

**PALOS VERDES PENINSULA  
UNIFIED SCHOOL DISTRICT**

**INTERMEDIATE SCHOOL  
COURSE HANDBOOK**

**2018-2019**



**MIRALESTE  
INTERMEDIATE  
SCHOOL**

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**PALOS VERDES  
INTERMEDIATE  
SCHOOL**

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**PALOS VERDES PENINSULA UNIFIED SCHOOL DISTRICT**

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## FOREWORD

The intermediate school program, comprised of grades six, seven, and eight, has been developed to meet the needs our students for the 21<sup>st</sup> century. The program is designed to provide a curriculum particularly appropriate to the eleven to fourteen-year-old student and to provide a gradual transition between the largely self-contained elementary classroom and the complete departmentalization of the high school. Since the District's unification in 1961, the intermediate program has been reviewed each year in an effort to improve course offerings and enhance instructional approaches for this age level student.

The staffs of the intermediate schools are dedicated to providing meaningful learning experiences for each student during this important three-year period. All of the courses offered are aligned to the State Standards and the California *Educational Code*. The standards are based on clear expectations for students and specify skills which all students are expected to master. These standards form the basis for the instructional program and the measurement of student, classroom, school, and District performance.

**(Not all courses are offered at all intermediate schools. Please refer to your school's individual scheduling sheet for a complete listing of courses offered at your site.)**

The Palos Verdes Peninsula Unified School District, an Affirmative Action-Equal Opportunity Employer, does not discriminate in educational programs and activities or in the employment of personnel and the process therein on the basis of sex, national origin, color, religion, age, or physical handicap.

**Palos Verdes Peninsula Unified School District  
INTERMEDIATE STUDENT PROGRAM**

The intermediate school program, for sixth, seventh, and eighth grade students, is shown below:

<b>Grade 6</b>		<b>Grade 7</b>		<b>Grade 8</b>	
<b>Period</b>	<b>Subjects</b>	<b>Period</b>	<b>Subjects</b>	<b>Period</b>	<b>Subjects</b>
1	Language Arts	1	Language Arts	1	Language Arts
2	Mathematics	2	Mathematics	2	Mathematics
3	Social Studies	3	Social Studies	3	Social Studies
4	Science	4	Science	4	Science
5	Physical Education <u>OR</u> Physical Education with Elective	5	Physical Education <u>OR</u> Dance PE	5	Physical Education <u>OR</u> Dance PE
6	Electives <u>OR</u> World Language 1A	6	Electives & Health <u>OR</u> World Language 1B & Health	6	Electives <u>OR</u> World Language 1 or 2

# Sixth Grade Core Course Descriptions

## LANGUAGE ARTS 6

In accordance with the California Language Arts Content Standards, this course covers standards-based instruction in vocabulary development, reading comprehension, and written literary response and analysis. Students study reading through culturally and historically significant literary works and a variety of high-interest informational pieces directly related to the literary selections.

## MATHEMATICS 6

### **Palos Verdes Core Mathematics 6 (PVCM 6)**

In accordance with the California State Standards for mathematics, grade 6 instructional time will focus on five 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; (4) developing understanding of statistical thinking; and (5) solving problems involving area, surface area, and volume. The Standards for Mathematical Practice will complement the content standards so that students increasingly engage with the subject matter as they grow in mathematical maturity and expertise.

### **Palos Verdes Core Mathematics 6 Accelerated (PVCM 6 Accelerated)**

This accelerated course contains more depth and rigor in all critical areas of PVCM 6. The Standards for Mathematical Practice will complement the content standards so that students increasingly engage with the subject matter as they grow in mathematical maturity and expertise. The classwork moves at a rapid pace requiring students to rise to the challenge by spending the time to learn each complex topic with diligence and dedication. The course may require additional homework.

## PHYSICAL EDUCATION 6

In accordance with the California Physical Education Content Standards and California Educational Code, this course includes physical fitness exercises designed to develop the individual student's muscular and cardio-vascular systems. Cooperative games and activities that enhance teamwork and social skills also are part of the program. The

basic concepts of aerobics and anaerobic exercise and goal setting designed to live a healthy life-style are emphasized.

## **SCIENCE 6**

In accordance with the Next Generation Science Standards, students in grades six through eight will experience an integrated learning progression model. Grade six science includes topics from life science, earth science, physical science, and engineering. Students will actively engage in science and engineering practices and apply the crosscutting concepts of patterns, systems and system models, and structure and function, to deepen their understanding of the core ideas in Science 6.

## **SOCIAL STUDIES 6**

In accordance with the California History/Social Science Content Standards, students in sixth grade expand their understanding of prehistory and history by studying the people, places, and events that ushered in the dawn of major western and non-western ancient civilizations up to 500 AD. The course emphasizes everyday life, problems and accomplishments, the establishment and spreading of ideas, and the developing social, economic, and political structures. Students develop higher levels of critical thinking by analyzing the interactions among the various cultures and identifying their enduring contributions.

# Seventh Grade Core Course Descriptions

## HEALTH 7 (Trimester Class)

In accordance with the California *Education Code*, this trimester course is designed to help students make informed decisions about their health, includes units of study in wellness, nutrition, mental/emotional health, substance abuse prevention, AIDS prevention education, assertiveness, consumer awareness, and communicable disease education. Emphasis is placed on real-life communication skills, assertive skills, refusal skills, and decision-making skills. **(Grade 7 students enrolled in Chinese 1B or Spanish 1B must meet the 7<sup>th</sup> grade health requirement by enrolling in the site specific class offered)**

## LANGUAGE ARTS 7

In accordance with the California Language Arts Content Standards, this comprehensive course integrates literature and content area reading to develop writing, reading, speaking, and listening skills. Students improve their writing skills by writing various types of paragraphs and essays that emphasize sentence structure, grammar, punctuation, capitalization, and spelling. The elements of Language Arts 7 conform to the California Language Arts Content Standards for seventh grade.

## MATHEMATICS 7

### **Palos Verdes Core Mathematics 7 (PVCM 7)**

In accordance with the California State Standards for mathematics, grade 7 instructional time 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 and evaluation of probability models. The Standards for Mathematical Practice will complement the content standards so that students increasingly engage with the subject matter as they grow in mathematical maturity and expertise.

### **Palos Verdes Core Mathematics 7/8 Accelerated (PVCM 7/8 Accelerated)**

This accelerated course contains more depth and rigor in all critical areas of PVCM 7 and a deeper understanding of content knowledge in additional areas of the eighth grade standards including, but not limited to (1) formulating and

reasoning about expressions and equations, including modeling and association in bivariate data with a linear equation, graphing linear equations, and writing linear equations in different forms; (2) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. The Standards for Mathematical Practice will complement the content standards so that students increasingly engage with the subject matter as they grow in mathematical maturity and expertise. The classwork moves at a rapid pace requiring students to rise to the challenge by spending the time to learn each complex topic with diligence and dedication. The course may require additional homework.

## **PHYSICAL EDUCATION 7**

In accordance with the California Physical Education Content Standards and the California *Education Code*, students are given the opportunity to develop personal skills for team and individual sports/activities and intramural competition. Students will work toward meeting the six standards of the California Physical Fitness Test, including exercises designed to promote body strengths, flexibility, and cardiovascular aerobic capacity.

### **PHYSICAL EDUCATION 7 DANCE** (open to all ability levels)

In accordance with California Content Standards in Physical Education, students will study, explore, and experience various genres of dance including dance elements, history, composition, choreography, and performance skills. These students may perform at school, festivals, and other events in the Southern California area. Students may choose to participate in Dance as their Physical Education if they are enrolled in the year-long dance class, otherwise, they take the course as an elective option and are enrolled in Physical Education. This course prepares students to continue a dance experience in 8<sup>th</sup> grade and high school.

## **SCIENCE 7**

In accordance with the Next Generation Science Standards, students in grades six through eight will experience an integrated learning progression model. Grade seven science includes topics from life science, earth science, physical science, and engineering. Students will actively engage in science and engineering practices and apply the crosscutting concepts of energy and matter and cause and effect to deepen their understanding of the core ideas in Science 7.

## **SOCIAL STUDIES 7**

In accordance with the California Social Studies Content Standards, students in seventh grade study the social, cultural, and technological changes that occurred in Europe, Africa, Asia, and Meso-America from 500-1789 A.D. They study the history and geography of the great civilizations, the exchange of ideas, beliefs, technologies and commodities among the people, and examine economic development among the civilizations. Students assess the political forces of the Enlightenment, particularly the rise of democratic ideas, and their continuing influence.



# **Eighth Grade Core Course Descriptions**

## **LANGUAGE ARTS 8**

### **Language Arts 8**

In accordance with the California Language Arts Content Standards, students explore the many forms of American literature, emphasizing the structure, style, and techniques used by the authors in poetry, the short story, and the novel. Expository texts feature consumer materials, use of the thesaurus, *Reader's Guide*, index, atlas, and dictionary. Students continue the development of vocabulary, writing strategies, and listening and speaking skills as essential elements in the mastery of California Language Arts Content Standards for eighth grade.

### **Language Arts 8 Accelerated**

In accordance with the California Language Arts Content Standards, this course includes all topics covered in Language Arts 8, but reviews with increased depth and at a more rapid pace. Canonical status texts, independent creative writing projects, secondary source research, and literary theory/critical analysis provide additional focus for the accelerated student. This course may include additional homework and class work.

## **MATHEMATICS 8**

### **Palos Verdes Core Mathematics 8 (PVCM 8)**

In accordance with the California State Standards for mathematics, PVCM 8 instructional time 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. The Standards for Mathematical Practice will complement the content standards so that students increasingly engage with the subject matter as they grow in mathematical maturity and expertise.

### **Algebra 1**

In accordance with the California State Standards for mathematics, Algebra 1 instructional time will focus on four critical areas: (1) deepen and extend understanding of linear and exponential relationships; (2) contrast linear and

exponential relationships with each other and engage in methods for analyzing, solving, and using quadratic functions; (3) extend the laws of exponents to square and cube roots; and (4) apply linear models to data that exhibit a linear trend. The Standards for Mathematical Practice will complement the content standards so that students increasingly engage with the subject matter as they grow in mathematical maturity and expertise.

### **Algebra 1 Honors**

In accordance with the California State Standards for Mathematics, Algebra 1 Honors instructional time focuses on four critical areas: (1) deepen and extend understanding of linear and exponential relationships; (2) contrast linear and exponential relationships with each other and engage in methods for analyzing, solving, and using quadratic functions; (3) extend the laws of exponents to square and cube roots; and (4) apply linear models to data that exhibit a linear trend. A comprehensive understanding and application of mathematical functions is emphasized throughout the course. The Standards for Mathematical Practice complement the content standards so that students increasingly engage with the subject matter as they grow in mathematical maturity and expertise. This accelerated course places a strong emphasis on the depth and rigor in all critical areas of the California State Standards for Algebra 1 with a focus on increased rate and depth of inquiry of instruction, discovery, individual study, problem solving, and opportunity for mathematical discourse. The coursework moves at a rapid pace requiring students to rise to the challenge by spending the time necessary to learn each complex topic with diligence and dedication. The course may require additional homework.

### **Geometry Honors**

In accordance with the California State Standards for mathematics, instructional time in Geometry Honors will focus on six critical areas: (1) establish criteria for congruence of triangles based on rigid motions; (2) establish criteria for similarity of triangles based on dilations and proportional reasoning; (3) informally develop explanations of circumference, area, and volume formulas; (4) apply the Pythagorean Theorem to the coordinate plan; (5) prove basic geometric theorems; and (6) extend work with probability. The Standards for Mathematical Practice will complement the content standards so that students increasingly engage with the subject matter as they grow in mathematical maturity and expertise. The classwork moves at a rapid pace requiring students to rise to the challenge by spending the time to learn each complex topic with diligence and dedication. The course may require additional homework.

## **PHYSICAL EDUCATION 8**

In accordance with the California Physical Education Content Standards and the California Education Code, this course will provide students the opportunity to develop personal skills for team and individual sports and activities as well as intramural competition, rhythmic activities, gymnastics, and physical fitness. Within the eight components of the Physical Education Content Standards, students will build body strength, flexibility, and cardiovascular aerobic capacity.

### **PHYSICAL EDUCATION 8 DANCE** (open to all ability levels)

In accordance with California Content Standards in Physical Education, students will study, explore, and experience various genres of dance including dance elements, history, composition, choreography, and performance skills. These students may perform at school, festivals, and other events in the Southern California area. Students may choose to participate in Dance as their Physical Education if they are enrolled in the year-long dance class, otherwise, they take the course as an elective option and are enrolled in Physical Education. This course prepares students to continue a dance experience at the high school.

## **SCIENCE 8**

### **Science 8**

In accordance with the Next Generation Science Standards, students in grades six through eight will experience an integrated learning progression model. Grade eight science includes topics from life science, earth science, physical science, and engineering. Students will actively engage in science and engineering practices and apply the crosscutting concepts of stability and change, scale, proportion and quantity to deepen their understanding of the core ideas in Science 8.

### **Science 8 Accelerated**

In accordance with Next Generation Science Standards, this accelerated course includes all the elements in Science 8, but covers the material at a more expeditious pace. This course also includes nuclear chemistry and radioactivity, more extensive laboratory experiments, sophisticated reports, and independent research projects geared toward science fair exhibitions. This course may include additional homework and class work.

## **SOCIAL STUDIES 8**

In accordance with the California Social Studies Content Standards, this course examines the ideas, issues, and events that led to the American Revolution, the framing of the Constitution, and the myriad of events that lead up to World War I. As part of the course, students trace the development of American politics, society, culture, and economy and relate them to the emergence of major regional differences. This course also focuses on the challenges faced by the rapid growth of the new nation, with an emphasis on the causes, course, and consequences of the Civil War. In addition, students make connections between industrialization and contemporary social and economic conditions.

# Elective Choices

## Course Descriptions

*Electives are offered as trimester classes unless specified as year-long.*

**(NOTE:** Elective courses listed in the course description handbook will be offered on intermediate school campuses, provided that (1) there is sufficient student sign-up, (2) staff is available to teach the subject, and (3) adequate and appropriate instructional materials, equipment and facilities are available. (4) may only be offered for a specific grade level at some sites)

### **ADVANCED BAND (Year-long) Woodwind, Brass, and Percussion**

Enrollment is granted by audition with the instructor only. This course is designed for students who are proficient band students with advanced musical ability. Advanced band explores challenging and technically demanding band literature through rehearsals and performance, and enhancing student ability in music theory and history. The group will perform in public performances throughout the local community, and represent their school at various music festivals and competitions. This class prepares students to continue their musical education at the high school level.

### **ADVANCED ORCHESTRA (Year-long) Strings and Piano only**

Enrollment is granted by audition with the instructor only. This class is designed for proficient string students, and an experienced pianist. Additionally, the most advanced woodwind, brass, and percussion students currently enrolled in Advanced Band may be invited to perform in a full orchestral setting. Advanced Orchestra explores challenging and technically demanding orchestral literature in a variety of styles. The group will perform in public performances throughout the local community, and represent their school at various music festivals and competitions. This class prepares students to continue on and excel in high school orchestra.

### **BEGINNING INSTRUMENTS**

This course is designed for the student who wishes to start playing a band instrument (flute, clarinet, saxophone, oboe, bassoon, trumpet, French horn, trombone, baritone horn, tuba, drums).

### **CHEF**

In this course, students learn to interpret recipes, to plan meals, and to prepare foods safely. Students act as food tasters and critique as they experiment with a variety of food products which include breads, cookies, cakes, appetizers, and meat and vegetarian main dishes.

## **CERAMICS**

Beginning ceramics will focus on the basic forming techniques including pinch pots, slab construction, slip making, stamping, incising and application designs as well as the use of the potter's wheel. Students will use a wide variety of ceramic glazes for design and decoration of their finished projects. Previous ceramic students will expand their techniques to combined pinch rattles, slab carving and coil methods as well as the potter's wheel. Glass fusing and slumping projects may also be introduced.

## **CERAMICS 2**

Ceramics 2 is an advanced trimester course in the processes of designing, forming, surface decorating, and glazing pottery. Many of the basic fundamentals taught and practiced in the Ceramics course will be reinforced and further developed. Projects will include advanced hand building, 3D sculpture design, and advanced forms using the potter's wheel. Students will be encouraged to creatively pursue the many aspects of this timeless creative form of art.

## **CITIZENSHIP AND COMMUNICATION (Trimester)**

This class is open to all students. Citizenship and Communication focuses on today's generation being part of a constantly changing digital age and developing smart decision-making skills. Students will apply themselves in a conscientious manner focusing on how media has a direct and indirect impact on their lives and the school community. Students will discuss the importance of positive communication on social media and the impact on school culture and their current and future lives. A keyboarding component is also incorporated to teach successful computer and typing skills. Students will contribute to their community through learned positive behaviors. Skills need to be taught to students as they transition through middle school.

## **CREATIVE CRAFTS AND DESIGN**

Creative Crafts and Design is a trimester course focusing on the basic elements of art and the principles of design. Students will learn the elements of design and their relation to three-dimensional art, specifically regarding form. They will be introduced to a variety of art techniques, both positive and negative construction, including paper sculpture, paper maché, ceramics, fiber, mobile creation, foam carving, and found object sculpture. Projects will be evaluated, critiqued, and discussed giving students the opportunity to understand the importance of good design in our surrounding environment.

## **CREATIVE DESIGN**

Creative Design is an organized and creative arrangement of the elements of an artwork including lines, shapes, textures, spaces, colors and communication of ideas. Students create two and three-dimensional projects, which may include original designs

and products in interior design, logos, fashion, CD design, T-shirt design, multi-media lessons, perspective or projects using clay as the medium. Students will use computer technology as a research tool to aid in a variety of projects. Students will explore a variety of artists and their work. Students will learn how to present their design as professional advertisement artists through their presentations.

### **INTRODUCTION TO MUSIC (Trimester or Year-long)**

The Introduction to Music is a course that can be taken as a trimester course or a year-long elective course, offered daily to all intermediate students. Students have the opportunity to enroll in this course more than once. Course offerings involve understanding the language of music by creating and performing student's own music. In addition, this course will include glee club and choral students to broaden and incite their enthusiasm in music education.

### **DIGITAL PHOTOGRAPHY**

This is a digital photography course designed to provide self-directed, advanced instruction and knowledge of digital photography. Students will use Adobe Photoshop editing software to create digital portfolio projects and individual photos. Emphasis will be placed on basic camera handling skills, and proper utilization of natural light and electronic flash, film speeds and lens capabilities. Students are expected to have their own 35mm film or digital cameras (6 mega-pixels minimum). Students' final work will be showcased.

### **DRAMA**

This is a performance-oriented course in which students expand their knowledge of theatre while they perform for various audiences. Monologues, pantomimes, improvisations, multimedia projects as well as scenes and one-act plays help the student to prepare for high school theatre.

### **DRAWING AND PAINTING 1**

Drawing and Painting 1 is a trimester elective class where students will expand on techniques taught in the 6<sup>th</sup> grade art experience class (Studio Art). In this course, we will further explore perspective contour and figure and rendering forms. Painting techniques will include watercolor and basic color mixing and theory. Students will also learn the basic art vocabulary needed to evaluate, critique, discuss, and understand the historical and cultural perspectives of why art is important in our personal growth and development.

### **DRAWING AND PAINTING 2**

Drawing and Painting 2 is a trimester elective course that is a continuation of the lessons learned in Drawing and Painting 1. In this course, students will learn the

elements of design and their relation to two-dimensional art. Through a variety of media opportunities, such as pencil, pen, watercolors, acrylics, charcoal, and collage, students will also become involved with the exploration of two-dimensional art techniques, including drawing skills, advanced color theory, and composition.

### **INSTRUMENTAL MUSIC: CONCERT BAND (Year-long)**

This class is open to woodwind, brass, and percussion players. Students with previous musical training, as well as beginners who have instructor approval can take this class. Students will build technique, while playing a wide selection of music of different styles from the music literature. Students will use computer technology for projects throughout the school year. Field trips like a Music Tour and Music Festival will occur during the school year where students will represent their school.

### **INSTRUMENTAL MUSIC: CONCERT ORCHESTRA (Year-long)**

This class is open to students who play violin, viola, cello, bass, and piano (pianists with experience). Students with previous musical training, as well as beginners who have instructor approval can take this class. Students will build technique, while playing a wide selection of music of different styles from the music literature. Students will use computer technology for projects throughout the school year. Field trips like a Music Tour and Music Festival will occur during the school year where students will represent their school.

### **INSTRUMENTAL: A, B, C (Year-long)**

This course is open to 7<sup>th</sup> and 8<sup>th</sup> grade woodwind, brass, percussion, and string students with previous instrumental training or with the approval of the instructor. This class meets during the day, and is set-up for students who want to prepare for high school. Students will learn and perform music from many different musical periods and composers. Playing skills and sight reading ability will be enhanced through rehearsals and performance.

### **JOURNALISM**

As a roving campus reporter, students learn how to produce and publish a newspaper, using skills such as surfing the net for news, word processing, editing and publishing with PageMaker, interviewing, and surveying student/staff opinion. Creative writing, graphic design, layout of art and photography, investigative reporting, and working in a group toward a common goal are emphasized.

### **LEADERSHIP (7<sup>th</sup> & 8<sup>th</sup> graders ONLY)**

This course fosters student leadership skills to support school activities and events. Students learn and practice skills related to effective leadership and apply these skills to



a variety of school service activities. Students are involved in community-based service-learning functions.

### **SCHOOL SERVICE** (*8<sup>th</sup> graders only*)

School Service is offered to students who wish to work in the school office with administration/counselor recommendation/approval.

### **STEM - INTRODUCTION to (One trimester course)**

Introduces students to the application of science and math to the fields of technology and engineering. Lessons can include computer programs such as PowerPoint, Movie Maker, Sketch-Up, Game Maker, Design a Bridge, Pixir, and Robot C. Lessons include hands on activities such as building robots.

### **STEM FOUNDATION CLASSES (Two trimester course)**

#### **Design and Modeling**

Students study and practice the design process. They learn to communicate their ideas with technical drawing on paper and with computer modeling software. Students are taught to keep an engineering notebook to document and capture their ideas. They use these new skills to problem solve independently and in small groups. Students will fabricate many of their designs for evaluation and the continuation of the design process.

#### **Automation and Robotics**

Students trace the history, development, and influence of automation and robotics. They learn about mechanical systems, energy transfer, machine automation and computer control systems. Using the Vex Robotic system and Robot C programming, students design and build a variety of robots to perform a variety of tasks and solve real world problems.

### **STEM SPECIALIZATION CLASS (Year-long course)**

#### **Flight and Space**

The rich history of aerospace comes alive through hands-on activities, research, and experiments. Students explore the science behind aeronautics and use their knowledge to design and fabricate wings. Custom-built simulation software allows students to experience space flight.

## **Science of Technology**

How has science affected technology throughout history? To answer this question students apply the concepts in physics, chemistry and nanotechnology to STEM activities and projects.

## **Introduction to Digital Electronics**

Through hands-on projects, students explore the science of electricity, and electronic circuits. Students build motors, and electronic devices. Students acquire knowledge and skills in basic circuitry design and examine the impact of electricity and electronics on our lives.

## **STUDIO ART**

This course is designed to offer sixth grade students a foundation of basic art skills as well as an appreciation of a variety of art mediums. Students learn basic art concepts in a studio art environment which may include drawing, painting, 3D design, lettering, jewelry making and other hands on projects. Students will use computer technology as a research tool to aid in a variety of projects. Projects will be developed using key elements of art, such as line, shape, shading, texture, and color. Students will learn about several artists and their works. Students will also take a tour to the Palos Verdes Art Center, and be engaged with an art lesson by a visiting artist through the Partners in Art program from the art center.

## **VIDEO COMMUNICATIONS**

This highly-structured course addresses equipment operation, technical production, and communication skills. The major instructional goal of Video Production is to train students to plan and execute video programs in a variety of genres. Students learn to (1) conceive topics for video communications, (2) visualize shots, scenes and programs, (3) construct storyboards, (4) write narration, interviews and dramatic dialogue, (5) prepare appropriate graphics, (6) shoot presentations, and (7) edit programs. (97010)

## **WOODS -- INTRODUCTION TO WOODSHOP**

Students learn how to use hand and power tools in the construction of projects. Proper tool usage and safety are emphasized. Students are introduced to the elements of design and drafting. Projects include the design and construction of a CO2 dragster, turned key chain and mahogany bowl.

## **WOODS -- TRADITIONAL WOOD PROJECTS**

This course begins with an introduction to computerized 3D design and review of tools and safety. Students develop skills for using additional portable power tools necessary for advanced projects. Projects include: maple and cherry cutting board, mini baseball

bat, pen and pencil set, desk clock, message center, wall mounted name plate, long or short skateboard. Students must have successfully completed Introduction to Woodshop.

### **WRITING STUDY SKILLS (Trimester)**

This course includes standards-based instruction in writing strategies, writing applications, listening and speaking strategies, and speaking applications. This course focuses on different kinds of writing, such as narration, exposition, persuasion, and research. Students choose the form of writing best suited to the purpose, develop strategies for organizing support for the main ideas or theses, learn strategies for evaluating and revising, and for using word-processing programs to refine and publish their work. Students study English language conventions which focuses on grammar usage, mechanics, writing effective sentences, sentence diagramming, words, phrases, clauses, capitalization, punctuation and spelling. A sequential study skills program that includes Cornell note taking is an integral part of the course.

**WORLD LANGUAGES – (high school level courses – some courses taken on high school campuses taken “0” period at high school on a space available basis)**

**Chinese 1A (Year-long)**

This introductory course in Mandarin Chinese (Simplified) is designed for beginning language students with little or no prior knowledge of Chinese and moves at a rate appropriate for selected 6th grade students new to intermediate school. Students learn to speak, read, and write Chinese and participate in Chinese cultural activities. It is highly recommended that students taking this course be organized and self-motivated. Requires the approval of the elementary school principal. This course is equivalent of the first semester of a two semester high school course. It is designed as a two year commitment to continue with Chinese 1B in the seventh grade.

**Chinese 1B (Year-long)**

This course in Mandarin Chinese (Simplified) is the continuation of Chinese IA and is the equivalent of the second semester of a two semester high school course. It is intended for 7th grade students who have completed Mandarin Chinese IA satisfactorily. Students continue to learn to speak, read, and write Chinese and participate in Chinese cultural activities. Students who satisfactorily complete Chinese IA and IB are eligible to enroll in Chinese II.

**Chinese 2 (Year-long)**

This course is the high school level of Chinese 2. It has the pre-requisite of successfully completing Chinese 1. It is the continuation of the beginning level course in Chinese. The purpose of the course is to develop students' oral and written skills using vocabulary and intermediate level grammatical patterns and to acquire proficiency in writing. Students speak Chinese in every class, refine the tones and pronunciation of Mandarin Chinese, and learn Chinese history, art, and culture. Students will create, practice and present dialogues collaboratively in class to enhance their reading, speaking and vocabulary skills.

**French 1 (Year-long)**

This course is the high school level of French 1. It is conducted for the most part in French, is primarily an introduction to listening and speaking skills in French and, secondarily, a course in reading and writing skills based upon everyday life situations. Students learn to understand and to give commands, to make requests, and to indicate likes, dislikes, needs and obligations. The student also begins to discover the French culture both formally and informally and how it has so forcibly influenced Western thought and attitude.

**Japanese 1 (Year-long) (not offered at PVHS)**

This course is a high school level of Japanese 1. It is an introductory course to the Japanese language and culture. Students develop abilities to use Japanese language in highly predictable everyday situations. Two Japanese writing systems, Hiragana and Katakana, are introduced. Pair work as well as small group work is frequently used. Class is conducted partly in Japanese from the beginning, and the use of Japanese in the classroom increases over time. Culture is an integral part of the curriculum.

### **Korean 1 (Year-long)**

Korean 1 is a year-long, introductory course to the Korean language and culture. Students will engage in simple conversations and write short compositions, which will enhance listening, speaking, reading, and writing skills. The course will also introduce the Korean alphabet (HanGul 한글), including everyday oral communication and interactive activities will emphasize pronunciation, vocabulary, and expression. Culture is an integral part of the curriculum.

### **Latin 1 (Year-long)**

This course is a high school level of Latin 1. Students will begin to comprehend the ancient language of the Romans through reading adapted Latin stories and mastering a basic Latin vocabulary, inflectional endings, and syntax.

### **Spanish 1A (Year-long)**

This introductory course in Spanish is designed for beginning language students with little or no prior knowledge of Spanish and moves at a rate appropriate for selected 6th grade students new to intermediate school. Students learn to speak, read, and write Spanish and participate in Spanish cultural activities. It is highly recommended that students taking this course be organized and self-motivated. Requires the approval of the elementary school principal. This course is equivalent of the first semester of a two semester high school course. It is designed as a two year commitment to continue with Spanish 1B in the seventh grade.

### **Spanish 1B (Year-long)**

This course in Spanish is a continuation of Spanish 1A and is the equivalent of the second semester of a two semester high school course. It is intended for 7<sup>th</sup> grade students who have completed Spanish 1A satisfactorily. Students continue to learn to speak, read, and write Spanish and participate in Spanish cultural activities. Students who satisfactorily complete Spanish 1A and 1B are eligible to enroll in Spanish II.

### **Spanish 1 (Year-long)**

This course is a high school level of Spanish 1. It is an introduction to listening, speaking, reading, and writing skills, based on true-life situations. Students learn to

communicate in Spanish, develop an awareness of the Spanish culture, and develop connections to the Spanish culture.

### **Spanish 2 (Year-long)**

This course is a high school level of Spanish 2. It has the pre-requisite of successfully completing Spanish 1. It provides students with a variety of listening, speaking, reading and writing activities, which help the students to continue to develop their skills in those four areas. The activities are communicative in nature and based on real life situations that are of interest to the students. Students communicate in the target language, while developing an understanding of the relationship between language and culture and in particular the relationship between the practices and perspectives of the Spanish culture.

## **Special Programs and Services**

In addition to the required and elective course offerings described in this handbook, the following special programs are available at the intermediate level. Students and parents are encouraged to contact the school for more information on any specific area of special interest.

### **ENGLISH LANGUAGE DEVELOPMENT (ELD)**

Students who speak a language other than English as their first language are assessed to determine their English language proficiency. Students with limited English proficiency are provided with English language development (ELD) support. ELD classes for students emphasize listening and speaking skills, at first, and include reading and writing skills as proficiency levels improve. The overall objectives of the program are for students to develop English skills to enhance school success and to develop positive self-esteem that will generate positive intercultural attitudes.

### **INDEPENDENT STUDY**

A program of independent study is available through special arrangements to students who are unable to attend their regularly assigned classes because of extenuating circumstances and/or family travel. To be eligible, students must be out a minimum of five days.

### **INDEPENDENT STUDY PE**

Independent Study PE is an optional alternative instructional strategy, not an alternative curriculum. Students work independently accordingly to a written agreement and under the general supervision of a credentialed teacher. While ISPE students follow the district-adopted curriculum and meet the district requirements, ISPE offers flexibility to meet individual needs, interests, and styles of learning. The Independent Study PE allows students to engage in competitive and professional level activities. These sports experiences are above and beyond what can be provided at the school site.

**English/Language – Grades 6-8 – Anchor and supplemental Texts**  
**Revised: October 2014**

<b>Grade</b>	<b>Core Titles</b>	<b>Supplemental Titles</b>
6	<i>Hatchet</i> —Gary Paulson <i>Freedom Walkers</i> —Russell Freedman	<i>Stargirl</i> —Jerry Spinelli <i>When You Reach Me</i> —Rebecca Stead <i>The Wednesday Wars</i> —Gary D. Schmidt
7	<i>The Giver</i> —Lois Lowry <i>The Outsiders</i> —SE Hinton	<b><u>MIS</u></b> <i>Call of the Wild</i> —Jack London <i>Hobbit</i> —JRR Tolkien <i>Miracle Worker</i> —William Gibson  <b><u>PVIS</u></b> <i>Call of the Wild</i> —Jack London <i>Harriet Tubman</i> —Ann Petry <i>Miracle Worker</i> —William Gibson  <b><u>RIS</u></b> <i>Harriet Tubman</i> —Ann Petry <i>Miracle Worker</i> —William Gibson
8	<i>The Narrative of Fredrick Douglas</i> —Fredrick Douglas <i>Midsummer Night's Dream</i> —William Shakespeare	<i>The Diary of Anne Frank (PLAY)</i> —Goodrich Hackett <i>The Diary of Anne Frank</i> —Anne Frank <i>Monster</i> —Walter Dean Myers <i>Book Thief</i> —Markus Zusak <i>Martian Chronicles</i> —Ray Bradbury