Technology/Engineering/Math (STEM) 1500 E. 6 th Street, Ontario, CA 91764 Phone: 909.984.2306 FAX: 909.459.2965	

OMSD District Website: www.omsd.net

Course Catalogue

This catalogue has been prepared to provide stakeholders with information regarding the required course of study and elective course offerings available in the Ontario-Montclair School District's middle schools and K-8 schools. The information contained in this publication should be reviewed and discussed as plans are formed for the students' middle school academic program.

The middle school program represents a very important phase in a student's educational experience. The goals of the instructional program are to assist students in making the transition from middle school to high school curriculum. Skills in reading, writing, literature, mathematics, history/social science, and science are further developed in the required course sequence. Elective courses such as foreign language, art, music, and AVID provide students with a broad course of study. Both required and elective courses are described for each course in this catalog.

Courses in this catalog represent all possible offerings in the Ontario-Montclair School District. Each middle school counseling guidance department has specifics on courses being offered at individual site.

The Board of Trustees is committed to providing equal opportunity for all individuals in education. District programs, activities, and practices shall be free from unlawful discrimination, including intimidation, harassment or bullying against any student or group based on actual or perceived race, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital, pregnancy, or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; a 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 (BP 0410 – Nondiscrimination In District Programs and Activities).

Courses in this catalog represent all possible offerings in the Ontario-Montclair School District. Each middle school counseling guidance department has specifics on courses being offered at their individual sites. School site staff is trained in proper scheduling processes. The District works closely with each middle school and K-8 administrative team and counseling staff, and takes action to ensure that during the master scheduling process and student rostering, any disproportionate number of students of one sex enrolled in a particular course is not the result of counseling or appraisal materials, and work to resolve issues immediately.

During scheduling periods, principals sign an Assurance Statement attesting that the scheduling and rostering process is free from discrimination and bias described above.

Note to schedulers: When preparing your master schedule, all courses you select must be properly assigned and courses are within this guide. Please ensure you are looking at your teachers' credential(s) prior to assigning any courses. Should you have any questions or need any assistance with assignments/placements, please contact a credential analyst in the Human Resources Office.

If you have questions or need to file a complaint, please contact:

J. Steve Garcia,
Title IX Compliance Officer for Students
Child Welfare, Attendance & Records
950 West "D" Street
Ontario, CA 91762
(909) 418-6477
steve.garcia@omsd.net

Guidance Program and Services

Each middle school is staffed with a full-time counselor committed to implementing a comprehensive guidance program. Counselors provide individual and small group educational planning and are available to assist students with personal situations requiring individualized attention. Middle school students and families will be offered the following services:

- pre-enrollment orientation
- parent and/or student conferences
- registration and scheduling
- achievement testing
- test interpretation
- special grade checks or progress reports
- counseling assistance and referral information for special needs

Eligibility Requirements for Students to Participate In Extra-Curricular or Co-Curricular Activities

The Ontario-Montclair School District has established minimum standards for students in middle schools and K-8 schools, in grades 6-8 participating in extra-curricular or co-curricular activities. Each trimester or semester students must earn a minimum grade point average (GPA) of 2.0 on a 4.0 point scale. The Superintendent or designee may revoke a student's eligibility for participation in extra-curricular and co-curricular activities when the student's poor citizenship is serious enough to warrant loss of this privilege.

General Information

Scheduling/Registration for Middle School - Fifth/Sixth grade students are registered for the appropriate middle school in the spring of each school year following orientation meetings held on the elementary school campuses. Continuing middle school students are registered for their seventh and eighth grade years in the spring of each year on the middle school campuses. Parents are encouraged to participate in the registration process by reviewing the course catalog with their student and signing the course selection sheet.

School Day and Attendance - The middle school student has the opportunity to take six separate courses. Students are expected to attend each of their scheduled classes promptly and regularly. Regular attendance is one of the greatest contributing factors to success in school. Absences should be avoided whenever possible. At some sites, a zero or seventh period may be offered; however, transportation may not be provided.

Grade Reporting - Grades are reported quarterly, semesterly or trimesterly at regular intervals during the school year. Parents should anticipate these reports and inquire about them if they have not been received within 10 school days following the end of each semester or trimester. Progress Reports are sent home mid-semester or trimester indicating if a student is in danger of failing. Unsatisfactory (U) citizenship and/or work habit marks are also reported.

Student Handbook - Upon enrolling, students will be given a Student Handbook, an effective reference for information about school rules, expectations for student achievement and behavior, and student activity programs.

Ontario-Montclair School District's Board of Education Policy 5127 Graduation Ceremonies and Activities - Students who participate at middle school promotion ceremonies shall meet promotion ceremony criteria. A certificate of promotion will be granted to all eighth grade students recommended for promotion. Participation in promotion activities is a privilege extended to students.

Specialty Programs

The District is proud to offer distinctive programs at each of our six middle and K-8 schools. All of the OMSD middle schools are certified AVID sites.

De Anza Middle School, an Integrated Project-Based Learning Magnet, delivers a well-rounded and rigorous academic program that prepares students to be critical and creative thinkers, collaborative problem-solvers, and effective communicators. Students participate in several interdisciplinary projects each year, engaging them in real-world problems to encourage inquiry, incorporating technology across the curriculum. Our outstanding Crew program fosters collaboration and positive culture, while we build a safe, positive culture with our Habits of Success. De Anza is a State and National School to Watch, Gold Ribbon School, and Title I Achieving School.

Oaks Middle School is a designated **AVID National Demonstration School**. Our mission statement is “to close the achievement gap by providing every student a comprehensive education that prepares them for future learning and success in a global society.” We offer AVID, Honors, Technology, Orchestra, Choir, Competition Marching Band and Auxiliaries. Oaks implements PBIS (Positive Behavioral Interventions & Support) and takes pride in providing a positive and safe environment to prepare our students for college and career.

Serrano Middle School is a top achieving OMSD middle school. We’re recognized nationally as an AVID Demonstration School for our exemplary academic program. All students receive rigorous instruction by dedicated teachers utilizing research-based best practices for success in high school, college and career. Foreign language, music, leadership and athletics complement excellence in student learning. Come join Serrano – a high achieving, student-centered school, where all students reach their full potential.

The Arts Conservatory at Vernon Middle School: Students participate in an enriched academic program and choose between two electives in the areas of instrumental and vocal music, visual arts, dance, media class or drama. Hands-on experiences and performances integrate Visual and Performing Arts into a strong basic skills program. Enrollment in the Arts Conservatory requires attendance in a zero-period class. Students interested in advanced classes audition prior to enrollment in that class.

Vina Danks College-Prep Academy: High school ready. College ready. Career ready. These goals serve as the foundation to our four pillars of learning – *accelerated curriculum, foreign language, technology, and community service*. Students are provided access to rigorous instruction based on critical thinking, collaborative learning, communication, and performance-based assessment. A wide range of electives (AVID, robotics, art, music, Spanish, French, home economics), also prepare students for a smooth transition to high school.

Ray Wiltsey Middle School serves students in 6th through 8th grade. A core tenet of the International Baccalaureate (IB) Programme is an enriched curriculum, which includes Spanish, Art, and Technology in addition to the core subjects. Additionally, students are exposed to new ways of connecting to the curriculum through a global lens.

Central Language Academy serves students in Kindergarten through 8th grade and specializes in intensive language immersion and multicultural education. All students participate in language-rich academic instruction with an option of full or partial immersion in Spanish, beginning in Kindergarten. Once proficient in both English and Spanish, students have the opportunity to learn Mandarin Chinese as a third language.

Edison Academy boasts a challenging educational program that serves students in transitional kindergarten through eighth grade. Our educational program is centered on critical thinking and real world applications of knowledge through prompts of depth and complexity. Edison offers a fully self-contained GATE program for students in grades 3-8. We are a highly desirable school, receiving recognition as a CAG Five Star School, an Honor Roll School, and a Gold Ribbon School.

Vineyard STEM Magnet School is a TK-8th school that provides an instructional program with an emphasis on Science, Technology, Engineering, and Math. All students participate in an enriched academic program to develop STEM skills through an integrated grade level curriculum. Students engage in a variety of learning tasks to develop and explore language and literacy skills, scientific topics, technological advances, engineering principles, and mathematical concepts in the world around them.

Planning Overview

The required middle school courses are Language Arts, Mathematics, Social Science, Science and Physical Education. Additionally, English Learners are required to receive English Language Development. The planning overview below identifies required and elective courses by grade level. Students not meeting District standards in reading or mathematics may receive classes to support these areas as an elective option.

GRADE 6	GRADE 7	GRADE 8
Wiltsey IB and K-8 schools Core 6 (2 periods) English Language Arts/English Language Development Social Science Mathematics Physical Education Science Elective and/or ELD for English Learners*	Core 7 (2 periods) English Language Arts/English Language Development Social Science Mathematics Physical Education Life Science Elective and or ELD for English Learners*	Core 8 (2 periods) English Language Arts/English Language Development Social Science Mathematics Physical Education Physical Science Elective and or ELD for English Learners*

In addition to the required and elective courses described in this catalog, middle schools offer programs for English Learners, Long Term English Learners (LTELS)*, and special education students. The instructional shifts in the California Content Standards require that English Learners receive a comprehensive approach to learning academic language and content literacy. All teachers must attend to the language learning needs of their English Learners in strategic, intentional and differentiated ways that promote the simultaneous development of content knowledge and advanced levels of academic English. Comprehensive ELD instruction is provided through Designated and Integrated English Language Development (ELD). (*A Long Term English Learner (LTEL) is defined as an English Learner who is enrolled in grades 6th -8th, has been enrolled in US school for at least 6 years, has remained at the same English Proficiency level for two or more years, and is not performing at grade level.)

Designated ELD instruction is provided daily to English Learners. The instructional focus of Designated ELD is to build academic English so that the student is responsive to the academic demands of their grade level material. Integrated ELD is provided across all content areas throughout the day to support students' access to all standards. The California Department of Education Framework on English Language Arts and English Language Development requires all English Learners have both Designated and Integrated ELD on a daily basis.

Program Options for English Learners

English Learner Criteria	Designated ELD Program	Course Title and #
<p><i>ELs approaching or at Bridging and Basic RI</i> or above</p> <p>RI 6th ≥ 730+ 7th ≥ 770+ 8th ≥ 790+</p> <p>ELPAC Summative TBD</p>	<p><u>ELA/Designated ELD:</u> (Double Block) <u>ELA Curriculum:</u> HMH Collections <u>ELD Curriculum:</u> HMH Language Workshop</p> <p>Students will be monitored for progress</p> <p>*Teachers must attend required training</p>	<p>Double Block – ELA Core/SS/ELD (Consecutive Sections)</p> <p>6th: Course (LA6) or (IBLL6) 7th: Course (LA7) or (IBLL7) 8th: Course (LA8) or (IBLL8)</p> <p>*No mixed grades</p>
	<p><u>Designated ELD</u> (Single Block) <u>ELD Curriculum:</u> HMH Language Workshop</p> <p>Students will be monitored for progress</p> <p>*Teachers must attend required training</p>	<p>Single Block - Academic Language Development (ALD)</p> <p>6th: Course (ALD6) 7th: Course (ALD7) 8th: Course (ALD8)</p> <p>*No mixed grades</p>
OR		
<p><i>LTEs at Emerging or Expanding and Below Basic RI</i> or below</p> <p>Entrance RI 6th ≤ 730 7th ≤ 770 8th ≤ 790</p> <p>Recommended Exit RI (Proficient level) 6th > 925 7th > 970 8th > 1010</p> <p>ELPAC Summative TBD</p>	<p><u>Specialized Designated ELD:</u> (Single Block) <u>Program 5 Curriculum:</u> Pearson ILit EL</p> <p><i>Student in program over time to achieve results in RI. Progress assessments GRADE administered regularly. Not designed for short term 6-week intervention cycles. At least one full period, or 45 minutes per day.</i></p> <p>*Teachers must attend required training</p>	<p>Single Block - Specialized Designated ELD (SDELD)</p> <p>6th: Course (SDELD6) 7th: Course (SDELD7) 8th: Course (SDELD8)</p> <p>*Mixed 6th-8th: Course (SDELD6-8)</p> <p><i>Recommended to structure classes with lower level RIs and higher level RIs if possible.</i></p> <p>*Mixed grades ok</p>

ENGLISH LANGUAGE ARTS/ENGLISH LANGUAGE DEVELOPMENT AND SOCIAL SCIENCE

English Language Arts/English Language Development and Social Studies may be taught as single blocks or in a Core. The Core program is a two-period course for grades 6, 7 and 8 which combines the disciplines of English Language Arts/English Language Development, and Social Science. The ELA/ELD and Social Science curricula provide meaningful engagement and college and career readiness. Skills and higher order thinking are applied to a variety of topics and authentic tasks. Literacy tasks are California Content and ELD Standards aligned, linked with the social science curriculum, and often allow for the paring of fiction and non-fiction texts.

For example, a literature assignment in language arts class may reflect the period of history being studied in the social science class. Students who are more than two years behind in reading/language arts may be enrolled in intervention in addition to their Core program.

6th Grade (2 periods)	7th Grade (2 periods)	8th Grade (2 periods)
English Language Arts/ English Language Development LA6C Social Science SS6C	English Language Arts/ English Language Development LA7C Social Science SS7C	English Language Arts/ English Language Development LA8C Social Science SS8C

English Language Arts/English Language Development and Social Science Honors are offered at each grade level. The course is designed for students who seek the challenge of an enriched language arts and social science curriculum. Students study the same topics of the regular Core class but in greater depth and complexity. Students can expect increased rigor in complex reading and writing tasks. Prerequisites for Honors placement include: identified GATE students, high test scores in English Language Arts, state and district assessments, high grade point average, and/or teacher recommendation.

6th Grade (2 periods)	7th Grade (2 periods)	8th Grade (2 periods)
English Language Arts/ English Language Development LA6HC Social Science SS6HC	English Language Arts/ English Language Development LA7HC Social Science SS7HC	English Language Arts/ English Language Development LA8HC Social Science SS8HC

International Baccalaureate Programme at Wiltsey Middle School - Students in the International Baccalaureate Programme receive five to six units of study each year. These units are developed through the lens of global themes and the California Content Standards are integrated. All assignments and assessments, including end of unit summative tasks, are graded using IB Criterion A, B, C and D. (IBLL6, IBLL, IBLL8).

ENGLISH LANGUAGE ARTS/ENGLISH LANGUAGE DEVELOPMENT

ENGLISH LANGUAGE ARTS/ENGLISH LANGUAGE DEVELOPMENT (LA6) (IBLL6)		
PREREQUISITE	<input type="checkbox"/>	Students in sixth grade should be reading in the Lexile Level Band of 920L – 1070L.
<u>GRADE LEVEL</u>		The English Language Arts/English Language Development content is based on the California Content and ELD Standards. Sixth grade students read and comprehend complex literary and informational texts independently and proficiently. They read and analyze texts from a variety of literary genres and develop the ability to closely examine the text’s explicit and implicit content. Students are expected to determine and interpret the meaning of unfamiliar words. Students are able to understand how specific words create meaning and tone and how the author develops the point-of-view of the narrator or speaker in the text. Students compare and contrast texts across various genres on the same theme or topic. They discuss/debate issues to gain further insight into a particular topic from a text. Sixth grade students collaborate in groups to discuss a variety of topics to express their ideas clearly and persuasively. Students write argumentative, informational and narrative compositions with an emphasis on the argumentation text type. English Learners receive differentiated support according to their level of English proficiency.
6	<input checked="" type="checkbox"/>	
7	<input type="checkbox"/>	
8	<input type="checkbox"/>	

ENGLISH LANGUAGE ARTS/ENGLISH LANGUAGE DEVELOPMENT HONORS (LA6H) (IBLL6H)		
PREREQUISITE	<input checked="" type="checkbox"/>	Students in sixth grade should be reading in the Lexile Level Band of 920L – 1070L.
<u>GRADE LEVEL</u>		The English Language Arts/English Language Development content is based on the California Content and ELD Standards. Sixth grade students in the Honors Program read and comprehend more complex literary and informational texts independently and proficiently. They read and analyze texts from a variety of literary genres and develop the ability to closely examine the text’s explicit and implicit content. Students are expected to determine and interpret the meaning of unfamiliar words. Students are able to understand how specific words create meaning and tone and how the author develops the point-of-view of the narrator or speaker in the text. Students compare and contrast texts across various genres on the same theme or topic. They discuss/debate issues to gain further insight into a particular topic from a text. Sixth grade students collaborate in groups to discuss a variety of topics to express their ideas clearly and persuasively. Students in the Honors Program write more complex argumentative, informational and narrative compositions with an emphasis on the argumentation text type. English Learners receive differentiated support according to their level of English proficiency. PREREQUISITE: HIGH TEST SCORES IN ENGLISH LANGUAGE ARTS STATE AND DISTRICT ASSESSMENTS, HIGH GRADE POINT AVERAGE, PASSING PLACEMENT TEST RESULTS, GATE IDENTIFICATION AND/OR TEACHER RECOMMENDATION
6	<input checked="" type="checkbox"/>	
7	<input type="checkbox"/>	
8	<input type="checkbox"/>	

SPECIALIZED DESIGNATED ENGLISH LANGUAGE DEVELOPMENT (SDELD6)		
PREREQUISITE	<input checked="" type="checkbox"/>	This 6 th grade course is specifically designed to accelerate language development for Long Term English Learners (LTELs) while emphasizing the use of academic speaking, listening, reading and writing skills. This highly interactive course builds upon each student’s level of English proficiency as measured by multiple measures, to include but not limited to, the California English Language Development Test. Students in this course will acquire academic English proficiency aligned to the California English Language Development Standards and the California Content Standards. The goals are to remediate academic deficits in reading and language proficiency skills required of all content standards. * A Long Term English Learner (LTELs) is defined as an English Learner who is enrolled in grades 6 th -8 th , has been enrolled in US school for at least 6 years, has remained at the same English Proficiency level for two or more years and is not performing at grade level. PREREQUISITE: IDENTIFICATION OF ENGLISH LEARNER ON CELDT AND OTHER MEASURES
<u>GRADE LEVEL</u>		
6	<input checked="" type="checkbox"/>	
7	<input type="checkbox"/>	
8	<input type="checkbox"/>	

ACADEMIC LANGUAGE DEVELOPMENT (ALD6)		
PREREQUISITE	<input checked="" type="checkbox"/>	This 6 th grade course is specifically designed to address Designated ELD as a protected time where the focus is on the California ELD Standards in ways that build into and form content instruction utilizing our CORE adopted materials. The instruction is designed to support English learners in developing the discourse practices, grammatical structures, and vocabulary necessary for successful participation in academic tasks in all content areas. During Designated ELD there is an emphasis on oral language development while also addressing reading and writing tasks. This highly interactive course builds upon each student’s level of English proficiency as measured by multiple measures, to include but not limited to, the California English Language Development Test. PREREQUISITE: IDENTIFICATION OF ENGLISH LEARNER ON CELDT AND OTHER MEASURES
<u>GRADE LEVEL</u>		
6	<input checked="" type="checkbox"/>	
7	<input type="checkbox"/>	
8	<input type="checkbox"/>	

ENGLISH LANGUAGE ARTS/ENGLISH LANGUAGE DEVELOPMENT (LA7) (IBLL7)		
PREREQUISITE	<input type="checkbox"/>	Students in seventh grade should be reading in the Lexile Level Band of 970L – 1260L. The English Language Arts/English Language Development content is based on the California Content and ELD Standards. Seventh grade students read and comprehend complex literary and informational texts independently and proficiently. They read and analyze texts from a variety of literary genres and develop the ability to gather more than one piece of evidence to support their thinking about the texts they read. Students take notice of the author's use of coherent language to build relationships between ideas and evidence in a text. Students observe how words and phrases often have deeper meanings that require investigation and they examine and evaluate how authors' writing technique impacts meaning of text. Students compare and contrast texts across various genres on the same or differing themes or topics. Students come prepared for discussions/debates by becoming familiar with the topic, text, or issue in an effort to probe for deeper meanings. Students write argumentative, informational and narrative compositions with an emphasis on the argumentation text type. Students spend significant amounts of time and effort writing in order to produce numerous pieces over short and extended time frames throughout the year. English Learners receive differentiated support according to their level of English proficiency.
<u>GRADE LEVEL:</u>		
6	<input type="checkbox"/>	
7	<input checked="" type="checkbox"/>	
8	<input type="checkbox"/>	

ENGLISH LANGUAGE ARTS/ENGLISH LANGUAGE DEVELOPMENT HONORS (LA7H) (IBLL7H)		
PREREQUISITE	<input checked="" type="checkbox"/>	Students in seventh grade should be reading in the Lexile Level Band of 970L – 1260L. The English Language Arts/English Language Development content is based on the California Content and ELD Standards. Seventh grade students read and comprehend complex literary and informational texts independently and proficiently. They read and analyze texts from a variety of literary genres and develop the ability to gather more than one piece of evidence to support their thinking about the texts they read. Students take notice of the author's use of coherent language to build relationships between ideas and evidence in a text. Students observe how words and phrases often have deeper meanings that require investigation and they examine and evaluate how authors' writing technique impacts meaning of text. Students compare and contrast texts across various genres on the same or differing themes or topics. Students come prepared for discussions/debates by becoming familiar with the topic, text, or issue in an effort to probe for deeper meanings. In the Honors Program, students write more complex argumentative, informational and narrative compositions with an emphasis on the argumentation text type. Students spend significant amounts of time and effort writing in order to produce numerous pieces or short and extended time frames throughout the year. English Learners receive differentiated support according to their level of English proficiency. PREREQUISITE: HIGH TEST SCORES IN ENGLISH LANGUAGE ARTS STATE AND DISTRICT ASSESSMENTS, HIGH GRADE POINT AVERAGE, PASSING PLACEMENT TEST RESULTS, GATE IDENTIFICATION AND/OR TEACHER RECOMMENDATION
<u>GRADE LEVEL</u>		
6	<input type="checkbox"/>	
7	<input checked="" type="checkbox"/>	
8	<input type="checkbox"/>	

SPECIALIZED DESIGNATED ENGLISH LANGUAGE DEVELOPMENT (SDELD7)		
PREREQUISITE	<input checked="" type="checkbox"/>	This 7 th grade course is specifically designed to accelerate language development for Long Term English Learners (LTELs) while emphasizing the use of academic speaking, listening, reading and writing skills. This highly interactive course builds upon each student's level of English proficiency as measured by multiple measures, to include but not limited to, the California English Language Development Test. Students in this course will acquire academic English proficiency aligned to the California English Language Development Standards and the California Content Standards. The goals are to remediate academic deficits in reading and language proficiency skills required of all content standards. * A Long Term English Learner (LTEL) is defined as an English Learner who is enrolled in grades 6 th -8 th , has been enrolled in US school for at least 6 years, has remained at the same English Proficiency level for two or more years and is not performing at grade level. PREREQUISITE: IDENTIFICATION OF ENGLISH LEARNER ON CELDT AND OTHER MEASURES
<u>GRADE LEVEL</u>		
6	<input type="checkbox"/>	
7	<input checked="" type="checkbox"/>	
8	<input type="checkbox"/>	

ACADEMIC LANGUAGE DEVELOPMENT (ALD7)		
PREREQUISITE	<input checked="" type="checkbox"/>	This 7 th grade course is specifically designed to address Designated ELD as a protected time where the focus is on the California ELD Standards in ways that build into and form content instruction utilizing our CORE adopted materials. The instruction is designed to support English learners in developing the discourse practices, grammatical structures, and vocabulary necessary for successful participation in academic tasks in all content areas. During Designated ELD there is an emphasis on oral language development while also addressing reading and writing tasks. This highly interactive course builds upon each student's level of English proficiency as measured by multiple measures, to include but not limited to, the California English Language Development Test. PREREQUISITE: IDENTIFICATION OF ENGLISH LEARNER ON CELDT AND OTHER MEASURES
<u>GRADE LEVEL</u>		
6	<input type="checkbox"/>	
7	<input checked="" type="checkbox"/>	
8	<input type="checkbox"/>	

ENGLISH LANGUAGE ARTS/ENGLISH LANGUAGE DEVELOPMENT (LA8) (IBLL8)		
PREREQUISITE	<input type="checkbox"/>	Students in eighth grade should be reading in the Lexile Level Band of 1050L – 1260L.
<u>GRADE LEVEL</u>		The English Language Arts/English Language Development content is based on the California Content and ELD Standards. Eighth grade students read and comprehend complex literary and informational texts independently and proficiently. Students understand the timeless nature of literary themes and central ideas by reading closely in order to determine both explicit and inferred meanings of a text. Students write objective summaries revealing the sequential development of a theme or central idea through detailed description. Students interpret a writer's style and viewpoints, and identify words and phrases that create/reveal a variety of tones. Students understand how two or more texts may present the same topic from differing viewpoints. They come prepared for discussions/debates by reading a text closely with predetermined purposes and probe for deeper meanings beneath the text. They ask pointed questions, actively listen for and gauge other students' responses, and reflect on and reevaluate their initial belief or stance. Students write argumentative, informational and narrative compositions with an emphasis on the argumentation text type. Students spend significant amounts of time and effort writing in order to produce numerous pieces over short and extended time frames throughout the year.
6	<input type="checkbox"/>	
7	<input type="checkbox"/>	
8	<input checked="" type="checkbox"/>	

ENGLISH LANGUAGE ARTS/ENGLISH LANGUAGE DEVELOPMENT HONORS (LA8H) (IBLL8H)		
PREREQUISITE	<input checked="" type="checkbox"/>	Students in sixth grade should be reading in the Lexile Level Band of 1050L – 1260L.
<u>GRADE LEVEL</u>		The English Language Arts/English Language Development content is based on the California Content and ELD Standards. Eighth grade students read and comprehend complex literary and informational texts independently and proficiently. Students understand the timeless nature of literary themes and central ideas by reading closely in order to determine both explicit and inferred meanings of a text. Students write objective summaries revealing the sequential development of a theme or central idea through detailed description. Students interpret a writer's style and viewpoints, and identify words and phrases that create/reveal a variety of tones. Students understand how two or more texts may present the same topic from differing viewpoints. They come prepared for discussions/debates by reading a text closely with predetermined purposes and probe for deeper meanings beneath the text. They ask pointed questions, actively listen for and gauge other students' responses, and reflect on and reevaluate their initial belief or stance. In the Honors Program students write more complex argumentative, informational and narrative compositions with an emphasis on the argumentation text type. Students spend significant amounts of time and effort writing in order to produce numerous pieces over short and extended time frames throughout the year. English Learners receive differentiated support according to their level of English proficiency. PREREQUISITE: HIGH TEST SCORES IN ENGLISH LANGUAGE ARTS STATE AND DISTRICT ASSESSMENTS, HIGH GRADE POINT AVERAGE, PASSING PLACEMENT TEST RESULTS, GATE IDENTIFICATION AND/OR TEACHER RECOMMENDATION
6	<input type="checkbox"/>	
7	<input type="checkbox"/>	
8	<input checked="" type="checkbox"/>	

SPECIALIZED DESIGNATED ENGLISH LANGUAGE DEVELOPMENT (SDELD8)		
PREREQUISITE	<input checked="" type="checkbox"/>	This 8th grade course is specifically designed to accelerate language development for Long Term English Learners (LTELs) while emphasizing the use of academic speaking, listening, reading and writing skills. This highly interactive course builds upon each student's level of English proficiency as measured by multiple measures, to include but not limited to, the California English Language Development Test. Students in this course will acquire academic English proficiency aligned to the California English Language Development Standards and the California Content Standards. The goals are to remediate academic deficits in reading and language proficiency skills required of all content standards. * A Long Term English Learner (LTEL) is defined as an English Learner who is enrolled in grades 6th-8th, has been enrolled in US school for at least 6 years, has remained at the same English Proficiency level for two or more years and is not performing at grade level.
<u>GRADE LEVEL</u>		PREREQUISITE: IDENTIFICATION OF ENGLISH LEARNER ON CELDT AND OTHER MEASURES
6	<input type="checkbox"/>	
7	<input type="checkbox"/>	
8	<input checked="" type="checkbox"/>	

ACADEMIC LANGUAGE DEVELOPMENT (ALD8)		
PREREQUISITE	<input checked="" type="checkbox"/>	This 8th grade course is specifically designed to address Designated ELD as a protected time where the focus is on the California ELD Standards in ways that build into and form content instruction utilizing our CORE adopted materials. The instruction is designed to support English learners in developing the discourse practices, grammatical structures, and vocabulary necessary for successful participation in academic tasks in all content areas. During Designated ELD there is an emphasis on oral language development while also addressing reading and writing tasks. This highly interactive course builds upon each student's level of English proficiency as measured by multiple measures, to include but not limited to, the California English Language Development Test.
<u>GRADE LEVEL</u>		PREREQUISITE: IDENTIFICATION OF ENGLISH LEARNER ON CELDT AND OTHER MEASURES
6	<input type="checkbox"/>	
7	<input type="checkbox"/>	
8	<input checked="" type="checkbox"/>	

SPECIALIZED DESIGNATED ENGLISH LANGUAGE DEVELOPMENT (SDELD6-8)		
PREREQUISITE	<input checked="" type="checkbox"/>	<p>This multi-grade, 6th-8th grade course is specifically designed to accelerate language development for Long Term English Learners (LTELs) while emphasizing the use of academic speaking, listening, reading and writing skills. This highly interactive course builds upon each student's level of English proficiency as measured by multiple measures, to include but not limited to, the California English Language Development Test. Students in this course will acquire academic English proficiency aligned to the California English Language Development Standards and the California Content Standards. The goals are to remediate academic deficits in reading and language proficiency skills required of all content standards. * A Long Term English Learner (LTELs) is defined as an English Learner who is enrolled in grades 6th -8th, has been enrolled in US school for at least 6 years, has remained at the same English Proficiency level for two or more years and is not performing at grade level.</p> <p>PREREQUISITE: IDENTIFICATION OF ENGLISH LEARNER ON CELDT AND OTHER MEASURES</p>
<u>GRADE LEVEL</u>		
6	<input checked="" type="checkbox"/>	
7	<input checked="" type="checkbox"/>	
8	<input checked="" type="checkbox"/>	

NEWCOMER SUPPORT CLASS (NWCM78)		
PREREQUISITE	<input checked="" type="checkbox"/>	<p>This course is specifically designed to address Designated ELD as a protected time where the focus is on the California ELD Standards in ways that build into and form content instruction. The Newcomer Program is available to all students in grades 7 and 8 who meet district criteria. It is specifically designed to meet the academic and language needs of English Learner students who score at the beginning level on CELDT and have been enrolled in a U.S. school less than 12 months. The program is focused acquiring academic English language skills as quickly as possible while at the same time receiving appropriate access to all content areas.</p> <p>Newcomer Program is offered at Vernon Middle School.</p> <p>PREREQUISITE: IDENTIFICATION OF ENGLISH LEARNER MEETING DISTRICT NEWCOMER CRITERIA</p>
<u>GRADE LEVEL</u>		
6	<input type="checkbox"/>	
7	<input checked="" type="checkbox"/>	
8	<input checked="" type="checkbox"/>	

SOCIAL STUDIES

SOCIAL STUDIES (SS6) (IBIS6)		
PREREQUISITE	<input type="checkbox"/>	<p>The sixth grade Social Studies course is standards-based. Students will learn about those people and events that ushered in the dawn of major Western and non-Western civilizations. Included are the early societies of Near East and Africa, the ancient Hebrew civilization, Greece, Rome, and the classical civilizations of India and of China. Teachers utilize the California Literacy Standards specific to History Social Science, to integrate English Language Arts and Social Science.</p>
<u>GRADE LEVEL</u>		
6	<input checked="" type="checkbox"/>	
7	<input type="checkbox"/>	
8	<input type="checkbox"/>	

SOCIAL STUDIES (SS6H) (IBIS6H)		
PREREQUISITE	<input checked="" type="checkbox"/>	<p>Social Studies Honors students study the same standards-based content as the regular 6th grade Social Studies course but with more depth and complexity. Students will learn about those people and events that ushered in the dawn of major Western and non-Western civilizations. Included are the early societies of Near East and Africa, the ancient Hebrew civilization, Greece, Rome, and the classical civilizations of India and of China. The Honors course is more rigorous and students will be required to complete extended readings and writing assignments. Teachers utilize the California Literacy Standards specific to History Social Science, to integrate English Language Arts and Social Science.</p> <p>PREREQUISITE: TEACHER RECOMMENDATION</p>
<u>GRADE LEVEL</u>		
6	<input checked="" type="checkbox"/>	
7	<input type="checkbox"/>	
8	<input type="checkbox"/>	

SOCIAL STUDIES (SS7) (IBIS7)		
PREREQUISITE	<input type="checkbox"/>	The Social Studies course includes World History and Geography throughout Medieval and Early Modern Times. Students will examine social, cultural, and technological change during the period A.D. 500-1789. Teachers utilize the California Literacy Standards specific to History Social Science, to integrate English Language Arts and Social Science.
<u>GRADE LEVEL</u>		
6	<input type="checkbox"/>	
7	<input checked="" type="checkbox"/>	
8	<input type="checkbox"/>	

SOCIAL STUDIES (SS7H) (IBIS7H)		
PREREQUISITE	<input checked="" type="checkbox"/>	Social Studies Honors students study the same standards-based content, which includes World History and Geography throughout Medieval and Early Modern Times, but with more depth and complexity. Students will examine social, cultural, and technological change during the period A.D. 500-1789. The Honors course is more rigorous and students will be required to complete extended readings and writing assignments. Teachers utilize the California Literacy Standards specific to History Social Science, to integrate English Language Arts and Social Science.
<u>GRADE LEVEL</u>		
6	<input type="checkbox"/>	
7	<input checked="" type="checkbox"/>	
8	<input type="checkbox"/>	PREREQUISITE: TEACHER RECOMMENDATION

SOCIAL STUDIES (SS8) (IBIS8)		
PREREQUISITE	<input type="checkbox"/>	The Social Studies eighth grade course is standards-based and focuses on United States history and geography. Study begins with an intensive review of the major ideas, issues and events preceding the founding of the nation. Students will concentrate on the critical events of the period, from the framing of the Constitution to World War I. Teachers utilize the California Literacy Standards specific to History Social Science, to integrate English Language Arts and Social Science.
<u>GRADE LEVEL</u>		
6	<input type="checkbox"/>	
7	<input type="checkbox"/>	
8	<input checked="" type="checkbox"/>	

SOCIAL STUDIES (SS8H) (IBIS8H)		
PREREQUISITE	<input checked="" type="checkbox"/>	Social Studies Honors students study the same standards-based content as the regular 8 th grade Social Studies, which includes United States history and geography, with greater depth and with more complex analysis. The Honors course is more rigorous and students will be required to complete extended readings and writing assignments. Teachers utilize the California Literacy Standards specific to History Social Science, to integrate English Language Arts and Social Science.
<u>GRADE LEVEL</u>		
6	<input type="checkbox"/>	
7	<input type="checkbox"/>	
8	<input checked="" type="checkbox"/>	PREREQUISITE: TEACHER RECOMMENDATION

MATHEMATICS AND SCIENCE

Mathematics and Science are required courses for all students. Schools may decide to Core math and science classes to integrate the two curricular areas enabling students to apply skills learned to a variety of areas and assignments. Students who are below grade level in mathematics may be enrolled in a second block of math instruction to accelerate their learning ensuring greater levels of success. Advanced math students may be enrolled in an Honors/Accelerated Pathway allowing students who successfully complete Integrated I in grade 8 to enroll in Integrated II in 9th grade. Students must meet the district criteria for placement in the Honors/Accelerated Pathway.

6 th Grade (2 Periods)	7 th Grade (2 Periods)	8 th Grade (2 Periods)
Math 6	Math 7 Math 7 (Honors-first semester only) And/or optional Accelerated Math 7 (Honors)	Math 8 or Integrated I (Honors)
Science 6	Science 7 Science 7 (Honors)	Science 8 or Science 8 (Honors)

MATHEMATICS

MATH 6 (MA6) OR (IBM6)

PREREQUISITE	<input type="checkbox"/>	Math 6 students will focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division, and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.
<u>GRADE LEVEL</u>		
6	<input checked="" type="checkbox"/>	
7	<input type="checkbox"/>	
8	<input type="checkbox"/>	PREREQUISITE: NONE

MATH 7 (MA7) OR (IBM7)

PREREQUISITE	<input type="checkbox"/>	Math 7 students will focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.
<u>GRADE LEVEL</u>		
6	<input type="checkbox"/>	
7	<input checked="" type="checkbox"/>	
8	<input type="checkbox"/>	PREREQUISITE: NONE

MATH 7 (HONORS) (MA7H) OR (IBM7H)		
PREREQUISITE	<input checked="" type="checkbox"/>	Math 7 (Honors) students study same content as Math 7 students, but with greater depth and with more complex applications in preparation for Accelerated Math second semester. This course is offered first semester only.
<u>GRADE LEVEL</u>		
6	<input type="checkbox"/>	
7	<input checked="" type="checkbox"/>	
8	<input type="checkbox"/>	
		PREREQUISITE: HIGH 6 TH GRADE COURSE GRADES TEST SCORES AND TEACHER RECOMMENDATION

ACCELERATED MATH 7 (HONORS) SEMESTER COURSE (MA7HS) OR (IBM7HS)		
PREREQUISITE	<input checked="" type="checkbox"/>	In Accelerated Math 7 (Honors) Semester Course students study same content as Math 7 students, but in conjunction with identified 8 th grade standards with greater depth and with more complex applications in preparation for Integrated I (Honors). This course is offered second semester only and is offered in lieu of the 7th grade math course.
<u>GRADE LEVEL</u>		
6	<input type="checkbox"/>	
7	<input checked="" type="checkbox"/>	
8	<input type="checkbox"/>	
		PREREQUISITE: HIGH 7 TH GRADE SEMESTER ONE TEST SCORES/SBAC SCORES/TEACHER RECOMMENDATION

ACCELERATED MATH 7 (HONORS) ELECTIVE COURSE (MA7HE) OR (IBM7HE)		
PREREQUISITE	<input checked="" type="checkbox"/>	Accelerated Math 7 (Honors) Elective is offered 2 nd semester only. Students in Accelerated Math 7 (Honors) Elective focus on identified 8 th grade standards in preparation for Integrated I (Honors). This course is offered in addition to the 7th grade math course.
<u>GRADE LEVEL</u>		
6	<input type="checkbox"/>	
7	<input checked="" type="checkbox"/>	
8	<input type="checkbox"/>	
		PREREQUISITE: HIGH 7 TH GRADE SEMESTER ONE TEST SCORES/SBAC SCORES/TEACHER RECOMMENDATION

ACCELERATED MATH 7 (HONORS) AFTER SCHOOL COURSE (MA7HAS) OR (IBM7HAS)		
PREREQUISITE	<input checked="" type="checkbox"/>	Accelerated Math 7 (Honors) Afterschool is offered afterschool only. Students in Accelerated Math 7 (Honors) Afterschool focus on identified 8 th grade standards in preparation for Integrated I (Honors). This course is offered in addition to the 7th grade math course.
<u>GRADE LEVEL</u>		
6	<input type="checkbox"/>	
7	<input checked="" type="checkbox"/>	
8	<input type="checkbox"/>	
		PREREQUISITE: HIGH 7 TH GRADE SEMESTER ONE TEST SCORES AND TEACHER RECOMMENDATION

ACCELERATED MATH SUMMER ACADEMY COURSE (MA7HSA) OR (IBM7HSA)		
PREREQUISITE	<input checked="" type="checkbox"/>	Students in Accelerated Math Summer Academy (Honors) focus on identified 8 th grade standards in preparation for Integrated I (Honors). Accelerated Math (Honors) Summer Academy is offered during summer only.
<u>GRADE LEVEL</u>		
6	<input type="checkbox"/>	
7	<input checked="" type="checkbox"/>	
8	<input type="checkbox"/>	
		PREREQUISITE: HIGH 7 TH GRADE SEMESTER ONE TEST SCORES/SBAC SCORES/TEACHER RECOMMENDATION

MATH 8 (MA8) OR (IBM8)		
PREREQUISITE	<input type="checkbox"/>	Math 8 students will focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.
<u>GRADE LEVEL</u>	<input type="checkbox"/>	
6	<input type="checkbox"/>	
7	<input type="checkbox"/>	
8	<input checked="" type="checkbox"/>	PREREQUISITE: NONE

INTERGRATED I (HONORS) (MA11H) OR (IBM8H)		
PREREQUISITE	<input checked="" type="checkbox"/>	Integrated I students will focus on six critical areas: (1) extend understanding of numerical manipulation to algebraic manipulation; (2) synthesize understanding of function; (3) deepen and extend understanding of linear relationships; (4) apply linear models to data that exhibit a linear trend; (5) establish criteria for congruence based on rigid motions; and (6) apply the Pythagorean Theorem to the coordinate plane.
<u>GRADE LEVEL</u>	<input type="checkbox"/>	
6	<input type="checkbox"/>	
7	<input type="checkbox"/>	
8	<input checked="" type="checkbox"/>	PREREQUISITE: TEACHER RECOMMENDATION, COMPLETION OF ACCELERATED MATH 7 HONORS WITH GRADE OF C+ OR HIGHER

SCIENCES

SCIENCE 6 (SCI6) OR (IBS6)		
PREREQUISITE	<input type="checkbox"/>	<p>Students in middle participate in an <i>Integrated Learning Progression</i> which incorporates Life Science, Earth and Space, Physical Science and Engineering content. In sixth grade topics include Cells and Organisms, Weather and Climate, and Energy. Cross Cutting Concepts emphasized in sixth grade are Systems and System Models, Patterns, and Structure and Function. Teachers utilize the Common Core Literacy Standards specific to Science and Technical Subjects to integrate English Language Arts and Science. *OMSD is currently phasing-in NGSS with a complete transition expected in 2019.</p> <p>PREREQUISITE: NONE</p>
<u>GRADE LEVEL</u>		
6	<input checked="" type="checkbox"/>	
7	<input type="checkbox"/>	
8	<input type="checkbox"/>	

SCIENCE 7 (SCI7) OR (IBS7)		
PREREQUISITE	<input type="checkbox"/>	<p>Students in middle school participate in an <i>Integrated Learning Progression</i> which incorporates Life Science, Earth and Space, Physical Science and Engineering content. In seventh grade topics include Ecosystems, Natural Resources, and Structure and Property of Matter. Cross Cutting Concepts emphasized in seventh grade are Energy and Matter: Flows, Cycles and Conservation and Cause and Effect. Teachers utilize the Common Core Literacy Standards specific to Science and Technical Subjects to integrate English Language Arts and Science. *OMSD is currently phasing-in NGSS with a complete transition expected in 2019.</p> <p>PREREQUISITE: NONE</p>
<u>GRADE LEVEL</u>		
6	<input type="checkbox"/>	
7	<input checked="" type="checkbox"/>	
8	<input type="checkbox"/>	

SCIENCE 7 HONORS (SCI7H) OR (IBS7H)		
PREREQUISITE	<input checked="" type="checkbox"/>	<p>Students in middle school participate in an <i>Integrated Learning Progression</i> which incorporates Life Science, Earth and Space, Physical Science and Engineering content. In seventh grade topics include Ecosystems, Natural Resources, and Structure and Property of Matter. Cross Cutting Concepts emphasized in seventh grade are Energy and Matter: Flows, Cycles and Conservation, and Cause and Effect. Honors students study with more in-depth scientific investigative skills. Teachers utilize the Common Core Literacy Standards specific to Science and Technical Subjects to integrate English Language Arts and Science.</p> <p>PREREQUISITE: TEACHER RECOMMENDATION</p>
<u>GRADE LEVEL</u>		
6	<input type="checkbox"/>	
7	<input checked="" type="checkbox"/>	
8	<input type="checkbox"/>	

SCIENCE 8 (SCI8) OR (IBS8)		
PREREQUISITE	<input type="checkbox"/>	<p>Students in middle school progress through an <i>Integrated Learning Progression</i> which incorporates Life Science, Earth and Space, Physical Science and Engineering content. In eighth grade topics include Natural Selection, History of the Earth, Space Systems, Waves and Electromagnetic Radiation, Energy and Forces and Interactions. Cross Cutting Concepts emphasized in eighth grade are Stability and Change, and Scale, Proportion and Quantity. Teachers utilize the Common Core Literacy Standards specific to Science and Technical Subjects to integrate English Language Arts and Science. *OMSD is currently phasing-in NGSS with a complete transition expected in 2019.</p> <p>PREREQUISITE: NONE</p>
<u>GRADE LEVEL</u>		
6	<input type="checkbox"/>	
7	<input type="checkbox"/>	
8	<input checked="" type="checkbox"/>	

SCIENCE 8 HONORS (SCI8H) OR (IBS8H)		
PREREQUISITE	<input checked="" type="checkbox"/>	<p>Students in middle school progress through an <i>Integrated Learning Progression</i> which incorporates Life Science, Earth and Space, Physical Science and Engineering content. In eighth grade topics include Natural Selection, History of the Earth, Space Systems, Waves and Electromagnetic Radiation, Energy and Forces and Interactions. Cross Cutting Concepts emphasized in eighth grade are Stability and Change, and Scale, Proportion and Quantity. Honors students study with more in-depth scientific investigative skills and by using a quantitative, mathematical approach similar to the procedures they will use in high school. Teachers utilize the Common Core Literacy Standards specific to Science and Technical Subjects to integrate English Language Arts and Science. *OMSD is currently phasing-in NGSS with a complete transition expected in 2019.</p> <p>PREREQUISITE: TEACHER RECOMMENDATION</p>
<u>GRADE LEVEL</u>	<input type="checkbox"/>	
6	<input type="checkbox"/>	
7	<input type="checkbox"/>	
8	<input checked="" type="checkbox"/>	

PHYSICAL EDUCATION

PHYSICAL EDUCATION – GRADE 6 - 8

PREREQUISITE	<input type="checkbox"/>	Students will receive standards-based instruction in a variety of physical activities including team sports, individual sports and lifelong fitness activities. Instruction will include basic skill work, rules and strategy. Students will evaluate their fitness level and learn techniques to improve areas of weakness.
<u>GRADE LEVEL</u>		
6	<input checked="" type="checkbox"/>	
7	<input checked="" type="checkbox"/>	
8	<input checked="" type="checkbox"/>	

ELECTIVE COURSES

The elective program is composed of trimester, semester, and year-long classes. Elective courses are offered at each school dependent upon the school site, student pre-registration sign-up, facilities, and staffing.

Every effort is made to honor individual student requests for elective classes; however, scheduling conflicts or limited enrollment may make it necessary to modify requests. If students are below grade level in reading or math, they may be enrolled in an intervention class to accelerate student learning in grade level content. The intervention class may take the place of the student's elective. In some cases students may also take a zero period to increase course offerings.

Elective courses in this catalog represent all possible offerings in Ontario-Montclair School District. Consult with each middle school counseling department for specific courses being offered at each site.

ELECTIVE COURSES

EXPLORATORY I GRADES 6 – 8 (ELEC68)				
PREREQUISITE	<input type="checkbox"/>			The Exploratory elective class gives students an opportunity to explore a variety of electives throughout the school year. The exploratory elective focuses on three of the following: Art, AVID, Home Economics, Journalism, Drama, Technology, Music, Study Skills, Research Skills, World Events, Life Skills, Dance, and/or World Languages.
GRADE LEVEL		TRIMESTER COURSE	<input checked="" type="checkbox"/>	
6	<input checked="" type="checkbox"/>	SEMESTER COURSE	<input checked="" type="checkbox"/>	
7	<input checked="" type="checkbox"/>	YEAR COURSE	<input checked="" type="checkbox"/>	
8	<input checked="" type="checkbox"/>			

EXPLORATORY II GRADES 6 – 8 (ELECII68)				
PREREQUISITE	<input type="checkbox"/>			The Exploratory elective class gives students an opportunity to explore a variety of electives throughout the school year. The exploratory elective focuses on three of the following: Art, Physical Fitness, Future Problem Solvers, Robotics, Odyssey of the Minds, Improvisation, World Languages, Photography, Writing Drama, and a sampling of other course electives found within the course catalogue such as Set Design, Journalism, Yearbook, etc.
GRADE LEVEL		TRIMESTER COURSE	<input checked="" type="checkbox"/>	
6	<input checked="" type="checkbox"/>	SEMESTER COURSE	<input type="checkbox"/>	
7	<input checked="" type="checkbox"/>	YEAR COURSE	<input checked="" type="checkbox"/>	
8	<input checked="" type="checkbox"/>			

HEALTH AND NUTRITION

HOME ECONOMICS – GRADES 7 – 8 (HOMEC 171)				
PREREQUISITE	<input type="checkbox"/>			In the Home Economics course students will explore the basics of nutrition, kitchen organization, meal planning, food preparation, and machine and hand sewing. Students work in small groups.
GRADE LEVEL		TRIMESTER COURSE	<input checked="" type="checkbox"/>	
6	<input type="checkbox"/>	SEMESTER COURSE	<input checked="" type="checkbox"/>	
7	<input checked="" type="checkbox"/>	YEAR COURSE	<input checked="" type="checkbox"/>	
8	<input checked="" type="checkbox"/>			

ADVANCEMENT VIA INDIVIDUAL DETERMINATION (AVID)

AVID FOR GRADES 6- 8 (AV6, AV7, AV8)				
PREREQUISITE	<input checked="" type="checkbox"/>			In the AVID course students will sharpen and refine attitudes, skills, and knowledge to successfully enter and complete a college-prep academic program in high school. Students will learn and apply study skills and learning strategies to improve performance in the content areas. Note taking, outlining, writing, speaking, reading, test strategies, use of technology to improve performance, and self-awareness are stressed. PREREQUISITE: STUDENTS SELECTED BASED ON INTEREST, INTERVIEW, AND ACADEMIC POTENTIAL
GRADE LEVEL		TRIMESTER COURSE	<input checked="" type="checkbox"/>	
6	<input checked="" type="checkbox"/>	SEMESTER COURSE	<input checked="" type="checkbox"/>	
7	<input checked="" type="checkbox"/>	YEAR COURSE	<input checked="" type="checkbox"/>	
8	<input checked="" type="checkbox"/>			

SOCIAL SCIENCES, SCIENCE AND RESEARCH

RESEARCH SKILLS GRADES 6 – 8 (RESRCH192)				
PREREQUISITE	<input type="checkbox"/>			The goal of this class is for all students to be able to use the Internet to find information on a research topic. The students will use this information to write a multi-paragraph, illustrated report. The students will then use the report as the basis for a project presentation. Time will also be devoted to instruction on Internet safety, student plagiarism, and the illegal downloading of copyrighted material. The ability to find, synthesize, organize, write, and present information and ideas are a crucial key to success in school and in most careers. PREREQUISITE: NONE
<u>GRADE LEVEL</u>		TRIMESTER COURSE	<input checked="" type="checkbox"/>	
6	<input checked="" type="checkbox"/>	SEMESTER COURSE	<input checked="" type="checkbox"/>	
7	<input checked="" type="checkbox"/>	YEAR COURSE	<input checked="" type="checkbox"/>	
8	<input checked="" type="checkbox"/>			

SCIENCE INQUIRY AND RESEARCH GRADES 6 – 8 (SIR68)				
PREREQUISITE	<input type="checkbox"/>			This course is designed to provide students with an opportunity to expand their scientific literacy in a project-based learning format as they explore topics and complete tasks that have real world relevance. Students will utilize a variety of textual and multi-media informational resources to gather data, expand their content area knowledge, and create a STEM project proposal. PREREQUISITE: NONE
<u>GRADE LEVEL</u>		TRIMESTER COURSE	<input checked="" type="checkbox"/>	
6	<input checked="" type="checkbox"/>	SEMESTER COURSE	<input type="checkbox"/>	
7	<input checked="" type="checkbox"/>	YEAR COURSE	<input checked="" type="checkbox"/>	
8	<input checked="" type="checkbox"/>			

BUSINESS MATH AND ECONOMICS GRADES 6 – 8 (BME68)				
PREREQUISITE	<input type="checkbox"/>			This course is designed to provide students with an opportunity to expand their mathematical literacy in a project-based learning format as they explore topics and complete tasks that have real world relevance. Students will utilize a variety of textual and multi-media informational resources to gather data, expand their content area knowledge, and create an authentic STEM project proposal. PREREQUISITE: NONE
<u>GRADE LEVEL</u>		TRIMESTER COURSE	<input checked="" type="checkbox"/>	
6	<input checked="" type="checkbox"/>	SEMESTER COURSE	<input type="checkbox"/>	
7	<input checked="" type="checkbox"/>	YEAR COURSE	<input checked="" type="checkbox"/>	
8	<input checked="" type="checkbox"/>			

WORLD EVENTS GRADES 7– 8 (WE205)				
PREREQUISITE	<input type="checkbox"/>			Students explore current world events and analyze the impact the events have on their community and environment. PREREQUISITE: NONE
<u>GRADE LEVEL</u>		TRIMESTER COURSE	<input checked="" type="checkbox"/>	
6	<input type="checkbox"/>	SEMESTER COURSE	<input checked="" type="checkbox"/>	
7	<input checked="" type="checkbox"/>	YEAR COURSE	<input checked="" type="checkbox"/>	
8	<input checked="" type="checkbox"/>			

FRENCH CULTURE AND LANGUAGE GRADES 7– 8 (FCL1)				
PREREQUISITE	<input type="checkbox"/>			<p>French I will develop cross-cultural understanding allowing students to gain knowledge of the cultures of the Francophone (French-Speaking countries) world. The curriculum will place an emphasis on all four basic language skills: listening, speaking, reading, and writing. Vocabulary development will also be a key component of the program in order to support one of our main goals being, in this case, communicative competence. Cultural awareness will also be stressed throughout the development of the course providing students with the framework necessary to better understand the French language and creating an appreciation of its culture as well as contributions to the world. Students will gain, as a consequence, an understanding of how much a language is a reflection of its culture.</p> <p>PREREQUISITE: NONE</p>
<u>GRADE LEVEL</u>		TRIMESTER COURSE	<input type="checkbox"/>	
6	<input type="checkbox"/>	SEMESTER COURSE	<input type="checkbox"/>	
7	<input checked="" type="checkbox"/>	YEAR COURSE	<input checked="" type="checkbox"/>	
8	<input checked="" type="checkbox"/>			

COMPUTER TECHNOLOGY

COMPUTER TECHNOLOGY I GRADES 7– 8 (TECH 150)				
PREREQUISITE	<input type="checkbox"/>			<p>This Computer Applications course is designed to teach students basic computer literacy skills. Students will study the relevance of technology in everyday life, learn/practice ethical behavior in the use of technology and demonstrate knowledge and skills in the use of various technologies. Units may include spreadsheet, database, word processing, presentation software, and may include robotics and program coding. Students will learn to type a minimum of 25 wpm.</p> <p>PREREQUISITE: NONE</p>
<u>GRADE LEVEL</u>		TRIMESTER COURSE	<input checked="" type="checkbox"/>	
6	<input type="checkbox"/>	SEMESTER COURSE	<input checked="" type="checkbox"/>	
7	<input checked="" type="checkbox"/>	YEAR COURSE	<input checked="" type="checkbox"/>	
9	<input checked="" type="checkbox"/>			

COMPUTER TECHNOLOGY 2 GRADE 8 (TECH 151)				
PREREQUISITE	<input checked="" type="checkbox"/>			<p>In Computer Technology, Year 2, students use computer functions and applications to learn how to use the computer as a learning tool in high school and beyond. Units may include database, spreadsheet, word processing, desktop publishing, programming language and coding and robotics, etc.</p> <p>PREREQUISITE: A COMPUTER CLASS, DEMONSTRATION OF COMPETENCY, OR TEACHER RECOMMENDATION</p>
<u>GRADE LEVEL</u>		TRIMESTER COURSE	<input checked="" type="checkbox"/>	
6	<input type="checkbox"/>	SEMESTER COURSE	<input checked="" type="checkbox"/>	
7	<input type="checkbox"/>	YEAR COURSE	<input checked="" type="checkbox"/>	
8	<input checked="" type="checkbox"/>			

TECHNOLOGY EDUCATION GRADES 7-8 (TECH 156)				
PREREQUISITE	<input type="checkbox"/>			<p>This is a yearlong class based on national technology standards. Students will continue to use spreadsheets, database, word processing and presentation software. The class will also create school site videos using Pro Show Producer. The site videos will be used as a communication between the school, student and community.</p> <p>PREREQUISITE: NONE</p>
<u>GRADE LEVEL</u>		TRIMESTER COURSE	<input type="checkbox"/>	
6	<input type="checkbox"/>	SEMESTER COURSE	<input type="checkbox"/>	
7	<input checked="" type="checkbox"/>	YEAR COURSE	<input checked="" type="checkbox"/>	
8	<input checked="" type="checkbox"/>			

VIDEO PRODUCTIONS GRADES 7 – 8 (TECH 152)				
PREREQUISITE	<input type="checkbox"/>			<p>In Video Productions the basic elements of filming and editing are taught through the medium of video. Students work in teams to create, draft, conference, revise, edit, and publish videos. Video cameras and editing equipment are utilized.</p> <p>PREREQUISITE: NONE</p>
<u>GRADE LEVEL</u>		TRIMESTER COURSE	<input checked="" type="checkbox"/>	
6	<input type="checkbox"/>	SEMESTER COURSE	<input checked="" type="checkbox"/>	
7	<input checked="" type="checkbox"/>	YEAR COURSE	<input checked="" type="checkbox"/>	
8	<input checked="" type="checkbox"/>			

GATEWAY TO TECHNOLOGY GRADES 6 – 8 (TECH 154)				
PREREQUISITE	<input type="checkbox"/>			<p>This class focuses on Project Lead The Way (PLTW), which has a strong STEM connection. Students in this class will learn technology and engineering through realistic hands-on activities and projects using computers and model kits. There are three different modules taught. Throughout the course. Topics include Gateway to Technology, Design and Modeling, and Automation and Robotics.</p> <p>PREREQUISITE: NONE</p>
<u>GRADE LEVEL</u>		TRIMESTER COURSE	<input checked="" type="checkbox"/>	
6	<input checked="" type="checkbox"/>	SEMESTER COURSE	<input checked="" type="checkbox"/>	
7	<input checked="" type="checkbox"/>	YEAR COURSE	<input checked="" type="checkbox"/>	
8	<input checked="" type="checkbox"/>			

MESA-MATH ENGINEERING AND SCIENCE ACHIEVEMENT GRADES 6 –8 (MESA100)				
PREREQUISITE	<input type="checkbox"/>			<p>Students will apply the Engineering Design Process with STEM based projects and principles. Course topics include a study in Mathematics, Engineering, and Science. Students will receive an introduction to the Engineering Cycle including research, project planning, and design in a project based learning format. Students will develop a variety of projects and test them against predetermined criteria. Students will have the opportunity to participate in academic competitions as part of the MESA organization.</p> <p>PREREQUISITE: NONE</p>
<u>GRADE LEVEL</u>		TRIMESTER COURSE	<input checked="" type="checkbox"/>	
6	<input checked="" type="checkbox"/>	SEMESTER COURSE	<input type="checkbox"/>	
7	<input type="checkbox"/>	YEAR COURSE	<input checked="" type="checkbox"/>	
8	<input type="checkbox"/>			

COMPUTER ASSISTED DESIGN-CAD GRADES 6-8 (TECH 158)				
PREREQUISITE	<input type="checkbox"/>			<p>This course is designed to provide students with a foundation in Computer-Aided Design (CAD) and give students the opportunity to apply technology and drafting skills to a variety of STEM based Technology and Engineering Projects. Students will utilize a variety of tools and design techniques, and apply the principles to successfully complete a variety of STEM projects.</p> <p>PPREREQUISITE: NONE</p>
<u>GRADE LEVEL</u>		TRIMESTER COURSE	<input checked="" type="checkbox"/>	
6	<input checked="" type="checkbox"/>	SEMESTER COURSE	<input type="checkbox"/>	
7	<input checked="" type="checkbox"/>	YEAR COURSE	<input checked="" type="checkbox"/>	
8	<input checked="" type="checkbox"/>			

ROBOTICS AND COMPUTER CODING GRADES 6-8 (TECH 159)				
PREREQUISITE	<input type="checkbox"/>			This course is designed to provide students with a foundation in Computer Coding and give them the opportunity to apply Computer Coding skills to a variety of STEM based Technology and Engineering projects. Students will utilize a variety of computer software programs and apply the principals of Computer Coding to successfully design and program a robotic device to complete an assigned task. PREREQUISITE: NONE
<u>GRADE LEVEL</u>		TRIMESTER COURSE	<input checked="" type="checkbox"/>	
6	<input checked="" type="checkbox"/>	SEMESTER COURSE	<input type="checkbox"/>	
7	<input checked="" type="checkbox"/>	YEAR COURSE	<input checked="" type="checkbox"/>	
8	<input checked="" type="checkbox"/>			

COMPUTER SCIENCE CODING GRADES 6-8 (TECH 160)				
PREREQUISITE	<input type="checkbox"/>			Coding will combine fun and logic to teach students how to write code using a user friendly language called Scratch, which was developed by Google and MIT. Students will progress through eight themes including Game Day, Art, Storytelling, Fashion & Design, Music & Sound, Friends, Social Media and Sports. PREREQUISITE: NONE
<u>GRADE LEVEL</u>		TRIMESTER COURSE	<input checked="" type="checkbox"/>	
6	<input checked="" type="checkbox"/>	SEMESTER COURSE	<input type="checkbox"/>	
7	<input checked="" type="checkbox"/>	YEAR COURSE	<input checked="" type="checkbox"/>	
8	<input checked="" type="checkbox"/>			

COMPUTER SCIENCE DISCOVERIES 7-8 (CS100)				
PREREQUISITE	<input type="checkbox"/>			CS Discoveries is an introductory Computer Science course that uses inquiry-based philosophy to empower students to create authentic artifacts and engage with CS as a medium for creativity, communication, problem solving, and fun. It will provide students with opportunities to look beyond coding and explore the many facets of CS, both in terms of how they are personally relevant as well as how they impact society. TEACHER PREREQUISITE: TEACHERS MUST PARTICIPATE IN CODE.ORG TRAINING STUDENT PREREQUISITE: NONE
<u>GRADE LEVEL</u>		TRIMESTER COURSE	<input type="checkbox"/>	
6	<input type="checkbox"/>	SEMESTER COURSE	<input checked="" type="checkbox"/>	
7	<input checked="" type="checkbox"/>	YEAR COURSE	<input checked="" type="checkbox"/>	
8	<input checked="" type="checkbox"/>			

JOURNALISM

JOURNALISM GRADES 7 – 8 (JOURN180)				
PREREQUISITE	<input checked="" type="checkbox"/>			Students write coherent and focused texts to address their peers using a multi-media format. Students learn to select the appropriate medium for communication and edit appropriately for a quality product. PREREQUISITE: TEACHER RECOMMENDATION
<u>GRADE LEVEL</u>		TRIMESTER COURSE	<input checked="" type="checkbox"/>	
6	<input type="checkbox"/>	SEMESTER COURSE	<input checked="" type="checkbox"/>	
7	<input checked="" type="checkbox"/>	YEAR COURSE	<input checked="" type="checkbox"/>	
8	<input checked="" type="checkbox"/>			

JOURNALISM / YEARBOOK GRADES 6 – 8 (JOURN181)				
PREREQUISITE	<input checked="" type="checkbox"/>			The Journalism Yearbook course is designed for responsible students with demonstrated art and/or writing ability. Students must be able to meet publication deadlines. Students may be required to complete some work after school hours. PREREQUISITE: TEACHER RECOMMENDATION
<u>GRADE LEVEL</u>		TRIMESTER COURSE	<input checked="" type="checkbox"/>	
6	<input checked="" type="checkbox"/>	SEMESTER	<input checked="" type="checkbox"/>	
7	<input checked="" type="checkbox"/>	YEAR COURSE	<input checked="" type="checkbox"/>	
8	<input checked="" type="checkbox"/>			

YEARBOOK GRADES 6 – 8 (IBYB)				
PREREQUISITE	<input checked="" type="checkbox"/>			This Yearbook course is designed for responsible students with an interest in art and/or writing ability. Students must be able to meet publication deadlines. Students may be required to complete some work after school hours. PREREQUISITE: TEACHER RECOMMENDATION
<u>GRADE LEVEL</u>		TRIMESTER COURSE	<input checked="" type="checkbox"/>	
6	<input checked="" type="checkbox"/>	SEMESTER COURSE	<input checked="" type="checkbox"/>	
7	<input checked="" type="checkbox"/>	YEAR COURSE	<input checked="" type="checkbox"/>	
8	<input checked="" type="checkbox"/>			

BROADCAST JOURNALISM GRADES 6 – 8 (JOURN182)				
PREREQUISITE	<input checked="" type="checkbox"/>			Students will expand their language and literacy skills using a Communications Arts approach in a project-based learning format as they research, write, present, and produce media projects at the school and community level. Students will utilize a variety of textual and multi-media informational resources as well as technology platforms to communicate news, report opinions, and share ideas that have real world relevance. PREREQUISITE: NONE
<u>GRADE LEVEL</u>		TRIMESTER COURSE	<input checked="" type="checkbox"/>	
6	<input type="checkbox"/>	SEMESTER COURSE	<input type="checkbox"/>	
7	<input checked="" type="checkbox"/>	YEAR COURSE	<input checked="" type="checkbox"/>	
8	<input checked="" type="checkbox"/>			

LIFE SKILLS

LIFE SKILLS GRADES 7-8 (190)				
PREREQUISITE	<input type="checkbox"/>			Students will understand and demonstrate behaviors that prevent disease and speed recovery; practice behaviors that reduce the risk of becoming involved in potentially dangerous situations; understand and demonstrate how to play a positive, active role in promoting the health of their families, and community; accept individual differences in growth and development; identify information, products, and services that may be helpful or harmful to their health.
<u>GRADE LEVEL</u>		TRIMESTER COURSE	<input checked="" type="checkbox"/>	
6	<input type="checkbox"/>	SEMESTER COURSE	<input checked="" type="checkbox"/>	
7	<input checked="" type="checkbox"/>	YEAR COURSE	<input checked="" type="checkbox"/>	
8	<input checked="" type="checkbox"/>			

GOFAR GRADES 6-7 (GF100)				
PREREQUISITE	<input type="checkbox"/>			This course will help students become productive and fulfilled citizens, both through their own efforts and with the help and support of others. Students will set goals, develop strategies for reaching those goals, and raise their level of self-esteem through self-awareness and an understanding that they control their future. During the course students will: <ul style="list-style-type: none"> • identify and explore options and make informed choices about their future • articulate a 10-year vision and develop and implement a written one-to-three-year plan to realize that vision
<u>GRADE LEVEL</u>		TRIMESTER COURSE	<input checked="" type="checkbox"/>	
6	<input checked="" type="checkbox"/>	SEMESTER COURSE	<input checked="" type="checkbox"/>	
7	<input checked="" type="checkbox"/>	YEAR COURSE	<input checked="" type="checkbox"/>	
8	<input type="checkbox"/>			

STUDENT SERVICES

STUDENT LEADERSHIP GRADES 6-8 (LDR 193)				
PREREQUISITE	<input checked="" type="checkbox"/>			In the Student Leadership course students develop leadership skills in organization, planning, Associated Student Body communication, financial management, governing strategies, and student involvement. Student Body officers, grade level representatives and club presidents may be included. PREREQUISITE: ELECTION TO CLASS OFFICE OR TEACHER RECOMMENDATION
<u>GRADE LEVEL</u>		TRIMESTER COURSE	<input type="checkbox"/>	
6	<input checked="" type="checkbox"/>	SEMESTER COURSE	<input type="checkbox"/>	
7	<input checked="" type="checkbox"/>	YEAR COURSE	<input checked="" type="checkbox"/>	
8	<input checked="" type="checkbox"/>			

VISUAL AND PERFORMING ARTS/ART

ART GRADES 6-8 (VPA110)				
PREREQUISITE	<input type="checkbox"/>			This standards-based art instruction focuses on the elements of art and principles of design through a variety of media with an emphasis on individual expression.
<u>GRADE LEVEL</u>		TRIMESTER COURSE	<input checked="" type="checkbox"/>	
6	<input checked="" type="checkbox"/>	SEMESTER COURSE	<input checked="" type="checkbox"/>	
7	<input checked="" type="checkbox"/>	YEAR COURSE	<input checked="" type="checkbox"/>	
8	<input checked="" type="checkbox"/>			

IB ART 1A GRADES 6-8 (IBVPA1)				
PREREQUISITE	<input type="checkbox"/>			The standards-based art instruction focuses on the elements of art and principles of design through a variety of media with an emphasis on individual expression. The three year IB MYP Programme (Art 1A, 1B, 1C) is equal to one year at the high school.
<u>GRADE LEVEL</u>		SEMESTER COURSE	<input type="checkbox"/>	
6	<input checked="" type="checkbox"/>	YEAR COURSE	<input checked="" type="checkbox"/>	
7	<input checked="" type="checkbox"/>			
8	<input checked="" type="checkbox"/>			

IB ART 1B GRADES 6-8 (IBVPA2)				
PREREQUISITE	<input checked="" type="checkbox"/>			<p>The standards-based art instruction focuses on the elements of art and principles of design through a variety of media with an emphasis on individual expression. The three year IB MYP Programme (Art 1A, 1B, 1C) is equal to one year at the high school.</p> <p>PREREQUISITE: COMPLETION OF IB ART 1A</p>
<u>GRADE LEVEL</u>		SEMESTER COURSE	<input type="checkbox"/>	
6	<input checked="" type="checkbox"/>	YEAR COURSE	<input checked="" type="checkbox"/>	
7	<input checked="" type="checkbox"/>			
8	<input checked="" type="checkbox"/>			

IB ART 1C GRADES 6-8 (IBVPA3)				
PREREQUISITE	<input checked="" type="checkbox"/>			<p>The standards-based art instruction focuses on the elements of art and principles of design through a variety of media with an emphasis on individual expression. The three year IB MYP Programme (Art 1A, 1B, 1C) is equal to one year at the high school.</p> <p>PREREQUISITE: COMPLETION OF IB ART 1A AND IB</p>
<u>GRADE LEVEL</u>		SEMESTER COURSE	<input type="checkbox"/>	
6	<input checked="" type="checkbox"/>	YEAR COURSE	<input checked="" type="checkbox"/>	
7	<input checked="" type="checkbox"/>			
8	<input checked="" type="checkbox"/>			

SET DESIGN GRADES 6 – 8 (VPA 112 T)				
PREREQUISITE	<input type="checkbox"/>			<p>This class introduces students to the work environment of designing and building sets and props for stage performances. This class will work closely with the Theatre classes and help produce quality performances. Students will learn how to use basic tools and materials to create moods and scenes to help inventively tell stories.</p>
<u>GRADE LEVEL</u>		TRIMESTER COURSE	<input checked="" type="checkbox"/>	
6	<input checked="" type="checkbox"/>	SEMESTER COURSE	<input checked="" type="checkbox"/>	
7	<input checked="" type="checkbox"/>	YEAR COURSE	<input checked="" type="checkbox"/>	
8	<input checked="" type="checkbox"/>			

PHOTOGRAPHY GRADES 7-8 (TECH 153)				
PREREQUISITE	<input checked="" type="checkbox"/>			<p>In Photography class students will further develop art concepts and skills through the production of photography. Applied Technology will be incorporated throughout the course.</p> <p>PREREQUISITE: TEACHER RECOMMENDATION AND/OR PORTFOLIO</p>
<u>GRADE LEVEL</u>		TRIMESTER COURSE	<input checked="" type="checkbox"/>	
6	<input type="checkbox"/>	SEMESTER COURSE	<input checked="" type="checkbox"/>	
7	<input checked="" type="checkbox"/>	YEAR COURSE	<input checked="" type="checkbox"/>	
8	<input checked="" type="checkbox"/>			

MULTI-MEDIA GRADES 7-8 (VPA 160)				
PREREQUISITE	<input type="checkbox"/>			<p>During this course, students will be exploring different multimedia presentation programs. We will review MS Word, PowerPoint, Publisher and Excel. Students will also create videos including video shooting and editing with Pro Show Producer. Finally students will be introduced to 3D modeling using Google Sketch Up.</p> <p>PREREQUISITE: NONE</p>
<u>GRADE LEVEL</u>		TRIMESTER COURSE	<input checked="" type="checkbox"/>	
6	<input type="checkbox"/>	SEMESTER COURSE	<input checked="" type="checkbox"/>	
7	<input checked="" type="checkbox"/>	YEAR COURSE	<input checked="" type="checkbox"/>	
8	<input checked="" type="checkbox"/>			

INTEGRATED ARTS AND DESIGN GRADES 6-8 (VPA109)				
PREREQUISITE	<input type="checkbox"/>			<p>This course is designed to provide students with an opportunity to expand their STEM literacy using an Integrated Arts approach in a project-based learning format as they use their artistic skills to communicate knowledge, share perspectives, and complete various tasks. Students will utilize a variety of textual and multi-media informational resources and artistic design mediums to gather information, demonstrate their knowledge, and create an Integrated Arts project with personal perspective.</p> <p>PREREQUISITE: NONE</p>
<u>GRADE LEVEL</u>		TRIMESTER COURSE	<input checked="" type="checkbox"/>	
6	<input checked="" type="checkbox"/>	SEMESTER COURSE	<input type="checkbox"/>	
7	<input checked="" type="checkbox"/>	YEAR COURSE	<input checked="" type="checkbox"/>	
8	<input checked="" type="checkbox"/>			

PAINTING GRADES 7-8 (VPA 114)				
PREREQUISITE	<input type="checkbox"/>			<p>This course is designed for students who have an interest as well as an aptitude for learning the process of creating a painting using more credible studio materials (acrylic paint). The purpose of the course is to enhance and give breadth to the studio instruction of two-dimensional painting using more permanent and professional materials, as opposed to the more transitory materials found in a school classroom. (tempera, watercolor). Direct instruction will be given in color mixing and theory, composition, designing and transferring a drawing to support surfaces, different brushes and their usage, brush technique, brush care, care of paints and palette. The goal is to create artworks that will displayed outside on campus over classroom doorways in order to initiate and encourage dialogue regarding local, national and international heroes and role models for students to align with and foster an investment and interest in their school.</p>
<u>GRADE LEVEL</u>		TRIMESTER COURSE	<input type="checkbox"/>	
6	<input type="checkbox"/>	SEMESTER COURSE	<input type="checkbox"/>	
7	<input checked="" type="checkbox"/>	YEAR COURSE	<input checked="" type="checkbox"/>	
8	<input checked="" type="checkbox"/>			

CERAMICS GRADES 7-8 (VPA115)				
PREREQUISITE	<input type="checkbox"/>			<p>This course is designed for students who have an interest in learning about the ceramics (clay) process and have an aptitude for working with their hands. Students will experience the process of creating two and three-dimensional ceramic vessels and forms (using both additive and subtractive methods) by planning and modeling using a variety of techniques, including incising, curing, staining, glazing and firing their wares to completion. Additionally, students will learn how to load and fire a kiln.</p>
<u>GRADE LEVEL</u>		TRIMESTER COURSE	<input type="checkbox"/>	
6	<input type="checkbox"/>	SEMESTER COURSE	<input type="checkbox"/>	
7	<input checked="" type="checkbox"/>	YEAR COURSE	<input checked="" type="checkbox"/>	
8	<input checked="" type="checkbox"/>			

VISUAL AND PERFORMING ARTS/GENERAL MUSIC

GENERAL MUSIC GRADES 6-8 (VPA120)				
PREREQUISITE	<input type="checkbox"/>			This standards-based music course provides opportunities for students to learn musical notation and compose music. Students study music history and cultural context of works of music.
<u>GRADE LEVEL</u>		TRIMESTER COURSE	<input checked="" type="checkbox"/>	
6	<input checked="" type="checkbox"/>	SEMESTER COURSE	<input checked="" type="checkbox"/>	
7	<input checked="" type="checkbox"/>	YEAR COURSE	<input checked="" type="checkbox"/>	
8	<input checked="" type="checkbox"/>			

MUSIC APPRECIATION GRADES 7-8 (VPA121)				
PREREQUISITE	<input type="checkbox"/>			This standard based music course focuses on aesthetic valuing of a wide range of music. Students reflect on performances and develop their affective and cognitive abilities.
<u>GRADE LEVEL</u>		TRIMESTER COURSE	<input checked="" type="checkbox"/>	
6	<input type="checkbox"/>	SEMESTER COURSE	<input checked="" type="checkbox"/>	
7	<input checked="" type="checkbox"/>	YEAR COURSE	<input checked="" type="checkbox"/>	
8	<input checked="" type="checkbox"/>			

BEGINNING PIANO GRADES 7-8 (VPA 135)				
PREREQUISITE	<input type="checkbox"/>			Students will learn the keys of the piano and learn how to read music using the Grand Staff. Students will be able to play simple songs hands separately and will progress during the school year to play intermediate songs hands together.
<u>GRADE LEVEL</u>		TRIMESTER COURSE	<input type="checkbox"/>	
6	<input type="checkbox"/>	SEMESTER COURSE	<input type="checkbox"/>	
7	<input checked="" type="checkbox"/>	YEAR COURSE	<input checked="" type="checkbox"/>	
8	<input checked="" type="checkbox"/>			

ADVANCED PIANO GRADES 7-8 (VPA 137)				
PREREQUISITE	<input type="checkbox"/>			Advanced Piano builds upon the music and keyboard knowledge developed in Beginning Piano by exposing the student to more challenging repertoire, expanding sight-reading and playing more difficult group exercises. PREREQUISITE: BEGINNING PIANO OR AUDITION
<u>GRADE LEVEL</u>		TRIMESTER COURSE	<input type="checkbox"/>	
6	<input type="checkbox"/>	SEMESTER COURSE	<input type="checkbox"/>	
7	<input checked="" type="checkbox"/>	YEAR COURSE	<input checked="" type="checkbox"/>	
8	<input checked="" type="checkbox"/>			

BAND – BEGINNING GRADES 6-8 (VPA 122), (VPA 124) & (VPA 125)				
PREREQUISITE	<input type="checkbox"/>			Beginning Band includes woodwind, brass and percussion instruments, and is designed for students who would like to play an instrument or who wish to extend their instrument playing skills. Public performances are scheduled. Students are grouped according to skill based on teacher evaluation.
<u>GRADE LEVEL</u>		TRIMESTER COURSE	<input type="checkbox"/>	
6	<input checked="" type="checkbox"/>	SEMESTER COURSE	<input type="checkbox"/>	
7	<input checked="" type="checkbox"/>	YEAR COURSE	<input checked="" type="checkbox"/>	
8	<input checked="" type="checkbox"/>			

BAND II GRADES 6-8 (VPA 123) & (VPA 128)				
PREREQUISITE	<input checked="" type="checkbox"/>			Band II includes woodwind, brass and percussion instruments, and is designed for students who would like to play an instrument or who wish to extend their instrument playing skills. Public performances are scheduled. Students are grouped according to skills based on teacher evaluation. PREREQUISITE: TEACHER RECOMMENDATION AND/OR AUDITION
<u>GRADE LEVEL</u>		TRIMESTER COURSE	<input type="checkbox"/>	
6	<input checked="" type="checkbox"/>	SEMESTER COURSE	<input type="checkbox"/>	
7	<input checked="" type="checkbox"/>	YEAR COURSE	<input checked="" type="checkbox"/>	
8	<input checked="" type="checkbox"/>			

BAND III GRADES 6-8 (VPA 129), (VPA 130) & (VPA 142)				
PREREQUISITE	<input checked="" type="checkbox"/>			Band III includes woodwind, brass and percussion instruments, and is designed for students who play an instrument and wish to extend their instrument playing skills. Public performances are scheduled. Students are grouped according to skill based on teacher evaluation. PREREQUISITE: TEACHER RECOMMENDATION AND/OR AUDITION
<u>GRADE LEVEL</u>		TRIMESTER COURSE	<input type="checkbox"/>	
6	<input checked="" type="checkbox"/>	SEMESTER COURSE	<input type="checkbox"/>	
7	<input checked="" type="checkbox"/>	YEAR COURSE	<input checked="" type="checkbox"/>	
8	<input checked="" type="checkbox"/>			

IB BAND IA GRADES 6-8 (IBPABB)				
PREREQUISITE	<input type="checkbox"/>			IB Band 1A includes woodwind, brass and percussion instruments, and is designed for students who would like to play an instrument or who wish to extend their instrument playing skills. Public performances are scheduled. Students are grouped according to skill based on teacher evaluation. The three year IB MYP Programme (Band 1A, 1B, 1C) is equal to one year at the high school level.
<u>GRADE LEVEL</u>		SEMESTER COURSE	<input type="checkbox"/>	
6	<input checked="" type="checkbox"/>	YEAR COURSE	<input checked="" type="checkbox"/>	
7	<input checked="" type="checkbox"/>			
8	<input checked="" type="checkbox"/>			

IB BAND IB GRADES 6-8 (IBPABI)				
PREREQUISITE	<input checked="" type="checkbox"/>			IB Band 1B is the intermediate band level and provides the transition between beginning and advanced band. This course includes woodwind, brass and percussion instruments, and is designed for students who would like to play an instrument or who wish to extend their instrument playing skills. Public performances are scheduled. Students are grouped according to skill based on teacher evaluation. The three year IB MYP Programme (Band 1A, 1B, 1C) is equal to one year at the high school level. PREREQUISITE: TEACHER RECOMMENDATION AND/OR AUDITION
<u>GRADE LEVEL</u>		SEMESTER COURSE	<input type="checkbox"/>	
6	<input checked="" type="checkbox"/>	YEAR COURSE	<input checked="" type="checkbox"/>	
7	<input checked="" type="checkbox"/>			
8	<input checked="" type="checkbox"/>			

IB BAND 1C GRADES 6-8 (IBPABA)				
PREREQUISITE	<input checked="" type="checkbox"/>			IB Band 1C is more advanced Band which includes woodwind, brass and percussion instruments, and is designed for students who play an instrument and wish to extend their instrument playing skills. Public performances are scheduled. Students are grouped according to skill based on teacher evaluation. The three year IB MYP Programme (Band 1A, 1B, 1C) is equal to one year at the high school level. PREREQUISITE: TEACHER RECOMMENDATION AND/OR AUDITION
<u>GRADE LEVEL</u>		SEMESTER COURSE	<input type="checkbox"/>	
6	<input checked="" type="checkbox"/>	YEAR COURSE	<input checked="" type="checkbox"/>	
7	<input checked="" type="checkbox"/>			
8	<input checked="" type="checkbox"/>			

BEGINNING STRINGS GRADES 6-8 (VPA 126)				
PREREQUISITE	<input type="checkbox"/>			Beginning strings includes the orchestral string instruments (violin, viola, cello, and bass) and is designed for students who would like to play an instrument or who wish to extend their instrument playing skills. Public performances are scheduled. Students are grouped according to skills based on teacher evaluation.
<u>GRADE LEVEL</u>		TRIMESTER COURSE	<input type="checkbox"/>	
6	<input checked="" type="checkbox"/>	SEMESTER COURSE	<input type="checkbox"/>	
7	<input checked="" type="checkbox"/>	YEAR COURSE	<input checked="" type="checkbox"/>	
8	<input checked="" type="checkbox"/>			

IB STRINGS 1A GRADES 6-8 (IBPASB)				
PREREQUISITE	<input type="checkbox"/>			Beginning strings includes the orchestral string instruments (violin, viola, cello, and bass) and is designed for students who would like to play an instrument or who wish to extend their instrument playing skills. Public performances are scheduled. Students are grouped according to skills based on teacher evaluation.
<u>GRADE LEVEL</u>		SEMESTER COURSE	<input type="checkbox"/>	
6	<input checked="" type="checkbox"/>	YEAR COURSE	<input checked="" type="checkbox"/>	
7	<input checked="" type="checkbox"/>			
8	<input checked="" type="checkbox"/>			

IB STRINGS 1B GRADES 6-8 (IBPASI)				
PREREQUISITE	<input checked="" type="checkbox"/>		<input type="checkbox"/>	Intermediate strings includes the orchestral string instruments (violin, viola, cello, and bass) and is designed for students who would like to an instrument or who wish to extend their instrument playing skills. Public performances are scheduled. Students are grouped according to skills based on teacher evaluation. PREREQUISITE: STRINGS 1A
<u>GRADE LEVEL</u>		SEMESTER COURSE	<input type="checkbox"/>	
		YEAR COURSE	<input checked="" type="checkbox"/>	
6	<input checked="" type="checkbox"/>			
7	<input checked="" type="checkbox"/>			
8	<input checked="" type="checkbox"/>			

IB STRINGS 1C GRADES 6-8 (IBPASA)				
PREREQUISITE	<input checked="" type="checkbox"/>		<input type="checkbox"/>	Advanced strings includes the orchestral string instruments (violin, viola, cello, and bass) and is designed for students who would like to play an instrument and who wish to extend their instrument playing skills. Public performances are scheduled. Students are grouped according to skills based on teacher evaluation. PREREQUISITE: STRINGS 1A AND 1B
<u>GRADE LEVEL</u>		SEMESTER COURSE	<input type="checkbox"/>	
		YEAR COURSE	<input checked="" type="checkbox"/>	
6	<input checked="" type="checkbox"/>			
7	<input checked="" type="checkbox"/>			
8	<input checked="" type="checkbox"/>			

INSTRUMENTAL MUSIC ADVANCED STRINGS GRADES 6-8 (127)				
PREREQUISITE	<input checked="" type="checkbox"/>		<input type="checkbox"/>	Instrumental Advanced Strings includes the orchestral string instruments (violin, viola, cello, and bass) and is designed for students who would like to play an instrument and wish to extend their instrument playing skills. Public performances are scheduled. Students are grouped according to skill based on teacher evaluation. PREREQUISITE: TEACHER RECOMMENDATION AND/OR AUDITION
<u>GRADE LEVEL</u>		TRIMESTER COURSE	<input type="checkbox"/>	
		SEMESTER COURSE	<input type="checkbox"/>	
6	<input checked="" type="checkbox"/>	YEAR COURSE	<input checked="" type="checkbox"/>	
7	<input checked="" type="checkbox"/>			
8	<input checked="" type="checkbox"/>			

INTERMEDIATE ORCHESTRA GRADE 7 (VPA 138)				
PREREQUISITE	<input type="checkbox"/>		<input type="checkbox"/>	This course provides students with the technical tools to transition into an intermediate level of playing. Students learn how to follow a conductor, play with good intonation, and focus on the importance of rhythmic accuracy within sections. Seventh Grade Orchestra focuses on reading music of a more complex nature both rhythmically and tonally, and some students are encouraged to expand their musical horizons by learning the viola, cello or string bass. PREREQUISITE: NONE
<u>GRADE LEVEL</u>		TRIMESTER COURSE	<input type="checkbox"/>	
		SEMESTER COURSE	<input type="checkbox"/>	
6	<input type="checkbox"/>	YEAR COURSE	<input checked="" type="checkbox"/>	
7	<input checked="" type="checkbox"/>			
8	<input type="checkbox"/>			

ADVANCED ORCHESTRA GRADE 8 (VPA 139)				
PREREQUISITE	<input type="checkbox"/>			<p>In 8th Grade Orchestra students are prepared to face advanced musical concepts. They work out more complex rhythms and sophisticated harmonies. The literature chosen begins to require shifting, playing in difficult key signatures, vibrato and more advanced bowing techniques. Another goal is to stress individual tone production, blend and balance within the ensemble.</p> <p>PREREQUISITE: NONE, BUT AT LEAST ONE YEAR OF STRINGS RECOMMENDED</p>
<u>GRADE LEVEL</u>		TRIMESTER COURSE	<input type="checkbox"/>	
6	<input type="checkbox"/>	SEMESTER COURSE	<input type="checkbox"/>	
7	<input type="checkbox"/>	YEAR COURSE	<input checked="" type="checkbox"/>	
8	<input checked="" type="checkbox"/>			

INSTRUMENT MUSIC GUITAR GRADES 6-8 (VPA 134)				
PREREQUISITE	<input type="checkbox"/>			<p>Students will perform on a guitar a repertoire of beginning instrumental musical selections at the appropriate technical level. Students may participate in performances outside of the regular school day.</p>
<u>GRADE LEVEL</u>		TRIMESTER COURSE	<input type="checkbox"/>	
6	<input type="checkbox"/>	SEMESTER COURSE	<input checked="" type="checkbox"/>	
7	<input checked="" type="checkbox"/>	YEAR COURSE	<input checked="" type="checkbox"/>	
8	<input checked="" type="checkbox"/>			

IB INSTRUMENT MUSIC GUITAR 1A GRADES 6-8 (IBPAG1)				
PREREQUISITE	<input type="checkbox"/>			<p>Students will perform on a guitar a repertoire of beginning instrumental musical selections at the appropriate technical level. Students may participate in performances outside of the regular school day.</p>
<u>GRADE LEVEL</u>		SEMESTER COURSE	<input type="checkbox"/>	
6	<input checked="" type="checkbox"/>	YEAR COURSE	<input checked="" type="checkbox"/>	
7	<input checked="" type="checkbox"/>			
8	<input checked="" type="checkbox"/>			

IB INSTRUMENT MUSIC GUITAR 1B GRADES 6-8 (IBPAG2)				
PREREQUISITE	<input checked="" type="checkbox"/>			<p>Students will perform on a guitar a repertoire of intermediate instrumental musical selections at the appropriate technical level. Students may participate in performances outside of the regular school day.</p> <p>PREREQUISITE: GUITAR 1A</p>
<u>GRADE LEVEL</u>		SEMESTER COURSE	<input type="checkbox"/>	
6	<input checked="" type="checkbox"/>	YEAR COURSE	<input checked="" type="checkbox"/>	
7	<input checked="" type="checkbox"/>			
8	<input checked="" type="checkbox"/>			

IB INSTRUMENT MUSIC GUITAR 1C GRADES 6-8 (IBPAG3)				
PREREQUISITE	<input checked="" type="checkbox"/>			Students will perform on a guitar a repertoire of advanced instrumental musical selections at the appropriate technical level. Students may participate in performances outside of the regular school day. PREREQUISITE: GUITAR 1B
<u>GRADE LEVEL</u>		SEMESTER COURSE	<input type="checkbox"/>	
		YEAR COURSE	<input checked="" type="checkbox"/>	
6	<input checked="" type="checkbox"/>			
7	<input checked="" type="checkbox"/>			
8	<input checked="" type="checkbox"/>			

GIRLS CHORUS GRADES 6-8 (VPA 131)				
PREREQUISITE	<input type="checkbox"/>			Students will sing a repertoire of music representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation. Student performances outside of the school day may be required.
<u>GRADE LEVEL</u>		TRIMESTER COURSE	<input type="checkbox"/>	
		SEMESTER COURSE	<input type="checkbox"/>	
6	<input checked="" type="checkbox"/>	YEAR COURSE	<input checked="" type="checkbox"/>	
7	<input checked="" type="checkbox"/>			
8	<input checked="" type="checkbox"/>			

BOYS CHORUS GRADES 6-8 (VPA 132)				
PREREQUISITE	<input type="checkbox"/>			Students will sing a repertoire of music representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation. Student performances outside of the school day may be required.
<u>GRADE LEVEL</u>		TRIMESTER COURSE	<input type="checkbox"/>	
		SEMESTER COURSE	<input type="checkbox"/>	
6	<input checked="" type="checkbox"/>	YEAR COURSE	<input checked="" type="checkbox"/>	
7	<input checked="" type="checkbox"/>			
8	<input checked="" type="checkbox"/>			

MIXED CHORUS GRADES 6-8 (VPA133)				
PREREQUISITE	<input checked="" type="checkbox"/>			Students will sing a repertoire of music representing various genres, styles, and cultures with expression, technical accuracy, tone quality and articulation. Student performances outside of the school day may be required. PREREQUISITE: TEACHER RECOMMENDATION AND/OR AUDITION
<u>GRADE LEVEL</u>		TRIMESTER COURSE	<input type="checkbox"/>	
		SEMESTER COURSE	<input type="checkbox"/>	
6	<input checked="" type="checkbox"/>	YEAR COURSE	<input checked="" type="checkbox"/>	
7	<input checked="" type="checkbox"/>			
8	<input checked="" type="checkbox"/>			

CHAMBER SINGERS GRADES 6-8 (VPA 145)				
PREREQUISITE	<input checked="" type="checkbox"/>			<p>The Select Chamber Singers is a small ensemble that is open to students by audition only. Advanced performance skills are expected in this group. Students will be required to perform challenging choral music appropriate to their abilities. Areas of study include music theory, music history, sight reading ear training, proper vocal care and technique, small and large ensemble participation, district music festival, and trimester concerts.</p> <p>PREREQUISITE: TEACHER RECOMMENDATION AND/OR AUDITION</p>
<u>GRADE LEVEL</u>		TRIMESTER COURSE	<input type="checkbox"/>	
6	<input type="checkbox"/>	SEMESTER COURSE	<input type="checkbox"/>	
7	<input checked="" type="checkbox"/>	YEAR COURSE	<input checked="" type="checkbox"/>	
8	<input checked="" type="checkbox"/>			

DRAMA GRADES 6 – 8 (VPA 140)				
PREREQUISITE	<input type="checkbox"/>			<p>In this elective performing arts class, students will be learning about theatre history, dramatic literature, and performance. They will study the origin of theatre, the Greek classics, and Shakespeare. They will read and analyze both classic and modern plays. Students will be introduced to theatrical vocabulary before learning about pantomime and improvisation. Students will be involved in stage performances, memorizing their parts, and will perform on stage in the multi-purpose room to an audience of their peers.</p>
<u>GRADE LEVEL</u>		TRIMESTER COURSE	<input checked="" type="checkbox"/>	
6	<input type="checkbox"/>	SEMESTER COURSE	<input checked="" type="checkbox"/>	
7	<input checked="" type="checkbox"/>	YEAR COURSE	<input checked="" type="checkbox"/>	
8	<input checked="" type="checkbox"/>			

DRILL TEAM GRADES 7 – 8 (VPA 141)				
PREREQUISITE	<input type="checkbox"/>			<p>Students create individualized movement patterns and work with partners and large teams to combine movement patterns. The team refines choreographed routines. This is a performance class and may require performances on a few weekends and after school.</p>
<u>GRADE LEVEL</u>		TRIMESTER COURSE	<input type="checkbox"/>	
6	<input type="checkbox"/>	SEMESTER COURSE	<input type="checkbox"/>	
7	<input checked="" type="checkbox"/>	YEAR COURSE	<input checked="" type="checkbox"/>	
8	<input checked="" type="checkbox"/>			

BEGINNING DANCE GRADES 7-8 (VPA 143)				
PREREQUISITE	<input type="checkbox"/>			<p>This course is designed for the beginning dancer. Students will learn dance vocabulary, proper stretching and dance technique, and historical development in a variety of dance styles including ballet, jazz, lyrical, hip hop, and cultural dance. Students will gain strength, balance, flexibility, coordination, endurance and agility through barre, center, and across the floor combinations. Students will complete vocabulary quizzes, written assignments, and choreography projects. All students will be expected to perform in the annual dance show.</p>
<u>GRADE LEVEL</u>		TRIMESTER COURSE	<input type="checkbox"/>	
6	<input type="checkbox"/>	SEMESTER COURSE	<input type="checkbox"/>	
7	<input checked="" type="checkbox"/>	YEAR COURSE	<input checked="" type="checkbox"/>	
8	<input checked="" type="checkbox"/>			

INTERMEDIATE DANCE GRADES 7-8 (VPA 147)				
PREREQUISITE	<input checked="" type="checkbox"/>			<p>This course is designed for a student who has about 1-2 years of prior dance experience. Students will learn intermediate dance vocabulary; proper stretching and intermediate dance technique, and learn a variety of dance styles including ballet, jazz, lyrical, hip hop, and cultural dance at an intermediate level. Students will gain strength, balance, flexibility, coordination, endurance and agility through barre, center, and across the floor combinations. Students will complete vocabulary quizzes, written assignments, and choreography projects. Intermediate dance students will have multiple opportunities to perform. Students will be expected to perform multiple numbers in the annual dance show.</p> <p>PREREQUISITE: TEACHER RECOMMENDATION AND/OR AUDITION</p>
<u>GRADE LEVEL</u>		TRIMESTER COURSE	<input type="checkbox"/>	
6	<input type="checkbox"/>	SEMESTER COURSE	<input type="checkbox"/>	
7	<input checked="" type="checkbox"/>	YEAR COURSE	<input checked="" type="checkbox"/>	
8	<input checked="" type="checkbox"/>			

HIP HOP DANCE GRADES 7-8 (VPA148)				
PREREQUISITE	<input type="checkbox"/>			<p>This course is designed for the beginning-intermediate hip hop dancer. Students will learn dance vocabulary, proper stretching, and hip hop dance technique. Students will also learn techniques and the historical development of a variety of dance styles in hip hop including commercial, jazz funk, breaking, popping, locking, house, etc. Students will gain strength, balance, flexibility, coordination, endurance and agility through center and across the floor combinations. Upper body coordination and strength will be emphasized in this course. Students will complete vocabulary quizzes, written assignments, and choreography projects. Students will be expected to perform in the annual dance show.</p>
<u>GRADE LEVEL</u>		TRIMESTER COURSE	<input type="checkbox"/>	
6	<input type="checkbox"/>	SEMESTER COURSE	<input type="checkbox"/>	
7	<input checked="" type="checkbox"/>	YEAR COURSE	<input checked="" type="checkbox"/>	
8	<input checked="" type="checkbox"/>			

PERCUSSION ENSEMBLE GRADES 7-8 (VPA 136)				
PREREQUISITE	<input type="checkbox"/>			<p>Percussion class is for students who have an interest in learning how to play percussion instruments. These instruments include all types of drums (snare, bass, congas, tympani, etc...) and all types of keyboards (electric piano, xylophone, vibraphone, bells, etc...). This is a performing ensemble and may involve on and off campus performances. This is an introductory level class.</p>
<u>GRADE LEVEL</u>		TRIMESTER COURSE	<input type="checkbox"/>	
6	<input type="checkbox"/>	SEMESTER COURSE	<input type="checkbox"/>	
7	<input checked="" type="checkbox"/>	YEAR COURSE	<input checked="" type="checkbox"/>	
8	<input checked="" type="checkbox"/>			

WORLD LANGUAGES

SPANISH I GRADES 7-8 (FL110)				
PREREQUISITE	<input type="checkbox"/>			World languages are offered as a two-year program. The two-year middle school program is equal to one year at the high school level if completed with a "B" average. In the first year, students develop basic vocabulary and grammar while learning about culture and celebrations.
<u>GRADE LEVEL</u>		TRIMESTER COURSE	<input type="checkbox"/>	
6	<input type="checkbox"/>	SEMESTER COURSE	<input type="checkbox"/>	
7	<input checked="" type="checkbox"/>	YEAR COURSE	<input checked="" type="checkbox"/>	
8	<input checked="" type="checkbox"/>			

SPANISH II GRADES 7-8 (FL120)				
PREREQUISITE	<input checked="" type="checkbox"/>			In the second year of world language instruction, students increase vocabulary and grammar skills with an emphasis on developing conversation skills. With teacher recommendation, students who complete the middle school two-year program with a grade of "B" or better may enroll in the second year of foreign language at the high school. PREREQUISITE: SPANISH I COURSE WITH A GRADE OF C OR BETTER AND TEACHER RECOMMENDATION
<u>GRADE LEVEL</u>		TRIMESTER COURSE	<input type="checkbox"/>	
6	<input type="checkbox"/>	SEMESTER COURSE	<input type="checkbox"/>	
7	<input checked="" type="checkbox"/>	YEAR COURSE	<input checked="" type="checkbox"/>	
8	<input checked="" type="checkbox"/>			

SPANISH I FOR SPANISH SPEAKERS GRADES 7-8 (FL111)				
PREREQUISITE	<input checked="" type="checkbox"/>			Spanish I for Spanish Speakers is designed for students who speak Spanish fluently and want to improve their reading, writing, listening and speaking skills in Spanish. Emphasis is placed on composition, grammar, spelling and reading comprehension. Students are introduced to the literature and culture of the Spanish speaking world. PREREQUISITE: CONSENT OF TEACHER AND/OR DIAGNOSTIC PLACEMENT TEST
<u>GRADE LEVEL</u>		TRIMESTER COURSE	<input type="checkbox"/>	
6	<input type="checkbox"/>	SEMESTER COURSE	<input type="checkbox"/>	
7	<input checked="" type="checkbox"/>	YEAR COURSE	<input checked="" type="checkbox"/>	
8	<input checked="" type="checkbox"/>			

SPANISH II FOR SPANISH SPEAKERS GRADE 8 (FL121)				
PREREQUISITE	<input checked="" type="checkbox"/>			Spanish II for Spanish Speakers is designed for students who have completed Spanish I for Spanish Speakers. Emphasis is on improving Spanish writing skills and grammar, and exploring Spanish, Chicano and Latin American literature, culture and history. PREREQUISITE: SPANISH I FOR SPANISH SPEAKERS COURSE WITH A GRADE OF C OR BETTER AND/OR TEACHER RECOMMENDATION
<u>GRADE LEVEL</u>		TRIMESTER COURSE	<input type="checkbox"/>	
6	<input type="checkbox"/>	SEMESTER COURSE	<input type="checkbox"/>	
7	<input type="checkbox"/>	YEAR COURSE	<input checked="" type="checkbox"/>	
8	<input checked="" type="checkbox"/>			

IB SPANISH IA GRADES 6-8 (IBLAPH12Y1)				
PREREQUISITE	<input type="checkbox"/>	SEMESTER COURSE	<input type="checkbox"/>	This three-year IB Spanish course is equal to one year at the high school level. Students develop basic vocabulary and grammar while learning about Spanish speaking cultures.
GRADE LEVEL		YEAR COURSE	<input checked="" type="checkbox"/>	
6	<input checked="" type="checkbox"/>			
7	<input checked="" type="checkbox"/>			
8	<input checked="" type="checkbox"/>			

IB SPANISH IB GRADES 6-8 (IBLAPH12Y2)				
PREREQUISITE	<input checked="" type="checkbox"/>	SEMESTER COURSE	<input type="checkbox"/>	In this second phase of Spanish instruction, students increase vocabulary and grammar skills with an emphasis on developing conversation skills. PREREQUISITE: IB SPANISH IA COURSE AND/OR A DIAGNOSTIC PLACEMENT TEST
GRADE LEVEL		YEAR COURSE	<input checked="" type="checkbox"/>	
6	<input checked="" type="checkbox"/>			
7	<input checked="" type="checkbox"/>			
8	<input checked="" type="checkbox"/>			

IB SPANISH IC GRADES 6-8 (IBLAPH12Y3)				
PREREQUISITE	<input checked="" type="checkbox"/>	SEMESTER COURSE	<input type="checkbox"/>	In the third phase of Spanish instruction, students increase vocabulary and grammar skills with an emphasis on developing conversation skills. PREREQUISITE: IB SPANISH IA AND IB AND/OR A DIAGNOSTIC PLACEMENT TEST
GRADE LEVEL		YEAR COURSE	<input checked="" type="checkbox"/>	
6	<input checked="" type="checkbox"/>			
7	<input checked="" type="checkbox"/>			
8	<input checked="" type="checkbox"/>			

IB SPANISH IA FOR SPANISH SPEAKERS GRADES 6-8 (IBLAPH34Y1)				
PREREQUISITE	<input checked="" type="checkbox"/>	SEMESTER COURSE	<input type="checkbox"/>	IB Spanish IA for Spanish Speakers is designed for students who speak Spanish fluently and want to improve their reading, writing, listening and speaking skills in Spanish. Emphasis is placed on composition, grammar, spelling and reading comprehension. Students are introduced to the literature and culture of the Spanish speaking world. PREREQUISITE: DIAGNOSTIC PLACEMENT TEST
GRADE LEVEL		YEAR COURSE	<input checked="" type="checkbox"/>	
6	<input checked="" type="checkbox"/>			
7	<input checked="" type="checkbox"/>			
8	<input checked="" type="checkbox"/>			

IB SPANISH IB FOR SPANISH SPEAKERS GRADES 6-8 (IBLAPH34Y2)				
PREREQUISITE	<input checked="" type="checkbox"/>			IB Spanish IB for Spanish Speakers is the second phase of Spanish instruction. Students increase vocabulary and grammar skills with an emphasis on developing conversation skills. PREREQUISITE: SPANISH IA FOR SPANISH SPEAKERS AND/OR A DIAGNOSTIC PLACEMENT TEST
<u>GRADE LEVEL</u>		SEMESTER COURSE	<input type="checkbox"/>	
		YEAR COURSE	<input checked="" type="checkbox"/>	
6	<input checked="" type="checkbox"/>			
7	<input checked="" type="checkbox"/>			
8	<input checked="" type="checkbox"/>			

IB SPANISH IC FOR SPANISH SPEAKERS GRADES 6-8 (IBLAPH34Y3)				
PREREQUISITE	<input checked="" type="checkbox"/>			IB Spanish IC for Spanish Speakers is the third phase of Spanish instruction. Emphasis is on improving Spanish writing and grammar skills, and exploring Latin American literature, culture and history. PREREQUISITE: SPANISH IA AND SPANISH 1B FOR SPANISH SPEAKERS AND/OR A DIAGNOSTIC PLACEMENT TEST
<u>GRADE LEVEL</u>		SEMESTER COURSE	<input type="checkbox"/>	
		YEAR COURSE	<input checked="" type="checkbox"/>	
6	<input checked="" type="checkbox"/>			
7	<input checked="" type="checkbox"/>			
8	<input checked="" type="checkbox"/>			

ACADEMIC INTERVENTION/ENRICHMENT

ACADEMIC INTERVENTION MATH GRADES 6-8 (INTMA)				
PREREQUISITE	<input checked="" type="checkbox"/>			This Intervention course is a standards-based program designed to meet the specific needs of students in Math. Students receive systematic instruction to help them accelerate academic achievement. PREREQUISITE: TEACHER RECOMMENDATION
<u>GRADE LEVEL</u>		TRIMESTER COURSE	<input checked="" type="checkbox"/>	
		SEMESTER COURSE	<input checked="" type="checkbox"/>	
6	<input checked="" type="checkbox"/>	YEAR COURSE	<input checked="" type="checkbox"/>	
7	<input checked="" type="checkbox"/>			
8	<input checked="" type="checkbox"/>			

ACADEMIC INTERVENTION ENGLISH LANGUAGE ARTS GRADES 6-8 (INTELA)				
PREREQUISITE	<input checked="" type="checkbox"/>			This Intervention course is a standards-based program designed to meet the specific needs of students in English Language Arts. Students receive systematic instruction to help them accelerate academic achievement in the area of reading and writing. PREREQUISITE: TEACHER RECOMMENDATION
<u>GRADE LEVEL</u>		TRIMESTER COURSE	<input checked="" type="checkbox"/>	
		SEMESTER COURSE	<input checked="" type="checkbox"/>	
6	<input checked="" type="checkbox"/>	YEAR COURSE	<input checked="" type="checkbox"/>	
7	<input checked="" type="checkbox"/>			
8	<input checked="" type="checkbox"/>			

ACADEMIC ENRICHMENT GRADES 6-8 (ENR68)				
PREREQUISITE	<input checked="" type="checkbox"/>			<p>The enrichment course is a standards-based program designed to meet the specific needs of students in Language Arts and Math in order to enrich their curriculum. Students receive systematic instruction to help them accelerate academic achievement.</p> <p>PREREQUISITE: TEACHER RECOMMENDATION</p>
GRADE LEVEL		TRIMESTER COURSE	<input checked="" type="checkbox"/>	
6	<input checked="" type="checkbox"/>	SEMESTER COURSE	<input checked="" type="checkbox"/>	
7	<input checked="" type="checkbox"/>	YEAR COURSE	<input checked="" type="checkbox"/>	
8	<input checked="" type="checkbox"/>			

PEER MENTORING AND READING INTERVENTION GRADES 6 AND 8 (INTPM68)				
PREREQUISITE	<input checked="" type="checkbox"/>			<p>Students in grades 6 and 8 work to learn about their leadership profile and apply that learning to a peer tutoring model, which will benefit both learners through reciprocal teaching. Student mentors work with content and are then responsible for creating a plan for presenting the content to their Mentees. Mentees work on the foundational reading skills necessary to access the materials that are presented by the mentors.</p> <p>PREREQUISITE: TEACHER RECOMMENDATION</p>
GRADE LEVEL		TRIMESTER COURSE	<input checked="" type="checkbox"/>	
6	<input checked="" type="checkbox"/>	SEMESTER COURSE	<input type="checkbox"/>	
7	<input type="checkbox"/>	YEAR COURSE	<input checked="" type="checkbox"/>	
8	<input checked="" type="checkbox"/>			

SPECIAL PROGRAMS

INCLUSION MODEL PROGRAMS

The Inclusion Model Program is available for students receiving special education services with mild to moderate disabilities. With this model, students with mild to moderate disabilities are fully mainstreamed into general education classes. Education Specialists and instructional aides are integrated into the general education classroom setting to provide specialized academic instruction in a push-in model. School sites that offer International Baccalaureate (IB) can earn IB units that focus on grade level California Content Standards and include differentiated instruction and assignments to target the student's individual education program (IEP) goals.

RESOURCE SPECIALIST PROGRAM

The Resource Specialist Program provides direct specialized instruction (49 percent of the instructional day or less). In addition to direct instructional services, other services may include materials, consultation, and collaborative instruction in the classroom. Within the resource program, the Resource Specialist will provide educational assessments, process referrals, collaboration with general education staff, monitor student progress in the mainstream classes, and serve as consultants to their own school sites. The Resource Specialist is the case manager for students on his/her caseload and are assigned as case managers for initial referrals.

SPECIAL DAY CLASS PROGRAM

Special Day Class (SDC mild/moderate)

The Special Day Class (mild/moderate) programs are self-contained classrooms for students with learning disabilities, mild cognitive delay, or other mild disabling conditions who require the services of an education specialist and special education program for 50 percent or more of the school day.

Special Day Class (SDC moderate/severe)

The Special Day Class (moderate/severe) programs are self-contained classrooms for students with severe learning disabilities, cognitive delays, or other disabling conditions who require the services of a moderate/severe credentialed education specialist for 50% or more of the school day. Severe disability programs emphasize the development of functional skills that can be translated to lifelong survival skills. The programs emphasize in-class and community-based interaction.

Courses in this catalog represent all possible offerings in the Ontario-Montclair School District. Middle school counseling guidance departments have information on specific courses being offered at each site.