

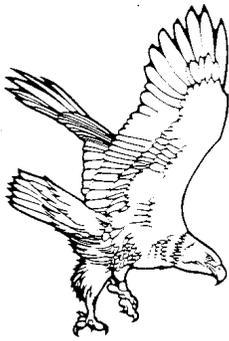
2009 - 2010  
MIDDLE SCHOOL



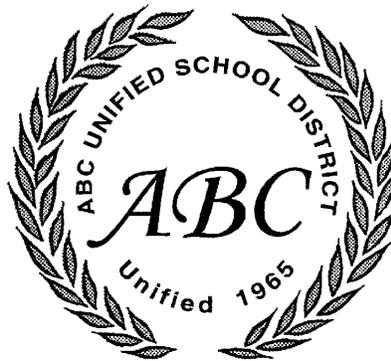
Wildcats



Haskell  
Mustangs



Ross  
Falcons



Carmenita  
Cougars



Fedde  
Knights



REGISTRATION MANUAL AND  
EDUCATIONAL PLANNING GUIDE

# ABC Unified School District

16700 Norwalk Boulevard • Cerritos, California • (562) 926-5566

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Mrs. Cheryl Bodger  
*Director of School Services*

Dr. Susan Hixson  
*Director of Human Resources*

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The ABC Unified School District has approximately 10,500 students in grades 7 through 12. The District serves the communities of Artesia, Cerritos, Hawaiian Gardens, and portions of Lakewood, Long Beach and Norwalk.

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<b>SITE</b>	<b>ADDRESS</b>	<b>PHONE/EXT.</b>
ABC District Office	16700 Norwalk Blvd., Cerritos, 90703	(562) 926-5566
Carmenita Middle School	13435 E. 166th Street, Cerritos 90703	(562) 926-4406
Fedde Middle School	21409 S. Elaine, Hawaiian Gardens 90716	(562) 924-2309
Haskell Middle School	11525 Del Amo Blvd., Cerritos 90703	(562) 860-6529
Ross Middle School	17707 S. Elaine, Artesia 90701	(562) 924-8331
Tetzlaff Middle School	12351 Del Amo Blvd., Cerritos 90703	(562) 865-9539
Whitney High School	16800 Shoemaker Ave., Cerritos 90703	(562) 926-5201

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## **OVERVIEW OF REGISTRATION PROCESS**

Preregistration for next fall's classes for both incoming and continuing middle school students takes place during the month of March. School personnel visit sixth and seventh grade classes to distribute information and materials. Sixth graders tour the middle schools of their attendance areas and parents are invited to orientation meetings. (Your attention to these preregistration details is greatly appreciated for it is essential that all registration materials be completed accurately and returned promptly as requested by each elementary and middle school site.)

This booklet is provided to acquaint you with the instructional programs offered at our district's middle schools, to assist you in completing the registration card and to familiarize you with how these programs lead to future selection of high school courses. While the academic requirements listed are the same at all sites, there are slight variations in the elective courses offered. By referring to the school code next to each elective as well as your child's registration card, you will find the specific electives available at his/her middle school. Should you have any additional questions, please call the counseling office at your child's designated school of attendance.

### **SEVENTH GRADE REGISTRATION TIMELINE**

The process begins in . . .

#### **JANUARY/**

**FEBRUARY** • Middle School administrators contact the elementary school sites regarding class visits and registration.

**FEBRUARY/** • Registration cards and manuals are sent home.

#### **APRIL**

- Incoming middle school student orientation meetings are held.
- Incoming middle school parent orientation meetings are held.
- Parents and students complete middle school elective choices and return forms to their elementary school site.
- Students earning qualifying scores are invited to apply to Whitney High School for fall admission.

## **MIDDLE SCHOOL MISSION STATEMENT**

It is the mission of the ABC Unified School District middle schools to provide for our students of culturally and ethnically diverse populations a gradual and orderly transition from the classrooms of the elementary setting to the departmentalized programs of the comprehensive high school. Each middle school has a strong academic focus and a safe, supportive and caring environment which is created and sustained with the needs of the early adolescent foremost in mind. We recognize that the needs of the students at this age are unique and require special knowledge and understanding and that their physical and intellectual changes strongly affect their social and emotional responses. We work in partnership with our staffs, students, parents and community in pursuit of educational excellence for all of our learners.

**Carmenita Middle School** (562) 926-4405 or (562) 926-5566 Ext. 24400  
13425 E. 166th Street, Cerritos, CA 90703  
Rhonda Buss, Principal  
\_\_\_\_\_, Assistant Principal  
Adria Molina, Guidance Administrator

**Haskell Middle School** (562) 860-6529 or (562) 926-5566 Ext. 24700  
11525 Del Amo Boulevard, Cerritos, CA 90703  
Camille Lewis, Principal  
Diane Ramirez, Assistant Principal  
John Vieira, Dean of Students

**Fedde Middle School** (562) 924-2039 or (562) 926-5566 Ext. 24600  
***International Studies Academy***  
21409 Elaine Street, Hawaiian Gardens, CA 90716  
Rochelle Wollman, Principal  
Carol Castro, Assistant Principal  
Richardo Lois, Dean of Students  
Thuy-Vi Nguyen, School Counselor

**Ross Middle School** (562) 924-8331 or (562) 926-5566 Ext. 24500  
***Academy of Creative and Media Arts***  
17707 S. Elaine Avenue, Artesia, CA 90701  
Ricardo Brown, Principal  
Jeff Heilig, Assistant Principal  
Margaret Garcia, Guidance Administrator

**Tetzlaff Middle School** (562) 865-9539 or (562) 926-5566 Ext. 24800  
12351 Del Amo Boulevard, Cerritos, CA 90703  
Creschena Wise, Principal  
Tom Woodward, Assistant Principal  
Joy Husband, Guidance Administrator

**Whitney High School** (562) 926-5201 or (562) 926-5566 Ext. 22301  
16800 Shoemaker Avenue, Cerritos, CA 90703  
Patricia Hager Ed.D, Principal  
Bryan Glonchak, Assistant Principal  
Debra Logan, Grade Level Advisor  
Brian Glonchak, Grade Level Advisor  
Deliana Park, Grade Level Advisor  
Eric Gutierrez, Grade Level Advisor  
Jenny Verrett, Grade Level Advisor

## **MIDDLE SCHOOL ACADEMIC REQUIREMENTS**

Middle school promotion requirements include 4 semesters of the following:

**English**  
**History/Social Science**  
**Mathematics**  
**Physical Education**  
**Science/Health**  
**Elective**

## **EDUCATIONAL PLANNING**

A student's progress toward successful completion of the requirements of a high school diploma as well as college acceptance and/or job preparedness starts in middle school. Beginning with seventh grade the student practices the important skills of time management, self-direction and good study habits. He/She becomes acquainted with diploma and college course requirements, the importance of proper class selection and the sequence of classes. Course work in the middle school becomes the foundation for proper placement in high school classes. This ensures that appropriate progress toward course objectives can be maintained. This planning process meets the needs of all students, regardless of their post-graduation goals.

The district has developed a comprehensive high school Educational Planning Guide (EPG) to further the planning process in grades 9-12. The EPG seeks to appropriately prepare the high school student for post graduation opportunities in higher education, training and/or employment. The EPG also promotes educational planning through parent/student/guidance-advisor communication. The middle school EPG is included within this booklet.

## **ABC UNIFIED SCHOOL DISTRICT PROMOTION/RETENTION POLICY**

AB 1626, Chapter 724, Statutes of 1998 expects students to meet grade level standards. The governing Board of the ABC Unified School District has adopted a policy regarding pupil promotion and retention. Parents of students at risk for retention will be notified and opportunities for interventions will be provided.

# GUIDELINES FOR TEACHER RECOMMENDATIONS REGARDING STUDENT PLACEMENT

## General

All classes and curriculum are based upon state requirements and guidelines. All students are offered equal access to the full range of required courses listed within this booklet. In addition, the curriculum of each required course is consistent at all ABC District middle schools.

## Honors

In honors classes, students move at a more rapid pace and study the course materials in greater depth. In addition, sixth grade teachers consider the following individual skills and attributes before recommending students for advanced classes. The student should be highly motivated and self-disciplined; have excellent work habits and be able to work at an accelerated pace; have strong research skills and be able to communicate effectively in group work situations with peers; be able to use critical thinking skills, work independently, and work within a time frame.

Sixth grade teachers recommend students for advanced classes in English and Math, based upon the following criteria:

- demonstration of advanced reading skills in classroom performance.
- writing above grade level as measured by an objectively scored writing sample and sixth grade classroom performance.
- demonstration of advanced math skills in classroom performance

**Placement in honors history/social science and science/health classes can be determined by the English class placement recommendation.**

**Seventh grade teachers recommend** student placement in eighth grade honors classes based on student performance. When level changes are recommended, students will be counseled and parents contacted. Additionally, parents are strongly encouraged to contact the school to clarify any concerns regarding placement.

The academic needs of honors level students will be accommodated by placement in a separate honors level class or a class offering an honors level option.

# MIDDLE SCHOOL COURSE DESCRIPTIONS

## CORE CURRICULUM

The school code printed beside each course title tells you at which site(s) each course is currently offered. The letters stand for the school name.

C = Carmenita      H = Haskell      F = Fedde      R = Ross      T = Tetzlaff      W = Whitney

### **ENGLISH (C, H, F, R, T)**

English in grades seven and eight focuses on the development and improvement of skills in reading comprehension, language conventions, literary response and analysis, writing as a process, thinking, vocabulary development, speaking and listening. Core literature, which is designated for each grade level, is the major vehicle through which these skills are taught. Students participate in individual and group projects where leadership and group process skills are utilized and practiced.

### **ENGLISH Honors (C, H, F, R, T, W)**

In addition to the course work described above, honors classes or a class offering an honors level option, incorporates literature study in greater depth and complexity. Particular emphasis is placed on the higher level thinking skills, analysis, synthesis and evaluation, which will challenge students to work at an accelerated pace with more independence.

### **ENGLISH ELD (C, H, F, R, T)**

English Language Development focuses on the acquisition of listening, speaking, reading and writing in English at the English learners assessed language proficiency level. Courses are aligned to the State ELD standards as well as California State Standards.

### **ENGLISH INTERVENTION (H, F, R, T)**

Seventh and eighth grade students performing below basic and far below basic are enrolled in a double period English intervention. The curriculum is similar to that of the general class with material modifications as well as time allowances. Additional reading and writing strategies are employed to improve the student's competency in these areas.

### **MATH INTERVENTION (F)**

Seventh and eighth grade students performing below basic and far below basic levels are enrolled in an additional period of Math Intervention. The curriculum is similar to that of the general math class with some modifications and review of basic math skills. This class is intended to support the student's understanding of math and help them make significant progress in math and learn new strategies. This class is currently available at Fedde and perhaps other schools.

### **MATHEMATICS (C, H, F, R, T, W)**

Mathematics for grade seven focuses on developing a greater depth of understanding of the unifying ideas of proportional reasoning, multiple representations, and patterns and generalizations as presented in the Math Framework. Content will integrate algebra, logic and language, statistics and probability and discrete mathematics, as a basis to prepare all students for algebra in the 8th grade.

Students will:

- work and be assessed both individually and collaboratively.
- be encouraged to actively take responsibility for their own learning, and develop their ability to communicate mathematics both orally and in written form.
- use manipulatives, calculators and technology as appropriate in developing and refining problem solving skills extending to situational lessons and investigations.

### **PRE-ALGEBRA - Grade 7 (H, F, R, T)**

This course is centered on Algebra and Functions. Additional work in number sense, measurement and geometry, statistics, data analysis and probability, and mathematical reasoning are also included in this course. The intent of this course is to prepare students for future work Algebra I.

## **FOUNDATIONS OF ALGEBRA - Math 8 (H, F, R, T)**

The content of this course covers the first half of Algebra I requirements. The central focus is on enhancing basic math skills needed for Algebra I. Students successful in demonstrating an understanding of foundational elements can be placed into Algebra I the following school year depending on High School requirements.

## **ALGEBRA I (C, H, F, R, T, W)**

Algebra I will focus on developing a greater depth of understanding of the unifying ideas of algorithmic thinking, mathematical modeling, variation, mathematical argumentation and multiple representations as presented in the Math Framework. Application and integration of the eight strands (listed in 7th & 8th grade mathematics) will form the basis for this first of the high school core courses. Specific content will focus on: equations and inequalities, functions (rational, linear, quadratic and polynomial), number (sets, exponents and radicals), problem solving, graphing and other applications.

Students will:

- work and be assessed both individually and collaboratively.
- be encouraged to actively take responsibility for their own learning, and develop their ability to communicate mathematics both orally and in written form. Portfolios will be included for all students.
- use manipulatives, calculators and technology as appropriate in developing and refining problem solvingskills extending to situational lessons and investigations.
- develop projects on a semester basis.

The approval of the appropriate grade level administrator is required to enroll. This class is open to eighth grade students, and while it does meet the University of California entry level requirements, it does not give the student any credits toward high school graduation. Seventh grade students maybe recommended based on placement testing.

## **GEOMETRY (C, H, F, R, T, W)**

The ideas presented in this course will focus on developing an understanding of the language of geometry. Geometric skills and concepts will be developed and used in a wide variety of problem-solving situations. Students will also develop their ability to construct formal proofs, logical arguments, and informal proofs. This course is based on the California State Content Standards for Geometry. Successful completion of this course earns students high school geometry credit. (Offering of this class is contingent on sufficient student enrollment)

## **PHYSICAL EDUCATION (C, H, F, R, T, W)**

Physical education is a two year course in which students study and apply the concepts of health related physical fitness, work to improve personal levels of fitness, and develop the skills and knowledge needed for successful participation in a variety of team, individual and recreational activities.

## **MODIFIED P.E. (C, H, F, R, T, W)**

Modified P.E. at the middle schools is for students with orthopedic, weight or respiratory conditions, low fitness levels or low physical skills which limit their successful participation in regular physical education classes. The objectives for this class are the same as for regular P.E. classes: to improve individual physical fitness, learn game skills and participate in activities conducive to an active, healthy and fit life-style. The specific activities, however, are designed to allow for the physical limitations of students in the class. Each student's program is limited only to the extent required for him/her to succeed in physical education. Grading is based on participation, effort and completing of assignments. Students are recommended for Modified P.E. by their doctors, parents or P.E. teachers.

## **SCIENCE/HEALTH 7th Grade (C, H, F, R, T)**

The seventh grade science class has a major focus in **Life Science**, but also includes **Health, Earth and Physical Science**. **Life Science** focuses on how living things are classified based on their characteristics (including cells), how living things get their characteristics (genetics), how living things have evolved through time, and how living

things interact with their environment (ecosystems). **Health** focuses on individual growth and development, substance abuse, and family living. **Earth Science** focuses on Earth's atmosphere and surface and its relation to living things. **Physical Science** focuses on energy with an emphasis on the energy on plants and animals.

### **SCIENCE/HEALTH 7th Grade Honors (H, F, R, T, W)**

In addition to course work described above, the honors course emphasizes greater depth and complexity of study, with all students engaged in research projects which stress process skills as relating and inferring. Students are challenged to work at an accelerated pace and with more independence.

### **SCIENCE/HEALTH 8th Grade (C, H, F, R, T, W)**

The eighth grade science class has a major focus in **Physical Science**, but also includes **Health, Earth Science** and **Life Science**. **Physical Science** focuses on matter, its properties and structure as found in the Periodic Table of Elements (atoms & molecules), how matter changes, forces, and motion. **Earth Science** focuses on gravity as the main force of the universe. **Life Science** focuses on human impact on our environment. **Health** focuses on individual growth and development, substance abuse, and family living.

### **SCIENCE 8th Grade Honors (H, F, R, T, W)**

Advanced Earth and Physical Science classes cover the same units of study as the course described above but in greater depth and complexity. Emphasis is on problem solving skills, and a project dealing with problem solving techniques is required. Students are challenged to work at an accelerated pace and with more independence.

### **HISTORY/SOCIAL SCIENCE 7th Grade (C, H, F, R, T)**

Seventh grade history/social science students review ancient cultures and civilizations of the world. Emphasis is on the study of the Middle Ages and the Age of Enlightenment. Global exploration is a part of this program. In addition, students participate in individual and group projects where leadership and group process skills are utilized and practiced. In some schools, students may participate in the History Day Program.

### **HISTORY/SOCIAL SCIENCE 7th Grade Honors (H, F, R, T, W)**

The content of this class is the curriculum listed for 7th grade History/Social Science. In addition, students participate in individual and group projects where leadership and group process skills are utilized and practiced. The majority of assignments and activities involve analysis, synthesis and evaluation. Required reading and class activities are of an accelerated nature. In some schools, students may participate in the History Day Program.

### **HISTORY/SOCIAL SCIENCE 8th Grade (C, H, F, R, T)**

The eighth grade course of study begins with an intensive review of the major ideas, issues, and events preceding the founding of the nation. Students concentrate on the critical events of the period from the framing of the Constitution to World War I. The understanding of geography is deepened through the study of exploration, acquisition and settlement. Students examine the daily life of ordinary people through the reading of historical fiction, letters, diaries, and documents. Discussions, readings and problem solving exercises throughout the year reflect on the changes in the nation over time, how the changes occurred and how citizens in a democracy can influence standards in public life. In some schools, students may participate in the History Day Program.

### **HISTORY/SOCIAL SCIENCE 8th Grade Honors (H, F, R, T, W)**

In addition to the course work described above, critical thinking skills are consistently strengthened and greater emphasis is placed upon identifying reasonable alternatives to problems, predicting consequences and expressing ideas in writing and speaking. Students are challenged to work more independently at an accelerated pace. In some schools, students may participate in the History Day Program.

## ONE YEAR ELECTIVE COURSES

The following are year-long electives. Students may select one year-long elective or two one-semester electives. (Note: All elective class offerings are contingent on sufficient enrollment.)

### **A.V.I.D. ADVANCEMENT VIA INDIVIDUAL DETERMINATION (H)**

AVID is a structured, college bound elective class designed to give students college level entry skills, motivate students to seek a college education and increase the participants' levels of career awareness. Students will have the opportunity to interact with college tutors, guest speakers, and participate in college field trips. A minimum GPA of 2.0 is required. Application and interview are part of the acceptance process.

### **BAND (Beginning) (C, H, F, R, T, W)**

Students are given the opportunity to choose an instrument without prior training and learn the necessary skills to be a successful band member. Students are expected to provide their own instruments. (A limited number of instruments is available for those students unable to do so.)

### **BAND (Intermediate) (C, H, F, R, T, W)**

Intermediate Band is for students with some previous instrumental music instruction on a band instrument. As the skill level improves, these students may join the advanced band for performances or may become a permanent advanced band member.

### **BAND (Advanced) (C, H, F, R, T, W)**

The Advanced Band presents several performances during the year including student concerts and performances in the community. Students receive instruction that improves their skills in playing their chosen instrument and prepares them for high school band.

### **CHORUS (H)**

Students are given an opportunity to sing in an organized vocal performance group without prior training and learn the necessary skills such as vocal techniques, ear training and the reading of music. Students will have the opportunity to give live performances. This class may be taken for the entire year or for a semester.

### **JOURNALISM/YEARBOOK (C, H, F, R, T)**

This class produces the school newspaper and is also responsible for creating and compiling the yearbook. The students have numerous responsibilities in covering and reporting school activities, programs and sports events for both the newspaper and the yearbook. Students also create video ads/commercials to encourage yearbook sales and promote other activities occurring on campus. English department and/or Journalism/Yearbook advisor approval is required. This is a full year commitment designed especially for eighth graders. At some schools, seventh graders may be admitted second semester.

### **LEADERSHIP CLASS (C, H, F, R, T, W)**

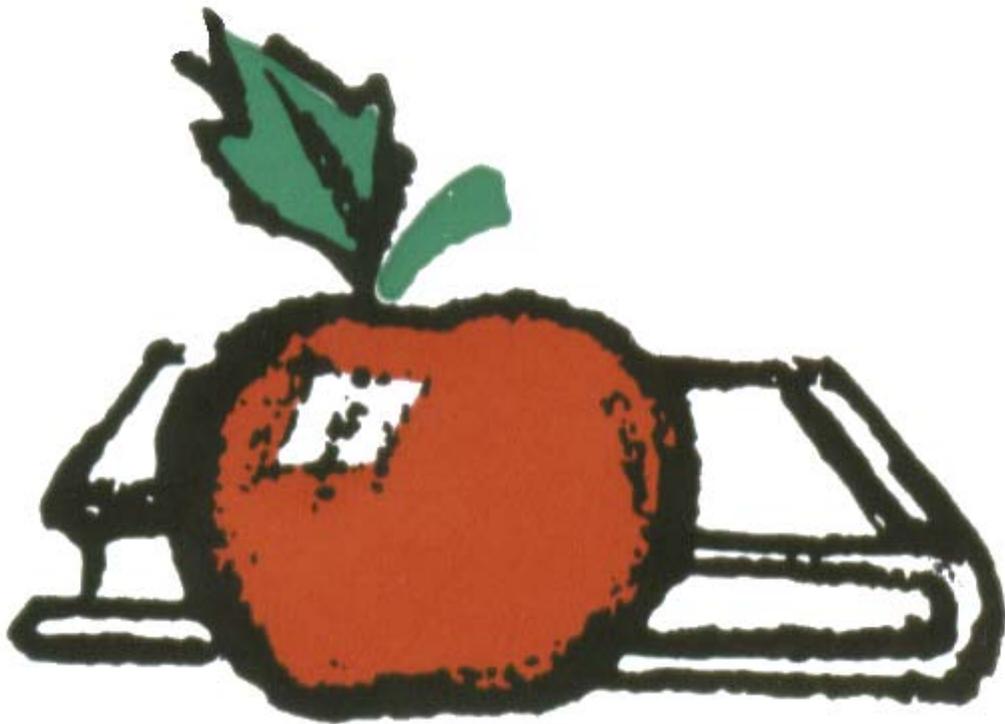
This class consists of planning, organizing and developing school activities to promote school spirit. Students learn effective leadership techniques and how to apply them. Students must be willing to give of their free time to assist with student activities. Teacher recommendation is required. This is a full year commitment designed especially for eighth graders. Seventh graders may be admitted second semester.

### **MEDIA PRODUCTION (TV Production) (C, H, F, R, T)**

This is a course where students produce a daily entertaining and informative news program. The students learn how to use video and production equipment and techniques of sound, lighting, camera angles, script writing, and interviewing to create a successful production.

## **SPANISH I (C, H, F, T, W)**

This course, which requires a "C" in General English or teacher approval, provides students with opportunities to develop basic proficiency skills in the target language in the areas of reading, writing, listening, and speaking. Students will demonstrate their mastery of these modalities in the context of thematic units. The study of the Spanish culture will be integrated into the curriculum. This class is open to eighth grade students, and meets University of California entry level requirements, however, it does not give the student any credits toward high school graduation.



## **ONE SEMESTER ELECTIVE COURSES**

The following are one semester electives. Students may select two electives, one for each semester, or one year-long elective. (Note: All elective class offerings are contingent upon sufficient enrollment.)

### **ACCELERATED/QUALITY READING (H, T)**

This course is designed to accelerate reading performance by improving the student's reading comprehension, literary response, and word analysis skills through consistent reading practice. A variety of materials will be used during the semester to stimulate growth and permit individuals to move at their own pace. Students are encouraged to read daily.

### **ART/ARCHITECTURAL DESIGN (C)**

This semester-long course emphasizes basic architectural and industrial design rendering techniques. Students will explore these techniques by creating designs of buildings, houses, automobiles and other industrial products. Students considering a career in architecture, engineering or industrial product design are encouraged to take this class.

### **ARTS/CRAFTS (C, H, F, T)**

This course provides an exploration into such activities as ceramics, drawing, painting, cartooning, printmaking and design. Emphasis is placed on developing creativity and personal expression in a variety of media. Free expression and appreciation are presented through the study of elements in art: line, form, space, value, color and texture, as they are used in drawing, painting, lettering, poster layout, perspective, and three dimensional projects. All projects are standards based and may vary for each school.

### **ART NEW MEDIA (H)**

This course introduces students to the computer as an art media. Students will visit different periods of art and art museums by the way of virtual tours. They will create a variety of projects from a superhero or villain comic book, a tri-fold double-sided travel brochure to a video that may include but not be limited to narration, still images, and music. Students will be able to use these applications in their other curriculum areas. This is a semester class.

### **CARTOONING (C)**

This course provides students with the opportunity to explore many different types of cartooning, including editorial, gag and sight cartoons, comic strips and caricatures. These areas are explored by using a wide variety of drawing techniques.

### **CERAMICS/SCULPTURE - 8TH GRADE (R)**

Students will create handmade vessels. These will include bowls, vases, boxes, and plates. They will also create sculptural objects. Students will learn a variety of techniques in working with clay. All projects will be fired in the school's kiln.

### **COMPUTER EDUCATION (C, H, F, R, T)**

Students will learn keyboarding skills as well as the powerful and efficient Microsoft Suite Programs: Word, Excel, and Power Point. Students will gain knowledge in technology that will assist them in their current academic course of study as well as in their future college/career plans.

### **COMPUTER EDUCATION (ADVANCED) (H, F, T)**

Going beyond the basics of technology, this class is open to only intermediate students or advanced users. Students will explore graphic design, movie making, desktop publishing, draw/paint, website design as well as animation skills. At some middle schools a signature is required from the computer teacher as well as satisfactory citizenship in all classes.

### **COMPUTER TECH (H)**

The student assists the teacher with the computer software and hardware issues. The student will work with the teacher on the correct application of software and trouble shooting computer problems.

### **CREATIVE WRITING AND READING (H)**

This course is designed to accelerate reading performance as well as develop writing techniques to improve students reading and writing skills. The curriculum will incorporate various genres of reading and writing, and will allow students the opportunity to expand their vocabulary, comprehension, fluency and writing process skills. Short stories, creative nonfiction, expository essays, current events and much more will be incorporated into the daily curriculum.

### **DRAMA (One year class at Ross Middle School) (H, R)**

This introductory course provides for group and individual activities in voice and diction, pantomime, script writing, creating a character and preparation of acting of scenes in plays. Students will have the opportunity to give live performances.

### **HOME ECONOMICS/CONSUMER SERVICES (C, F, T)**

This class focuses on the latest nutrition and dietary information and understanding the development of children. The students prepare nutritional snacks and international foods, determine cost per serving of foods and experience metric and microwave cooking. The child-development unit emphasizes baby-sitting skills, safety, and child guidance and care. In addition, students may learn to operate a sewing machine while constructing a simple project.

### **INDUSTRIAL EDUCATION (T)**

This class is designed to introduce students to basic safety, maintenance and use of hand tools, portable electric tools and major woodworking machines. Some projects the student may make are cutting boards, duck decoys, wood carvings, chess boards and home decorations.

### **INTERVENTION CLASSES - ADMINISTRATION/TEACHER RECOMMENDATION ONLY ENGLISH (C, H, R, T)**

This course is designed for students whose CST California Standard Test – shows that they are either BB (Below Basic), FBB (Far Below Basic) or they are academically 2 years or lower in reading. Students will work on improving their phonetic skills, sight word, vocabulary and comprehension through consistent practice. This Semester class can be repeated at the discretion of the teacher.

### **MATH (H, R, T)**

Requirements for course is the same as above for English. Students will work on basic math skills, computation, and understanding word problems.

### **JOURNALISM (C, H, F, R, T)**

This class produces the school newspaper. The students have numerous responsibilities in covering and reporting school activities, programs and sports events. English department and/or Journalism advisor recommendation is a prerequisite for this course.

### **STUDY SKILLS - 7TH & 8TH GRADE (H)**

This is a semester class for students in need of additional instruction in core academic areas. Students work on basic skills utilizing computer and traditional methodology. The student works on organizational skills, time management and communication skills.

### **PRINTMAKING - 8TH GRADE (R)**

Students will use a variety of materials to create single prints as well as multiple additions of prints. Students will gain skills in relief and intaglio printmaking. During the course students will have access to a proofing press and a large-scale printing press.

### **PUBLIC SPEAKING AND DEBATE (R)**

This course offers students the opportunity to practice informal and formal public speaking. Students will use multimedia to view and listen to historical and contemporary speeches and public debating. Students will form group discussion panels to study the theory and practice of public speaking including the selection of content, organization of ideas, use of language, and delivery. Students will practice public speaking in the form of informal and formal speeches and public debating.

### **SKILLS FOR SUCCESS (F)**

This course helps students become more self-confident, communicate better both at home and at school, make decisions based on facts rather than pressure from friends, and say “No” to drugs and alcohol. Skills for Success focuses on seven specific areas: 1) understanding the many changes of adolescence, 2) building self-confidence and communication skills, 3) understanding and managing feelings, 4) improving friendships and resisting negative peer pressure, 5) strengthening family relationships, 6) making healthy decisions, especially regarding alcohol and other drugs, and 7) setting goals for successful and healthy living.

### **SPANISH/INTRODUCTION (F)**

This is primarily an introductory level course in the Spanish language for seventh and eighth graders. General conversational skills are acquired while lessons pertaining to common traditions and customs of the people who speak the Spanish language are incorporated.

### **TEACHER AIDE/OFFICE AIDE (C, H, F, R, T)**

A course offered for selected students who possess the necessary skills and abilities to perform varied and assigned tasks for the library or office, or in a variety of classrooms. Selection is limited and requires a high level of personal, academic, and performance standards. (Elective class offerings are contingent upon sufficient enrollment.)

### **YEARBOOK (C, H, F, R, T)**

This class produces the school newspaper and is also responsible for creating and compiling the yearbook. The students have numerous responsibilities in covering and reporting school activities, programs and sports events for both the newspaper and the yearbook. English department and/or Journalism/Yearbook advisor approval is required.



## **EXPLORATORY SURVEY**

Some middle schools offer seventh graders an Exploratory Survey course that allows incoming students to be exposed to a core of elective curricula. The Exploratory Survey is actually a one year course and consists of either quarter or semester classes. Included in this survey course may be any of the following options:

### **ARTS/CRAFTS SURVEY APPLIED ART (C, H, F, T)**

This course is designed to expose students to a wide range of basic art activities. These activities include drawing, painting, design and general crafts.

### **APPLIED ART/ART HISTORY - 7TH GRADE (R)**

This course will introduce students to periods in art history and provide them with opportunities to experience artistic styles using their own talents.

### **COMPUTER MEDIA SURVEY (C, F, R, T)**

This class introduces students to the basics of the keyboard, word processing skills and a variety of other computer educational programs.

### **INTRODUCTION TO DRAMA - 7TH GRADE (R)**

This introduction course provides students the opportunity to create/produce, cultural/historical and cultural/responsive components of the drama curriculum are designed to provide students with a greater awareness of increase understanding of others, themselves and the world around them. Also, increases the students ability to construct and to communicate meaning through language and action; deepen understanding of cultural and social traditions; gain a lasting appreciation of the dramatic art form through critical reflection upon drama experienced as a participant and as audience.

### **CONSUMER SERVICES (C, F)**

This introductory class is designed to provide an exploration of the home economics field. The course includes instruction on food preparation, nutrition, proper use of kitchen utensils, safety procedures, laundry, sewing repairs and a sewing project.

### **INDUSTRIAL EDUCATION SURVEY (T)**

Students are introduced to all of the woodworking hand tools and basic portable electrical tools. Proper use, technique and safety are taught while the students are working on class assignments. Class assignments may include such projects as note holders, cutting board, decoys and other projects designed to motivate students and create an interest in woodworking.

### **FUNDAMENTALS OF MUSIC (C)**

This course is a 9 week survey class where students are introduced to a variety of musical activities. Students will sing, dance, create to music, listen, learn about basic music notation and rhythms. The students also receive instruction in the "Soprano Recorder". A special "Evening of Music" is planned as a culminating public performance activity for the end of the quarter. Parents and friends will be invited to hear the classes sing and play songs they have learned during the quarter.

### **MUSIC APPRECIATION - 7TH GRADE (R)**

This course is a 9 week survey class where students are introduced to a variety of musical activities. Students will learn the basics of music reading, discover representative music from many cultures around the world, and develop their fine motor skills through the Yamaha Music in Education keyboard lab curriculum. This is further enhanced by a strong emphasis on singing skills development.

### **MEDIA PRODUCTION (TV Production) (H, F, T)**

This is a course where students produce a daily entertaining and informative news program. The students learn how to use video and production equipment and techniques of sound, lighting, camera angles, script writing, and interviewing to create a successful production.

### **VIDEO PRODUCTION - 7TH GRADE (R)**

Students will learn all aspects of Video production including camera techniques, lighting, editing, and scripting of programs. The class will take students through the basics in all the above using equipment in the state of the art Television studio, with digital cameras connected to a digital processing switcher and Apple G5 computers using Final Cut Pro Express for editing. The students will learn all three phases of a production: preproduction (scripting and story boarding), and production (shooting of scenes) and postproduction (editing and mixing).

### **ENVIRONMENTAL SCIENCE (F)**

The environmental science class develops awareness and appreciation of horticulture in and around ones' surroundings. Students participates in "hand-on" activities such as planting, tending, and developing the Fedde Environmental Garden. The class also includes an emphasis on recycling and school beautification.

## **AB 1802 COUNSELING**

*The Middle and High School Supplemental Counseling Program is established for the purpose of providing additional counseling services to pupils in grades 7 through 12, inclusive.*

*The intent of AB 1802 funding is to increase the number of school counselors that serve seventh through twelfth grade students. These new counselors will provide students with information on all educational vocational options available to them and will provide specified services to students who have failed or are at risk of failing the California High School Exit Examination, as well as students who are at risk of not graduating due to insufficient credits.*



**ABC UNIFIED SCHOOL DISTRICT  
SAMPLE SIX-YEAR GRADUATION PLAN**

NAME: \_\_\_\_\_

OCCUPATIONAL GOAL: \_\_\_\_\_

GRADE 9	_____
GRADE 10	_____
GRADE 11	_____
GRADE 12	_____
TOTAL CREDITS	_____
230 Credits needed for graduation	

**Postsecondary Education and Training:**

- University of California   
 California State University   
 Other 4 year college or university  
 Military Academy   
 Community college career/technical program

7<sup>th</sup> Grade

English 7
Math
Science
Social Studies
P.E.
Elective

8<sup>th</sup> Grade

English 8
Math
Science
Social Studies
P.E.
Elective

9<sup>th</sup> Grade

English I
Math
World History/Geog or Health
P.E.
Science/Elective
Elective

10<sup>th</sup> Grade

English II
Math
World History/Geog or Health
P.E.
Science/Elective
Elective

One year of fine arts or foreign language must also be completed

11<sup>th</sup> Grade

English III
Math
Science/Elective
U.S. History
Elective
Elective

12<sup>th</sup> Grade

English IV
Math/Economics
Science/Elective
Civics/Economics
Elective
Elective

<b>High School Exit Exam (CAHSEE)</b>	ELA	Passed	Not Passed	Math	Passed	Not Passed
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# ABC UNIFIED SCHOOL DISTRICT PROMOTION/RETENTION POLICY

AB 1626, Chapter 724, Statute of 1998 expects student's to meet grade level standards. The governing Board of ABC Unified School District has adopted a policy regarding pupil promotion and retention. Parents of students at risk for retention will be notified and opportunities for intervention instruction will be provided.

## MIDDLE SCHOOL PROMOTION REQUIREMENTS

To participate in promotional ceremonies and activities at the end of the eighth grade year, each student must meet the following requirements:

Academic Standards: Middle school students must pass all five (5) required classes (English, math, science, social studies and physical education) at the end of the 4th quarter, or have an overall (4 semester) GPA of 2.0 or better. Passing is defined as "D" or better.

Citizenship Standards: Students must maintain satisfactory citizenship record. Students who receive three or more unsatisfactory marks on their final report card may not be permitted to participate in the promotion ceremony.

Financial Standards: Students shall clear all financial obligations prior to participation in the promotional ceremony. This may include lost or damaged textbooks, library books, damaged school property, fund raising obligations, etc.

## GRADE POINT COMPUTATION

For computation of your grade-point-average (GPA) all classes are treated equally. Honors recognition is determined at the end of the 8th grade year and acknowledged at promotion ceremonies.

### Example:

Bob earned the following grades: Math = B, Science = C, History = A, Band = B, English = D and P.E. = C

Grade points are based on the following point scale.

A's = 4 points  
B's = 3 points  
C's = 2 points  
D's = 1 point  
F's = 0 points

Step #1 - To get your total grade points multiply the number of A's, B's, C's, D's and F's by their point value (see grade points above)

One A	X	4 points per	A = 4	grade points
Two B's	X	3 points per	B = 6	grade points
Two C's	X	2 points per	C = 4	grade point
One D	X	1 point per	D = 1	grade point

Step #2 - Total the number of grade points = 15 grade points

Step #3 - Divide the grade points by the number of classes

$$\frac{15 \text{ grade points}}{6 \text{ classes}} = 2.5 \text{ Grade Point Average (GPA)}$$

## GLOSSARY OF SPECIAL PROGRAMS/TERMS

**English Language Development (ELD)** - specialized instruction in English language development designed for students who are English Learners (EL's).

**Fluent English Proficient (FEP)** - students who have a primary language other than English previously identified as English Learners.

**Gifted and Talented Education (GATE)** - a state designation for students who have been identified through a district testing program as needing a more challenging educational curriculum. At the Middle School level, GATE identified students may be in honors classes or in regular classes with a designated Individual Learning Plan. (Referrals for testing may be initiated by teachers, parents or by students themselves at any time during the school year.)

**Honors (H)** - is a course of study with breadth and complexity of instruction and accompanying increased expectation for student performance.

**English Learners (EL)** - students who have a primary language other than English and who are determined to be limited English proficient using state mandated assessments.

**Education to Career (ETC)** - a program designed to meet the needs of learning disabled students who are able to function during the majority of the school day within a regular classroom, but who are in need of supplementary special services.

**Specially Designed Academic Instruction in English (SDAIE)** - content classes specially designed for English Learners using a variety of instructional strategies. SDAIE course offerings provide access to all students and are tied to content standards.

**Basics to Life (BTL)** - for those students with learning disabilities.

**Severe Disorders of Language (SDL)** - classes are for students who have communication disabilities.

**Whitney** is a single purpose high school for grades 7-12, whose primary mission is to prepare academically proficient students for entrance to universities. The school emphasizes academics and appropriate-curricular experiences that develop socially and academically successful students. Whitney represents the district's commitment to alternative education for high achieving students who are selected throughout the district. The goals of Whitney High School will reflect its mission statement.

If you should have any additional questions please contact your Middle School Counselor or the person responsible for the district program as listed below.

**GATE, LEP, ELD**

Mike McCoy, Director

**ELL**

Mary Eckardt

Academic Services

(562) 926-5566 Extension 21136

**ETC, BTL, SDL**

Sheila Levy-Craven, Director

Pupil Personnel Services

(562) 926-5566 Extension 21156

