PALOS VERDES PENINSULA
UNIFIED SCHOOL DISTRICT

INTERMEDIATE SCHOOL
COURSE HANDBOOK

2014-15

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FOREWORD

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

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

The Palos Verdes Peninsula Unified School District, an Affirmative Action-Equal Opportunity Employer, does not discriminate in educational programs and activities or in the employment of personnel and the process therein on the basis of sex, national origin, color, religion, age, or physical handicap.
The intermediate school program, for sixth, seventh, and eighth grade students, is shown below:

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Sixth Grade Core Course Descriptions

LANGUAGE ARTS 6

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

MATHEMATICS 6

Palos Verdes Core Mathematics 6 (PVCM 6)

In accordance with the California CCSS for mathematics, grade 6 instructional time will focus on five critical areas: (1) connecting ratio and rate to whole number multiplication and division, and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; (4) developing understanding of statistical thinking; and (5) solving problems involving area, surface area, and volume.

Palos Verdes Core Mathematics 6 Accelerated (PVCM 6 Accel.)

This accelerated course includes all of the content of PVCM 6. The work is more in-depth and moves at a rapid pace requiring students to rise to the challenge by spending the time to learn each topic with diligence and dedication. The course may require additional homework. Placement is based on evidence using multiple criteria of a student’s conceptual understanding, knowledge of procedural skills, fluency, and ability to apply mathematics.

PHYSICAL EDUCATION 6

In accordance with the California Physical Education Content Standards and California Educational Code, this course includes physical fitness exercises designed to develop the individual student's muscular and cardio-vascular systems. Cooperative games and activities that enhance teamwork and social skills also are part of the program. The basic concepts of aerobics and anaerobic exercise and goal setting designed to live a healthy life-style are emphasized.
SCIENCE 6

In accordance with the California Science Content Standards, students focus on earth science but also study areas of physical and life sciences. Students investigate specific areas of the earth’s resources, ecology, and energy in the earth’s system. Using microscopes and technology, students will study and apply the scientific process through investigation and experimentation. In addition, a Health component will be added to include units in nutrition, realistic body image, human reproduction, disease transmission, decision making, drugs, alcohol and tobacco prevention, conflict resolution, and building positive relationships.

SOCIAL STUDIES 6

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

HEALTH 7 (Trimester Class)

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

LANGUAGE ARTS 7

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

MATHEMATICS 7

Palos Verdes Core Mathematics 7 (PVCM 7)

In accordance with the California CCSS for mathematics, grade 7 instructional time will focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples and evaluation of probability models.

Palos Verdes Core Mathematics 7/8 Accelerated (PVCM 7/8 Accel.)

This accelerated course contains all of the content in PVCM 7 as well as the following critical areas: (1) formulating and reasoning about expressions and equations, including modeling and association in bivariate data with a linear equation, graphing linear equations, and writing linear equations in different forms; (2) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. The work is more in-depth and moves at a rapid pace requiring students to rise to the challenge by spending the time to learn each topic with diligence and dedication. The course may require additional homework. Placement is based on evidence using multiple criteria of a student’s conceptual understanding, knowledge of procedural skills, fluency, and ability to apply mathematics.
PHYSICAL EDUCATION 7

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

SCIENCE 7

In accordance with the California Science Content Standards, students will use evidence from earth history and fossils to determine how species have adapted to their environment through time. With the focus on life science, this course provides an overview of the structure and function of all living organisms, especially the human body. Students will study heredity, cell processes, anatomy, energy, and physiology of the body.

SOCIAL STUDIES 7

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

LANGUAGE ARTS 8

Language Arts 8

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

Language Arts 8 Accelerated

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

MATHEMATICS 8

Algebra Readiness

In accordance with the California Mathematics Content Standards, this course is designed for students who need to strengthen their foundation of mathematics through the development of a thorough understanding of fractions, decimals, percents, graphing, and solving linear equations, before taking an Algebra 1 course. The class emphasizes (1) a balanced curriculum including a review of basic skills and real-life application, (2) developing problem-solving skills, (3) understanding of arithmetic and numbers, (4) understanding of factoring and prime numbers, rules of integers, and (5) properties of arithmetic.

Introduction to Algebra

In accordance with the California Mathematics Content Standards, this course is designed as a one-year sequence in preparation for Algebra 1. Emphasis in this one-year course is on student development of an understanding of the symbolic language of mathematics. Algebraic concepts are introduced through the development of algebraic expressions, mathematical sentences and equations, the real number system, and functions and relations. Algebraic skills and concepts are developed and applied in a wide variety of problems solving situations all with the goal of preparing students in this course for Algebra 1.
Algebra 1

In accordance with the California Mathematics Content Standards, the emphasis of this course is on student development of an understanding of the symbolic language of mathematics. Algebraic concepts are introduced through the development of an understanding of algebraic expressions, mathematical sentences and equations, the real number system, and functions and relations. Algebraic skills and concepts are developed and applied in a wide variety of problem solving situations.

Algebra 1 Accelerated

In accordance with the California Mathematics Content Standards, this course is for the highly motivated, abstract learner. Students are expected to demonstrate great depth of understanding and application of the concepts covered. Algebra 1 Accelerated differs from Algebra 1 in rigor, pace, and level of application with focus in the areas of problem solving, factoring, algebraic proof, rational equations and radical expression. This course may include additional homework and class work.

Geometry Honors

In accordance with the California Mathematics Content Standards, this course is for the highly motivated, abstract learner. Students develop an understanding of the concept of proof in geometric contexts and construct formal logical arguments. Algebraic techniques are applied in the solution of problems involving geometric figures in two-and three-dimensions. It is recommended for students who have achieved a grade of “B” or better in Algebra I Accelerated or placement in accordance with District honors policy.

PHYSICAL EDUCATION 8

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

PHYSICAL EDUCATION 8 DANCE (open to all ability levels)

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

Science 8

In accordance with the California Science Content Standards, students will focus on the study and application of the laws and principles of physical science including; chemistry, physics, as well as pertinent elements both life and earth science. Students will explore topics through discussion, reports, activities, investigations and laboratory experiments.

Science 8 Accelerated

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

SOCIAL STUDIES 8

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

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

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

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

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

ADVANCED ORCHESTRA  (Year-long) Strings and Piano only

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

CHEF

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

CHEF 2

This is an advanced cooking class that incorporates an international flare. Not only will you be cooking more advanced recipes but you will be learning about different countries and their variety of spices, fruits and vegetables, along with their cuisine that has been influenced by their own region, climate and culture.

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

**CHORUS/GLEE (Trimester Course for one or more trimesters)**

This class is open to 6th, 7th, and 8th graders. Students will sing a variety of music from different genres like jazz, folk to popular music in two and three parts and learn to incorporate choreography while singing. A Field Trip to Belmont Village, or another local retirement home will occur during the school year for community service. Other field trips include a Music Tour to local schools. RIS Glee topics covered include phonation, resonance, proper use of mouth shapes for singing, tone and vowel production, vocal anatomy, and concert etiquette. Students will use computer technology for various projects. The culminating project will be a performance at the end of the trimester.

**COMPUTER DYNAMICS**

This course offers students a hands-on and interactive journey, allowing students to incorporate a variety of Microsoft Office Software programs into their core academic classes. The goal of this elective is to give the students a good foundation of skills so that that they will be able to integrate technology throughout all of their future academic endeavors.

**CONCERT CHOIR (Trimester course for one or all trimesters)**

This course provides opportunities for students to develop and enhance their singing and music-reading skills. The focus of the course is to sing in two and three part harmony and to learn about music of past and present world cultures. Concert repertoire and music history curriculum of each section of each trimester will be different.

**CREATIVE DESIGN**

Creative Design is an organized and creative arrangement of the elements of an artwork including lines, shapes, textures, spaces, colors and communication of ideas. Students create two and three-dimensional projects, which may include original designs and products in interior design, logos, fashion, CD design, T-shirt design, multi-media lessons, perspective or projects using clay as the medium. Students will use computer technology as a research tool to aid in a variety of projects. Students will explore a variety of artists and their work. Students will learn how to present their design as professional advertisement artists through their presentations.
DANCE (open to all ability levels)

This course is offered as an elective credit course. Students will study, explore, and experience various genres of dance including dance elements, history, composition, choreography, and performance skills. These students may perform at the end of the trimester in a school performance or festival. Students who take dance as a trimester elective class will be concurrently enrolled in a physical education class. This class does not meet the physical education standards.

DEBATE

Students learn how to make an effective argument; how to organize speeches and the power of nonverbal communication. They will also learn how to develop proper refutation and learn how to argue in favor or against different positions on issues. Students will participate in competition rounds that will lead to end of Trimester prizes for various skills in speech writing, topic research, and debate.

DIGITAL PHOTOGRAPHY

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

DRAMA

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

DRAWING AND PAINTING

Students will expand on fundamental techniques taught in the sixth grade Studio Art course. Emphasis is placed on craftsmanship as well as the ability to compose and execute design principles within specific projects. Students will learn about a variety of artists and their works. Students will use the art elements of shape, line, space, texture, shading, and color mixing to create works of art. Students will use computer technology as a research tool to aid in a variety of projects. Studies in perspective drawing, grid drawing, paper making and collage may also be featured. Students will use a variety of media such as watercolor, tempera paints, pastels and colored pencils. They will keep a sketch book during the trimester.
FORENSIC SCIENCE

Forensics combines science with “crime solving” skills. This class includes hands-on activities such as observation skills, analysis of finger prints, tracks, hair, teeth, handwriting and blood (simulated), as well as skeletons, bones and how insects contribute to decomposition. Forensics provides an opportunity to learn about a number of scientific areas including biology, chemistry, zoology, anatomy, genetics, physics, medicine and math. It combines science, critical thinking and problem solving. Learn about some of the crime solving skills you see on television.

GRAPHIC DESIGN

Graphic Design is an introductory course to the principles of art and the elements of design, illustration, and production layout in the graphic environment through a variety of media techniques. Historical and cultural perspective approaches to artistic expression will be emphasized. The course will include commercial, technological, and classic traditional applications of design. Students will be encouraged to study examples of graphic design in our ever-changing environment.

PE INDEPENDENT STUDY – Grades 7 & 8 Only

Independent Study Physical Education (ISPE) is an option provided for seventh and eighth grade students to complete Physical Education requirements under a written agreement and with the general supervision of a credentialed teacher. ISPE students follow the District adopted curriculum and meet the District requirements. ISPE provides flexibility to meet individual needs, interests, talents, and styles of learning. The ISPE out-of-school activity must include the following:

- Be instructed under the direct supervision of a credentialed or otherwise qualified instructor
- Consist of instruction that exceeds minimum state requirements of direct instruction for Physical Education Monday through Friday (400 minutes every two weeks)
- Incorporate the eight PE content areas mandated by the state and District
- Include a student journal documenting progress in the requirements for each content area

ISPE applications are applied annually but reviewed at the beginning of each grading period. ISPE students must pass the District administered physical fitness test, maintain a minimum grade point average of 2.5, complete all assignments with the supervising teacher, and continue to demonstrate advancement in the sport. It should be noted that selecting this class does not guarantee a spot in the course, since the selection process is strictly determined by lottery. Students are notified of the lottery results before the beginning of the grading period.

INSTRUMENTAL MUSIC: CONCERT BAND (Year-long)

This class is open to 6th, 7th, and 8th grade woodwind, brass, and percussion players. Students with previous musical training, as well as beginners who have instructor approval can take this class. Students will build technique, while playing a wide selection of music of different styles.
from the music literature. Students will use computer technology for projects throughout the school year. Field trips like a Music Tour and Music Festival will occur during the school year where students will represent their school.

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

This class is open to 6th, 7th, and 8th graders who play violin, viola, cello, bass, and piano (pianists with experience). Students with previous musical training, as well as beginners who have instructor approval can take this class. Students will build technique, while playing a wide selection of music of different styles from the music literature. Students will use computer technology for projects throughout the school year. Field trips like a Music Tour and Music Festival will occur during the school year where students will represent their school.

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

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

**INSTRUMENTAL MUSIC: JAZZ BAND**

This course is open to all instruments from advanced beginners to advanced players. The focus will be on jazz techniques and jazz literature. Students will perform in public performances and are encouraged to take more than one trimester. Seventh and eighth graders are encouraged to take this class for multiple trimesters. This class prepares students to continue their music education at the high school level.

**JOURNALISM**

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

**LEADERSHIP**

This course fosters student leadership skills to support school activities and events. Students learn and practice skills related to effective leadership and apply these skills to a variety of school service activities. Students are involved in community-based service-learning functions.

**MARINE BIOLOGY**
Did you know marine environments cover nearly three quarters of the planet?! Join us as we explore everything from mangrove swamps and tide pools to volcanic vents and trenches lying miles below the surface of the sea. The diversity of life inhabiting these environments is vast. We'll explore a variety of creatures through microscopic investigations and dissections. You will also build models to better understand the ocean floor, how waves are formed, and ocean currents. Don’t miss this exciting opportunity to learn more about the fantastic field of marine biology and how vitally important the health of the oceans is to the future of our planet!

MULTIMEDIA PROJECTS

This course builds on basic technological expertise, allowing students to use their creativity to produce multimedia projects. Students also learn graphic and video importation as well as digital picture skills.

PERSONAL FINANCE INVESTING

In this course, students learn to create a simulated investment portfolio through the stock market, mutual funds, bonds, commodities, etc., and graph their progress throughout the trimester.

SCHOOL SERVICE

School Service is offered to students who wish to work in the school office, with counselor recommendation/approval. Students must be enrolled in the 8th grade.

SCULPTURE

Sculpture incorporates the study and construction of three-dimensional sculptural forms as they relate to the use of the elements of art, and principles of design. Students will have the opportunity to explore different building art mediums as they relate to traditional, contemporary, and assemblage sculptural styles.

SHOW CHOIR (Trimester course for one or all trimesters)

This course incorporates elements of dance, song, and performance skills which culminate in an end of the trimester class production. (Although seventh and eighth graders are not required to take all sections, doing so enhances their singing and performance skills.)

STEM (Science/Technology/Engineering/Mathematics): Design & Modeling

The Design and Modeling class will teach students design theory and prototyping. Students will produce technical drawing by hand and learn Computer Aided Design. Students will design and construct a floor skimmer from card stock. They will design a playground and produce a detailed CAD drawing of it.

STEM (Science/Technology/Engineering/Mathematics): Automation & Robotics

In the Automation & Robotics class the students will learn about the history and evolution of manufacturing. The students will build models of the simple mechanisms that go into historic
and modern machines. They will experiment with these mechanisms to learn the advantages and disadvantages of each. Students will take what they have learned and use it to help them design and build a machine that simulates a manufacturing step. The students will learn how to program automated systems. They will create a software program to control their machine.

**STEM (Science/Technology/Engineering/Mathematics): Energy in the Environment**

Energy and the Environment will teach the student about how energy and our society are intertwined. They will learn about the major sources of energy and their advantages and disadvantages. They will explore new alternative energy systems. They will build a model of a solar photovoltaic and solar thermal system. They will design, build and test windmill vane configurations. They will develop conservation strategies. They will test insulation claims and calculate the energy savings associated with improvement in efficiency.

**INTRODUCTION to STEM -- 6th grade -- One-trimester course**

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

**STEM FOUNDATION CLASSES -- 7th or 8th grade -- Two or Three trimester course**

- **Design and Modeling (DM)**
  Students study and practice the design process. They learn to communicate their ideas with technical drawing on paper and with computer modeling software. Students are taught to keep an engineering notebook to document and capture their ideas. They use these new skills to problem solve independently and in small groups. The modeling program we use is Autodesk Inventor, an industry leader in 3D modeling software. Students will fabricate many of their designs for evaluation and the continuation of the design process.

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

- **Alternative Energy (EE)**
  Students investigate the impact of energy on our lives and the environment. Activities include the design and construction of fuel cell cars. Students design and construct alternative energy systems such as windmills and solar panels. Students evaluate ways to reduce energy consumption through energy efficiency and sustainability.
STEM SPECIALIZATION CLASS -- 8th grade – Year-long course comprised of three focused units.

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

• Science of Technology (ST)
  How has science affected technology throughout history? To answer this question students apply the concepts in physics, chemistry and nanotechnology to STEM activities and projects.

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

STUDIO ART

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

THE MAKING OF AMERICAN CULTURE – Grades 6,7,8 – One Trimester -- (RIS Only)
This class is an exploration of cultural and historical developments that has defined modern American culture. Students will learn about different aspects of American history that has helped weave together our complex American culture today. Topics will include immigration, fashion, music, technology, and more. Students will be given in class for all activities and student tasks.

VIDEO PRODUCTION

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

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

WOODS: TRADITIONAL WOOD PROJECTS

This course begins with an introduction to computerized 3D design and review of tools and safety. Students develop skills for using additional portable power tools necessary for advanced projects. Projects include: maple and cherry cutting board, mini baseball bat, pen and pencil set, desk clock, message center, wall mounted name plate, long or short skateboard. Students must have successfully completed Introduction to Woodshop.

WOODS: INNOVATIVE WOOD PROJECTS

This course begins with an introduction to computerized 3D design and review of tools and safety. Students develop skills for using additional portable power tools and safety. Students develop skills for using additional portable power tools necessary for advanced projects. Projects include: jewelry box, coat rack, peasant bowl, step stool, wall clock, pen and pencil set, and long or short skateboard. Students must have successfully completed Introduction to Woodshop.

WORLD LANGUAGE 6

Chinese 1A (Year-long)

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

Spanish 1A (Year-long)

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

**WORLD LANGUAGE 7**

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

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

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

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

**WORLD LANGUAGE 8**

**Chinese 1 (Year-long)**

This course is a high school level of Chinese 1. It introduces students to the language and culture of China. The goal is to develop basic listening, speaking, reading, and writing abilities in Mandarin Chinese and to understand the customs and life of modern China. The course objectives include the following:

1. **Speaking:** students develop accurate pronunciation through the Pinyin system, appropriate communication in daily dialogues, and are able to describe daily activities using a broad basic vocabulary.
2. **Listening:** students understand daily conversation.
3. **Reading:** students are able to read over 150 Chinese characters and essays with or without Pinyin.
4. **Writing:** students write Chinese characters, and short sentences.

Cultural activities are arranged to provide each student with opportunities to enhance language and cultural learning. Activities include Chinese movies, Chinese performances, field trips (e.g., visiting museums, markets, and restaurants), and Chinese traditional arts and crafts.
**Chinese 2 (Year-long)**

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

**French 1 (Year-long)**

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

**Japanese 1 (Year-long)**

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

**Latin 1 (Year-long)**

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

**Spanish 1 (Year-long)**

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

**Spanish 2 (Year-long)**

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

**WRITING PLUS – 6th Graders Only – Piloted at Miraleste Intermediate (Year-long)**

The Writing Plus class is designed specifically for incoming sixth graders who have a comfortable command of writing and would like to take their writing to the next level. Writing includes standards based instruction in writing strategies, writing applications, listening and speaking strategies, and speaking applications. The writing taking place will cover all four genres: narrative, expository, descriptive and persuasive. In addition, the class will focus on improving ideas, sentence fluency, organization, word choice, voice and conventions. Students will work on choosing the form of writing best suited to the purpose, develop strategies for organizing support for the main idea or theses, learn strategies for evaluating and revising, and use word-processing programs to refine and publish their work.

**WRITING STUDY SKILLS (Year-long)**

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

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

ENGLISH LANGUAGE DEVELOPMENT (ELD)

All students who have a language other than English as their first language are assessed to determine their English language proficiency. Students with limited English proficiency are provided with a special language development program. This program stresses listening and speaking skills and progresses to additional practice in reading and writing skills. The overall objectives of the program are for students to develop positive self-esteem, to generate positive intercultural attitudes, and to develop English skills to enhance school success.

INDEPENDENT STUDY

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