



**CUNHA INTERMEDIATE SCHOOL**  
RESPECTFUL | RESPONSIBLE | POSITIVE | SAFE



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# **Course Catalog 2020-2021**

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## TABLE OF CONTENTS

---

### *General Course Listing*

#### English Language Arts (ELA)

.....2

English Language Development (ELD).....3

Mathematics.....  
.....4

Physical  
Education.....6

Science.....  
.....7

Social  
Studies.....  
.....7

Special  
Education.....  
9

### *Elective Course Listing*

#### 6th Grade

Electives.....10

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

Electives.....11

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

Electives.....12



Music.....13

Spanish Immersion Program.....13





## General Course Listing

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### **English Language Arts**

All courses in English Language Arts consist of a two-period “core” that consists of Language Arts and Reading sections. See descriptions of each below.

#### *6th Grade*

##### Language Arts

This course builds the solid foundation students need to navigate the literary world and the writing process. Students progress from writing well-developed paragraphs to writing full essays in a variety of modes including informative/explanatory, narrative and argumentative writing. Students utilize the writing process from brainstorming to the final draft. Students will be able to strengthen their vocabulary and grammar as well as their inclusion of academic language and critical analysis in the writing process. Collaborative discussions, critical thinking exercises, and word study are interwoven.

##### Reading

This course focuses on comprehension, annotation, author’s purpose, and deriving meaning from complex texts. Students use significant works of literature and a variety of fiction and nonfiction selections as a basis for instruction in reading. The goals are to build a love for reading, increase stamina, develop strategies for comprehension, as well as to analyze text and cite claims with specific textual evidence.

Core literature selections include those found in the District-adopted lists. The Board of Trustees adopted Holt Literature and Language Arts.

#### *7th Grade*

##### Language Arts

Students continue to build skills in writing, vocabulary development, speaking, and listening. Students are expected to develop skills in academic writing, which includes argument, informative/explanatory, and narrative strategies. Grammar and mechanics are taught both explicitly and in context.

##### Reading

Students read both widely and deeply from a range of literary and nonfiction texts that reflect varying levels of text complexity. In addition to core novels, there will be an emphasis on independent reading. Collaborative discussions and activities are used to help students construct meaning from text and develop critical thinking skills.

Core literature selections include those found in the District-adopted lists. The Board of Trustees adopted Holt Literature and Language Arts.



## *8th Grade*

### Language Arts

Students will learn to write, listen, and speak with greater maturity and understanding. Students will expand their ability to use narrative, expository, and argumentative writing skills in their compositions, often in response to literary and nonfiction texts. As students continue to practice the writing process, they will develop their writing styles, with emphasis on sentence fluency, word choice, revision, and self-editing. Grammar and mechanics are taught both explicitly and in context. Students will continue to develop their speaking and listening skills to further their comprehension of course content and texts, to collaboratively build knowledge, and to skillfully present knowledge and ideas.

### Reading

The 8th grade Reading program emphasizes the study of significant literary works. As students study literature and nonfiction texts, they will focus on developing a critical view of the author's purpose, style, and development of a claim or theme. Reading closely to determine what a text says and making logical inferences are critical skills this year.

Core literature selections include those found in the District-adopted lists. The Board of Trustees adopted Holt Literature and Language Arts.

### Literacy Lab

This course serves as a reading/writing intervention for 6th grade students. Students recommended to this program are below grade level in their English Language Arts progress, and are not English Learners and do not have IEPs. The course is a quarter long, and students may continue or test out at each grading period.

### **English Language Development (ELD)**

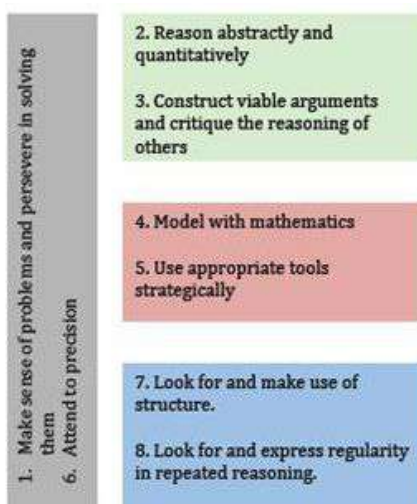
California's English Learners (ELs) may need instructional support in developing proficiency in English language and literacy as they engage in learning academic content based on Common Core Standards. English Learners face an additional challenge in developing literacy in English since they must develop oral proficiency in English—including depth and breadth of vocabulary—at the same time they are learning to read and write. In recognition of the new English Language Development Standards, there is now clarity as to what knowledge, skills, and abilities are needed to help English Learners engage with and master next generation standards. English Language Development classes help students in developing academic literacy to be successful at Cunha and beyond. Courses are level-based, some being exclusive to grade levels (i.e. 6<sup>th</sup> Grade ELD 3) and include:

- ELD 1/2
- ELD 3
- ELD 4



## Mathematics

Each Common Core Math class contains a focus on the 8 Standards for Mathematical Practice (see image below). These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education. The first of these are the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the National Research Council’s report *Adding It Up*: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one’s own efficacy). Head to [www.corestandards.org/Math/Practice](http://www.corestandards.org/Math/Practice) for more information and to explore in greater detail.



### 6th Grade

**Common Core Math 6:** sixth grade mathematics is about (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 number system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

Required Fluency:

- 6.NS.2 Multi-digit division
- 6.NS.3 Multi-digit decimal operations



### 7th Grade

**Common Core Math 7:** seventh grade math is about (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.

Key Area of Focus for grade 7:

- Ratios and proportional reasoning and,
- The arithmetic of rational numbers.

### 8th Grade

**Common Core Algebra 1:** the fundamental purpose of this course is to formulate and extend the mathematics that students learned in the middle grades. Because it is built on the middle standards, this is a more ambitious version of Algebra 1 than has generally been offered. The modules deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Mathematical practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Recommended Fluencies for Algebra 1:

- Solving characteristic problems involving analytical geometry of lines including, writing the equation of a line given a point and slope
- Adding, subtracting and multiplying polynomials
- Transforming expressions and chunking (seeing the parts of an expression as a single object) as used in factoring, completing the square, and other algebraic calculations

**Common Core Math 8:** eighth grade mathematics is about (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three- dimensional space and figures using distance, angle, similarity, and congruence and understanding and applying the Pythagorean Theorem. Key Area of Focus for Grade 8: Connecting algebra to graphing and geometry.



## **Physical Education**

### 6th Grade

**Physical Education 6:** students should expect to participate in and be exposed to movement concepts, manipulative skills, rhythmic skills, and a combination of movement patterns and skills in various activities. In addition, components of self-responsibility, social interaction, and group dynamics are a focus of the 6<sup>th</sup> grade Physical Education experience.

### 7th Grade

**Physical Education 7:** students are exposed to movement concepts, manipulative skills, rhythmic skills, and combination of movement patterns and skills while participating in *individual, dual and team* activities. In addition, components of self-responsibility, social interaction, and group dynamics are a focus of the 7<sup>th</sup> grade Physical Education experience.

### 8th Grade

**Physical Education 8:** students are exposed to movement concepts, manipulative skills, rhythmic skills, and combination of movement patterns and skills while participating in *team* activities. In addition, components of self-responsibility, social interaction, and group dynamics are a focus of the 8<sup>th</sup> grade Physical Education experience.

**Independent Studies Physical Education (ISPE):** designed as a way for exceptional athletes to fulfill their Physical Education requirement outside of the school day. Students applying for ISPE must meet the qualifications outlined in [Administrative Regulations 6158.1](#) (including passing of the Physical Fitness tests). See your counselor for an application packet.





## Science

### 6th Grade

**Science 6:** the 6th grade program focuses on Earth Science. Students learn the structure of the Earth and how its dynamics reshape Earth's topography and form soils. Students learn how species on Earth are affected by environmental changes. It provides hands-on experiences to follow steps of scientific inquiry and investigation. Students engage in higher learning opportunities through STEM activities. Students explore the areas of Earth Science by examining unifying strands set forth by the state standards. NGSS standards are being implemented. The Prentice Hall California Earth Science textbook is used in this course.

### 7th Grade

**Science 7:** the 7th grade program focuses on an introduction to Life Sciences. The Prentice Hall Life Science textbook is used. Students learn about cell theory, genetics, evolution, a survey of living things and the human body. This course provides hands on experiences to follow steps of scientific inquiry and investigation. Students engage in higher learning opportunities through STEM activities. NGSS standards are being implemented.

### 8th Grade

**Science 8:** the 8th grade program focuses on Physical Science. The Prentice Hall textbook is used in this course. Topics include chemistry, physics and astronomy. The 8th grade course focuses on scientific inquiry and includes a Science Fair project to be completed by every student. Students engage in higher learning opportunities through STEM activities. NGSS standards are being implemented. This includes engineering, mathematics, and integration of technology.

## Social Studies

### 6th Grade

**Social Studies 6 (Ancient Civilizations):** 6<sup>th</sup> grade begins the year with our Skills for Adolescence program, a one quarter program that focuses on: understanding the many changes of adolescence, building self-confidence and communication skills, understanding and managing feelings, and improving friendships and resisting negative peer pressure.

Beginning in the 2<sup>nd</sup> quarter, 6th grade students will analyze the Geographic, Political, Economic, Religious, Social, Industrial, and Arts and Literature structures of ancient civilizations. They will become aware of how humankind has changed and what technological advances have caused these changes. Students will use critical thinking skills and learn about the cultures and beliefs from the past. They will learn how archaeologists and various historians piece together the past from what was left behind.

## State Content Standards:



6.1 Paleolithic Era - Agricultural Revolution	6.4 Ancient Greece	6.7 Ancient Rome
6.2 Mesopotamia, Ancient Egypt & Kush	6.5 Ancient India	
6.3 Ancient Hebrews	6.6 Ancient China	

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

**Social Studies 7** (World History/Geography): The goal of this class is to gain an appreciation for Medieval World History/Geography while improving student achievement in regards to reading and writing comprehension, critical thinking skills, and decision-making. Students will learn how to work with their peers as well as appreciate some of the most significant medieval and early modern civilizations from across the globe.

**State Content Standards:** Students will analyze the geographic, political, economic, religious, and social structures of the following early modern civilizations:

7.1 Roman Empire	7.5 Japan	7.9 Reformation
7.2 Islam	7.6 Medieval Europe	7.10 Scientific Revolution
7.3 China	7.7 Mesoamerica	7.11 Age of Exploration
7.4 Africa	7.8 Renaissance	

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

**Social Studies 8** (United States History): This course examines United States history from the thirteen colonies through the industrial revolution. Students will learn to interpret primary and secondary resources, acquire and use the tools of geography, produce academic writing, build strong research skills, and learn how to critically think, read, and write in order to think like an historian.

**State Content Standards:**

8.1 The New Colonies	8.5 U.S. Foreign Policy	8.9 Attempts to End Slavery
8.2 The Constitution	8.6 Divergent Paths in the North	8.10 The Civil War
8.3 The Political System	8.7 Divergent Paths in the South	8.11 Reconstruction
8.4 The Ideals Nation	8.8 Divergent Paths in the West	8.12 Economic Transformation



## Special Education

- **Resource Specialist Program (RSP)** in 6, 7, 8: students are supported, in accordance with their Individualized Education Plan (IEP), with specialized academic instruction in Math and/or Language Arts. Students strive to meet the stringent standards laid out in the Common Core through specialized instructional strategies delivered by specially trained teachers in small classes.
- **Learning Centers 6, 7, 8:** students are supported, in accordance with their Individualized Education Plan (IEP), with specialized academic instruction in study skills, executive functioning, self-advocacy, test-taking strategies, and content area subject matter. Homework and project support is also provided.
  - The Common Core State Standards describe the characteristics needed of a person who is college and career ready; a college and career ready individual can:
    - Demonstrate independence;
    - Build strong content knowledge;
    - Respond to the varying demands of audience, task, purpose, and discipline;
    - Comprehend as well as critique;
    - Value evidence;
    - Use technology and digital media strategically and cap
- **Special Day Class:** a student with developmental disabilities who requires specialized instruction for more than half of the school day with modified curricula may be placed in a Special Day Class. Special Day Classes serve students on a continuum in an environment that is designed to meet the specific needs of each and every student in accordance with his/her IEP. In the SDC class, students can receive specialized academic instruction from a specially trained teacher in language arts, reading, math, science, social studies and life skills. Positive behavior support is also provided in the SDC classroom. It is typically inappropriate for a student with average





## Elective Course Listing

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### 6<sup>th</sup> Grade

Students can elect to participate in AVID 6, an Exploratory Wheel, Beginning Band, or Spanish. Please review all electives below. Please note that students with an intervention course may need to enroll in Zero Period in order to obtain an elective.

**AVID 6** (Advancement Via Individualized Determination): the AVID program is designed to target mid-level students (B, C, and in some cases, D level students). The main objective is to support and enhance academic strategies that are required in a typical classroom setting. This will include such skills as: critical thinking, organization, public speaking, collaboration, and teambuilding. A typical AVID student will seek an ultimate goal to attend a higher-level institution; typically, they will be the first in their families to attend college and come from groups traditionally underrepresented in higher education. This is a yearlong elective.

**Exploratory Wheel:** offerings are subject to change due to staffing and enrollment issues that may arise. The “wheel” results in students traveling through different sections of electives, of approximately six weeks in length. The overarching goal of the wheel is to expose students to a variety of content in hopes that student experiences are widened. Students will have an opportunity to take further coursework in interested content areas in their 7<sup>th</sup> and 8<sup>th</sup> grade years, for longer periods of time. Anticipated offerings include:

- **Art 6:** the focus of sixth grade art is to learn aspects of color theory and explore a variety of art mediums including oil pastels, water colors, paper collage, and water color markers. Students will also learn about the elements of design. All of these concepts are integrated into fun projects, which are designed to insure all students are successful.
- **Drama:** designed to introduce students to and/or extend their experience with drama and will include topics and activities such as subtext, pantomime, and storytelling. Active participation in the class will encourage students to develop communication and performance skills, self-confidence, and the ability to work with others.
- **Shop:** a basic woodshop class that covers shop safety and hand-tool/power-tool use. You will learn to safely operate jig-saws, sanders, drill presses, and the lathe. After completing some assigned skill development projects, you will have the opportunity to design and build your own project.
- **Study Skills:** This class will support and help students to be more organized. Students will use their Cub Agenda and could also work on homework with support from me, a math teacher. They will practice and develop good habits for preparing for tests. The games will reinforce adding, subtracting, multiplying and dividing through card games, dice games and board games. We will also introduce some crafts including but not limited to finger knitting, paper crafts and some origami.
- **Bike Mechanics 6:** An innovative and enriching all-inclusive program designed to actively engage students in the many aspects of bicycles with a hands-on curriculum that includes: researching, group work, team building exercises, online learning, and the use of tools to fix, maintain, and manipulate a variety of bicycles. Regardless of biking ability or knowledge, this



course will promote a positive environment for all to learn the joys of biking. The program will encourage students to be hands-on with various types of tools, hardware, and bicycle parts. Students will learn how different styles of bikes are designed for specific usage. Students will learn the components of a typical bike, as well as understand each component's purpose. Appropriate tools and proper usage will be discussed and practiced.

**7<sup>th</sup> Grade Electives** (quarter courses unless otherwise noted): offerings are subject to change due to staffing and enrollment issues that may arise. All seventh graders will be allowed to select four electives, which rotate at the quarter, to participate in for the year. The overarching goal of the 7<sup>th</sup> Grade Electives is to provide greater choice and interest, hoping to expand on experiences from the 6<sup>th</sup> Grade Exploratory Wheel. Students will have an opportunity to take further coursework in interested content areas in their 8<sup>th</sup> grade year as semester-long courses. Students have the following elective options:

- **Art 7:** In the seventh grade art programs students revisit color theory concepts but also learn ways to create depth and richness in artwork through shading and one point perspective. Students also learn a variety of watercolor techniques, which they will draw on to create several different watercolor projects. Projects are designed to insure all students are successful and depart the class with some lovely finished pieces, suitable for framing. **(Not available for 2020-21)**
- **AVID 7** (Advancement Via Individualized Determination): the AVID program is designed to target mid-level students (B, C, and in some cases, D level students). The main objective is to support and enhance academic strategies that are required in a typical classroom setting. This will include such skills as: critical thinking, organization, public speaking, collaboration, and teambuilding. A typical AVID student will seek an ultimate goal to attend a higher-level institution; typically, they will be the first in their families to attend college and come from groups traditionally underrepresented in higher education. This is a yearlong elective.
- **Drama 7:** an introductory theatre course, which allows students to explore different aspects of theatre -- both on stage and behind the scenes. The aim of this class is not to train students to become actors or directors but to provide an opportunity for students to be familiar with different elements of theatre through the exploration of their own creativity. Coursework may include mime, storytelling, monologues, improvisation and theatre games, as well as the performance of short plays. Active participation in the class will encourage students to develop communication and performance skills, self-confidence, and the ability to work well with others.
- **Home Economics 7:** provides students with basic life skills through a hands-on approach. Included are fundamentals of basic hand sewing, cooking techniques, measurements, abbreviations, equivalents, fractions, table setting, and sequential reading skills.
- **Shop 7:** a basic woodshop class that covers shop safety and hand-tool/power-tool use. You will learn to safely operate jig-saws, sanders, drill presses, and the lathe. After completing some assigned skill development projects, you will have the opportunity to design and build your own project.
- **Wellness 7:** In our wellness class we try and cultivate an environment that helps relieve stress and anxiety brought upon our student body from our current environment. We concentrate on the three pillars of wellness: Emotional, Physical, and Cognitive.



We engage in the use of wellness journals with new topics every class period that helps the students self reflect or reflect on their inner emotions. Getting the emotions out and written down helps us find our balance in today's society.

We use different forms of physical activity to get our bodies moving and out of the static seated position in our new classroom environment. This helps produce endorphins and other chemical processes in our brain that even helps with the other two areas of focus: Emotional & Cognitive. Lastly, we use different cognitive lessons primarily focused around health and nutrition. Classroom discussions on our cognitive topics help cultivate an engaging atmosphere for the students to grasp a better understanding of the subject matter and grow together as a community.

- **Symphonic Band:** see description under Music Program, below.

**8<sup>th</sup> Grade Electives** (semester courses unless otherwise noted): offerings are subject to change due to staffing and enrollment issues that may arise.

- **Art 8:** students will learn a variety of drawing techniques. They will also learn strategies for enlarging photos or postcards of famous artworks and recreate them with colored pencils and oil pastels. Students will learn about the art of "illuminated letters" and create their own work using gouache, which are opaque watercolors. Students will also be exposed to the art work of a variety of well-known artists and learn to identify and describe the artwork using art vocabulary. **(Not available for 2020-21)**
- **AVID 8** (Advancement Via Individualized Determination): this class is designed to introduce some of the core concepts that are taught in a yearlong AVID program. Organization, collaboration, and critical thinking are some of the strategies that will be implemented in this wheel section. If a student shows a need to continue with some of these strategies and/or wants to learn some deeper facets of AVID, they can sign up for the full year AVID program in 7<sup>th</sup> and 8<sup>th</sup> grade. This is a yearlong elective.
- **Home Economics 8:** Home economics fosters critical thinking and problem solving skills needed to manage individual and family resources. This is a semester activity class with units in life skills, including cooking and sewing. Students will focus on safety and sanitation, basic cooking techniques, terms, measurements, abbreviations, equivalents, nutrition, table setting, and table manners. Students will complete a Home Meal project in which they will plan, shop, and cook for their families. The sewing unit will teach basic machine threading, use and care, as well as the fundamental skills necessary to complete a beginning project.
- **Leadership:** the Leadership Class focuses on developing many skills and responsibilities essential for students to be successful in school and in society. Leadership, organization, collaboration, communication, financial management, interpersonal relations, public speaking, planning, Parliamentary Procedure, and time management are not only taught, but practiced. Students will learn in the most hands-on approach – by doing it all and assessing the outcome. By utilizing a Common Core instructional approach, the Leadership Class will foster an environment where students strive to create a positive and inclusive middle school experience for all Cunha students. An application and grade point average (GPA) requirement is in place for eligibility. See your Counselor for questions.
- **Shop 8:** a basic woodshop class that covers shop safety and hand-tool/power-tool use. You will learn to safely operate jig-saws, sanders, drill presses, and the lathe. After completing some



assigned skill development projects, you will have the opportunity to design and build your own project.

- improving school climate by hosting kindness events and educating peers on relevant topics.
- **Symphonic Band:** see description under Music Program, below.
- **STEAM 8:** STEAM stands for Science, technology, engineering, art and mathematics. In this elective we will do a lot of hands-on activities. Students will be allowed to choose from a wide variety of projects, ranging from coding to designing roller coasters.

### **Music Program** (yearlong courses):

- **Beginning Band:** designed for students at a beginning skill level on a traditional band instrument: flute, clarinet, bass clarinet, saxophone, trumpet, trombone, baritone, tuba, string bass, and percussion. Beginning Band is for students who have no instrumental music experience, as well as those who have participated in the CUSD fifth grade band program. In Beginning Band we emphasize individual growth and collaboration within a performance setting. Students will develop (1) general musical knowledge, (2) instrument specific skills, (3) group playing awareness, and (4) individual musical skills. Students will showcase their achievements in school and at community performances.
- **Concert Band:** designed for students at an intermediate level on a traditional band instrument: flute, clarinet, bass clarinet, saxophone, trumpet, trombone, baritone, tuba, string bass and percussion. Selected students may also begin an exploration of oboe, French horn, or bassoon. Concert Band is for students who have had one year of daily instruction in band previously. In Concert Band, we continue to emphasize and develop individual growth and collaboration within a performance setting. Students will develop (1) general musical knowledge, (2) instrument specific skills, (3) group playing awareness, and (4) individual musical skills. Students will be introduced to a higher order of music education by engaging full band pieces, fewer players per part, and a more advanced musical literature. Students will showcase their achievements in school and community performances. **(Not available for 2020-21)**
- **Symphonic Band:** open to 8th graders who have participated in the band program at Cunha for two years. Students must demonstrate skills, both musically and on their instrument. 7th graders are also eligible but must pass an audition and be approved by the instructor. Performances are mandatory, which will include school concerts, festivals and other community events.

### **Spanish Immersion Program**

**Spanish Language Arts (SLA 6):** this course is designed for students who have participated in the Spanish Immersion Program at Hatch Elementary School. The goal of Spanish Language Arts is to have each student continue to work towards becoming a bilingual and biliterate citizen of the world, with an understanding and appreciation for other cultures, beliefs, and communities. Focus includes structures of the Spanish language in order to help students to be able to read, write and speak with academic proficiency. At the end of 8th grade, students who have met the necessary criteria, have the opportunity to earn the *Biliteracy Attainment Award* and seal on their diplomas. This serves as part of the pathway to attaining the *Seal of Biliteracy* upon graduation from High School. Entrance is dependent upon successful passing of the Spanish placement test. Note:



enrollment in this self-selected course will result in enrollment for the duration of the school year; students will not be moved into English Language Arts during the school year.

**Spanish Language Arts (SLA 7):** this course is designed for students who have participated in Spanish Language Arts in the 6<sup>th</sup> grade, or Spanish Immersion at Hatch. The goal of Spanish Language Arts is to have each student continue to work towards becoming a bilingual and biliterate citizen of the world, with an understanding and appreciation for other cultures, beliefs, and communities. Entrance is dependent upon successful passing of the Spanish placement test at prior grade. Note: enrollment in this self-selected course will result in enrollment for the duration of the school year; students will not be moved into English Language Arts during the school year.

**Spanish Language Arts (SLA 8):** this course is designed for students who have participated in Spanish Language Arts in the 7<sup>th</sup> grade, or Spanish Immersion at Hatch. The goal of Spanish Language Arts is to have each student continue to work towards becoming a bilingual and biliterate citizen of the world, with an understanding and appreciation for other cultures, beliefs, and communities. Entrance is dependent upon successful passing of the Spanish placement test at prior grade. Note: enrollment in this self-selected course will result in enrollment for the duration of the school year; students will not be moved into English Language Arts during the school year.