

**J.T.M.S.**

**COURSE  
CATALOG**

**2018 – 2019**

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# SCIENCE Courses

## **7<sup>th</sup> Grade Science**

Seventh grade science is a year-long required course that covers content from the integrated version of the Next Generation Science Standards for California Public Schools (CA NGSS) for grade 7. The topics covered consist of Matter, Structure and Processes, Ecosystems, Earth's Systems, Earth and Human Activity, and Engineering Design. In addition, required content from the California Health Education Content Standards and the California Healthy Youth Act will be covered that include areas of personal health, drug and alcohol prevention, nutrition, comprehensive sexual health, and HIV prevention.

## **7<sup>th</sup> Grade Science – Sheltered**

This Science course is the recommended placement for students at the Expanding and Bridging levels of English proficiency. The goal of the course is for intermediate English language learners to continue to develop English language skills while also developing 7<sup>th</sup> grade Science skills. The 7<sup>th</sup> grade Science curriculum (see above course description) is delivered so that subject matter content is accessible to all learners. Students will receive **moderate to light support** through structured, integrated, and designated academic language skills outlined in the California ELD Standards; instruction and coursework are also aligned with the NGSS. A variety of instructional strategies and specialized materials are used to facilitate conceptual understanding, language acquisition, and literacy skill development.

## **8<sup>th</sup> Grade Science**

Eighth grade science is a year-long required course that covers content from the integrated version of the Next Generation Science Standards for California Public Schools (CA NGSS) for grade 8. The topics covered consist of Motion and Forces, Energy, Waves, Heredity, Evolution, Earth's Place in the Universe, Earth and Human Activity, and Engineering Design.

## **8<sup>th</sup> Grade Science – Sheltered**

This Science course is the recommended placement for students at the Expanding and Bridging levels of English proficiency. The goal of the course is for intermediate English language learners to continue to develop English language skills while also developing 8<sup>th</sup> grade Science skills. The 8<sup>th</sup> grade Science curriculum (see above course description) is delivered so that subject matter content is accessible to all learners. Students will receive **moderate to light support** through structured, integrated, and designated academic language skills outlined in the California ELD Standards; instruction and coursework are also aligned with the NGSS. A variety of instructional strategies and specialized materials are used to facilitate conceptual understanding, language acquisition, and literacy skill development.

# MATH Courses

## **MS Math 7**

Instructional time in this course focuses on:

- analyzing proportional relationships and using them to solve real-world and mathematical problems.
- applying and extending previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.
- using properties of operations to generate equivalent expressions.
- solving real-life and mathematical problems using numerical and algebraic expressions and equations.
- drawing, constructing and describing geometrical figures and describing the relationships between them.
- solving real-life and mathematical problems involving angle measure, area, surface area, and volume.
- using random sampling to draw inferences about a population.
- drawing informal comparative inferences about two populations.
- investigating chance processes and developing, using, and evaluating probability models.

## **MS Math 8**

Instructional time in this course focuses on:

- knowing that there are numbers that are not rational, and approximating them using rational numbers.
- working with radicals and integer exponents.
- understanding the connections between proportional relationships, lines, and linear equations.
- analyzing and solving linear equations and pairs of simultaneous linear equations.
- defining, evaluating, and comparing functions.
- using functions to model relationships between quantities.
- understanding congruence and similarity using physical models, transparencies, or geometry software.
- understanding and applying the Pythagorean theorem.
- solving real-world and mathematical problems involving volume of cylinders, cones and spheres.
- investigating patterns of association in bivariate data

## **MS Enhanced Math 7/8**

**Placement Criteria: Student meets 3 of 4 criteria for Enhanced Math 7/8: “A” average in math in 6<sup>th</sup> grade, End of Course Exam 80% and above overall and 90% and above key subtests, Basic Skills Exam score 90% or above, Appraisal of Standards for Mathematical Practice**

This course differs from the standard Math 7 and Math 8 courses in that it contains content from both courses. This course is intended for the student who is able to move through the mathematics quickly and still master the full range of mathematical practices, content and skills. Instructional time in this course focuses on:

- analyzing proportional relationships and using them to solve real-world and mathematical problems.
- understanding the connections between proportional relationships, lines, and linear equations.

- applying and extending previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.
- knowing that there are numbers that are not rational, and approximating them using rational numbers.
- working with radicals and integer exponents.
- using properties of operations to generate equivalent expressions.
- solving real-life and mathematical problems using numerical and algebraic expressions and equations.
- drawing, constructing and describing geometrical figures and describing the relationships between them.
- understanding congruence and similarity using physical models, transparencies, or geometry software.
- solving real-life and mathematical problems involving angle measure, area, surface area, and volume.
- solving real-world and mathematical problems involving volume of cylinders, cones and spheres.
- using random sampling to draw inferences about a population.
- drawing informal comparative inferences about two populations.
- investigating chance processes and developing, using, and evaluating probability models.

### **MS Enhanced Math I**

**Placement criteria (must meet two of three) to enroll in MS Enhanced Math 1: Grades of B or above in each trimester of Enhanced Math 7/8, End of Course Exam 85% or above in Enhanced Math 7/8, Appraisal of Standards for Mathematical Practice.**

This course is designed to continue the work from Enhanced Math 7/8 by covering the second part of the Math 8 standards, as well as the Math 1 standards. This course is intended for the student who is able to move through the mathematics quickly and still master the full range of mathematical practices, content and skills. Instructional time in this course focuses on:

- Analyze and solve simultaneous linear equations and inequalities including real world problems leading to 2 linear equations in 2 variables.
- Continue to work with expressions and modeling and analyzing situations.
- Function notation and develop the concepts of domain and range and move beyond viewing functions as processes that take inputs and yield outputs and start viewing functions as objects that can be combined with operations.
- Explore many examples of functions, including sequences.
- Interpret functions represented graphically, numerically, symbolically, and verbally, translate between representations, and understand the limitations of various representations.
- Work with functions given by graphs and tables, keeping in mind that, depending upon the context these representations are likely to be approximate and incomplete.
- Functions that can be approximated by formulas as well as those that cannot and reason with discrete versus continuous quantities.
- Compare and contrast linear and exponential functions.
- Interpret arithmetic sequences as linear functions and geometric sequences as exponential functions.
- Build on their prior experiences with data, developing more formal means of assessing how a model fits data.

- Use regression techniques to describe approximately linear relationships between quantities.
- Make judgments about the appropriateness of linear models. With linear models, look at residuals to analyze the goodness of fit.
- Use knowledge of translations, reflections, and rotations to develop notions about what it means for two objects to be congruent.
- Establish triangle congruence criteria, based on analyses of rigid motions and formal constructions.
- Solve problems about triangles, quadrilaterals, and other polygons.
- Apply reasoning to complete geometric constructions and explain why they work.
- Build on the Pythagorean Theorem in the grade eight standards to find distances and use a rectangular coordinate system to verify geometric relationships, including properties of special triangles and quadrilaterals and slopes of parallel and perpendicular lines.

## **Enhanced Math II**

**Placement criteria (must meet two of three): grades of A in all marking periods of prerequisite course (MS Enhanced Math I); 85% or better on End of Course Assessment for MS Enhanced Math I; teacher appraisal of Standards for Mathematical Practices. This course takes place at one of the IUSD High Schools, or may be offered in a blended model.**

Enhanced Math II is the first course in the rigorous accelerated sequence of high school math courses. Instructional time will focus on five critical areas: extending the laws of exponents to rational exponents; comparing key features of quadratic functions with those of linear and exponential functions; creating and solving equations and inequalities involving linear, exponential, and quadratic expressions, including those with complex solutions; extending work with probability and statistics; and establishing criteria for similarity. In addition, students will deepen and extend their understanding in each of these areas through study of advanced related topics and application to more complex problem solving situations, in order to prepare students for advanced mathematics at an accelerated pace. This course is aligned with the California Common Core State Standards.

Skills and Assessment: Students will...

- Connect concepts to the real world using mathematical modeling.
- Reason quantitatively and use units to solve problems.
- Explain and justify the processes they use in solving problems.
- Communicate mathematical understanding and problem solving through the use of multiple representations such as diagrams, models, tables, graphs and symbols.
- Develop and extend strategies to transition from knowledge of concepts and skills to theoretical reasoning and application of concepts.
- Demonstrate mastery of concepts and skills through various assessments in the form of homework, quizzes, tests, and performance tasks.
- Use appropriate technology to enhance learning and understanding.

## **Directed Mathematics**

Directed Mathematics is a special education class, consisting of specialized academic instruction, focused on developing both the procedural skills and conceptual understanding leading to the application of mathematical concepts. Course topics include ratios and proportional relationships, the number system (rational and irrational numbers), expressions and equations, statistics and probability and geometry. Students solve real-life problems using a variety of mathematical operations and tools. Enrollment in this

class is based on a student's IEP team decision that this class is appropriate. The curricular focus is based on the student's individual needs (accommodations/modifications and identified goals) agreed to by the IEP team.

# **HISTORY Courses**

## **7th Grade History**

In 7th grade, students explore a time period that begins with the fall of the Roman Empire and ends with the Renaissance. Students study the political, economic, social, cultural, geographical, and technological changes that occurred in Europe, Africa, the Americas, and Asia in the middle ages. Emphasis will also be placed on practicing digital citizenship as the course is mostly paperless. The course integrates technology into a variety of experiential learning activities such as simulations, skits, creation of visual representations, and a curriculum-based approach to current events. Formal and informal public-speaking, seminars, and debates will also be a part of the curriculum. Students will be encouraged to work both individually and collaboratively throughout the units of study. Emphasis in these courses will be placed on “coaching” students to engage their minds, by formulating and pursuing essential questions with the goal of becoming independent and competent researchers, strategic learners, and critical thinkers. This course is designed to prepare the 7th grade student for 8th Grade History. During spring evaluation, students are recommended for either General Education or Honors 8th Grade U.S. History.

## **7th Grade History – Sheltered**

This History course is the recommended placement for students at the Expanding and Bridging levels of English proficiency. The goal of the course is for intermediate English language learners to continue to develop English language skills while also developing 7<sup>th</sup> grade History skills. The 7th grade History curriculum (see above course description) is delivered so that subject matter content is accessible to all learners. Students will receive **moderate to light support** through structured, integrated, and designated academic language skills outlined in the California ELD Standards; instruction and coursework are also aligned with the state standards. A variety of instructional strategies and specialized materials are used to facilitate conceptual understanding, language acquisition, and literacy skill development.

## **8th Grade History**

This course will cover the political, economic, social, cultural, geographical, and technological changes that occurred during Early Colonization, Revolutionary War, Constitution/Government, Westward Expansion, Civil War, Reconstruction, and beyond. Emphasis will also be placed on practicing digital citizenship as the course is mostly paperless. The course integrates technology into a variety of experiential learning activities such as simulations, skits, creation of visual representations, and a curriculum-based approach to current events. Formal and informal public-speaking, seminars, and debates will also be a part of the curriculum. Students will be encouraged to work both individually and collaboratively throughout the units of study. Emphasis in these courses will be placed on “coaching” students to engage their minds, by formulating and pursuing essential questions with the goal of becoming independent and competent researchers, strategic learners, and critical thinkers.

## **8th Grade History – Sheltered**



This History course is the recommended placement for students at the Expanding and Bridging levels of English proficiency. The goal of the course is for intermediate English language learners to continue to develop English language skills while also developing 8<sup>th</sup> grade History skills. The 8th grade History curriculum (see above course description) is delivered so that subject matter content is accessible to all learners. Students will receive **moderate to light support** through structured, integrated, and designated academic language skills outlined in the California ELD Standards; instruction and coursework are also aligned with the state standards. A variety of instructional strategies and specialized materials are used to facilitate conceptual understanding, language acquisition, and literacy skill development.

### **Honors 8th Grade History**

#### **Placement Criteria:**

- **Displays all of the characteristics of an Honors student (see IUSD criteria)**
- **Maintained grades no lower than A- across all three trimesters in history**
- **Citizenship & work habit marks of S or O throughout the year**
- **Average of a score of 90% on history assessments, including formal writing assessments**

This a program which challenges students to extend themselves and strengthen their skills in writing, researching, study habits, collaborative/leadership skills as well as reasoning/analytical skills. Honors history will also incorporate elements of differentiation in the curriculum to meet the needs of all students. Students will explore the curriculum described above in greater **depth, complexity, and acceleration**. They will be expected to demonstrate a higher level of mastery in their application of the skills and knowledge acquired in their course of studies. Honors students are also strongly encouraged to take the opportunity to participate in the National History Day competition to enrich research skills and critical thinking. This challenging course prepares students for the rigors of honors history courses at the high school level.

### **Directed Social Science**

Directed Social Science is a special education class, consisting of specialized academic instruction, focused on the elements of history: economics, politics, sociology, culture and religion. Students make connections between past and present, prompting real world connections and expanding their social and academic experiences. Through their study of history, students also learn intellectual skills such as spatial and chronological thinking, points of view, historical research and historical interpretation. Enrollment in this class is based on a student's IEP team decision that this class is appropriate. The curricular focus is based on the student's individual needs (accommodations/modifications and identified goals) agreed to by the IEP team.

# LANGUAGE ARTS Courses

## **7<sup>th</sup> Grade Language Arts**

The language arts curriculum is a literature-based program designed to develop students' abilities to read critically and write confidently in all subject areas. Students will focus on reading comprehension of both literary and informational text, literary response and analysis, writing strategies and conventions, oral language, and research skills. Active learning and higher level thinking skills are incorporated through hands-on experiences, which include word processing, cooperative learning, and project-based learning.

## **7<sup>th</sup> grade Language Arts - Sheltered**

This English Language Arts course is the recommended placement for students at the Expanding and Bridging levels of English proficiency. The goal of the course is for intermediate English language learners to continue to develop English language skills while also developing Language Arts academic skills. The 7th grade language arts curriculum is delivered so that subject matter content is accessible to all learners. Students will receive **moderate to light support** through structured, integrated, and designated academic language skills outlined in the California ELD Standards; instruction and coursework are also aligned with the CCSS ELA. A variety of instructional strategies and specialized materials are used to facilitate conceptual understanding, language acquisition, and literacy skill development.

## **7<sup>th</sup> Grade GATE Language Arts**

**Students enrolled in this course must currently be GATE-identified through IUSD.**

In addition to the 7th grade language arts curriculum, the needs of GATE-identified students are met by providing depth, complexity, novelty, and acceleration to develop leadership and communication skills, higher level thinking skills and problem solving techniques in a GATE language arts classroom. Specialized curricula for advanced students include peer interaction for literary analysis, writing applications and independent studies. Students will be expected to demonstrate a higher level of mastery in their application of the skills and knowledge acquired in their course of studies.

## **8<sup>th</sup> Grade Language Arts**

The language arts curriculum is a literature-based program designed to develop students' abilities to read critically and write confidently in all subject areas. Students will focus on reading comprehension of both literary and informational text, literary response and analysis, writing strategies and conventions, oral language, and research skills. Active learning and higher level thinking skills are incorporated through hands-on experiences, which include word processing, cooperative learning, and project-based learning.

## **8<sup>th</sup> grade Language Arts - Sheltered**

This English Language Arts course is the recommended placement for students at the Expanding and Bridging levels of English proficiency. The goal of the course is for intermediate English language learners to continue to develop English language skills while also developing Language Arts academic skills. The 8th grade language arts curriculum is delivered so that subject matter content is accessible to all learners. Students will receive **moderate to light support** through structured, integrated, and designated academic language skills outlined in the California ELD Standards; instruction and coursework are also aligned with the CCSS ELA. A variety of instructional strategies and specialized materials are used to facilitate conceptual

understanding, language acquisition, and literacy skill development.

## **8<sup>th</sup> Grade Honors Language Arts**

### **Placement Criteria:**

**Students who are currently enrolled in 7<sup>th</sup> grade GATE Language Arts classes must meet the following requirements in order to be considered for 8<sup>th</sup> grade Honors English:**

- receive a recommendation from their current Language Arts teacher
- show evidence of meeting grade-level learning targets and expectations by earning an A or B at second and third trimester marking periods in Language Arts
- display the characteristics of an Honors student (see IUSD regulations) and maintain Citizenship and Work Habit marks of S or O throughout the year in Language Arts

**Students who are currently enrolled in 7<sup>th</sup> grade General Education Language Arts classes must meet the following requirements in order to be considered for 8<sup>th</sup> grade Honors English:**

- maintain at least a 90% average for two of three trimesters
- receive at least an 80% on major writing assignments in Language Arts
- maintain Citizenship and Work Habit marks of S or O throughout the second and third trimester in Language Arts
- display the characteristics of an Honors student (see IUSD regulations) by showing intellectual growth in depth and complexity, real-world application, critical thinking, and creative problem-solving.

Honors classes at Jeffrey Trail are open to all students who meet specific academic, social, and emotional/behavioral expectations. In 8<sup>th</sup> grade, GATE identification is neither a prerequisite nor assurance for acceptance into honors language classes. As such, students who meet these expectations will be admitted based on academic performances and maturity. To meet the needs of these mature learners, the honors classes are developed with curriculum and instructional practices that are designed to include grade-level content but emphasize more complex ideas that require deeper connections from students. With an emphasis on depth, complexity, novelty, and acceleration, students are exposed to a rigorous course of instruction that allows them to develop skills in critical thinking, effective discourse, collaboration, and reflection as well as demonstrate a higher level of mastery in their application of the skills and knowledge acquired in their course of studies. Specialized curricula for advanced students include peer interaction for literary analysis, writing applications and independent studies. Jeffrey Trail upholds IUSD's identification of honors students as self-starters who do not need to be prodded to complete work since these students are genuinely interested in the subject matter and want to excel.

## **Directed Language Arts**

Directed Language Arts is a special education class, consisting of specialized academic instruction, focused on the principles of language: reading, writing, listening, speaking and language. Students read novels, short stories, and real world documents to increase their reading comprehension, vocabulary development, and word analysis skills. Students write informative/explanatory, argumentative and narrative compositions to improve their structure, coherence and mechanics. Enrollment in this class is based on a student's IEP team decision that this class is appropriate. The curricular focus is based on the student's individual needs (accommodations/modifications and identified goals) agreed to by the IEP team.

## **PHYSICAL EDUCATION Courses**

**Physical Education** is a skill-centered program in which every student is encouraged to participate and improve at his/her ability level. After a full introduction to basic skills of sports and the major components of fitness the students are provided an exposure to a variety of sports and recreational units. Students learn the health related benefits of regular physical activity and the skills needed to adopt a physically active, healthy lifestyle. Each month focuses on a Team Sport, Individual Sport or a Unique unit. All classes are coeducational and include both seventh and eighth graders.

**Extended Day P.E.** is the regular full year physical education class described above but offered before the regular school hours, 7:25-8:25. This option is available only to students enrolled in instrumental music classes (band or orchestra), Chorus, Musical Theater, Directed Studies, Study Skills or Leadership. Due to limited space, priority is given to 8<sup>th</sup> grade students. This course asks for a donation of \$540.00 for the year. Without sufficient donations, it may not be possible to offer this course. Checks should be made out to IUSD.

# **ELECTIVE Courses**

All students are allowed to select one elective class for the year.

The **first option for 7<sup>th</sup> Grade students** is to choose the Exploratory Rotation which will expose them to three 12 week classes during the school year.

A **second option** is to select a yearlong elective, which will allow the student to dive deeper into the concepts offered in the class.

All 8<sup>th</sup> Grade students will be enrolled in yearlong electives.

If an 8<sup>th</sup> grade student enrolls in music, musical theater, or are elected to ASB/Leadership, they then may choose to sign-up for Extended P.E. (7:30 a.m. – 8:25 a.m.) and add a second elective choice. Please refer to the description of Extended P.E. in the P.E. course descriptions.

**7<sup>th</sup> Grade Exploratory Rotation** - (7<sup>th</sup> Grade Only) Is a yearlong class that allows 7<sup>th</sup> Grade students to experience three different twelve week courses:

- **Art** – an exploration of drawing, painting, sculpture and print making. Students will be encouraged to explore creative problem solving through creating and responding to two- dimensional and three- dimensional visual arts. Throughout the course, students make connections between visual arts projects and all academic fields.
- **Computers** – explores applications of Digital Multi-Media with an emphasis on Hyper-Connectivity. Students will experience Advanced Microsoft PowerPoint, Microsoft FrontPage, and Macromedia Flash, Fireworks & Freehand through hands-on projects.
- **Engineering** – combines engaging hands-on building experiences with problem solving opportunities. During the course, students will explore Engineering through computer aided design (CAD) with Sketchup, designing and constructing an earthquake-proof building to withstand a Shake Test, and a bridge to withstand a bucket of sand.

## **Visual and Performing Arts**

### **Art**

(8<sup>th</sup> Grade Only)

The class helps the development of creativity, critical thinking, and problem solving skills through Drawing, Painting, Ceramics, Sculpture, Printmaking, Digital Media and more. Students are encouraged to create original works of art, and to participate in Visual Arts competitions, exhibitions, community service opportunities, and the NJAHS. Regular use of a sketchbook for reflective journaling is employed. Throughout the course, students make connections between visual arts projects and all academic fields, and explore real-world connections of the visual arts.

### **Advanced Computer Science**

(8<sup>th</sup> Grade Only)

Come learn to Code computers! Create an active website! Create and PLAY your OWN games! Write Blogs! Use advanced technology beyond texting and typing! In Advanced Computers you will learn how to be a whiz on the computer, have fun and increase your skills and abilities on the computer.

## **Chorus**

If you are serious about singing, sign up for the new JTMS Chorus! We will prepare and perform vocal music from a range of styles, including classical, folk, pop and international pieces. Learn to improve your vocal tone and singing technique, and sing music in multiple parts. The chorus will perform at two school concerts during the year (which will contribute to students' grades), and other events at school and in the community as they arise. There will be opportunities for soloists and small groups, and members will be eligible to audition for IUSD Honor Choir. This is a mixed-age class for boys and girls; care will be given to address boys' changing voices. Join us for a rigorous, dynamic, and fun musical experience!

## **Concert Band**

### **Placement made by Jeffrey Trail music teacher.**

Is a class designed for the student wishing to start or improve on a woodwind, brass, or percussion instrument. While previous experience is not required, the ability to read music is strongly recommended. Students are strongly urged to explore other instruments in order to achieve balance in the ensemble. Students with prior piano experience may wish to investigate pitched percussion instruments in this class. Beginners primarily work independently until they are caught up with the rest of the group. They are welcome to use class time to practice outside until they are comfortable enough to join the ensemble. Emphasis is on proper care and use of the instrument, learning basic skills, scales, tuning, and musical history. At the director's discretion, students may transfer to Symphonic Band when appropriate skills have been learned. Outside performances are part of the class requirements. Students may use their own instrument, rent an instrument, or borrow one from the school if one is available.

## **Engineering Concepts**

(8<sup>th</sup> Grade Only)

Is a hands-on class designed to expose students to a wide-range of engineering fields from robotic engineering with VEX robotics, to genetic engineering with BioRad & miniPCR kits, to electronics with Raspberry Pi and Arduino. Interested students will be given the opportunity to utilize class time to participate in engineering-based competitions such as the VEX Robotics Competition, Genes in Space, and the OC Maker Challenge.

## **Musical Theater**

Students that love singing, dancing and acting should sign up for Musical Theater at Jeffrey Trail! In the first half of the year, students will learn drama and vocal techniques, and prepare scenes from musicals in small groups and as a whole class, with a graded performance in December. From January until May, students will work together to present the annual musical! Seventh and eighth graders will be eligible for lead roles. There will be two graded performances, and students will also be graded on their class participation, and other projects, including costuming and making props. This high-energy, fun class for boys and girls will offer opportunities for vocalists, dancers and actors.

## **Photojournalism**

(8<sup>th</sup> Grade Only)

### **Requires a grade of B or better in English Language Arts**

Students enrolled in the Photojournalism elective will create, design and produce our school's yearbook. They will learn skills associated with layout and graphic design, digital photography and imaging, photocomposition, journalism, sales management and most importantly, collaboration and cooperation between staff members. Yearbook participants may be expected to spend time outside of school hours to complete required assignments by the deadlines. Those students looking for a challenging honors level opportunity should consider the Yearbook class. Enrollment in the course is by recommendation from sixth/seventh grade Humanities teachers. That teacher's signature is required on the registration card.

## **String Orchestra/Concert Orchestra**

### **Placement made by Jeffrey Trail music teacher.**

Is a class for students who have demonstrated a strong interest and skill in a string instrument (violin, viola, cello, or string bass, no piano instruction offered). Previous experience and the ability to read music is strongly recommended. Students are urged to explore instruments such as the String Bass in order to achieve proper balance in the ensemble. These students may work independently until they are caught up with the rest of the group. They are welcome to use class time to practice outside until they are comfortable enough to join the ensemble. Students learn skills in timing, performance, and musical history. Outside performances are part of the class requirements. At the director's discretion, students may audition for Concert Orchestra. Students may use their own instrument, or rent an instrument.

## **Symphonic Band**

### **Placement made by Jeffrey Trail music teacher.**

Is a class for students who have demonstrated strong interest and skill and have at least two years of experience on a woodwind, brass, or percussion instrument. Student's technical skills in performance and overall musicianship are further emphasized in this class. Outside performances are part of the class requirements. Students may use their own instrument, rent an instrument, or borrow one from the school if one is available.

## **Symphonic Orchestra**

### **Placement made by Jeffrey Trail music teacher.**

Is a class for students who have demonstrated a strong interest and achieved a high level of skill on a string instrument (violin, viola, cello, or string bass, no piano instruction offered). Students currently in Concert/String Orchestra must pre-audition for advancement to this class. This ensemble performs highly advanced literature. Student's technical skills in performance and overall musicianship are further emphasized in this class. Outside performances are part of the class requirements. Students may use their own instrument or rent an instrument. String Bass players may borrow an instrument from school.

## **Video Production**

(8<sup>th</sup> Grade Only)

Students in video production will be responsible for producing JT TV, our weekly news show for events happening around campus. The staff plans each episode, then films and edits together segments to be included in the final show package. In addition, students work on long term projects where they explore

various aspects of film making. The course teaches students brainstorming, scripting, camera operation, basic sound production, onscreen presence, graphics, and film editing. Students will be expected to work outside the class in order to complete their segments and projects. This class is fast-paced and extremely self-directed, and students will get lots of experience working with a team, meeting people around campus, and being creative!

## Other

### **Directed Studies**

Directed Studies is a special education class, consisting of specialized academic instruction, offered to support general education curriculum. In this class, students review daily assignments, organize and prioritize assignments, clarify directions, study for tests, retake or finish tests, learn study skills and receive assistance with long term projects. This class is designed to support IEP goals in the areas of organization, study skills, homework completion, classwork completion or overall executive functioning deficits. Enrollment in this class is based on a student's IEP team decision that this class is appropriate.

### **Leadership**

Is a class that introduces elected participants to the concepts of student government and the opportunity to plan school wide activities. Students will be exposed to teamwork, public speaking, and the qualities of leadership. Elections will take place in the current spring for 8<sup>th</sup> Grade and during the upcoming fall for 7<sup>th</sup> Grade.

### **Office/Teacher Aide**

(8<sup>th</sup> grade Only)

Is a class where you act as a clerk and receptionist. You will be greeting the public and answering questions, doing some clerical work such as alphabetizing, filing, putting labels on envelopes, delivering call slips, taking messages to staff members, and other similar tasks or you act as a teacher's assistant, helping students, correcting and/or organizing class work. You will also do some clerical work such as alphabetizing, filing, running errands and or papers or messages to the office or other staff members.

### **Science Olympiad**

(Grade 7 & 8)

**Placement Criteria: Must have all 'S' and 'O' marks for citizenship and work habits for the previous year and must be independent workers capable of continuing projects at home. Class includes the use of power tools so students must be responsible independent workers. *Interested students will be admitted to this elective based on test results from a test covering general science concepts from Biology, Chemistry, Physics, Ecology, and Experimental Design. (Test date to be determined)* Recommended donation\*:\$200**

Science Olympiad's ever-changing line-up of events in all STEM disciplines exposes students to practicing scientists and career choices, and energizes students with a dynamic content experience. Science Olympiad competitions are like academic track meets, consisting of a series of 23 team events in each division (Division B is middle school). Each year, a portion of the events are rotated to reflect the ever-changing nature of genetics, earth science, chemistry, anatomy, physics, geology, mechanical engineering



and technology. By combining events from all disciplines, Science Olympiad encourages a wide cross-section of students to get involved. Emphasis is placed on active, hands-on group participation. Through Science Olympiad, students, teachers, parents, principals and business leaders bond together and work toward a shared goal. Teamwork is a required skill in most scientific careers today, and Science Olympiad encourages group learning by designing events that forge alliances. Students will work together to prepare for the regional Science Olympiad competition in February. Following the Science Olympiad competition, all students will participate in advanced Science Workshop activities that are highly engaging and hands-on.

## **Spanish 1**

(8<sup>th</sup> Grade Only)

**Requires a grade of C+ or better in English Language Arts**

Spanish 1 is a full year **high school equivalent course**. In considering this elective, students need strong study skills, established organization & time management skills and excellent work habits. Students will study Spanish a high school pace through, reading, writing, listening and speaking. They will also explore the rich and varied Spanish cultures around the world. The course will be conducted in Spanish as much as possible. Students who complete this course successfully with a 80% or higher in all three trimesters and pass the End of Course Assessment with an 83% or higher will be recommended for Spanish 2 as freshman in high school.

## **Speech and Debate**

(Grade 7 & 8)

**Placement criteria: Must have all 'S' and 'O' marks for citizenship and work habits for the previous year. Students must be responsible and collaborative. Interested students will be admitted based on a tryout process that will judge students' speaking skills, research abilities, and ability to engage in an impromptu mock debate.**

Speech and Debate exposes students to argumentation and advocacy skills through competitive debate opportunities. This course equips students with the skills necessary to gain expertise in writing speeches, organizing debate cases, understanding current events, researching with an emphasis on understanding multiple perspectives and using credible sources, and publicly debating other students in a competitive setting. Students have the opportunity to choose a debate style that fits their particular interests and skill sets: Parliamentary, Lincoln-Douglas, and/or Public Forum. Students are members of Jeffrey Trail's competitive team and as such, this class will emphasize participation in formal debates (at weekend tournaments). While debate is competitive in nature, students will never be graded on wins or losses, but rather, the class works collaboratively to enhance skills while creating and preparing for tournaments.

## **Nondiscrimination Statement**

The Irvine Unified School District is committed to equal opportunity for all individuals in education. District programs and activities including membership in student clubs shall be free from discrimination based on race, color, ancestry, nationality, ethnic group identification, age, religion, actual or potential parental, family, or marital status, or the exclusion of any person because of pregnancy or related conditions, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

The District does not discriminate in enrollment in or access to any of the activities and programs available. Admission to these programs is based on age appropriateness, class space, interest, aptitude, and prerequisite coursework where applicable. The lack of English skills shall not be a barrier to admission to or participation in the District's activities and programs. The Irvine Unified School District also does not discriminate in its hiring or employment practices.

This notice is provided as required by Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, Title II of the Americans with Disabilities Act of 1990, and the California Code of Regulations Title 5, Chapter 5.3 Nondiscrimination. Questions, complaints, or requests for additional information regarding these laws may be forwarded to the District's designated compliance coordinators.

Section 504 Coordinator: Melissa DiScala, Coordinator, Mental Health; 3387 Barranca Pkwy, Irvine, CA 92606, (949)936-7523

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

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

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

For assistance in translating this document, contact Language Minority Programs at (949)936-8500 or [Lang-Minority@iusd.org](mailto:Lang-Minority@iusd.org)

## **Sexual Harassment – Students Board Policy 5145.7**

The Board of Education is committed to maintaining a learning environment free from harassment, intimidation or insult, student-to-student or adult-to-student, on the basis of an individual's actual or perceived sex, sexual orientation, gender, gender expression. Positive action will be taken when necessary to eliminate such practices or remedy their effects.

Sexual harassment, as defined and otherwise prohibited by state and federal statutes, constitutes an unlawful form of sex discrimination in violation of Title IX of the Education Amendments Act of 1972 and Title VII of the Civil Rights Act of 1964. In addition, sexual harassment constitutes violation of the California Education Code, regulations of the State Board of Education, and District Policy. As such, sexual harassment may constitute just cause for discipline pursuant to applicable Education Code Sections.

The following persons have been designated to handle inquiries and complaints regarding the sexual harassment policy:

Jeffrey Trail Middle School Middle School, 155 Visions Ave. Irvine Ca. 92620 (949) 936-8700 Scott Bowman, Principal

District Office: Title IX Coordinator – Keith Tuominen, Director, Secondary Education, 5050 Barranca Pkwy, Irvine, CA 92604, (949)936-5047.

## **Nondiscrimination in Athletics**

The District does not discriminate in enrollment in or access to any athletics program available. Admission to these programs is based on age appropriateness, team roster space, aptitude, and meeting academic eligibility requirements. The lack of English skills shall not be a barrier to admission to or participation in the District's activities and programs.

The District's facilities and equipment provided for students are comparable and equitable to both sexes without disparity or imbalance, consistent with his or her gender identify, irrespective of the gender listed on the pupil's record.