

San Diego Unified School District

THURGOOD MARSHALL MIDDLE SCHOOL

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Principal Dr. Josh Way
Vice Principal Kaitlin Moffatt
Vice Principal Shannon Kumke-Stepner

Head Counselor Julie Becker
Counselor Paulette Blankenbeckler
Counselor Amiee McDearmon
Counselor Irene Ortega

MISSION STATEMENT

It is our mission to provide a learning environment that will enable each student to reach their highest potential in a safe, threat-free atmosphere. Our educational approach will combine exploration and creativity, discipline and dedication, teamwork and individuality. Students will achieve academic excellence through participation in a strong core curriculum as well as elective, exploratory and community service programs. They will develop critical thinking and effective communication skills and the ability to make reasoned moral and ethical choices. They will practice tolerance in preparation for life in a multi-cultural society. We will provide a strong guidance program that addresses the cognitive, physical, social and emotional needs of our students. Students will leave us prepared for the broadest range of academic options in high school.

SDUSD Non-Discrimination Statement

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INTRODUCTION

The purpose of this catalog is to provide students and parents with information needed to develop an appropriate educational plan. You are asked to review this information and make course selections carefully since it may not be possible to change your schedule in the fall. Please contact the counseling office if you need additional information or wish to schedule an appointment with your counselor. We look forward to working with you as partners in education.

SCHOOL HOURS

School will begin for all students on August 29, 2022, and school hours are TBD. New 6th, 7th and 8th grade students and their parents will be invited to an orientation in the fall. (If you have already filled out a Program Planning Form, and then you move during the summer or choose to go to a different school, please notify the office immediately.) **We look forward to seeing you in August!**

COUNSELORS

A counselor is assigned to each student, alphabetically by last name. Your counselor will work with you in planning your school schedule and making any necessary program changes. Parents may contact the counselors by calling the school at (858) 549-5400.

GENERAL PROGRAM OUTLINE

GRADE 6

English
Social Studies
Mathematics 6
Science
Physical Education
Elective

GRADE 7

English
World Hist./Geog.
Mathematics 7
Science
Physical Education
Elective

GRADE 8

English
U.S. Hist./Geog.
Mathematics 8
Science
Physical Education
Elective

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6TH GRADE COURSE DESCRIPTIONS

CORE SUBJECTS

ENGLISH 6

(Year Required Course, 1550)

This two period course is required of all grade 6 students in middle level schools, and consists of a workshop model that provides students opportunities to improve reading and writing. This structure allows teachers to turn ownership and responsibility for learning over to students. The course is designed to follow rigorous standards focused on literacy instruction, using English content at a range of reading levels. This course provides students with the opportunity to read and write narratives, poetry, short stories, research projects, and argumentative essays. Curriculum is derived from the Common Core State Standards, and includes three Literacy Blocks: Reading, Writing, and Word Study. The MMS GATE Cluster program is an SDUSD GATE Model A program. Model A means that 50% or more of our students are GATE identified in our English classes. Placement in the Seminar program requires district Seminar designation. English Language Learners are placed within a regular English 6 class for a 2 hour block. Teachers have specialized training to work with English learners to ensure success.

COMMON CORE MATH 6

(Year Course, 4133)

6th grade math areas of focus will include: Ratios and Proportional Relationships, The Number System, Expressions and Equations, Geometry, Statistics and Probability. Instructional time will focus on four 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; and (4) developing understanding of statistical thinking.

ACCELERATED MATH 6

(Year Course, 4136)

Students will complete the above Grade 6 “critical areas of focus,” as well as a significant portion of the 7th grade focus areas. Students will also: (5) Develop understanding of and apply proportional relationships; (6) Extend the learning of operations to include rational numbers and work with expressions and linear equations; (7) Apply and extend properties of operations to all real numbers; (8) Draw inferences about a population based on samples.

SOCIAL STUDIES 6

(One Semester Required Course, 6520)

All 6th grade students are required to take this semester-long social studies class. The 6th grade curriculum covers the study of ancient civilizations and geography. Students will be involved in reading and interpreting texts, trade books, historical fiction, maps, diagrams, and models. Students will participate in activities such as simulations, problem solving, group work, and teacher presentations. GATE classes follow the SDUSD GATE Model A structure, as outlined in the English 6 section. Placement in Seminar Social Studies 6 requires district seminar designation.

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SCIENCE 6

(One Semester Required Course, 6006)

All 6th grade students are required to take this semester-long course. Students will participate in units of study which meet the Next Generation Science Standards (NGSS). This course is designed to develop practices and skills used by scientists and engineers. The study of energy is a major theme throughout the course, focusing on heat, kinetics, energy transfer, and conservation. Students will study structures and processes of molecules to organisms; including cell study and body systems, behavior, sensory reception, genetic inheritance, and variation. Students also investigate Earth's systems including weather patterns, the water cycle, and regional climates, while considering how human activity impacts the environment and global temperature. Additionally, all students in Science 6 participate in district-created lessons of Health and Sexuality Education that align with the state education code (more information provided at a later date).

PHYSICAL EDUCATION 6

(Year Required Course, 5505)

According to the *Physical Education Model Content Standards for California Public Schools*, Physical Education is an essential discipline. "Physical education is an integral part of the educational program for all students. Students will learn how their bodies move, how to perform a variety of physical activities, the health related benefits of regular physical activity, and specific skills that will allow them to adopt a physically active, healthy life-style. This course 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, achievable goals; learn to assume leadership, cooperate with others, and accept responsibility for their own behavior; and improve their academic performance." There are five overall model content standards for middle school children. They are:

Standard 1: Demonstrate motor skills and movement patterns needed to perform a variety of physical activities. (Manipulative Skills, Rhythmic Skills, Combinations of Movement Patterns and Skills)

Standard 2: Demonstrate knowledge of movement concepts, principles, and strategies as they apply to learning and performance of physical activities. (Movement Skills, Movement Concepts, Combinations of Movement Patterns and Skills)

Standard 3: Assess and maintain a level of physical fitness to improve health and performance.

Standard 4: Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

Standard 5: Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and performance of physical activity. (Self-Responsibility, Social Interaction, Group Dynamics)

Marshall's Physical Education curriculum is designed to help students meet these standards through a wide variety of age-appropriate activities, games and lessons.

ADAPTED PHYSICAL EDUCATION 6

(Year Course, 5507)(Current Individualized Education Plan (IEP) required)

This course is for students with exceptional needs in physical education. It is a diversified program of developmental activities, games, sports and rhythms suited to the needs, interests, capabilities and limitations of students who may not safely or successfully engage in unrestricted participation in the general physical education program. Instructional units are designed to carry out provisions of the IEP.

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6TH GRADE ELECTIVE CLASSES

BEGINNING BAND

(Year Course, 5003)

Beginning Band is a year-long course offered to students who have had less than a full school year's worth of experience on a wind or percussion instrument. The class will develop the basics of musical instrument performance skills including music theory, instrumental technique, performance technique, and more. Performances may include concerts and festivals outside of school hours.**

Instruction offered on the following instruments:

Flute
Oboe
Bassoon
Clarinet (including the bass version)
Any and all versions of saxophone
Trumpet
French horn
Trombone
Baritone/euphonium
Tuba
Percussion ("drums")

BEGINNING ORCHESTRA

(Year Course, 5007)

Beginning Orchestra is a year-long course offered to students who have had less than a full school year's worth of experience on a bowed string instrument. The class will develop the basics of musical instrument performance skills including music theory, instrumental technique, performance technique, and more. Performances may include concerts and festivals outside of school hours.**

Instruction offered on the following instruments:

Violin
Viola
Cello
Bass

INTERMEDIATE BAND

(Year Course, 5004) (PREREQUISITE: Minimum one year of experience on instrument in school instrumental music program and/or private instruction**)

Intermediate Band is a year-long course offered to students who have had at least one year of formal instruction on their wind or percussion instrument. The class will continue the development of musical and performance skills including scales, ear training, music analysis, instrumental technique, and more. Performances may include concerts and festivals outside of school hours.**

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Instruction offered on the following instruments:

Flute
Oboe
Bassoon
Clarinet (including the bass version)
Any and all versions of saxophone
Trumpet
French horn
Trombone
Baritone/euphonium
Tuba
Percussion ("drums")

INTERMEDIATE ORCHESTRA

(Year Course, 5008) (PREREQUISITE: Minimum one year of experience on instrument in school instrumental music program and/or private instruction**)

Intermediate String Orchestra is a year-long course offered to students who have had at least one year of formal instruction on their bowed string instrument. The class will continue the development of musical and performance skills including scales, ear training, music analysis, instrumental technique, and more. Performances may include concerts and festivals outside of school hours.**

Instruction offered on the following instruments:

Violin
Viola
Cello
Bass

ADVANCED BAND

(Year Course, 5005) (PREREQUISITE: INSTRUCTOR APPROVAL)

Advanced Band is a year-long course offered to 7th/8th grade students with at least two years of formal instruction on a wind or percussion instrument. The class will continue the development of musical and performance skills including scales, ear training, music analysis, instrumental technique, and more in preparation for participation in a high school instrumental music program. Performances may include concerts and festivals outside of school hours.**

Instruction offered on the following instruments:

Flute
Oboe
Bassoon
Clarinet (including the bass version)
Any and all versions of saxophone
Trumpet
French horn
Trombone
Baritone/euphonium
Tuba
Percussion ("drums")

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ADVANCED ORCHESTRA

(Year Course, 5009) (PREREQUISITE: INSTRUCTOR APPROVAL)

Advanced Orchestra is a year-long course of study offered to 7th/8th grade students with at least two years of formal instruction on bowed string instrument. The class will continue the development of musical and performance skills including scales, ear training, music analysis, instrumental technique, and more in preparation for participation in a high school instrumental music program. Performances may include concerts and festivals outside of school hours.**

Instruction offered on the following instruments:

Violin
Viola
Cello
Bass

**A musical instrument (privately owned, rented or checked out from school inventory) will be required.

BEGINNING CHOIR

(Year Course, Beginning Chorus, 5011) (PREREQUISITE: NONE)

This standards-based course, open to 6th graders, provides instruction in the basic principles of musicianship and promotes familiarity with standard vocal literature. Students will learn musical terminology and develop proper singing tone and vocal technique in an ensemble setting while performing a variety of choral repertoire. It's a great way to have fun, learn, improve and make new friends for both boys and girls.

EXPLORATORY WHEEL 6

(Year Course)

This exploratory course will introduce students, on a rotating basis, to the following possible subjects: Spanish, Keyboarding, Technology, Health and Wellness, Theatre, and Music. The decision of which courses will be taught in which wheel is at the discretion of the Principal and specific wheels cannot be requested by students.

ART 6

(Year Course, 0104)

This year-long class is designed for students who exhibit interest and ability in art and provides experiences to develop skills related to producing visual art. Students will learn cultural and historical information in relationship to the development of modern visual expression, as well as techniques involved in drawing, painting, sculpture, printmaking, animation and cartooning. The curriculum for this class is different than that of Art 7/8 classes, and enrollment in this class does not prevent students from taking the Art 7/8 or other classes.

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ASSOCIATED STUDENT BODY (ASB)

(Year Course, 8430)

The Student Government will focus on providing service to our school community and building a positive school environment. We will do this by creating engaging student activities, community service opportunities, and by adopting leadership roles on campus. ASB students will be required to participate in lunchtime and after school activities. Work will be heavily focused on group projects, so interpersonal skills are a must and will be further developed. ***Priority will be given to 7th and 8th graders. If any spots remain, they will be filled with 6th grade requests.**

THEATRE

(Year Course, 1457) (PREREQUISITE: NONE)

Priority will be given to 7th and 8th graders. If any spots remain, they will be filled with 6th grade requests. Theatre is focused on the skills of "acting and performance." Students enrolled in the class will be performing in two full-length plays. The goal of the class is to expose students to as many performance opportunities as possible. A successful theatre student will be a self-starter who is able to work independently as well as in groups. Performances include after school dress rehearsals as well as evening performances of the two plays. In addition, there will be in class performance projects that will be presented to either our theatre class or classes invited during the school day as our audiences.

MUSICAL THEATRE

(Year course, 1458) (PREREQUISITE: NONE)

Priority will be given to 7th and 8th graders. If any spots remain, they will be filled with 6th grade requests. Musical Theatre will be producing two musicals and will have opportunities to sing, dance, and act. The goal of the class is to expose students to as many performance opportunities as possible. A successful musical theatre student will be a self-starter who is able to work independently as well as in groups. Performances include after school dress rehearsals as well as evening performances of the two plays. In addition, there will be in class performance projects that will be presented to either our theatre class or classes invited during the school day as our audiences.

MULTI-LEVEL STUDY SKILLS GRADE 6-8

(Year Course, 7955) (Current Individualized Education Plan (IEP) required)

Study Skills provides a calm, and consistent working environment where students can work with one another as well as independently. The course emphasizes the importance of getting academic needs met through self-advocating, asking for and accepting help, self-monitoring, time on task, breaking down large tasks, prioritizing assignments, among other skills that will lead to academic success in school. In addition, Study Skills has two tracks—math academy or literacy academy—which targets students' needs related to reading and writing, or math. **This course will replace the student's elective. We are the process of discussing and revising this. We will have to get back to you on this.**

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7TH GRADE COURSE DESCRIPTIONS CORE SUBJECTS

ENGLISH 7

(Year Required Course, 1501)

This course is required of all students in grade 7, and consists of instruction in the interrelated study of literature, writing and oral/listening communication. The standard forms of American English, which include spelling, vocabulary, grammar and usage, as well as comprehension and critical thinking strategies, are taught through the study of literature. Literature is taught through units of study, including research, argumentative, narrative, and expository texts, and response to literature. Writing-As-A-Process activities are used and portfolios, or classroom folders, are kept to illustrate progress toward mastering English Language Arts Standards throughout the year. Curriculum is derived from the Common Core State Standards. The MMS GATE Cluster program is an SDUSD GATE Model A program. Model A means that 50% or more of our students are GATE identified in our English classes. Placement in Seminar English requires district Seminar designation. English Language Learners are placed within a regular English 7 class. Teachers have specialized training to ensure success for our students.

COMMON CORE MATH 7

(Year Course, 4134)

7th grade math areas of focus will include: Ratios and Proportional Relationships, The Number System, Expressions and Equations, Geometry, Statistics and Probability. 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.

ACCELERATED MATH 7

(Year Course, 4137)

Students will complete the second portion of the Grade 7 “critical areas of focus” that was not covered in Accelerated Math 6 along with all of the Grade 8 focus areas (see Common Core Math 8).

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WORLD HISTORY/GEOGRAPHY 7

(Year Required Course, 6521)

In this course, students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire, as well as the geographic, political, economic, religious, and social structures of the medieval civilizations of Islam, China, Europe, Japan and the sub-Saharan civilizations of Ghana and Mali in Africa. Students also consider the origins, accomplishments, and geographic diffusion of the Renaissance, the historical developments of the Reformation and Scientific Revolution as well as their lasting effect on religious, political, and cultural institutions. In addition, students explore the political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Age of Enlightenment, and the Age of Reason) and compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations. GATE classes follow the SDUSD GATE Model A structure, as outlined in the English 7 section. Placement in Seminar World History/Geography 7 requires district seminar designation.

SCIENCE 7

(Year Required Course, 6008, 6009)

Science 7 is an interdisciplinary and technology-oriented course which meets the Next Generation Science Standards (NGSS). Student will continue developing their understanding and use of practices and skills used by both scientists and engineers, including modeling, planning investigations, analyzing data, engaging in argument from evidence, and communicating information, etc. This course is an integrated approach, incorporating major units of study across the life sciences, earth sciences, and physical sciences. Students investigate ecosystems, focusing on the flow of energy, interactions between species and environment, biodiversity, and human impact. Students learn how Earth's matter cycles and changes, including plate motion and catastrophic event studies. Students also investigate matter and its interactions, including atomic structure, chemical reactions and properties, and phase changes. Throughout the year, the district's Standards for Integration of Information and Communication Technology will be infused with the science curriculum.

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PHYSICAL EDUCATION 7

(Year Required Course, 5501)

According to the Physical Education Model Content Standards for California Public Schools, Physical Education is an essential discipline. "Physical education is an integral part of the educational program for all students. Students will learn how their bodies move, how to perform a variety of physical activities, the health related benefits of regular physical activity, and specific skills that will allow them to adopt a physically active, healthy lifestyle. This course 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, achievable goals; learn to assume leadership, cooperate with others, and accept responsibility for their own behavior; and improve their academic performance." There are five overall model content standards for middle school children. They are:

Standard 1: Demonstrate motor skills and movement patterns needed to perform a variety of physical activities. (Manipulative Skills, Rhythmic Skills, Combinations of Movement Patterns and Skills)

Standard 2: Demonstrate knowledge of movement concepts, principles, and strategies as they apply to learning and performance of physical activities. (Movement Skills, Movement Concepts, Combinations of Movement Patterns and Skills)

Standard 3: Assess and maintain a level of physical fitness to improve health and performance.

Standard 4: Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

Standard 5: Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and performance of physical activity (Self-Responsibility, Social Interaction, and Group Dynamics)

Marshall's Physical Education curriculum is designed to help students meet these standards through a wide variety of age-appropriate activities, games and lessons.

ADAPTED PHYSICAL EDUCATION 7

(Year Course, 5507) (Current Individualized Education Plan (IEP) required)

This course is for students with exceptional needs in physical education. It is a diversified program of developmental activities, games, sports and rhythms suited to the needs, interests, capabilities and limitations of students who may not safely or successfully engage in unrestricted participation in the general physical education program. Instructional units are designed to carry out provisions of the IEP.

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7TH GRADE ELECTIVE CLASSES

SPANISH 1–2

(Year Course, 2321, 2322)

This is an introductory course in Spanish for the beginning student. This course introduces the basics of Spanish grammar and vocabulary. The course stresses the four communication modes: listening, speaking, reading and writing. Students will practice these skills in a variety of ways. During the year, the course will cover the present, and simple future of stem-changing and irregular verbs. Cultural aspects of the Spanish speaking countries will also be discussed.*

It is **STRONGLY recommended that only those students doing above average work in academic subjects elect to take Spanish 1-2. This is a fast-paced high school-level course and requires daily practice at home. All world language courses meet both high school graduation as well as college entrance requirements for California colleges and universities. **Students will earn high school credit with a passing grade in this course.***

ASSOCIATED STUDENT BODY (ASB)

(Year Course, 8430)

The Student Government will focus on providing service to our school community and building a positive school environment. We will do this by creating engaging student activities, community service opportunities, and by adopting leadership roles on campus. ASB students will be required to participate in lunchtime and after school activities. Work will be heavily focused on group projects, so interpersonal skills are a must and will be further developed.

BEGINNING BAND

(Year Course, 5003)

Beginning Band is a year-long course offered to students who have had less than a full school year's worth of experience on a wind or percussion instrument. The class will develop the basics of musical instrument performance skills including music theory, instrumental technique, performance technique, and more. Performances may include concerts and festivals outside of school hours.**

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BEGINNING ORCHESTRA

(Year Course, 5007)

Beginning Orchestra is a year-long course offered to students who have had less than a full school year's worth of experience on a bowed string instrument. The class will develop the basics of musical instrument performance skills including music theory, instrumental technique, performance technique, and more. Performances may include concerts and festivals outside of school hours.**

Instruction offered on the following instruments:

Violin
Viola
Cello
Bass

INTERMEDIATE BAND

(Year Course, 5004) (PREREQUISITE: Minimum one year of experience on instrument in school instrumental music program and/or private instruction**)

Intermediate Band is a year-long course offered to students who have had at least one year of formal instruction on their wind or percussion instrument. The class will continue the development of musical and performance skills including scales, ear training, music analysis, instrumental technique, and more. Performances may include concerts and festivals outside of school hours.**

Instruction offered on the following instruments:

Flute
Oboe
Bassoon
Clarinet (including the bass version)
Any and all versions of saxophone
Trumpet
French horn
Trombone
Baritone/euphonium
Tuba
Percussion ("drums")

INTERMEDIATE ORCHESTRA

(Year Course, 5008) (PREREQUISITE: Minimum one year of experience on instrument in school instrumental music program and/or private instruction**)

Intermediate String Orchestra is a year-long course offered to students who have had at least one year of formal instruction on their bowed string instrument. The class will continue the development of musical and performance skills including scales, ear training, music analysis, instrumental technique, and more. Performances may include concerts and festivals outside of school hours.**

Instruction offered on the following instruments:

Violin
Viola
Cello
Bass

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ADVANCED BAND

(Year Course, 5005) (PREREQUISITE: INSTRUCTOR APPROVAL)

Advanced Band is a year-long course offered to 7th/8th grade students with at least two years of formal instruction on a wind or percussion instrument. The class will continue the development of musical and performance skills including scales, ear training, music analysis, instrumental technique, and more in preparation for participation in a high school instrumental music program. Performances may include concerts and festivals outside of school hours.**

Instruction offered on the following instruments:

Flute
Oboe
Bassoon
Clarinet (including the bass version)
Any and all versions of saxophone
Trumpet
French horn
Trombone
Baritone/euphonium
Tuba
Percussion ("drums")

ADVANCED ORCHESTRA

(Year Course, 5009) (PREREQUISITE: INSTRUCTOR APPROVAL)

Advanced Orchestra is a year-long course of study offered to 7th/8th grade students with at least two years of formal instruction on bowed string instrument. The class will continue the development of musical and performance skills including scales, ear training, music analysis, instrumental technique, and more in preparation for participation in a high school instrumental music program. Performances may include concerts and festivals outside of school hours.**

Instruction offered on the following instruments:

Violin
Viola
Cello
Bass

**A musical instrument (privately owned, rented or checked out from school inventory) will be required.

INTERMEDIATE CHOIR

(Year Course, Intermediate Chorus 5012) (PREREQUISITE: 7th graders only)

This course is open to 7th grade students who are able to match pitch and perform at an intermediate middle school level. It provides instruction in singing (breathing, posture, vowel enhancement, consonant energizing, and how to sing with a stronger and more beautiful voice) and promotes familiarity with standard choral literature. It's a great way to have fun, learn, improve and make new friends for both boys and girls.

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ART 7, 1-2

(Year Course, 0101, 0102) (PREREQUISITE: NONE)

This class is designed for students who exhibit interest and ability in art. Students will work with a variety of media and techniques and will learn about a vast array of artists from both western and non-western art history. Projects are based on concepts taken from these lessons. This class will provide an opportunity for students to experiment with painting, drawing, ceramics, printmaking, mixed-media, as well as a number of other art-making processes.

DIGITAL ART 7-8 / DIGITAL PHOTOGRAPHY 7-8

(Course, 3690) (PREREQUISITE: NONE)

This course is offered in a computer lab setting. Students will learn to use the tools of technology to create original works of art. They will also learn how to use drawing and painting software to create computer graphics and apply the principles and technologies of art design to their creations. In addition to digital art, students will learn about the history and practice of photography as well as the art of photographic composition. Students will use their digital photos to build upon their portfolio of digital art creations. Along with taking and editing digital photos, students will also create and maintain an online portfolio of their work as part of the requirements for this class. This course can be taken for a second year with a more advanced and independently guided curriculum. Students in the second year course will continue their work with digital art and photography and will also begin using additional design applications to broaden their understanding and fluency in digital media.

THEATRE

(Year Course, 1457) (PREREQUISITE: NONE)

Theatre is focused on the skills of "acting and performance." Students enrolled in the class will be performing in two full-length plays. The goal of the class is to expose students to as many performance opportunities as possible. A successful theatre student will be a self-starter who is able to work independently as well as in groups. Performances include after school dress rehearsals as well as evening performances of the two plays. In addition, there will be in class performance projects that will be presented to either our theatre class or classes invited during the school day as our audiences.

MUSICAL THEATRE

(Year course, 1458) (PREREQUISITE: NONE)

Musical Theatre will be producing two musicals and will have opportunities to sing, dance, and act. The goal of the class is to expose students to as many performance opportunities as possible. A successful musical theatre student will be a self-starter who is able to work independently as well as in groups. Performances include after school dress rehearsals as well as evening performances of the two plays. In addition, there will be in class performance projects that will be presented to either our theatre class or classes invited during the school day as our audiences.

TECHNICAL THEATRE

(Year Course, 1407, 1408) (PREREQUISITE: 7th and 8th graders only)

This course covers the design and construction of set pieces, lighting, props, sound production and equipment, and special effects in theatre. As the school year progresses, students will serve in technical capacities for school and classroom productions and are required to attend after school dress rehearsals as well as evening performances for the shows they are producing.

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INTRO TO VIDEO PRODUCTION

(Year Course, 8370)

(PREREQUISITE: 7TH/8TH GRADERS WITH INSTRUCTOR APPROVAL BY APPLICATION)

(Applications are available in the counseling office or from the Video Production Instructor.)

This course will build the basic concepts and technical skills necessary to produce and perform quality video content. It will introduce students to the processes used to create videos, such as Pre-Production (idea development, storyboarding and scripting), Production (filming, lighting and acting) and Post-Production (editing, revising and critiquing). Students will learn to operate AV equipment and perform in front of the camera. Class discussions, lessons and presentations will take place regularly, but most class time will be spent working on video projects and segments for the news program.

GATEWAY TO TECHNOLOGY

(Year Course, 7th & 8th Graders)

This year long course is an introduction to Technology and Engineering. Students will complete the following units: Design & Modeling where students discover the design process and develop an understanding of the influence of creativity and innovation in their lives. In Automation and Robotics, students learn about the history and impact of mechanical devices as they build and program robots. In Energy & the Environment, students explore sustainable solutions to our energy needs and investigate the impact of energy on our lives and the world. In addition, students will design, build and race balsa wood race cars.

YEARBOOK

(Year Course, 8420) **(PREREQUISITE: INSTRUCTOR APPROVAL BY APPLICATION)**

(Applications are available in the counseling office or from Yearbook instructor.)

This class plans and produces the projects necessary for the school yearbook. Students will take pictures, design and create layouts using the computer. They will produce copy and proofread the pages of the yearbook. In addition, students will market the annual to the student body and school community, as well as sell books and plan fundraising activities.

MULTI-LEVEL STUDY SKILLS GRADE 6-8

(Year Course, 7955) **(Current Individualized Education Plan (IEP) required)**

Study Skills provides a calm, and consistent working environment where students can work with one another as well as independently. The course emphasizes the importance of getting academic needs met through self-advocating, asking for and accepting help, self-monitoring, time on task, breaking down large tasks, prioritizing assignments, among other skills that will lead to academic success in school. In addition, Study Skills has two tracks—math academy or literacy academy—which targets students' needs related to reading and writing, or math. **This course will replace the student's elective. We are the process of discussing and revising this. We will have to get back to you on this.**

OFFICE SERVICE

(Year Course 8027)

(PREREQUISITE: COUNSELOR APPROVAL AND STUDENT MUST MAINTAIN 2.50 SCHOLARSHIP GPA AND ALL "S's" AND ABOVE IN CITIZENSHIP)

Students will have the opportunity to apply the skills they have learned in their academic courses and to learn new skills as they complete assignments which facilitate the operation of their school community. Students are chosen to assist in an office setting. **The grade in this course will not be included in the student's official transcript GPA calculation (but will be included for awards purposes).**

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PEER TUTOR 7-8

(Year course 8030) **(PREREQUISITE: YOU MUST HAVE EARNED A 3.0 GPA IN THE PREVIOUS SEMESTER, AND SUBMITTED AN APPLICATION WITH TWO TEACHER'S LETTER OF RECOMMENDATION AND ATTEND AN INTERVIEW).** (Applications are available in the counseling office)

Peer Tutors work under the supervision of an education specialist or SOS teacher, assisting peers with study skills, class assignments, and staying on-task. Peer Tutors will develop leadership skills and learn how to implement various teaching strategies in a classroom setting. Students are required to attend monthly trainings after school and lunch meetings with their advisors and Peer Tutor team. Peer tutors value diversity, advocate for their peers, and work together as a team to create a more positive environment for all students at Marshall.

LIBRARY PRACTICE

(Year Course, 8027) **(PREREQUISITE: COUNSELOR APPROVAL)**

This course familiarizes students with the organization and operation of a school library/media center. Areas of emphasis are circulation of print materials and media, use of computers, shelving and management of materials and equipment, processing of books and magazines, and the operation of library and media center equipment

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8TH GRADE COURSE DESCRIPTIONS CORE SUBJECTS

ENGLISH 8

(Year Required Course, 1520)

This course is required of all students in grade 8, and consists of instruction in the interrelated study of literature, writing and oral/listening communication. The standard forms of American English, that include spelling, vocabulary, grammar and usage, as well as comprehension and critical thinking, are taught through the study of literature. Comprehension and critical thinking skills are modeled in class and students engage in literary analysis throughout the year. Literature is taught through units of study, including research, response to literature, argumentative, narrative, and expository texts. Writing-As-A-Process activities are used, and student-accessible portfolios are kept to illustrate progress toward mastering English Language Arts Standards throughout the year. Curriculum is derived from the Common Core State Standards. The MMS GATE Cluster program is an SDUSD GATE Model A program. Model A means that 50% or more of our students are GATE identified in our English classes. Placement in Seminar English requires district Seminar designation. English Language Learners are placed within a regular English 8 class. Teachers have specialized training to ensure success for our students.

COMMON CORE MATH 8

(Year Course, 4135)

In 8th grade math, areas of focus will include: The Number System, Expressions and Equations, Functions, Geometry, Statistics and Probability. Instructional time will focus on four critical areas: (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; (4) work towards fluency with solving simple sets of two equations with two unknowns by inspection.

ADVANCED INTEGRATED MATH I

(Year Course, 4165, 4166)

In Advanced Integrated Math I, areas of focus will include: Number and Quantity Analysis, Algebra, Functions, Geometry, Statistics and Probability, Matrix and Vector analysis. Students will: (1) Create equations to describe situations; (2) Build on previous work with solving linear equations and systems of linear equations using more formal solution methods, attending to the structure of linear expressions and solving linear inequalities; (3) Formalize understanding of the definition of a function, particularly understanding of linear functions, emphasizing the structure of linear expressions; (4) Begin work with exponential functions, comparing and contrasting them to linear functions; (5) Work with congruence and similarity transformations. Consider sufficient conditions for congruence of triangles and prove triangle congruence; (6) Work with bivariate data and scatterplots extending to determining lines of best fit, including tests for linearity; (7) Determine magnitude and direction of vectors; (8) Perform operations on matrices and use matrices in applications. **Students will earn high school credit with a passing grade in this course.**

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U.S. HISTORY / GEOGRAPHY 8

(Year Required Course, 6551)

Students begin the study of our nation with an overview of political and physical geography and go on to learn about America's colonial years, revolutionary period, and the framing and structure of the Constitution. Second semester covers the Republic's early years, regionalism leading up to the war between the states, Manifest Destiny with its impact on the westward movement, the causes and consequences of the Civil War, Reconstruction, social reform movements, and the rise of industrialism in the early 1900's. The Cluster and Seminar history classes study essentially the same curriculum, but with greater emphasis on individual learning through projects, writing for depth and complexity, and high level discussion. GATE classes follow the SDUSD GATE Model A structure, as outlined in the English 8 section. Placement in Seminar U.S. History/Geography 8 requires district seminar designation.

SCIENCE 8

(Year Required Course, 6005)

This one-year required course continues NGSS implementation, while allowing students to further refine their science and engineering skills and practices. All students will be exposed to the processes, tools, and methods used by scientists and engineering to successfully answer questions and solve problems. The course takes an interdisciplinary approach and covers topics from life science, earth science, and physical science. Motion and forces are major concepts studied throughout all units, with special attention to the energy of motion, Newton's Laws, waves, and fields of energy. Students cover an introduction to space basics, including the sun-moon-Earth system, properties and scale of the solar system, and the role of gravity. All students complete several engineering design projects, conducted individually and/or in collaborative groups, designed to further develop problem-solving skills and strategies, while emphasizing successful communication among team members and reflection on learning. Additionally, all students in Science 8 participate in district-created lessons of Health and Sexuality Education that align with the state education code (more information provided at a later date).

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PHYSICAL EDUCATION 8

(Year Required Course, 5502)

According to the Physical Education Model Content Standards for California Public Schools, Physical Education is an essential discipline. "Physical education is an integral part of the educational program for all students. Students will learn how their bodies move, how to perform a variety of physical activities, the health related benefits of regular physical activity, and specific skills that will allow them to adopt a physically active, healthy life-style. This course 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, achievable goals; learn to assume leadership, cooperate with others, and accept responsibility for their own behavior; and improve their academic performance."

There are five overall model content standards for middle school children. They are:

Standard 1: Demonstrate motor skills and movement patterns needed to perform a variety of physical activities. (Manipulative Skills, Rhythmic Skills, Combinations of Movement Patterns and Skills)

Standard 2: Demonstrate knowledge of movement concepts, principles, and strategies as they apply to learning and performance of physical activities. (Movement Skills, Movement Concepts, Combinations of Movement Patterns and Skills)

Standard 3: Assess and maintain a level of physical fitness to improve health and performance.

Standard 4: Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

Standard 5: Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and performance of physical activity. (Self-Responsibility, Social Interaction, Group Dynamics)

Marshall's Physical Education curriculum is designed to help students meet these standards through a wide variety of age-appropriate activities, games and lessons.

ADAPTED PHYSICAL EDUCATION 8

(Year Course, 5507) (Current Individualized Education Plan (IEP) required)

This course is for students with exceptional needs in physical education. It is a diversified program of developmental activities, games, sports and rhythms suited to the needs, interests, capabilities and limitations of students who may not safely or successfully engage in unrestricted participation in the general physical education program. Instructional units are designed to carry out provisions of the IEP.

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8TH GRADE ELECTIVE CLASSES

SPANISH 1–2

(Year Course, 2321, 2322)

This is an introductory course in Spanish for the beginning student. This course introduces the basics of Spanish grammar and vocabulary. The course stresses the four communication modes: listening, speaking, reading and writing. Students will practice these skills in a variety of ways. During the year, the course will cover the present and simple future of regular, stem-changing and irregular verbs. Cultural aspects of the Spanish speaking countries will also be discussed.*

SPANISH 3–4

(Year Course, 2323, 2324) (PREREQUISITE: SPANISH 1-2 AND TEACHER APPROVAL)

This is an intermediate-level course in Spanish for the continuing student. The course continues the basics of Spanish grammar and vocabulary presented in Spanish 1–2. Oral pronunciation will be stressed. During the year, the course will cover the present, simple future, preterit, and imperfect, progressive, and imperative tenses of regular, stem-changing and most irregular verbs. Cultural aspects of the Spanish-speaking countries will also be discussed.*

It is **STRONGLY recommended that only those students doing above average work in academic subjects elect to take Spanish 1-2 and Spanish 3-4. These courses are fast-paced, high school-level courses and require daily practice at home. All world language courses meet both high school graduation as well as college entrance requirements for California colleges and universities. **Students will earn high school credit with a passing grade in these courses.***

ASSOCIATED STUDENT BODY (ASB)

(Year Course, 8430)

The Student Government will focus on providing service to our school community and building a positive school environment. We will do this by creating engaging student activities, community service opportunities, and by adopting leadership roles on campus. ASB students will be required to participate in lunchtime and after school activities. Work will be heavily focused on group projects, so interpersonal skills are a must and will be further developed.

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BEGINNING BAND

(Year Course, 5003)

Beginning Band is a year-long course offered to students who have had less than a full school year's worth of experience on a wind or percussion instrument. The class will develop the basics of musical instrument performance skills including music theory, instrumental technique, performance technique, and more. Performances may include concerts and festivals outside of school hours.**

Instruction offered on the following instruments:

Flute
Oboe
Bassoon
Clarinet (including the bass version)
Any and all versions of saxophone
Trumpet
French horn
Trombone
Baritone/euphonium
Tuba
Percussion ("drums")

BEGINNING ORCHESTRA

(Year Course, 5007)

Beginning Orchestra is a year-long course offered to students who have had less than a full school year's worth of experience on a bowed string instrument. The class will develop the basics of musical instrument performance skills including music theory, instrumental technique, performance technique, and more. Performances may include concerts and festivals outside of school hours.**

Instruction offered on the following instruments:

Violin
Viola
Cello
Bass

INTERMEDIATE BAND

(Year Course, 5004) (PREREQUISITE: Minimum one year of experience on instrument in school instrumental music program and/or private instruction**)

Intermediate Band is a year-long course offered to students who have had at least one year of formal instruction on their wind or percussion instrument. The class will continue the development of musical and performance skills including scales, ear training, music analysis, instrumental technique, and more. Performances may include concerts and festivals outside of school hours.**

Instruction offered on the following instruments:

Flute
Oboe
Bassoon
Clarinet (including the bass version)
Any and all versions of saxophone
Trumpet
French horn
Trombone
Baritone/euphonium

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Tuba
Percussion ("drums")

INTERMEDIATE ORCHESTRA

(Year Course, 5008) (PREREQUISITE: Minimum one year of experience on instrument in school instrumental music program and/or private instruction**)

Intermediate String Orchestra is a year-long course offered to students who have had at least one year of formal instruction on their bowed string instrument. The class will continue the development of musical and performance skills including scales, ear training, music analysis, instrumental technique, and more. Performances may include concerts and festivals outside of school hours.**

Instruction offered on the following instruments:

Violin
Viola
Cello
Bass

ADVANCED BAND

(Year Course, 5005) (PREREQUISITE: INSTRUCTOR APPROVAL)

Advanced Band is a year-long course offered to 7th/8th grade students with at least two years of formal instruction on a wind or percussion instrument. The class will continue the development of musical and performance skills including scales, ear training, music analysis, instrumental technique, and more in preparation for participation in a high school instrumental music program. Performances may include concerts and festivals outside of school hours.**

Instruction offered on the following instruments:

Flute
Oboe
Bassoon
Clarinet (including the bass version)
Any and all versions of saxophone
Trumpet
French horn
Trombone
Baritone/euphonium
Tuba
Percussion ("drums")

ADVANCED ORCHESTRA

(Year Course, 5009) (PREREQUISITE: INSTRUCTOR APPROVAL)

Advanced Orchestra is a year-long course of study offered to 7th/8th grade students with at least two years of formal instruction on bowed string instrument. The class will continue the development of musical and performance skills including scales, ear training, music analysis, instrumental technique, and more in preparation for participation in a high school instrumental music program. Performances may include concerts and festivals outside of school hours.**

Instruction offered on the following instruments:

Violin
Viola
Cello
Bass

**A musical instrument (privately owned, rented or checked out from school inventory) will be required.

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ADVANCED CHOIR

(Year Course, Advanced Chorus 5013) (PREREQUISITE: 8th graders only)

This course is offered to 8th graders who have a strong background in vocal music or equivalent study. It expands on the areas of study offered in choir and provides more individual and solo opportunities, as well as encouraging more dance and movement experiences. The singers will perform at an advanced middle school level.

THEATRE

(Year Course, 1457) (PREREQUISITE: NONE)

Theatre is focused on the skills of "acting and performance." Students enrolled in the class will be performing in two full-length plays. The goal of the class is to expose students to as many performance opportunities as possible. A successful theatre student will be a self-starter who is able to work independently as well as in groups. Performances include after school dress rehearsals as well as evening performances of the two plays. In addition, there will be in class performance projects that will be presented to either our theatre class or classes invited during the school day as our audiences.

MUSICAL THEATRE

(Year course, 1458) (PREREQUISITE: NONE)

Musical Theatre will be producing two musicals and will have opportunities to sing, dance, and act. The goal of the class is to expose students to as many performance opportunities as possible. A successful musical theatre student will be a self-starter who is able to work independently as well as in groups. Performances include after school dress rehearsals as well as evening performances of the two plays. In addition, there will be in class performance projects that will be presented to either our theatre class or classes invited during the school day as our audiences.

TECHNICAL THEATRE

(Year Course, 1407, 1408) (PREREQUISITE: 7th and 8th graders only)

This course covers the design and construction of set pieces, lighting, props, sound production and equipment, and special effects in theatre. As the school year progresses, students will serve in technical capacities for school and classroom productions and are required to attend after school dress rehearsals as well as evening performances for the shows they are producing.

INTRO TO VIDEO PRODUCTION

(Year Course, 8370)

(PREREQUISITE: 7TH/8TH GRADERS WITH INSTRUCTOR APPROVAL BY APPLICATION)

(Applications are available in the counseling office or from the Video Production instructor.)

This course will build the basic concepts and technical skills necessary to produce and perform quality video content. It will introduce students to the processes used to create videos, such as Pre-Production (idea development, storyboarding and scripting), Production (filming, lighting and acting) and Post-Production (editing, revising and critiquing). Students will learn to operate AV equipment and perform in front of the camera. Class discussions, lessons and presentations will take place regularly, but most class time will be spent working on video projects and segments for the news program.

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DIGITAL ART 7-8 / DIGITAL PHOTOGRAPHY 7-8

(Course, 3690) (PREREQUISITE: NONE)

This course is offered in a computer lab setting. Students will learn to use the tools of technology to create original works of art. They will also learn how to use drawing and painting software to create computer graphics and apply the principles and technologies of art design to their creations. In addition to digital art, students will learn about the history and practice of photography as well as the art of photographic composition. Students will use their digital photos to build upon their portfolio of digital art creations. Along with taking and editing digital photos, students will also create and maintain an online portfolio of their work as part of the requirements for this class. This course can be taken for a second year with a more advanced and independently guided curriculum. Students in the second year course will continue their work with digital art and photography and will also begin using additional design applications to broaden their understanding and fluency in digital media.

ART 8, 1-2

(Year Course, 0120, 0121) (PREREQUISITE: NONE)

This class is designed for students who exhibit interest and ability in art. Students will work with a variety of media and techniques and will learn about a vast array of artists from western and non-western art history. Projects are based on concepts taken from these lessons. This class will provide an opportunity for students to experiment with painting, drawing, ceramics, printmaking, mixed-media, as well as a number of other art-making processes. While this class is the same as the Art 7 class, second year students will be able to work more independently and focus on refining and perfecting skills and techniques developed in their first year of the course.

YEARBOOK

(Year Course, 8420) (PREREQUISITE: INSTRUCTOR APPROVAL BY APPLICATION)
(Applications are available in the counseling office or from the Yearbook instructor.)

This class plans, produces and handles all of the projects necessary for the school yearbook. Students will take pictures, design and create layouts using the computer. They will produce copy and proofread the pages of the yearbook. In addition, students will market the annual to the student body and school community, as well as sell books and plan fundraising activities.

GATEWAY TO TECHNOLOGY

(Year Course, 7th & 8th Graders)

This year long course is an introduction to Technology and Engineering. Students will complete the following units: Design & Modeling where students discover the design process and develop an understanding of the influence of creativity and innovation in their lives. In Automation and Robotics, students learn about the history and impact of mechanical devices as they build and program robots. In Energy & the Environment, students explore sustainable solutions to our energy needs and investigate the impact of energy on our lives and the world. In addition, students will design, build and race balsa wood race cars.

ADVANCED GATEWAY TO TECHNOLOGY

(Year Course, 7th & 8th Graders)

(PREREQUISITE: RECOMMENDED COMPLETION OF GATEWAY TO TECHNOLOGY)

This year long course is a continuation of the Technology and Engineering program at Marshall. Students will complete the following units: Magic of Electrons where students examine the behavior and parts of atoms as well as the impact of electricity on the world around them. In the Science of Technology unit, students apply the concepts of physics, chemistry, and nanotechnology to various activities and projects. In addition, students will design and build dragsters and catapults.

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LIBRARY PRACTICE

(Year Course, 8027) (PREREQUISITE: COUNSELOR APPROVAL)

This course familiarizes students with the organization and operation of a school library/media center. Areas of emphasis are circulation of print materials and media, use of computers, shelving and management of materials and equipment, processing of books and magazines, and the operation of library and media center equipment.

OFFICE SERVICE

(Year Course 8027)

(PREREQUISITE: COUNSELOR APPROVAL AND STUDENT MUST MAINTAIN 2.50 SCHOLARSHIP GPA AND ALL "S's" AND ABOVE IN CITIZENSHIP)

Students will have the opportunity to apply the skills they have learned in their academic courses and to learn new skills as they complete assignments which facilitate the operation of their school community. Students are chosen to assist in an office setting. **The grade in this course will not be included in the student's official transcript GPA calculation (but will be included for awards purposes).**

PEER TUTOR 7-8

(Year course 8030) (PREREQUISITE: YOU MUST HAVE EARNED A 3.0 GPA IN THE PREVIOUS SEMESTER, AND SUBMITTED AN APPLICATION WITH TWO TEACHER'S LETTER OF RECOMMENDATION AND ATTEND AN INTERVIEW). (Applications are available in the counseling office)

Peer Tutors work under the supervision of an education specialist or SOS teacher, assisting peers with study skills, class assignments, and staying on-task. Peer Tutors will develop leadership skills and learn how to implement various teaching strategies in a classroom setting. Students are required to attend monthly trainings after school and lunch meetings with their advisors and Peer Tutor team. Peer tutors value diversity, advocate for their peers, and work together as a team to create a more positive environment for all students at Marshall.

MULTI-LEVEL STUDY SKILLS GRADE 6-8

(Year Course, 7955) (Current Individualized Education Plan (IEP) required)

Study Skills provides a calm, and consistent working environment where students can work with one another as well as independently. The course emphasizes the importance of getting academic needs met through self-advocating, asking for and accepting help, self-monitoring, time on task, breaking down large tasks, prioritizing assignments, among other skills that will lead to academic success in school. In addition, Study Skills has two tracks—math academy or literacy academy—which targets students' needs related to reading and writing, or math. **This course will replace the student's elective. We are the process of discussing and revising this. We will have to get back to you on this.**

SKILLS OF SUCCESS

(Year Course, 8030) (PREREQUISITE: BELOW 2.0 GPA ON 2ND SEMESTER REPORT CARD; COUNSELOR IDENTIFICATION AND APPROVAL)

Marshall Counselors and select teachers will be offering a motivational, academic support program for students who are academically at-risk, called "Skills of Success (SOS)." Our target group will be 8th grade students who earned below a 2.0 GPA in their core, academic classes on their 2nd semester report cards. In the SOS class, students will learn a number of skills, including: organizational skills, note-taking strategies, test-taking strategies, how to use and maintain a daily student planner and a daily progress report, and how to study effectively. Students will also receive daily homework assistance and individual tutoring. In addition, Marshall counselors will be meeting with SOS students for one hour per week, in three 10-week sessions, using curriculum in the areas of healthy relationships, stress and anxiety, and adolescent brain development. **This course will replace the student's elective.**

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