Our Vision
The Challenger Middle School community educates and empowers every child to excel academically, socially, emotionally, and physically. We model integrity, persistence, critical thinking, reflection, and communication. We accept individual differences to cultivate a sense of belonging. We rise to every challenge as we prepare for high school and beyond.

Challenger Middle School
10810 Parkdale Ave
San Diego, CA 92126
858-302-3000
challenger.sandiegounified.org

All courses are subject to change without notice. Student’s first choice of elective is not guaranteed.
History
Challenger Middle School is named in honor of the space shuttle Challenger and her courageous crew which included the first “Teacher in Space”, Christa McAuliffe. The space shuttle crew perished on January 28, 1986 when the shuttle exploded during lift-off. The name “Challenger” captures the energy and the inspiration associated with a commitment to success. It dares one to go beyond one’s limits, to have high expectations, and to touch the future.

Bell Schedule
Regular School Day 7:15 AM – 1:55 PM
Minimum Day 7:15 AM – 12:20 PM – once a month

Backpacks and Lockers
We do not have lockers for your books or personal belongings, so you will probably need something to carry your belongings like a backpack or rolling backpack. Gym lockers are available when you change clothes for physical education.

Classes/Teachers
You will have a different period and classroom for each subject. Between each period, you will have a passing period to get to your next class. Don’t worry about finding your classes. We will have an orientation day before school starts where you will become more familiar with the campus.

Counselors
Just as your teachers are here to help you learn new information and to assist you in using that new knowledge, your counselors are here to provide you with added support. They will work with you in planning your school program and will assist you with problems if they arise during the school year. Parents may contact the counselors by emailing the counselor or calling the school.

Library Media Center
Challenger’s Library Media Center is open to all students for a variety of activities including borrowing books for reading and research. It usually opens for student use after textbook distribution is complete.

Lunch
You will get a new PIN on the first day of school. Challenger has two lunches. You will find out which lunch you will have when you receive your schedule. When you have eaten your lunch, you may sit with your friends, play basketball, or go to the library.

PowerSchool Accounts
Each student will use the same account they used in elementary. Parents who need new accounts will be sent information about the second week of school. Please sign in regularly to check grades and attendance.

Standardized Grading
New for 21-22! The San Diego Unified School District is transitioning to standardized grading at the secondary level. More information will be provided in Challenger’s grading policy and in each teacher’s syllabi.

SDUSD Non-Discrimination Statement
San Diego Unified School District is committed to equal opportunity for all individuals in education. District programs and activities shall be free from discrimination, harassment, intimidation, and bullying by reason of the following actual or perceived characteristics: age, ancestry, color, mental or physical disability, ethnicity, ethnic group identification, gender, gender expression, gender identity, genetic information, immigration status, marital or parental status, medical condition, nationality, national origin, actual or perceived sex, sexual orientation, race, religion, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics. Students who violate this policy may be subject to discipline, up to and including expulsion, in accordance with district policy, administrative procedure and state law. Employees who violate this policy shall be subject to discipline up to and including dismissal. Any disciplinary action shall be in accordance with applicable federal, state and/or collective bargaining agreements.
Course Catalog

The purpose of this catalog is to provide students and parents with information needed to develop an appropriate educational plan. Please review this information and make course selections carefully since it may not be possible to change your schedule in the fall. The counselors will make every effort to place students in the courses selected on the program card, however, appropriate placement in core classes, balancing class size, and course eligibility will also be determining factors.

All courses are subject to change without notice.

Challenger Middle School is organized under a middle school configuration. Content and performance standards will be planned, aligned, and implemented within courses and content areas. All students are required to take the classes listed at the right for the school year.

Advisory
Advisory class is a short class where students can participate in school spirit activities, and the school can take care of school business, watching Challenger Television (CTV) to learn about school news, upcoming events, and CATS awards.

Science
Eighth grade science is a year-long course that is aligned to the Next Generation Science Standards (NGSS). It is an integrated course which includes topics such as energy and waves, astronomy, the history of life on Earth, heredity, human impacts on the Earth, and forces & motion. Engineering design and practice is a large part of the curriculum with an emphasis of inquiry- and project-based instruction. Students will complete several engineering projects (STEM) in which they will explore, apply, and expand upon their knowledge of the concepts learned in class.

Physical Education
An Essential Discipline: Physical Education is an integral part of the educational program for all students. It teaches students how their bodies move, how to perform a variety of physical activities, the health-related benefits of regular physical activity and a healthy lifestyle. It also provides learning experiences that meet the developmental needs of students. With physical education, students become confident, independent, self-controlled and resilient; develop positive social skills; learn to set and strive for personal, achievement goals; learn to assume leadership, cooperate with others, accept responsibility for their own behavior; and, improve their academic performance. In middle school, the specific content standards emphasize working cooperatively to achieve a common goal, meeting challenges and making decisions, and working as a team to solve problems.

8th Grade Classes
Advisory
Science
Physical Education

You Help Select
Mathematics
English
U.S. History
Elective

SDUSD Non-Discrimination Statement
San Diego Unified School District is committed to equal opportunity for all individuals in education. District programs and activities shall be free from discrimination, harassment, intimidation, and bullying by reason of the following actual or perceived characteristics: age, ancestry, color, mental or physical disability, ethnicity, ethnic group identification, gender, gender expression, gender identity, genetic information, immigration status, marital or parental status, medical condition, nationality, national origin, actual or perceived sex, sexual orientation, race, religion, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics. Students who violate this policy may be subject to discipline, up to and including expulsion, in accordance with district policy, administrative procedure and state law. Employees who violate this policy shall be subject to discipline up to and including dismissal. Any disciplinary action shall be in accordance with applicable federal, state and/or collective bargaining agreements.
**Mathematics** - While we ask for your placement preference on the course selection survey, other data such as grades, test scores, and teacher recommendations are also considered when determining placement.

- **Common Core**
  The course content will have an emphasis in the new Common Core Content Standards for grade 8 with emphasis on number system with introducing irrational numbers; extending the use of expressions and equations into linear equations and systems; functions; geometry extending into congruence and similarity of figures, Pythagorean Theorem, solve real-world problems involving volume of cylinders, cones and spheres; and extending statistics and probability into investigating patterns in bivariate data. The course will also include the Math Practice Standards to further the students' understanding of mathematics.

- **Integrated Math I Advanced** - This course is for students that far exceed grade level requirements. The courses of Integrated Math I, Integrated Math II, and Integrated Math III are the new high school math classes that fulfill the high school graduation and A-G college entrance requirements. The course content will continue working with linear functions and extend this understanding to include quadratic, logarithmic, and exponential functions. Students will establish triangle congruence criteria, perform geometric constructions, use matrices as a means of solving systems of equations and explore matrices used in performing transformations. Prerequisite: Accelerated Math 7
Placement Guide: Common Core or Advanced

At Challenger Middle School, we have two levels of classes in English and history (social sciences): Common Core and Advanced. Common Core classes provide a rigorous curriculum that meet the needs of the majority of students. Students who are very interested in or excel in one or more of these subjects, are encouraged to select Advanced. Both levels will prepare students for an opportunity to participate in Honors/AP at the high school.

Parents have often asked which placement is best for their student. This guide is meant to help direct you to make the best choice to support your student. Middle school represents foundational skill building and appropriate placement is essential.

Please take the time to review the following descriptions with your student to make an informed decision about placement. As a reminder, Common Core and Advanced classes are not whole programs - it is likely your child will consider an Advanced class the appropriate placement for one subject, but not another subject. Rarely are students passionate about all subject areas. Your student’s counselor is available to help guide your decision-making around Common Core and Advanced classes. In addition, your student’s current teacher is a resource to help guide your thinking. Changes to placement after the school year begins is dependent on space and might not be possible.

Common Core

- Reads outside of school with the prompting of a parent
- Does writing assignments when assigned in class
- May take notes on a consistent basis in the classroom
- Has emerging organizational skills
- Talks casually about literature/history/science outside of the classroom
- Appreciates a moderate pace that allows for review
- Enjoys teacher-facilitated discussion in the classroom
- Is directed learners who find joy in exploring inside of the classroom

Advanced

- Reads for enjoyment often outside of school.
- Writes in their free time as a form of recreation
- Understands how to take notes and follow directions without prompting
- Has well developed organizational skills.
- Talks analytically about literature/history/science outside of the classroom
- Appreciates an accelerated pace and workload in and outside of the classroom
- Enjoys leading discussions within the classroom
- Is a self-directed learner who finds joy in exploring more outside of the classroom

SDUSD Non-Discrimination Statement
San Diego Unified School District is committed to equal opportunity for all individuals in education. District programs and activities shall be free from discrimination, harassment, intimidation, and bullying by reason of the following actual or perceived characteristics: age, ancestry, color, mental or physical disability, ethnicity, ethnic group identification, gender, gender expression, gender identity, genetic information, immigration status, marital or parental status, medical condition, nationality, national origin, actual or perceived sex, sexual orientation, race, religion, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics. Students who violate this policy may be subject to discipline, up to and including expulsion, in accordance with district policy, administrative procedure and state law. Employees who violate this policy shall be subject to discipline up to and including dismissal. Any disciplinary action shall be in accordance with applicable federal, state and/or collective bargaining agreements.
Common Core English
This course consists of instruction in reading literature, writing essays, and completing research projects and oral presentations. Spelling, vocabulary, grammar, reading comprehension, and critical thinking skills are taught throughout the units of study. Students will read a variety of short stories, novels, drama, poetry, informational, and argumentative texts. Comprehension and critical thinking skills are modeled in class and students engage in literary analysis throughout the year. Students are expected to participate daily in classroom discussions. This program is aligned with the Common Core State Standards and prepares students for the rigors of high school.

Advanced English
This course focuses on teaching highly motivated students the skills and strategies of becoming proficient and thoughtful readers and writers. Instruction includes reading, writing, oral communication, and language study through the use of standards-based lessons. Advanced classes will cover the core curriculum and provide opportunities for differentiated study in literature and writing, in-depth research, student inquiry and class discussions. Students will have increased opportunities for creativity and independence in assignment choices. Students are expected to produce high quality work that reflects critical and abstract thinking and a deeper, insightful understanding of texts.

U.S. History
History-Social Studies 8 provides an opportunity for students to explore, with depth and intensity, the process of nation building, encompassing the major ideas, issues and events, and their respective consequences. In their study of this era, students will view American history through the lens of people who were trying—and are still trying—to fulfill the promise of the Declaration of Independence and the Constitution. Students will confront differing perspectives on freedom, equality, and liberty in addition to identifying how those definitions have changed over time. This course will analyze the conflicts that developed during the founding, growth, and expansion of the nation; including the examination of influential people and their lasting impressions.

Advanced U.S. History
Instruction for advanced learners will have greater depth and complexity. Opportunities to engage with appropriately challenging text and content, problem-solving, conduct research, use technology creatively, and write regularly on topics that interest them can be especially valuable for advanced learners. Strategic thinking and extended learning allow students to engage more deeply with content and may lead to global citizenship. Advanced History-Social Studies 8 provides an opportunity for students to explore, with depth and intensity, the process of nation building, encompassing the major ideas, issues and events, and their respective consequences. In their study of this era, students will view American history through the lens of people who were trying—and are still trying—to fulfill the promise of the Declaration of Independence and the Constitution. Students will confront differing perspectives on freedom, equality, and liberty in addition to identifying how those definitions have changed over time. This course will analyze the conflicts that developed during the founding, growth, and expansion of the nation; including the examination of influential people and their lasting impressions.

SDUSD Non-Discrimination Statement
San Diego Unified School District is committed to equal opportunity for all individuals in education. District programs and activities shall be free from discrimination, harassment, intimidation, and bullying by reason of the following actual or perceived characteristics: age, ancestry, color, mental or physical disability, ethnicity, ethnic group identification, gender, gender expression, gender identity, genetic information, immigration status, marital or parental status, medical condition, nationality, national origin, actual or perceived sex, sexual orientation, race, religion, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics. Students who violate this policy may be subject to discipline, up to and including expulsion, in accordance with district policy, administrative procedure and state law. Employees who violate this policy shall be subject to discipline up to and including dismissal. Any disciplinary action shall be in accordance with applicable federal, state and/or collective bargaining agreements.
Elective Courses
All courses are subject to change without notice.
Student’s first choice of elective is not guaranteed.

(ASB) Associated Student Body/Student Government
(Application with teacher recommendation is required. On the course selection survey, make this class your #1 choice if you really would like to take this course.) ASB is the leadership class for our school, and it is an elective class. Students are expected to lead a variety of activities to improve the school climate. In order to become a member of the ASB cabinet, students must complete an application with teacher recommendation. Selected students must maintain high academic and citizenship grades. ASB provides opportunities for students to learn leadership skills by providing opportunities for all students on campus to become involved in the activities throughout the school year.

Automation and Robotics – Teacher recommendation required
Automation and Robotics is part of the Gateway to Technology (GTT) middle school program for Project Lead the Way which promotes STEM courses and careers. It is a project-oriented class designed to nurture skills in collaboration, teamwork, while applying math, science, and technology. Students trace the history, development, and influence of automation and robotics as they learn about mechanical systems, energy transfer, machine automation, and computer control systems. Students use the VEX Robotics® platform to design, build, and program real-world objects such as traffic lights, toll booths, and robotic arms.

Broadcasting – Teacher recommendation required
This is a year-long course providing advanced-level instruction in news reporting and editing for on-air video (broadcast). Students refine their communication and technical-production skills by preparing and presenting newscasts and enterprise reports in a broadcast environment. Reporting, writing news copy, sound and video editing, and presentation design are the skills practiced and developed throughout the year.

Instrumental Music Program
Music is for every student! Challenger Middle School is a strong supporter of music in the schools. Courses in Orchestra and Band are offered contingent primarily upon student enrollment, and secondarily upon ability level, as determined by the Director. Challenger will include as many students as have signed up for music classes, but as with other electives, students may not receive their first choice.

Students who wish to begin instruction, or whose experience in music may be limited, will likely be placed in Beginning-level classes. Students with prior experience in music at the Elementary level, or who last year completed a Beginning-level class at the Middle School level, will likely be placed in Intermediate-level classes. Students with extensive prior experience in music, including completion of an Intermediate-level class at the Middle School level, will likely be placed in Advanced-level classes.

Emphasis of instruction is placed on developing expression through body and instrument (where applicable), producing a superior tone on the instrument or voice, developing aural skills such as intonation and balance within the ensemble, reading and performing music notation, acquiring confidence in sight-reading, and, if applicable, learning new skills with other instruments of the string orchestra or concert band. Each ensemble will participate in at least four school concerts throughout the year, and Advanced-level ensembles may participate in Performance Trips as well.

Advanced ensembles will also prepare for frequent performances of the most challenging musical repertoire at the middle school level. Selected wind, brass, and percussion students may be called upon to supplement the string orchestra, creating a full orchestra experience for all involved. Advanced musicians are also eligible to participate in the after-school Jazz Band.

SDUSD Non-Discrimination Statement
San Diego Unified School District is committed to equal opportunity for all individuals in education. District programs and activities shall be free from discrimination, harassment, intimidation, and bullying by reason of the following actual or perceived characteristics: age, ancestry, color, mental or physical disability, ethnicity, ethnic group identification, gender, gender expression, gender identity, genetic information, immigration status, marital or parental status, medical condition, nationality, national origin, actual or perceived sex, sexual orientation, race, religion, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics. Students who violate this policy may be subject to discipline, up to and including expulsion, in accordance with district policy, administrative procedure and state law. Employees who violate this policy shall be subject to discipline up to and including dismissal. Any disciplinary action shall be in accordance with applicable federal, state and/or collective bargaining agreements.
**Introduction to Video Production & Design and Modeling**
Students will have one semester of Introduction to Video Production and one semester of GTT: Design and Modeling.

- Introduction to Video Production introduces students to the art of visual storytelling and the business of entertainment. Students will learn how to produce videos through all phases of production, including scriptwriting, equipment operation, and editing. All students will be granted a license to download the Adobe Suite of programs at home.

- Design and Modeling is part of the Gateway to Technology (GTT) middle school program for Project Lead the Way which promotes STEM courses and careers. It is a project-oriented class designed to nurture skills in collaboration, teamwork, while applying math, science, and technology. Students discover the design process and develop an understanding of the influence of creativity and innovation in their lives. They are then challenged and empowered to use and apply what they've learned throughout the unit to design a therapeutic toy for a child who has cerebral palsy.

**MESA (Math, Engineering, Science, Achievement)**
This a year-long project-oriented course designed to nurture skills in collaboration, teamwork, while applying math, science, and technology through topics like exploring mechanical advantage, applications of kinetic and potential energy transfers in mouse trap cars, rockets, and musical instruments.

**World Language Courses**
Each of the world language courses is a high school level academic course designed to fulfill the one year of the two year world language requirement for high school graduation. Each course will also fulfill one year of the two year foreign language requirement for a four-year California public university. Students must complete and earn a “C” grade in a 1-2 class before taking a 3-4 class.

- **Filipino 1-2**
  This is the first year course of the Filipino language series designed to fulfill high school graduation requirements. Students will learn how to speak, write, listen, and read in Filipino. The language and culture will be taught using a communicative approach involving learners in real communication. Students are also expected to participate in community cultural events.

- **Filipino 3-4**
  (Requires "C" grade or better in Filipino 1-2 or a score of proficiency on the Filipino language placement exam. and/or recommendation of teacher and/or counselor.) - This course is designed for students who have successfully completed Filipino 1-2. It is a continuation of the introductory course and is intended to extend students' vocabulary, grammar, and oral proficiency in Filipino 1-2. Students will receive credit towards their world language high school graduation requirement.

- **Spanish 1-2**
  The Spanish 1-2 and Spanish 3-4 classes are designed for advanced, self-motivated students who plan to enroll in level 5-6 in high school. Classes are oral-proficiency based and students are expected to speak the target language. Students will use the textbook and workbooks Avancemos (1-2) and Avancemos (3-4) to complement the lessons as well as integrate videos, video lessons, and other techniques to enhance the curriculum. Students will learn vocabulary and grammar and will familiarize themselves with the culture and geography of the Spanish speaking world. Students will receive credit towards their world language high school graduation requirement.

SDUSD Non-Discrimination Statement
San Diego Unified School District is committed to equal opportunity for all individuals in education. District programs and activities shall be free from discrimination, harassment, intimidation, and bullying by reason of the following actual or perceived characteristics: age, ancestry, color, mental or physical disability, ethnicity, ethnic group identification, gender, gender expression, gender identity, genetic information, immigration status, marital or parental status, medical condition, nationality, national origin, actual or perceived sex, sexual orientation, race, religion, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics. Students who violate this policy may be subject to discipline, up to and including expulsion, in accordance with district policy, administrative procedure and state law. Employees who violate this policy shall be subject to discipline up to and including dismissal. Any disciplinary action shall be in accordance with applicable federal, state and/or collective bargaining agreements.
• **Spanish 3-4**  
(Requires "C" grade or better in Spanish 1-2 or a score of proficiency on the Spanish language placement exam. and/or recommendation of teacher and/or counselor.) - This course is designed for students who have successfully completed Spanish 1-2. It is a continuation of the introductory course and is intended to extend students' vocabulary, grammar, and oral proficiency in Spanish. Students will receive credit towards their world language high school graduation requirement.

**Yearbook**  
(Application with teacher recommendation is required. On the program card, make this class your #1 choice if you really would like to take this course.) This class plans, produces and handles all of the projects necessary for the school yearbook. Students will take pictures and edit pictures on the computer. Students will design layouts, produce copy, and proofread the pages of the yearbook using an online website.
Educational Support Programs

**English Language Development** - Students in grades 6-8 scoring at the Beginning, Early Intermediate level or low-Intermediate level of English proficiency on the CELDT (California English Language Development Test) test will be placed in a two-hour ELD (English Language Development) course designed to meet the needs of students who speak a primary language other than English. The focus of instruction in the ELD class is to accelerate language development in order to provide a strong foundation in English and to prepare students to successfully participate in mainstream classes. Students in the two-hour ELD class will receive a differentiated course of study that parallels regular English coursework while providing focused English Language Development. Students are grouped together in a multi-grade classroom having only English Learners.

Students scoring at the Beginning, Early Intermediate or low-Intermediate level on the CELDT (California English Language Development Test) test will be enrolled in Structured English Immersion (SEI) courses for all content areas. These courses emphasize pedagogical strategies designed to increase the understanding and learning for all students. Sheltered instruction includes Specially Designed Academic Instruction in English (SDAIE) and English language development (ELD). English Learners at the earlier levels of proficiency may be clustered according to proficiency level in grade-level English classrooms that include native and fluent speakers of English.

Students scoring at the high-Intermediate, Early Advanced and Advanced level on the CELDT test will be enrolled in Mainstream English Cluster (MEC) courses for all content areas. These courses emphasize pedagogical strategies designed to increase the understanding and learning for all students. MEC courses also include Specially Designed Academic Instruction in English (SDAIE) and English language development (ELD) to facilitate their transition toward English Proficiency. English Learners are clustered according to their proficiency level in grade level English classrooms that include native and fluent speakers of English.

**Special Education Program (IEP Required)** - Challenger Middle School’s special education staff consists of Education Specialists, Paraeducators, a School Psychologists, Speech and Language Pathologists, and itinerant staff, which includes an Adaptive Physical Education teacher, Orthopedic-Impairment Teacher, Occupational Therapist, Physical Therapist, Mental-Health Therapist and a Deaf and Hard-of-Hearing teacher. Special education staff provide support and services inside and outside the general education environment to students based on their Individual Education Programs (IEPs). In addition, the special education team provides consultation for students without IEPs who are struggling academically or behaviorally in order to assist the general education staff with classroom interventions.

SDUSD Non-Discrimination Statement
San Diego Unified School District is committed to equal opportunity for all individuals in education. District programs and activities shall be free from discrimination, harassment, intimidation, and bullying by reason of the following actual or perceived characteristics: age, ancestry, color, mental or physical disability, ethnicity, ethnic group identification, gender, gender expression, gender identity, genetic information, immigration status, marital or parental status, medical condition, nationality, national origin, actual or perceived sex, sexual orientation, race, religion, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics. Students who violate this policy may be subject to discipline, up to and including expulsion, in accordance with district policy, administrative procedure and state law. Employees who violate this policy shall be subject to discipline up to and including dismissal. Any disciplinary action shall be in accordance with applicable federal, state and/or collective bargaining agreements.