

# TERMAN MIDDLE SCHOOL

Program of Study  
2016-2017



Home of the Tigers

PALO ALTO UNIFIED SCHOOL DISTRICT

PALO ALTO UNIFIED SCHOOL DISTRICT

# TERMAN MIDDLE SCHOOL

## PROGRAM OF STUDY 2016 - 2017

GRADES 6, 7, 8

### TABLE OF CONTENTS

	<u>Page</u>
INTRODUCTION.....	1
SIXTH GRADE PROGRAM.....	2
SEVENTH GRADE COURSE OF STUDY.....	3
EIGHTH GRADE COURSE OF STUDY.....	4
SUPPORT PROGRAMS.....	5
ELECTIVES .....	9
FULL-YEAR ELECTIVES.....	10
SEMESTER ELECTIVES.....	13

# INTRODUCTION

## MIDDLE SCHOOL COURSE OVERVIEW

### GRADE 6\*

English/Language Arts  
History/Social Studies  
Mathematics  
Science  
Physical Education/Music  
(alternate days)  
Exploratory Wheel

### GRADE 7\*

English/Language Arts  
History/Social Studies  
Mathematics  
Science/Adolescent Skills  
Physical Education  
Elective  
Elective

### GRADE 8\*

English/Language Arts  
History/Social Studies  
Mathematics  
Science  
Physical Education  
Elective  
Elective

- *All students will have homeroom/advisory every Wednesday.*

7<sup>th</sup> and 8<sup>th</sup> grade students and their parents have several important decisions to make in planning a school program. No catalog can answer all your questions; so don't hesitate to speak to your counselor to get more information or assistance (650) 856-9810.

*Please note: Budget and staffing decisions made after the publication of this catalog may affect what classes can be offered. Classes maybe canceled due to enrollment.*

### 2015-2016 Counselors

**Jovi Johnston**  
7<sup>th</sup> Grade Counselor  
jojohnston@paud.org  
650-354-1404

**Nancy Smith**  
8<sup>th</sup> Grade Counselor  
nsmith@pausd.org  
650-354-1408

**Michele Chin**  
6<sup>th</sup> Grade Counselor  
mchin@pausd.org  
650-354-1406

# SIXTH GRADE PROGRAM

Sixth grade core integrates the subjects of English/language arts with social studies (two periods), and math with science (two periods). Teachers are grouped in two-member teams. Exploratory Wheel, PE, and Music complete the daily schedule.

**English 6** – Students study the English/language arts skills of reading, writing, listening, and speaking. In grade six, the core literature includes *Julie of the Wolves* by Jean Craighead George, D'Aulaire's *Book of Greek Myths*, selected stories from supplemental literature *Guys Write for Guys Read* by Jon Scieszka, and *When I Was Your Age, Volume Two*, edited by Amy Ehrlich, as well as various poetry selections. Grammar instruction and mechanics are embedded in the language arts curriculum and are practiced within the context of writing assignments based on the genres of narrative, expository compositions, research, and responses to literature. *English 6*, published by McDougall Littell, and *Mountain Language*, published by MountainMath/Language LLC, are used for guiding grammar instruction. Students practice speaking and listening skills through formal presentations, conversations, and small and large group discussions. Language arts skills are reinforced across the curriculum.

**Social Studies 6** – Students in grade six expand their understanding of history by studying the people and events that ushered in the dawn of the major Western and non-Western ancient civilizations. Their curriculum begins with what is known through archaeological studies of the early physical and cultural development of humankind. Students analyze the geographical, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, Israel, India, China through the Ming Dynasty, and Greece. *Discovering our Past: Ancient Civilizations*, published by McGraw Hill Glencoe, 2006, is the textbook used.

**Math 6** – Students will follow the 6<sup>th</sup> grade Common Core Content Standards. Sixth grade mathematics focuses on ratios and proportional reasoning. Students connect ratios and rates to whole number multiplication and division. They use the concepts of ratio and rate to solve problems. Students complete their understanding of fractions and extend the notion of number to the system of rational numbers, which include negative numbers. Students write, interpret and use expressions and equations and develop an understanding of statistical thinking. Students are heterogeneously grouped in 6<sup>th</sup> grade and work both independently and in cooperative group situations with instruction that is differentiated to appropriately challenge students. Extension and enrichment opportunities are available to all students.

*Common Core Content Standards are taught in all math classes. The Mathematical Practice Standards apply throughout each math course offered and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.*

**Science 6: Earth Science** – Students engage in hands-on discovery exercises and research activities that focus on Earth science in this one-year, activity-based course. Units include the Earth's structure and plate tectonics, Earth's energy and resources, ecology, plant growth and the scientific method. Students will be asked to synthesize their investigations and experiments through writing and through individual or group projects, and they will also have the opportunity to participate in field trips. Moreover, students are mentored and encouraged to complete an independent experiment and/or participate in our annual science fair. This course follows the CA state science standards and our district standards for science.

**Physical Education and Music** – During one period, sixth grade students spend alternate days in Physical Education and Music. Music students with no prior experience may select Beginning Band or Choir. Music students with at least one year of experience may select Band, String Orchestra, or Choir. Students are encouraged to continue with the instrument they started in the 5th grade. In P.E., the students are exposed to a wide variety of activities with the focus on skill development.

**Exploratory Wheel** – The remaining period is Exploratory Wheel. Students rotate every 6 weeks through specially designed classes in Art, Computers, Drama, Industrial Technology and Language Transfer. The Art portion of the wheel is an exploratory course to help students develop introductory skills and vocabulary, learn new techniques, and expand their knowledge of art. Instructional units include the tools of three-dimensional and figural drawing, observational drawing, and thinking like an artist. *Students in the Computer class learn a variety of advanced software skills using PowerPoint, Photoshop, and Flash; at the end of the nine weeks, students learn how to create a web page using Dreamweaver.* While in Drama, students will participate in pantomime, improvisation, learn theatre basics, and present partner scenes. They will end the section with a whole class performance to which family is invited. In Industrial Technology, students participate in hands-on projects such as making a wood puzzle by utilizing a drill press, constructing and weighing paper bridges, and launching rockets.

# SEVENTH GRADE COURSE OF STUDY

**English 7** – All students in grade 7 continue to build their English/language arts skills in the areas of reading, writing, listening, speaking, viewing, and visually representing. These abilities are developed within the context of core literature units including novels, short stories, and poetry. In 7<sup>th</sup> grade, the core literature is *The Diary of a Young Girl* by Anne Frank and *The Outsiders* by S.E. Hinton. Extended core or supplemental literature includes *The Canterbury Tales*, *Bronx Masquerade*, *Farewell to Manzanar*, and *The Pearl* (2-3 of these titles in adapted form are read each year) as well as self-selected texts. Students practice the conventions of language (grammar, spelling, punctuation, capitalization, etc.) in required writing assignments, teacher-developed writing lessons, and text lessons. Students practice speaking and listening skills through speeches, presentations, conversations, individual and group presentations, and small and large group discussion. These are taught through the use of audio-visual and technological resources. Through portfolios of their work, students practice self-reflection and self-assessment.

**Social Studies 7** – Students will study selected major culture groups in Europe, Asia, Africa, and the Americas from approximately 500 A.D. through 1700 A.D. They will learn about social, political, and economic systems, and how various societies have developed these systems in order to meet their particular needs and wants. Students will learn that contemporary cultures are the descendants of earlier civilizations and are influenced by historical events. They will learn the connection to the ethnic and cultural diversity in our own society.

**Math 7** – Students will follow the 7<sup>th</sup> grade Common Core Content Standards. Seventh grade mathematics focuses on the application of ratios and proportional reasoning. Students develop an understanding of and apply proportional relationships. They develop a further understanding of operations with rational numbers and work with expressions and linear operations. Students solve problems involving scale drawings and informal geometric constructions. They work with two- and three-dimensional shapes to solve problems involving area, surface area, and volume. They draw inferences about populations based on samples. Students will solve problems, communicate ideas in both oral and written form, analyze and organize information, evaluate alternative mathematical approaches, and interpret results.

*Common Core Content Standards are taught in all math classes. The Mathematical Practice Standards apply throughout each math course offered and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.*

**Math7A** – This is the first year in a two-year accelerated course. Students will cover all of 7<sup>th</sup> grade Common Core standards, with the addition of some Standards for 8<sup>th</sup> grade, allowing students to cover 3 years of material in 2 years (7<sup>th</sup> and 8<sup>th</sup> grade). These additions from 8<sup>th</sup> grade include having students develop the concept of a function and use functions to describe quantitative relationships as well as analyze two- and three-dimensional space and figures using distance, angles, similarity and congruence. They grasp the concept of a function and use functions to describe quantitative relationships. Students learn and apply the Pythagorean Theorem. Students are expected to maintain a B- or better for placement into the Algebra 8 course in 8<sup>th</sup> grade.

*Common Core Content Standards are taught in all math classes. The Mathematical Practice Standards apply throughout each math course offered and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.*

**Physical Education** – Physical Education consists of a program of activities that are designed to develop good basic motor skills, physical fitness, nutrition, and fundamental movement patterns. Emphasis is placed on the importance of positive sportsmanship and cooperation, including respect for one another. Students are provided an introductory exposure to a wide variety of activities, including team sports, individual and dual sports, rhythms and aquatics.

**Science 7: Human Biology** – Students engage in hands-on discovery exercises and research activities that focus on life science in this one-year, activity-based course. Units include cell biology, genetics, evolution, human body systems (skeletal, muscular, circulatory, reproductive, and nervous systems, including the effects of drugs and refusal skills), and the physical science behind those living systems.

As students investigate and experiment through the units, they practice expository reading and writing, as well as construct knowledge through exploration/manipulation of materials, inquiry, direct instruction, and discussion.

# EIGHTH GRADE COURSE OF STUDY

**English 8** – All students in grade 8 continue to build their English/Language Arts skills in the areas of reading, writing, speaking and listening. These abilities are developed within the context of literature units that align with current CCSS standards. In 8<sup>th</sup> grade, the literature units include *Twelve Angry Men*, *The Adventures of Tom Sawyer*, *The House on Mango Street*, and *Twelfth Night*. Each novel is supplemented with extended texts including short stories, poetry and non-fiction texts such as news articles and essays. Students practice the conventions of language (grammar, spelling, punctuation, capitalization, etc.) through targeted practice and required writing assignments. Varied writing assignments include argument essays, response to reading, journal entries, and technical writing. Reading comprehension skills, such as questioning the text and other cognitive tools, are explained and practiced. Students practice speaking and listening skills through formal speech conversations, individual and group presentations, and small and large group discussion. Student's present work using appropriate technology.

**Social Studies 8** – Students will connect their past study of Colonial and Revolutionary era America to studies of United States geography, the Constitution and the beginning of the new Republic, and the social, economic, and political growth of the new nation. Students will learn about the conflicting forces, which led to events such as the War of 1812, the growth of political parties and sectionalism, the Westward Movement ("Manifest Destiny"), and the Civil War/Reconstruction. By studying the ethical, social, political, and economic questions, which Americans have dealt with historically, they, will be more aware of, and sensitive to, the social issues facing Americans today.

**Math 8** – Students will follow the 8<sup>th</sup> grade Common Core Standards. Eighth grade mathematics focuses on the algebra of linear relationships. Students formulate and reason about expressions and equations, including modeling an association in bivariate data with a linear expression and solving linear equations and systems of equations. They grasp the concept of a function and use functions to describe quantitative relationships. Students analyze two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and learn and apply the Pythagorean Theorem. Students continue to use and improve their skills in problem solving, communicating mathematical ideas in oral and written form, analyzing complex situations, organizing information, using computers and graphing calculators, and working independently and in groups.

*Common Core Content Standards are taught in all math classes. The Mathematical Practice Standards apply throughout each math course offered and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.*

**Algebra 8** – This is the second year in a 2-year accelerated course. This course completes the 8<sup>th</sup> grade Common Core Content Standards in addition to the Content Standards for algebra. Students formalize and extend the mathematics that students learned previously. Students deepen and extend their understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and engage in methods for analyzing, solving, and using quadratic functions. In 8<sup>th</sup> grade algebra, the focus is on solving linear, quadratic and exponential functions. Students are expected to maintain a B- or better for placement into Geometry in 9<sup>th</sup> grade. Pre-requisite: Math 7A or satisfactory completion of the Summer Bridge to Algebra Course.

*Common Core Content Standards are taught in all math classes. The Mathematical Practice Standards apply throughout each math course offered and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.*

**Physical Education** – Physical Education consists of a program of activities that are designed to develop good basic motor skills, nutrition, physical fitness and fundamental movement patterns. Emphasis is placed on the importance of positive sportsmanship and cooperation, including respect for one another. Students are provided an introductory exposure to a wide variety of activities, including team sports, individual and dual sports, rhythms and aquatics.

**Science 8: Physical Science** – Students engage in hands-on discovery exercises and research activities that focus on physical science in this one-year, activity-based course. Units include concepts in physics (motion, forces, energy, and flight), chemistry (structure of matter, the periodic table, reactions and organic chemistry), and astronomy (formation of the universe, galaxies, stars, our solar system, and moons/satellites). While investigating and exploring topics in these units, students practice expository reading and writing, data and math computation, and develop their understanding of the scientific method. Students construct knowledge through exploration and manipulation of materials, inquiry, direction instruction and discussion. Moreover, students are mentored and encouraged to complete an independent experiment and/or participate in our annual science fair. This course follows the CA state science standards and our district standards for science.

## **SUPPORT PROGRAMS**

Terman offers the following programs to assist students with academic success. All of the courses below would be taken in place of an elective course. They may be taken for more than 1 semester. Each class has designated criteria. Please consult with your child's counselor for questions and clarification.

### **AVID**

Advancement Via Individual Determination (AVID) is designed for students who are in the academic middle. Students will work on enhancing their study skills with the goal of successfully participating in college preparatory classes and eventually attending a four-year university. Students will learn how to advocate for themselves in academic and non-academic situations, which will help them begin to gain access to the same educational opportunities, that already successful students receive. Students will be able to obtain direct assignment assistance, study skills, curricular enrichment, participate in twice a week tutorials, and personal empowerment to feel validated and recognized in the school setting. Students are recommended for placement in AVID based on specific criteria. Final placement is a decision by the teacher, parents, and the student. This course is not listed in the elective section. Interested students should speak to their counselor.

### **ACADEMIC ENHANCEMENT**

This class is an intensive reading/language arts intervention program designed to move students toward reading proficiency. Instruction is provided through teacher directed lesson, the use of adaptive software, and age-appropriate fiction and nonfiction texts. The class meets eight times per week, usually twice a day. Students are enrolled in this program based on standardized test performance, school district criteria, and teacher recommendation. Parents should consult with their child's counselor for more information.

### **SPECIAL EDUCATION**

Students with an Individual Education Plan (IEP) will be enrolled in special education middle school instructional programs pursuant to their IEP. Parents should consult their child's counselor for more information. Instructional programs taught in special education at Terman include: Academic Communication, Academic Strategies and some modified core classes.

### **FOCUS ON SUCCESS**

This class is for 7<sup>th</sup> or 8<sup>th</sup> grade students who need help staying organized and completing homework assignments. It is designed to help struggling learners by teaching study skills strategies. Placement is based on counselor and teacher recommendations. Parents should consult with their child's counselor for further information.

## **EL (English Learner) PROGRAM**

Students who register in the Palo Alto Unified School District (PAUSD) must complete a home language survey. If that document indicates that English is not the student's primary language, the student is required to take a state mandated language exam (the CELDT – California English Language Development Test) with the school site EL Coordinator. Those who demonstrate fluency in speaking, listening, reading and writing are designated fluent (RFEP: Redesignated Fluent English Proficient) and will follow the same schedule as all other mainstream students. Those who do not demonstrate fluency in speaking, listening, reading and writing are designated English Learners (ELs) and receive English language instruction according to the following model:

### **Sixth Grade – EL Students**

Sixth grade students in the beginning and intermediate range of English acquisitions will enter the English Learner Program and take English Language Learners English Language Arts (ELL ELA) and English Language Learners Social Studies (ELL SS). These classes are designed to support English Learners in Language Arts and Social Studies while developing a solid English language foundation. Students in these classes will have up to two periods of Sheltered EL Instruction daily in Language Arts and/or Social Studies.

The goal of the ELL ELA course is for students to build and improve on the English skills that they have already acquired in order to succeed in their academic endeavors. In order to comprehend content material better and become more comfortable using the English language, students will be completing activities in Reading, Writing, Listening, and Speaking, which are aligned to state standards and Common Core. The goal of the ELL SS course is for students to acquire Social Studies content and vocabulary while being supported as English Language Learners.

Criteria for selecting students are based solely on data: class grades, state test scores, etc. This is a separately graded class where instruction is delivered by a highly qualified, certificated teacher who specializes in teaching English as a Second Language.

\*The 6<sup>th</sup> grade early advanced and advanced fluency level or RFEP (Redesignated Fluent English Proficient) students are enrolled in a one period daily class (ALD) that will focus on English language skills, Reading Comprehension, and Academic Language and Writing support. This class will replace one elective course. See ALD course description below for further details.

### **Seventh and Eighth Grade – EL Students**

Seventh and eighth grade students in the beginning and intermediate range of English acquisition will enter the English Learner Program and take English Language Learners English Language Arts (ELL ELA) and English Language Learners Social Studies (ELL SS). These classes are designed to support English Learners in Language Arts and Social Studies while developing a solid English language foundation. Students in these classes will have up to two periods of Sheltered EL Instruction daily in Language Arts and/or Social Studies.

The goal of the ELL ELA course is for students to build and improve on the English skills that they have already acquired in order to succeed in their academic endeavors. In order to comprehend content material better and become more comfortable using the English language, students will be completing activities in Reading, Writing, Listening, and Speaking, which are aligned to state standards and Common Core. The goal of the ELL SS course is for students to acquire Social Studies content and vocabulary while being supported as English Language Learners.

Criteria for selecting students are based solely on data: class grades, state test scores, etc. This is a separately graded class where instruction is delivered by a highly qualified, certificated teacher who specializes in teaching English as a Second Language.

\*The 7<sup>th</sup> and 8<sup>th</sup> grade early advanced and advanced fluency level or RFEP (Redesignated Fluent English Proficient) students are enrolled in a one period daily class, ALD, which will focus on English language skills, Reading Comprehension, and Academic Language and Writing support. This class may replace one elective course and the remainder of their schedule is not affected. See ALD course description below for further details.



**Academic Language Development (ALD)**

This course is designed to support upper level EL students and reclassified English Learners (students who have exited the EL program -- RFEP). The class uses specifically designed curriculum to aide students in expository writing (eg: writing research reports), narrative and expository reading comprehension (eg: reading fiction and nonfiction texts), academic vocabulary development, and the use of spoken academic language in the core content areas (eg: reading and listening skills in all classes). Also integrated into the curriculum are organization and study skills.

This yearlong class will take the place of one of your students' elective periods and the remainder of their schedule is not affected as ALD. Criteria for selecting students are based solely on data: class grades, state test scores, etc. This is a separately graded class where instruction is delivered by a highly qualified, certificated teacher who specializes in teaching English as a Second Language.

The goal of the class is to prepare English learners for success in using academic listening, speaking, reading, and writing skills in preparation for high school college preparation courses. Academic language is the language used in textbooks, in classrooms, and on tests. It is different in structure and vocabulary from the everyday spoken English of social interactions. Many students who speak English well have trouble comprehending the academic language used in high school and college classrooms.

<b>Terman Middle School</b>		
<b>Criteria for ELL or ALD Class Placement</b>		

<b>Student Designation</b>	<b>Criteria</b>	<b>Class Placement</b>
<b>RFEP 6, 7, or 8</b> (Redesignated)	High State/District Test Scores High Grades High 4/5 CELDT scores Consultation with Teacher	Mainstream ELA and SS
<b>RFEP 6, 7, or 8</b> (Redesignated)	Average State/District Test Scores Average Grades 4/5 CELDT scores over 2 years' time Consultation with Teacher	Mainstream ELA and SS <b>**ALD SUPPORT **</b>
<b>EL 6, 7, or 8</b>	CELDT level 4 and 5	Mainstream ELA and SS <b>**ALD SUPPORT **</b>
<b>EL 6, 7, or 8</b>	CELDT level 1, 2, and 3	ELL Class for SS and ELA

**\*\*RSP, AVID, or Read 180 qualifies as support in place of ALD if student is CELDT 4/5 and/or RFEP\*\***

<b>EL Program Outline</b>	
<b>6th Grade</b>	
<p><b>ELL LA and ELL SS – 6</b></p> <p>*Beginning/Early Intermediate/Intermediate Proficiency Levels</p> <p>*Students receive embedded support in sheltered Language Arts and Social Studies classes.</p>	<p><b>EL 6 – ALD</b></p> <p>*Academic Language Development</p> <p>*Early Advanced/Advanced proficiency and RFEP</p> <p>*Students work on all different types of academic writing, reading comprehension, grammar development and receive homework support.</p>
<b>7th Grade</b>	
<p><b>ELL LA and ELL SS – 7</b></p> <p>*Beginning/Early Intermediate/Intermediate Proficiency Levels</p> <p>*Students receive embedded support in a sheltered Language Arts (English) and/or Social Studies (History) class.</p>	<p><b>EL 7 - ALD</b></p> <p>*Academic Language Development</p> <p>*Early Advanced/Advanced proficiency and RFEP</p> <p>*Students work on all different types of academic writing, reading comprehension, grammar development and receive homework support.</p>
<b>8th grade</b>	
<p><b>ELL LA and ELL SS – 8</b></p> <p>*Beginning/Early Intermediate/Intermediate Proficiency Levels</p> <p>*Students receive embedded support in a sheltered Language Arts (English) and/or Social Studies (History) class.</p>	<p><b>EL 8 - ALD</b></p> <p>*Academic Language Development</p> <p>*Early Advanced/Advanced proficiency and RFEP</p> <p>*Students work on all different types of academic writing, reading comprehension, grammar development and receive homework support.</p>

**Primary Language Tutors**

Tutors are assigned *only* to Beginning and Early Intermediate proficiency levels. Tutors work with individual students in Science and/or Math classes where they support the delivery of content material. Additionally, they may add support for comprehending classroom instruction and completing assignments.

## ELECTIVES

### **\*\* IMPORTANT NOTICE \*\***

The following pages list elective courses, divided into full year and semester lists. Please be sure to fill out the separate elective sheet completely. **The elective sheet is due no later than Friday, February 27, 2015.**

Elective classes are offered based on the number of students signing up for these classes. The master schedule will be developed after elective sheets have been received and tabulated.

**PLEASE NOTE:** This catalog must be produced before decisions about budget and staffing are made for the 2015 – 2016 school year. Although we hope to offer all of these classes, we may have to cancel some. We will cancel any which do not have sufficient enrollment (30 students in most cases.) It is **very important** that students indicate their elective choices in the order desired. We will do our best to assign students to an elective of their choice.

***Terman will do its best to ensure that students are scheduled into the electives they have chosen, but due to scheduling challenges we are not able to guarantee it.***

# FULL-YEAR ELECTIVES

## **Band**

7<sup>th</sup> and 8<sup>th</sup> grade

Year

7th Grade Concert Band and 8th Grade Symphonic Band are for students who are continuing to study a woodwind, brass, or percussion instrument. These ensembles will perform at formal concerts, travel to elementary schools to perform assembly programs, participate in band festivals, and march in the May Fete Parade. Band members may also participate in other music activities such as Chamber Ensembles, Terman Jazz Ensemble, and County and State Honor Bands.

During class rehearsals students will prepare for performances, improve their instrument technique, and study more advanced music reading skills. Both ensembles will perform music from a variety of musical styles and periods including Renaissance, Baroque, Classical, Romantic, Folk Songs from different cultures, Rock, Popular, Jazz, Broadway and Movie Music.

## **Choir**

7<sup>th</sup> and 8<sup>th</sup> grade

Year

This class is for students who love to sing! In 7<sup>th</sup> and 8<sup>th</sup> grade choir, students will develop and improve their natural instrument of the voice, continue to learn to read music and increase their musicianship skills, perform together in a supportive environment, and create a community of friends through music making. The choir will perform a wide variety of choral music including music of different styles, languages, and cultures – we sing classical, Broadway, pop, and music in many languages. There will also be opportunities for solo and ensemble singing for those who are interested. In addition to music learning and games in class, the choir will perform in concerts, festivals, elementary school tours, and other events in the school and local community. Overnight tour travel opportunities, Honor Choir, and A Cappella ensembles may be available to choir members.

## **Orchestra**

7<sup>th</sup> and 8<sup>th</sup> grade

Year

The 7th and 8th grade Orchestra continues to build on the skills, knowledge, and techniques of playing a stringed instrument. Prior study on a stringed instrument is required. A wide variety of music is selected to expose students to different styles, musical periods, and cultures as well as to advance technique and explore musical expression. Students have several performance opportunities, such as school concerts and assemblies, a tour to elementary schools, and attendance at a music festival. Overnight tour travel opportunities may be available. Students will play music from all time periods, including music from the traditional classical canon, movie scores, and pop music. Students also have opportunities to play in small ensembles such as string quartets. Students enrolled in 7<sup>th</sup> and 8<sup>th</sup> grade Orchestra can also have the opportunity to audition for the advanced Chamber Orchestra if they would like.

	7 <sup>th</sup> grade	8 <sup>th</sup> grade
<b><u>World Languages</u></b>	<b>French</b> 1A <b>Spanish</b> 1A <b>Japanese</b> 1A <b>Mandarin</b> 1A <b>German</b> 1A	<b>French</b> 1B <b>Spanish</b> 1B

## **General Course Descriptions**

Students of French, German, Japanese, Spanish, and Mandarin will develop growing proficiency in the four skills of listening, speaking, reading, and writing, and gain understanding of the structure of the language appropriate to the level of instruction. They will also gain a familiarity with and appreciation of the culture of the world language.

Five languages are currently offered to students – Spanish, French, German, Japanese, and Mandarin. The number of students enrolled will determine whether the class ultimately will be available. With a pre-enrollment of at least 24 students, beginning language courses (the 1A series) will be offered. As soon as course requests are tallied, students will be notified in the event the language they have requested will not be taught at their school of attendance.

Each world language course develops self-confidence through the study of a second language and fosters an appreciation for that language and its culture. In selecting a world language, students should be guided primarily by their own interests.

Capable students who wish to study more than one language at a time may do so. Homework in world language classes is given daily.

Seventh graders enroll in the course numbered 1A. In the 8<sup>th</sup> grade, they continue with the course numbered 1B. This two-year sequence in middle school is equivalent to the first year of high school study, allowing students to enter level 2 as ninth grader. This is a great way to get a jump-start on the new A-G requirements needed to graduate from high school. The district guarantees a sequence of three levels in each language, but the district does not guarantee offering all languages at all middle school or both high schools. However, two years of high school world language study is a requirement for applications to the University of California (UC) or California State University (CSU) state, and the UC system recommends 3 years.

\* IMPORTANT NOTE (FOR NATIVE SPEAKERS): *Level 1A and B world language classes are designed for non-native speakers of the target language. Students who are native or semi-native speakers are encouraged to enroll in another language in middle school and then enroll in their own language as juniors or seniors in high school.*

## **The Standards for World Language Learning – The Five C's**

In all of the world language classes teachers incorporate into the course work the national standards for world language learning. These standards overlap each other in instruction and help make foreign language learning relevant and meaningful. The five standards are:

### **COMMUNICATION**

Communicate in Languages Other than English

- 1.1 Interpersonal Communication - Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- 1.2 Interpretive Communication - Students understand and interpret written and spoken language on a variety of topics.
- 1.3 Presentational Communication - Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

### **CULTURES**

Gain knowledge and Understanding of Other Cultures

- 2.1 Practice of Culture - Students demonstrate an understanding of the relationships between the practices and perspectives of the cultures studied.
- 2.2 Products of Culture - Students demonstrate an understanding of the relationships between the products and perspectives of the cultures studied.

### **CONNECTIONS**

Connect with Other Disciplines and Acquire Information

- 3.1 Furthering Connections - Students reinforce and further their knowledge of other disciplines through the foreign language.
- 3.2 Acquiring Information - Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its culture.

### **COMPARISONS**

Develop Insight into the Nature of Language and Culture

- 4.1 Language Comparisons - Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
- 4.2 Cultural Comparisons - Students demonstrate understanding of the concept of culture through comparisons of the culture studied and their own.

### **COMMUNITIES**

Participating in Multilingual Communities at Home and Around the World

- 5.1 School and Community - Students use the language both within and beyond the school setting.
- 5.2 Life-long Learning - Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

## SEMESTER ELECTIVES

### Art

Prerequisite: None

7<sup>th</sup> and 8<sup>th</sup> grade

Semester

In the elective art class, students develop their knowledge of visual art as a means of communicating and expressing ideas. Through both whole-class instruction and independent art making, students explore and build their skills in various materials and techniques, including drawing, painting, printmaking, collage, ceramics and sculpture. They will become increasingly self-directed in their art making, be able to set goals and strategies for an art work in progress, discuss and evaluate their work and the work of others both others, and become aware of future opportunities to incorporate art in their lives through high school and beyond. The class is based on the framework of the new National Core Art Standards. Students are invited to take the class as often as they wish.

### Drama (1A)

Prerequisite: None

7<sup>th</sup> and 8<sup>th</sup> grade

Semester

This is a beginning theatre course that offers a more in-depth exploration of theatre skills and techniques that were learned in the drama wheel class. Students will study pantomime, improvisation, different theatre terms and script construction. Students will participate in projects that will include writing, memorizing and performing scenes, plays, skits, and poems for the class. The class will not only cover the performance side of theatre but an introduction to the “behind the scenes” technical aspects involved in every production including set and costume design. This class focuses on development of communication, self-confidence, and cooperative learning through the use of performance. The culmination of this class is an in-class production to which families and friends will be invited.

### Drama (1B)

Prerequisite: Drama 1A, Musical Theatre, or Instructor Approval

7<sup>th</sup> and 8<sup>th</sup> grade

Semester

This course is a continuation of what was learned in Drama 1A. The class will start with the basics of pantomime and improvisation. Students will then move on to study the different theatre terminology and parts of a story. Students will be expected to write, memorize, direct, and perform scenes, monologues, plays, and skits for the class. The students will also further their skills in technical aspects of theatre productions. We will focus on prop and set design and may assist with the school productions. Students will also have further exposure to Shakespeare’s plays by performing scenes from some of his works. We will then explore a unit on musical theatre and choreography. Finally, towards the end of the semester, the class will rehearse and perform a play for parents/guardians and other students during class time. This class will prepare the student to continue theatre during high school if they so choose.

### Musical Theatre

Prerequisite: None

7<sup>th</sup> and 8<sup>th</sup> grade

Semester

This class will study musical plays and will perform in the school musical. The class will also provide an opportunity to become familiar with many aspects of theatre, students will experience coursework in acting, singing, and movement in order to develop characters, practice vocal development and articulation, improve their stage presence and movement skills, and work on the sets costumes, and props for the musical play. Students will also have the opportunity to practice ensemble singing/dancing techniques and to develop solo skills in preparation for the end of semester performance.

## **Computer Applications**

Prerequisite: None

7<sup>th</sup> and 8<sup>th</sup> grade

Semester

Computer Applications is a survey course that will offer students an opportunity to explore various software programs such as: Word, PowerPoint, Excel, Photoshop CS5, and Flash CS5. Using Word, students will learn how to design and produce a variety of documents including brochures, flyers, and newsletters. Students will create simple presentations in PowerPoint and cover how to create and edit slides, insert clipart, apply designs, add hyperlinks and sound. Our study of Excel will introduce students to spreadsheets and graphs, formatting data, and how to work with formulas. Adobe Photoshop CS5 is a key component in desktop publishing, multimedia design, and web design. Students will work with selections, layer basics, layer effects, filters, masks, and advanced compositing. Adobe Flash CS5 offers the most advanced authoring environment for rich, interactive content creation. Topics covered include: creating and editing symbols, using the timeline and layers, learning the basics of symbols and the flash library, adding animation with motion tweens and working with sound and video. Students will also practice keyboarding a portion of each class period

## **Web Design**

Prerequisite: Computer Applications

7<sup>th</sup> and 8<sup>th</sup> grade

Semester

This class is an introduction to basic Web Page Design. Students will study HTML, Dreamweaver, Photoshop, Flash, and Scratch. Students will learn how to use HTML to design their own web pages ultimately leading to the use of a WYSIWYG editor (Macromedia Dreamweaver). This course covers the fundamental concepts necessary for the construction of web pages using the basic building blocks of Hypertext Markup Language (HTML) and Cascading Style Sheets (CSS). Students will develop websites that will include inter- and intra-document links, color and graphics, document and image formatting, sound and video. A hands-on approach will be used throughout this course so that the students can “learn-by-doing.” At the end of the course, students will have a solid understanding of how the different components of Dreamweaver fit together by completing a series of creative exercises. In addition, this course provides students with advanced instruction in graphic editing and animation software using Photoshop CS5 and Flash CS5. Students will be introduced to Scratch, a programming language that makes it easy to create interactive stories, animations, games, music, and art. While there are no specific prerequisites for this class, students must be familiar with the basic operations of file management, i.e. creating folders, files, and understanding file paths.

## **Creative Writing**

Prerequisite: None

7<sup>th</sup> and 8<sup>th</sup> grade

Semester

In this course, students will have the opportunity to experiment with several modes of creative writing, including poetry, ballads, narratives, autobiographical incidents, fictional articles, descriptive writing, fairy tales, and various types of short stories. Students will likewise explore the richness of character development, scene, dialog, and figurative language. As their final project of the semester, students will write, illustrate, and present a fictional short story to the class. Students will be encouraged to write for publication and for contests.

## **Home Economics (Family and Consumer Sciences)**

Prerequisite: None

7<sup>th</sup> and 8<sup>th</sup> grade

Semester

This practical course utilizes fun, hands-on activities covering many areas of home economics/family and consumer science education. Students will be given the opportunity to develop leadership and living skills in this project-oriented class. Students will be able to explore topics such as kitchen and food safety, nutrition and health, consumer education, basic sewing and textile arts. Food Preparation labs will be conducted on a weekly basis throughout the semester. The labs will focus on baking skills and uses of tools and ingredients that support baking in the fall semester and menu planning and cooking that is focused on meals of the day, breakfast, lunch, and dinner in the spring semester. A cookbook is issued at the end of the semester containing all of the recipes prepared in the lab kitchens.



### **School Service**

Prerequisite: None

7<sup>th</sup> and 8<sup>th</sup> grade

Semester

**School Service is very limited semester elective.** Students in School Service work in the school offices, the library, or serve as department or teacher assistants. School Service students must be reliable and able to work with a minimum of supervision. Students will be asked to indicate whether they are willing to be assigned to school service. Administration and counselors assign school service on an as needed basis.

### **Leadership**

Prerequisite: None

8<sup>th</sup> grade

Semester

The Leadership class is designed to provide students the opportunity to analyze and engage in leadership and work on speaking and presentation skills. They have opportunities to examine the life of a public leader they admire and discuss leadership characteristics. Time will be spent designing and organizing service projects around the school and community. Students are crucial members of the Terman community as they produce and run small group meetings, facilitate whole-school activities such as spirit days and lunchtime activities, and design school dances. The students examine group dynamics, habits of effective teens, and gain skills including but not limited to time management, activity planning, public speaking and presentations.

### **Industrial Technology 1A**

Prerequisite: None

7<sup>th</sup> and 8<sup>th</sup> grade

Semester

This course exposes to aspects of a working in a technical environment. Students will be given design challenges in which they will design a product that will solve a challenge. They will then draw the solution using traditional drafting techniques. They complete the process by building a prototype of their solution. Challenges include pen making, structures/wooden-bridges, wind conversion warriors, beginning automata, and Orthographic projections.

### **Industrial Technology 1B**

Prerequisite: Industrial Technology 1A

7<sup>th</sup> and 8<sup>th</sup> grade

Semester

This course contains more advanced challenges than course 1A with projects. Projects include pencil making, trebuchets, CAD, electricity, soldering, how to use multi-meter, design and make a CO2 racecar.

### **Media Studies/ Broadcast Journalism**

Prerequisite: None

7<sup>th</sup> and 8<sup>th</sup> grade

Semester

Students will investigate techniques of video production from pre production to planning, to production (videotaping), and post production (editing). Students will learn the grammar of film production and the power of the media through journalism as they study different areas of filmmaking including PSA's (Public Service Announcements), commercials, news segments, magazine format stories, and documentaries. Students will learn television production skills and produce daily broadcast announcements through TTBTv. There will be hands on training in video production skills including scripting, shot set up, interview techniques, lighting, sound, music, and editing. The fundamentals and safety of operating a camcorder, tripod, and editing equipment will be stressed. The course will culminate in an exhibition of original student video projects. Operation of broadcast newsrooms, ethics in broadcast journalism, interviewing techniques, and media criticism will also be examined in the course. **May be repeated for more than one semester.**

## Public Speaking

Prerequisite: None

7<sup>th</sup> and 8<sup>th</sup> grade

Year/Semester

The ability to speak well and present with confidence are valuable skills that will be developed during this class. Students will learn how to effectively prepare and present speeches and presentations. By emphasizing such skills as research, critical reading, writing, creativity, and organization, this class helps to reinforce skills that students will use in other academic subjects as well as in life. The goal of this class is for students to be confident and effective speakers by the end of the semester.

## Yearbook/Journalism

Prerequisite: None

7<sup>th</sup> and 8<sup>th</sup> grade

Semester

This course is designed to teach the skills necessary to produce the school yearbook. Students study aspects of journalism including layout and design techniques, photography, writing and editing copy, and how to write headlines and captions. Student's study and practice gathering and analyzing information, interviewing, and photography. Students will learn proofing strategies and edesign – a graphic design program. Please note that sometimes deadlines require student's work after school. **May be repeated for more than one semester.**

## Human Geography

Prerequisite: None

7<sup>th</sup> and 8<sup>th</sup> grade

Semester

Students will learn about the five themes of geography: place, location, region, movement, and human-environment interaction. Students will work on project-based issues in collaborative groups to research real human environmental issues that the work world faces today. Students will create proposals for real-world alternative to practices. The topics that will be discussed and taught include: water management, energy, climate, and transportation. **Most of the course work will be completed during the class period.**

## Money Matters

Prerequisite: None

7<sup>th</sup> and 8<sup>th</sup> grade

Semester

Students will learn about saving money and investing. Students will manage a virtual portfolio for the semester. Students will learn budgeting skill sand will complete a group project managing the budget for an activity as well as completing comparison-shopping activities. Students will learn about credit and the implications of good credit and bad credit. Students will apply this knowledge towards an investigation into the cost of purchasing a car. Projects will be tracked and managed via spreadsheets. **Most of the course work will be completed during the class period.**

## Marine Biology

Prerequisite: None

7<sup>th</sup> and 8<sup>th</sup> grade

Semester

This course will explore properties of water, marine geology, marine ecosystems, and the creatures that live in them. Students will learn about marine biology through a variety of activities, such as hands-on lessons, laboratories, experiments, and individual and group project/activities. There will also be a marine biology field trip during the semester.