

GEORGE T. EGLING MIDDLE SCHOOL

Course Catalog

2026-2027



Safe. **O**rganized. **A**ccountable. **R**espectful.

At Egling Middle School our mission is to provide a safe, positive learning environment, in which students persevere and become responsible, critical thinking, life-long learners, who can work collaboratively as well as independently.

813 Webster Street Colusa, California 95932 (530) 458-7631

Website:

<https://egling.colusa.k12.ca.us/>

Principal: Erika Lemenager Assistant Principal: Nikole McElwain Counselor: Rasan Knox

EGLING MIDDLE SCHOOL SCHOOLWIDE LEARNING OUTCOMES

S

SAFE

All will demonstrate behaviors that promote physical, emotional, and digital safety for themselves and others in all school environments.

O

ORGANIZED

All will manage their time, materials, and responsibilities effectively to support academic success and personal growth.

A

ACCOUNTABLE

All will take ownership of their actions, meet expectations, and follow through on commitments to contribute to a positive learning community.

R

RESPECTFUL

All will interact with peers, staff, and the learning environment in a manner that honors diversity, promotes inclusion, and builds a culture of kindness.

STUDENT SERVICES

The goals of the counselor include helping students to complete high school successfully and to plan for the future. We help students make educational, college, and career plans as well as assist in solving personal and family problems that affect their school progress. Students are urged to take advantage of the services available through the counseling office.

It's easy to make an appointment to see Mrs. Knox, the counselor. Come into the office and sign up, send her an email rknox@colusa.k12.ca.us, or reach out to her via Parent Square. Mrs. Knox will do her best to see you the same day or at the very latest the next day.

Parents are welcome to contact the counseling office by calling 458-7631 ext. 2992.

COUNSELING SERVICES

Academic- EMS Counseling offers students the opportunity to get assistance with academic planning, assessing student abilities and needs, class planning and changes and resources for academic improvement. Students who are identified as possibly having special learning needs can be referred for screening for placement in special classes through the school counselor and our Student Support Team.

College/Career- EMS Counseling offers students assistance in career guidance and college planning. We also assist students with part-time job search and issue work permits.

Social Emotional- EMS Counseling provides assistance to a student or small group of students during times of transition, heightened stress, critical change or other situations impeding student success. School counselors do not provide therapy or long-term counseling in schools but are prepared to recognize and respond to student mental health needs and assist in identifying resources.

GRADES & CREDITS

Grades

- A = Superior
- B = Good
- C = Satisfactory
- D = Less than satisfactory
- F = Failing
- P = Pass (Ranges from very good to satisfactory. This grade is not included in figuring GPA)

Credits

- Credits are given for grades of D- or better
- A total of 210 credits is needed for graduation
- Credits are issued four times a year at the end of each quarter
- Students receive 2.5 credits for each class passed at the end of each quarter.

Grading Periods

- Each quarter is approximately 9 weeks long.
- A report card will be sent home six weeks into a quarter, but up to date grades are available on Aeries.
- It is the hope of the EMS faculty that these grade reports will serve to give the students enough time to raise their grades to the desired level.
- Grades at the end of the 9-week quarter will be reflective of all the work completed during the entire quarter.

Advanced Classes

Advanced courses are academically challenging offerings designed for able students who are motivated to achieve a higher standard. To help ensure success, the following enrollment and course policies apply:

1. In seventh grade and above, the student must have earned A and/or B quarter grades only in the given subject area prerequisites (C grades minimum must have been earned in that subject sixth grade year), scored at grade level or above on local assessments (i.e. iReady), and scored a level 3 or 4 on the CAASPP.

2. To help ensure academic success, there are expectations regarding certain recommended reading and writing skills, and/or background knowledge students should have acquired prior to enrolling into advanced class(es). These expectations will be discussed in a Parent/Student Information meeting in the spring.

Advanced course offerings for 2026-2027 include:

- Advanced 7th Grade Common Core Math
- 8th Grade Integrated 1 Math
- Advanced 7th Grade English Language Arts
- Advanced 8th Grade English Language Arts

Academic Standards for Extra Curricular Activities

Students must maintain a 2.0 grade point average or better for the prior grading period with no more than 1 “F” grade to be eligible to participate in extracurricular activities.

This eligibility requirement may apply to all activities, including but not limited to music, athletics, leadership, band, visual and performing arts.

High School Requirements for Extra Curriculars for Entering Freshman

Any student entering from the 8th grade must have achieved a 2.0 GPA on a 4.0 scale in all enrolled courses at the conclusion of the previous grading period. (CIF Bylaw 204)

The CHS Student Handbook states:

A probation period is only offered to incoming 9th grade student-athletes for the fall sports seasons. Individuals will only qualify for the probation period if they have been ‘promoted’ from 8th grade. Individuals who are ‘promoted’ due to completion of summer school will be granted this probation period.

Honor Roll

The honor roll shall be achieved by students who have earned the following on their quarter report card:

Principal's Roll:

4.0 GPA (As in all classes)

Honor Roll:

A, B & C grades in all classes with a 3.5 GPA or higher.

Merit Roll:

3.0 GPA or better. No Ds or Fs.

California Junior Scholarship Federation

To guarantee eligibility for quarter membership, a student must earn a minimum of 8 CJSF points. **Grade Level:** 7th and 8th graders.

- **Point System:**

- **A** = 3 points
- **B** = 1 point
- **C** = 0 points
- **D or F** = Immediate disqualification.

- **Core Subjects:** Points are typically calculated from Math, Science, Language Arts, and History.
- **Application:** Must apply every semester within the specified window (often two weeks after report cards).
- **Service:** 2-6 hours of community service per quarter.

PROMOTION REQUIREMENTS

Students are required to pass all classes with a D or better in both their 7th and 8th grade years in order to participate in the promotion activities and the promotion ceremony at the end of 8th grade. Students are to have no F grades on final quarter report cards. Students who do have F grades will need to recover/make up their grade in either the after-school credit recovery program or summer school. Students will have until the Friday before graduation week to make up any F grades from their 7th or 8th grade year. It is highly recommended to work hard initially, seek out help when needed and stay on top of one's work.

Students not qualifying for the promotion ceremony will not receive a diploma and will not be allowed to participate in the promotion ceremony and/or activities. Non-graduates will be promoted to high school and are required to attend summer school to complete coursework. If course work is completed by the end of summer school a diploma will be issued at that time.

Any Egling Middle School 8th grader who misses more than 15 days/105 periods will not be able to participate in promotion ceremonies.

MIDDLE SCHOOL REQUIRED COURSES

ENGLISH 3 YEARS

6th Grade English (General or Sheltered) 7th Grade English (Adv., General or Sheltered)
8th Gr. English (Adv., General or Sheltered)

MATH- 3 YEARS

6th Grade Math (General or Sheltered) 7th Grade Math (Adv., General or Sheltered)
8th Grade Math (Integrated 1, General or Sheltered)

PHYSICAL EDUCATION – 3 YEARS

6th Grade Physical Education 7/8th Grade Physical Education (2 years)

SCIENCE – 3 YEARS

6th Grade Earth Science 7th Grade Life Science 8th Grade Physical Science

SOCIAL SCIENCES – 3 YEARS

6th Grade Ancient Civilizations 7th Grade World History 8th Grade US History

RESPONSE-3 Years

Rotation every four weeks for math and language arts skill development

ELECTIVES-3 Years

6th Grade Wheel 6th Grade Leadership 6th Grade Band 6th Grade VAPA 6th Grade ELD 6th Grade Study Skills
7th Grade Wheel 8th Grade Wheel 7/8th Grade VAPA 7/8th Band Teacher's Assistant

HIGH SCHOOL SUPPORT OPT OUT POLICY FOR SUPPORT COURSE

Students are expected to demonstrate grade-level proficiency by achieving a Level 8 (at grade level) on the iReady Reading assessment and/or a score of Met (Level 3) or Exceeded (Level 4) on the annual CAASPP exam. These benchmarks indicate readiness for grade-level coursework and continued academic progress. Students who do not demonstrate grade-level proficiency on one or both assessments may be placed in a Support Class to strengthen foundational skills and ensure future success. Course placement decisions are made based on multiple measures and in the best interest of the student's academic growth.

**High School Administration retains final authority regarding course placement.

2026-2027 COURSES — Program Changes: All schedule changes must be submitted prior to school starting.

Quarter program changes must be completed within the first week of the new quarter. The program change forms must be processed through the principal. Parent permission is required for a student requested change of schedule.

ENGLISH

In order to promote from, Egling Middle School students are required to pass three years of English. Classes are grouped heterogeneously. Advanced English Language Arts 7 and 8 are offered for advanced students.

6th Grade English Language Arts

10 Credits

Prerequisite: Successful completion of 5th grade

6th Grade English Language Arts will cover Narrative and Literary Analysis (characters, theme, plot), Informational Text and Research Skills, Writing Workshop (narrative, argumentative, explanatory), Vocabulary Development and Academic Language, Speaking, Listening, and Collaborative Discussion. The course is aligned with the California Common Core State Standards for Grade 6 English Language Arts (CA CCSS ELA), including Reading Literature (RL), Reading Informational Text (RI), Writing (W), Speaking & Listening (SL), and Language (L) strands. The skills to be developed in this course are critical thinking and textual analysis, evidence-based writing, academic discussion and presentation skills, collaboration and peer feedback, independent reading habits and study skills. Students will receive a balanced instructional approach including close reading, writing workshops, collaborative discussions, small-group activities, and periodic project-based learning. The class will have a moderate workload. Students should expect regular reading assignments, weekly writing practice, and occasional longer-term projects.

6th Grade Sheltered English Language Arts

10 Credits

Prerequisite: Successful completion of 5th grade, identified by the student's below grade level performance on iReady, ELPAC Score and CAASPP Score of 1 or 2.

Foundations of Literacy & Language is a sheltered 6th grade English Language Arts course designed to support students as they build essential reading, writing, and language skills. This course meets students where they are academically while maintaining focus on grade-level standards. Instruction is delivered at a supportive pace, allowing students time to develop comprehension, strengthen writing skills, and build confidence as readers and communicators.

7th Grade English Language Arts

10 Credits

Prerequisite: Successful completion of 6th grade English

English Language Arts 7 is a standards-based course aligned to the California Common Core State Standards (CCSS) for Grade 7. Students build strong skills in reading, writing, speaking, and analysis through study of literary and informational texts. Students practice close reading, citing textual evidence, analyzing theme/central idea and character development, and examining author's craft. Writing includes argument, informative/explanatory, and narrative pieces with a focus on organization, clarity, and evidence. Homework is intentionally minimal; the primary nightly expectation is independent reading. This course is best for students who want to strengthen core ELA skills with structured support and steady skill-building.

7th Grade Sheltered English Language Arts

10 Credits

Prerequisite: Successful completion of 6th grade, identified by the student's below grade level performance on iReady, ELPAC Score and CAASPP Score of 1 or 2.

Applied Literacy & Communication is a sheltered 7th grade English Language Arts course that supports students as they deepen reading comprehension, refine writing skills, and strengthen academic communication. The course focuses on grade-level standards while providing instruction at a thoughtful, structured pace. Students engage with increasingly complex texts while receiving the support needed to build independence and confidence.

7th Grade Advanced English Language Arts

10 Credits

Prerequisite: Successful completion of 6th grade, identified by the student's at or above grade level performance on iReady and CAASPP Score of 3 or 4, as well as teacher recommendation.

Advanced English Language Arts 7 follows the same California CCSS for Grade 7 with a more rigorous pace and higher expectations. Students engage with more complex texts and complete deeper, more independent analysis of literary and informational works. Emphasis is placed on sustained discussion, sophisticated use of textual evidence, and writing that demonstrates strong reasoning, precise language, and careful organization across argument, informative/explanatory, and narrative tasks. Homework is more rigorous, including regular independent reading, preparation for discussion, and writing and skill practice. This course is best for students who read and write confidently, at or above grade level, are ready for a faster pace, and can manage tasks with greater independence and less scaffolding.

8th Grade English Language Arts

10 Credits

Prerequisite: Successful completion of 7th grade English

Eighth Grade English Language Arts strengthens students' reading, writing, and critical thinking skills in preparation for high school. Aligned with the Common Core State Standards, this course focuses on close reading, meaningful discussion, and writing with clear evidence. Students read a variety of texts, including novels, short stories, poetry, and informational articles. They analyze characters, themes, author's purpose, and point of view while supporting their ideas with strong textual evidence. Writing instruction includes narrative, argumentative, and informational essays. Students practice organizing their ideas, using evidence effectively, and revising their work for clarity and correctness. Vocabulary development, grammar, speaking, and research skills are integrated throughout the year. By the end of the course, students will be confident readers, thoughtful writers, and active participants in academic discussions.

8th Grade Sheltered English Language Arts

10 Credits

Prerequisite: Successful completion of 7th grade, identified by the student's below grade level performance on iReady, ELPAC Score and CAASPP Score of 1 or 2.

This course is designed to support multilingual learners in developing reading, writing, speaking, and listening skills through grade-level English Language Arts content. Emphasis is placed on academic vocabulary, comprehension strategies, and study skills such as organization, note taking, and test-taking strategies. Instruction provides structured language support to ensure access to grade-level content.

Students engage with literary and informational texts across multiple genres, including short stories, poetry, novels, expository texts, and drama, in alignment with the California English Language Arts Framework and Content Standards. Writing instruction focuses on sentence structure, paragraph development, and organized written responses in narrative, explanatory, and argumentative forms. A modified research unit introduces foundational research skills, including note taking, paraphrasing, basic citation, and works cited pages. The course prepares students for successful transition to mainstream English Language Arts coursework and state assessments.

8th Grade Advanced English Language Arts

10 Credits

Prerequisite: Successful completion of 7th grade, identified by the student's at or above grade level performance on iReady and CAASPP Score of 3 or 4, as well as teacher recommendation.

Advanced 8th Grade English Language Arts is designed for students who are ready for an increased level of challenge and responsibility in their learning. Aligned with the Common Core State Standards, this course builds strong reading, writing, and critical thinking skills through deeper analysis and thoughtful discussion. Students read a range of engaging and complex texts, including novels, and short stories, poetry, and nonfiction. They examine how authors develop themes, characters, arguments, and point of view, and they support their ideas with clear and specific textual evidence. Writing instruction includes narrative, argumentative, and analytical essays. Students develop strong claims, organize their ideas effectively and use multiple pieces of evidence to support their thinking. Independent reading, collaborative discussions, and research projects are important parts of the course. By the end of the year, students will be well prepared for rigorous high school English courses and confident in their ability to think critically and communicate clearly. The Advanced course moves at a faster pace and requires deeper analysis, greater independence, and more sustained writing than the Grade 8 ELA course.

ELECTIVES

In order to promote from, Egling Middle School students are required to pass three years of Elective. Classes are grouped heterogeneously. **All electives are pass/fail.**

6th Grade WHEEL

Art 2.5 Credits

In this course, students explore the lives and techniques of various master artists from the 1600s through the 1900s. They study a variety of artistic styles—such as realism, abstract, and surrealism—while learning key concepts like color theory, pattern, perspective, foreground, background, landscape, portrait, and more. For each artist studied, students complete a hands-on project inspired by that artist’s technique(s) or a specific influential artwork using a variety of mediums. Through discussion and creative work, students discover how artists are shaped by their world and how their art impacts the communities around them and even within society today.

History of Sports in Society Grade 6 2.5 Credits

Students will analyze historical texts, visuals, and multimedia sources to understand how sports connect to topics such as identity, fairness, teamwork, and leadership. The course also introduces key figures and events in sports history and encourages students to make connections between past traditions and modern sports. Through group activities, discussions, and projects, students will build skills in reading comprehension, critical thinking, and historical analysis aligned with California content standards. By the end of the course, students will understand how sports are more than games—they are an important part of human history and culture.

LEADERSHIP Grade 6 2.5 Credits

This course is designed to introduce students to different styles of leading, behaviors that accompany positive leadership roles and active involvement in a leadership capacity. Students practice leadership skills through completion of tasks meant to teach strategies of effective leadership, including involvement in school government and community service. Students are required to spend a minimum of 15 hours a trimester outside of regular school time in service to the school. ***Yearlong Course **Application Process Required ***Must meet athletic eligibility every 9 weeks.**

7th Grade WHEEL

Introduction to Agriculture 1 Grade 7 2.5 Credits

Introduction to Agriculture 1 is a quarter-long 7th grade elective that introduces students to the wide range of careers and skills connected to agriculture. Students explore California and Colusa County agriculture, learning

how food, plants, and livestock play a vital role in the local and global economy. The course emphasizes hands-on learning, allowing students to apply new skills through projects, garden work, and small hand tool use in a safe, structured environment.

Adulting 101

Grade 7

2.5 Credits

Students will be exposed to 18 different people, places, or things to expand their funds of knowledge. Many students have limited knowledge of people, places, and things outside of their region and this current time in history. Introducing topics that will be interesting, engaging, important and fun, to broaden their exposure to the world. This course will be a “sampler plate” of sorts and will not be an exhaustive look at any one topic, but it may be the beginning of further independent exploration for students.

Outdoor Education

Grade 7

2.5 Credits

Outdoor Education is a hands-on elective that helps students build confidence, and practical outdoor skills while learning to respect and care for the natural world. Through active lessons, challenges, and games, students will explore team building, outdoor ethics, navigation, conservation, orienteering, outdoor skills, plants, animals, ropes and knots, one survival project/report, and trivia. Students will practice communication and critical thinking in both individual and group activities. The course encourages responsibility, resilience, and an appreciation for the outdoors through real-world learning experiences.

8th Grade WHEEL

Introduction to Agriculture 2

Grade 8

2.5 Credits

This course focuses on animal science and agricultural animal systems. Students learn about animal anatomy, nutrition, health, reproduction, genetics, and how animals are raised and managed in agriculture. Through hands-on labs, dissections, and research-based presentations, students build practical skills and explore real-world agricultural careers. Emphasis is placed on responsible animal care and understanding how animal systems support food production.

Math in Literature

Grade 8

2.5 Credits

In this course, students explore math through children’s literature. Each class centers on a storybook that highlights a math concept, followed by hands-on activities and discussions connected to the story. The course reinforces key math skills in a fun, engaging way while helping students see how math is used in everyday life beyond the classroom.

Dance

Grade 8

2.5 Credits

This unit introduces students to the fundamentals of dance as a form of physical activity, self-expression, and cultural exploration. Students will learn basic movement patterns, rhythm, coordination, and choreography skills through a variety of dance styles. Emphasis is placed on creativity, teamwork, and confidence while developing cardiovascular fitness, balance, and body awareness. The unit culminates in students working collaboratively to create and perform a short dance routine.

BAND

Grade 6-8

2.5 Credits

Prerequisite: Teacher Recommendation

Concert Band performs intermediate and advanced level instrumental literature in diverse genres, styles, and cultures. In addition to analyzing, rehearsing, and performing various pieces of band music, students will develop and maintain correct instrumental technique, music reading skills, and explore historical, social, and artistic value of the pieces studied. Required performances are scheduled by the instructor. This course can be repeated for additional credits. 1. Students will be able to musically communicate at a basic level, including vocabulary, materials, tools, techniques, and intellectual methods of discipline. 2. Students will improve their playing ability throughout the year. 3. Students will be able to present a basic analysis of works of art through performance and presentation. This includes the ability to understand and evaluate work in various genres, including structural, historical, and cultural perspectives. 4. Students will enhance their musical listening skills. 5.

Students will develop capabilities for making personal, aesthetic, and artistic decisions. 6. Students will improve their music sight-reading skills.

There will be two or more required performances outside of the school day.

STUDY SKILLS

Grade 6-8

10 Credits

Prerequisite: Teacher Recommendation, Students are placed based on academic performance, work habits, and teacher input to ensure appropriate support and placement.

Study skills is a course designed to help students develop the habits and strategies needed for success across all academic subjects. This course focuses on building organization, planning, responsibility, and perseverance while providing structured time and support for students to complete academic work. Students receive close monitoring of assignments and grades, along with individualized guidance to help them stay on track and grow as independent learners. ****Yearlong Elective**

LIFE SKILLS

Grades 6-8

10 Credits

Basic Skills is a resource class that helps students on an IEP with deficit skill sets required for success in their middle school setting. This includes developing reading, writing, editing, math, organization, and test taking skills. The class also includes life skills and post-secondary education targeted by grade level through the Workability I program provided by the County Office of Education. ****Yearlong Elective**

ENGLISH LANGUAGE DEVELOPMENT

Grade 6-8

10 Credits

Prerequisite: Students who are administered the ELPAC exam are required to take this course until reclassification

Emerging ELD:

This class will help students learn basic functional communication in English. Students will learn new words and expressions that they can use in everyday conversation. Through classwork and activities, students will learn how to listen, speak, read, and write in English.

Expanding/Bridging ELD:

Through the course of this class, students will improve their English skills in reading comprehension, writing, grammar, word study (academic and literary language), and spelling. The curriculum used in this class will help students continue to develop English language skills that will help students be successful in the areas of English Language Arts, History, Math, and Science. ****Yearlong Elective-must be tested out via reclassification process.**

VISUAL & PERFORMING ARTS

Foundations of Visual Art and Design

Grade 6

2.5 Credits

6th Grade Foundations of Visual Art and Design builds upon elementary art skills and introduces students to a deeper understanding of the elements of art and principles of design. Students develop stronger drawing and painting techniques, including perspective, shading, proportion, and color theory, while exploring mixed media and collage. This highly hands on studio course emphasizes craftsmanship, creative problem solving, and artistic confidence. Students learn how to participate in structured critiques and reflect on their creative process. The course is aligned with California Visual and Performing Arts Standards, focusing on creating, presenting, responding, and connecting. Students develop critical thinking, attention to detail, collaboration skills, and visual analysis abilities. Most work is completed during class time, making this an exploratory elective with moderate production expectations. Admission is based on successful completion of 5th grade art, strong classroom citizenship, teacher recommendation, and an overall art readiness score that reflects effort and independence. ****Yearlong Elective**

7th–8th Grade Arts, Media, and Entertainment Studio is an advanced visual arts course designed to prepare students for high school level creative pathways. Students expand their technical skills in drawing and painting while developing original concepts through visual storytelling, design challenges, and real-world creative applications such as branding and product design. The course incorporates mixed media, contemporary art practices, portfolio development, and public exhibition opportunities. This studio intensive, project-based course emphasizes professionalism, collaboration, time management, and creative risk taking. Students regularly participate in critique sessions and refine their work based on feedback. The curriculum aligns with California VAPA Standards and introductory CTE Arts, Media, and Entertainment pathway expectations. Compared to earlier grades, this course carries a more rigorous workload, requiring independent work habits, meeting deadlines, and strong craftsmanship. Admission requires successful completion of 6th grade VAPA or equivalent experience, and teacher recommendation. ****Yearlong Elective**

TEACHER ASSISTANT

Grade 8

10 Credits

Prerequisite: Must have a 2.0 GPA and Teacher Recommendation

A student may be a Teaching Assistant for only one instructor during a period under the direct supervision of the instructor. The student will act as an aid for the teacher and must be able to work independently on clerical or other tasks specified by the teacher. Advance permission is required. ****Yearlong Elective**

MATHEMATICS

A student is required to complete three years of math during the 6-8th grades.

The Integrated Math course sequence is specifically designed to support a collaborative classroom, readying students for success in Common Core. Classroom activities address both mathematical content and process standards. Students develop skills to work cooperatively to solve problems. Additionally, they improve their reasoning and communication skills. Adaptive software and skills assignments support the classroom curriculum with an overall goal for students of content mastery and retention.

SHELTERED MATH 6th GRADE

Grade 6

10 Credits

Prerequisite: Successful completion of 5th grade, Identified by the student's below grade level performance on iReady, ELPAC Score and CAASPP Score of 1 or 2.

Sheltered 6th grade math course designed to support students as they build confidence and competence in core mathematical concepts. This course meets students where they are academically while maintaining focus on grade-level standards. Instruction is delivered at an appropriate, supportive pace, allowing students time to develop understanding, apply strategies, and strengthen foundational skills.

GENERAL MATH 6th GRADE

Grade 6

10 Credits

Prerequisite: Successful completion of 5th grade

Sixth Grade Mathematics builds the foundation for middle school math by strengthening students' number sense, algebraic thinking, and problem-solving skills. Students move from arithmetic toward more abstract mathematical reasoning while applying concepts to real-world situations. Subjects covered include Ratios & Proportional Reasoning, The Number System, Expressions & Equations, Geometry, and Statistics. This course is aligned with the California Common Core State Standards for Mathematics (CA CCSS-M) and prepares students for success in Grade 7 Math and higher-level mathematics pathways.

SHELTERED MATH 7th GRADE

Grade 7

10 Credits

Prerequisite: Successful completion of 6th grade, identified by the student's below grade level performance on iReady, ELPAC Score and CAASPP Score of 1 or 2.

Applied Mathematical Foundations is a sheltered 7th grade math course designed to support students as they continue developing core mathematical understanding and confidence. The course focuses on grade-level standards while providing instruction at a supportive, intentional pace. Students receive explicit instruction, repeated practice, and opportunities to apply math concepts in meaningful ways, ensuring strong foundations for future mathematics coursework.

GENERAL MATH 7th GRADE

Grade 7

10 Credits

Prerequisite: Successful completion of 6th grade

Seventh grade math is a full-year course that builds on students' understanding from earlier grades and prepares them for higher-level mathematics such as 8th grade math and algebra. The course follows California's Common Core State Standards for Mathematics and emphasizes both conceptual understanding and real-world problem solving.

ADVANCED MATH 7th GRADE

Grade 7

10 Credits

Prerequisite: Successful completion of 6th grade, identified by the student's at or above grade level performance on iReady and CAASPP Score of 3 or 4, as well as teacher recommendation.

Advanced 7th Grade Mathematics is a rigorous, fast-paced course designed for students who demonstrate strong mathematical reasoning skills and a readiness for accelerated content. This course deepens and extends grade-level standards while introducing select pre-algebra and algebra concepts to prepare students for high school mathematics.

SHELTERED MATH 8th GRADE

Grade 8

10 Credits

Prerequisite: Successful completion of 7th grade, identified by the student's below grade level performance on iReady, ELPAC Score and CAASPP Score of 1 or 2.

This modified eighth grade math course provides additional time and support for students to develop essential math skills. Instruction focuses on key concepts such as linear equations, functions, the Pythagorean Theorem, and basic transformations, taught at a slower pace with guided practice. The course emphasizes understanding, confidence building, and practical problem-solving to prepare students for future math courses.

GENERAL MATH 8th GRADE

Grade 8

10 Credits

Prerequisite: Successful completion of 7th grade

In this course, students explore math through children's literature. Each class centers on a storybook that highlights a math concept, followed by hands-on activities and discussions connected to the story. The course reinforces key math skills in a fun, engaging way while helping students see how math is used in everyday life beyond the classroom.

MATH 1

Grade 8

10 Credits

Prerequisite: Successful completion of 7th grade, identified by the student's at or above grade level performance on iReady and CAASPP Score of 3 or 4, as well as teacher recommendation.

The purpose of Math I is to develop students' ability to think deeply about mathematics and build procedural fluency. Math I will extend the mathematics students learned in earlier grades and begin the development of concepts in Number and Quantity; Algebra, Functions, Modeling, Geometry, and Statistics and Probability needed for higher level mathematics courses. Extensive use of models/real-world situations, manipulatives, graphs, and diagrams will help students see the connections between different topics which will promote students' view that mathematics is a set of related topics as opposed to a set of discrete topics. In addition,

students will learn to solve problems graphically, numerically, algebraically, and verbally and make connections between these representations. Students in this course will learn to use mathematical models to understand real world events and situations and use algebraic reasoning to manipulate these models for deeper learning.

Math I is the first course of a three-course sequence of Integrated Mathematics courses including Math II, and Math III (which are available at Colusa High School). This course is aligned to the Common Core State standards for high school mathematics and supports the Common Core Standards for Mathematical Practice. With this course, students will develop a deep conceptual understanding of mathematical relationships and concepts they will need to succeed in school and in life.

A college preparatory math course required for graduation. Skills necessary for solving equations are emphasized. Topics included: linear equations and their graphs; solving equations and systems of equations; radicals; exponents; quadratic functions; the quadratic formula; and factoring.

PHYSICAL EDUCATION

Students in physical education will develop skills and knowledge of various games and activities that will promote physical development and fitness and provide the basis for recreational activities following completion of middle school. In addition, the PE program should further the student's knowledge of safety and health and promote leadership and good sportsmanship attitudes.

Physical Fitness Test – Seventh graders will be tested in May annually. Students must pass 5 of the 6 criteria to receive a PASS on the Physical Fitness Test.

There is no official uniform requirement, however clothing that allows for movement, bending, jumping and stretching is required, as are tennis shoes.

CO-ED PE

Grades 6-8

10 Credits

Students will participate in both individualized instruction and cooperative learning opportunities regarding sports, exercise and health. Throughout the year we will:

- ❖ Develop sportsmanship, leadership skills and teamwork building
- ❖ Study the 5 Elements of Fitness- Flexibility, Muscular Strength, Muscle Endurance, Aerobic Capacity, and Body Composition
- ❖ Improve physical fitness levels
- ❖ Develop lifelong health and fitness habits and goals
- ❖ Build character and social-emotional responsibility

Each student will be given opportunities to meet or exceed the learning standards for Physical Education as specified by the state of California daily through individual and team-based activities, along with their efforts throughout the year based on the goals set by the Presidential Fitness Test (PFT) through FITNESSGRAM standards.

Some examples of the units covered this year will be:

Team Sports: Basketball, Football (variations), Soccer, Softball/Baseball, Ultimate Frisbee, Lacrosse, Volleyball

Racquet/ Club Sports: Pickle Ball

Movement: Running, Muscle Building, Dance, Dynamic and Static Stretching, Conditioning Training

RESPONSE

Prerequisite: None

Grades 6-8

10 Credits

READING RESPONSE

The Reading Response Program is a targeted literacy support and enrichment course designed to meet students at their instructional reading level and accelerate growth across foundational and advanced reading skills. Using diagnostic assessment data and ongoing progress monitoring, students are placed in focused classes that address specific literacy needs while building confidence, independence, and critical thinking.

Students may be enrolled in one of the following instructional strands:

- **Phonics, Decoding, Fluency, and Reading Comprehension**
Instruction focused on strengthening decoding, spelling, fluency, and comprehension skills for developing and striving readers.
- **Morphology, Fluency, and Reading Comprehension**
Instruction emphasizing word parts (roots, prefixes, and suffixes), academic vocabulary, fluent reading, and comprehension strategies to support access to complex texts.
- **Fluency and Comprehension**
Focused practice in reading accuracy, rate, and expression paired with comprehension skills such as summarizing, making inferences, and analyzing text.
- **General Reading Instruction**
Instruction centered on reading comprehension using engaging texts, targeted vocabulary development, and structured discussions. Text-based writing and hands-on practice support independent skill application and confidence in understanding complex ideas.
- **Reading and Writing Challenge (Social Studies Focus)**
An advanced, project-based course that integrates reading and writing skills through a social studies lens. Students engage in research, collaborative projects, and Socratic seminars to develop critical reading, academic discussion, and analytical writing skills.

MATH RESPONSE

Math Response is a targeted, intervention-based support course designed to strengthen students' mathematical understanding and problem-solving skills. Placement is determined through diagnostic assessment data and current math performance, ensuring instruction is responsive to student needs. Students are assigned to leveled groups that rotate on and off every 4–5 weeks and are intentionally aligned with the topics and standards being taught in their core mathematics classes.

This course reinforces foundational skills, supports mastery of grade-level standards, and promotes the development of critical thinking. Through small-group instruction, guided practice, reteaching, and additional practice opportunities, students address learning gaps while building confidence and fluency in key mathematical concepts. When appropriate, extension opportunities are provided to deepen understanding and challenge students further.

Math Response courses are closely coordinated with core math teachers at the beginning of every rotation to ensure instructional alignment and targeted support. The course is graded on a pass/fail basis, with evaluation based on participation, engagement, and completion of assigned work.

SCIENCE

Three years of science are required to meet the promotion requirements, one year of earth, one year of life and one year of physical science.

EARTH SCIENCE

Grade 6

10 Credits

Sixth Grade Science introduces students to the foundations of Earth and Space Science while strengthening their skills as scientific thinkers and problem solvers. Students explore Earth's systems, the structure of the solar system, and the dynamic processes that shape our planet. Students attend Sly Park Outdoor School to experience Earth science firsthand. As part of the course, students complete an Upcycling Project in which they design and create a new, useful product from discarded or recyclable materials. Through this engineering-based challenge, students identify an environmental problem related to waste, research possible solutions, sketch and prototype their design, and evaluate its effectiveness. The project emphasizes creativity, sustainability, and responsible use of resources. This course is aligned with the California Next Generation Science Standards (CA NGSS) and integrates science content knowledge with hands-on investigations, data analysis, and real-world problem solving.

LIFE SCIENCE

Grade 7

10 Credits

This yearlong course will focus on life science, which includes the following four units: Interactions within Ecosystems, Structure and Function, Reproduction of Organisms, and Change Over Time. All units have been designed to meet the outcomes outlined in the Next Generation Science Standards (NGSS). This is an interactive, hands-on course using the McGraw Hill Inspire Science curriculum. Students engage in laboratory investigations, digital simulations, collaborative activities, and real-world problem solving. This is a grade-level core science course designed to support all learners. Homework is assigned occasionally to reinforce classroom learning and may include short readings, vocabulary review, or completion of unfinished classwork. Active participation and engagement during class are the primary expectations for success.

PHYSICAL SCIENCE

Grade 8

10 Credits

This course introduces students to the core principles of matter and energy aligned with California NGSS. Students investigate the structure and properties of matter, chemical reactions, forces and motion, energy transfer, and waves. Through hands-on labs, modeling, data analysis, and engineering design challenges, students develop scientific reasoning skills and learn to construct evidence-based explanations about the physical world.

SOCIAL SCIENCE

Three years of social science are required to meet the promotion requirements, one year of ancient civilizations, one year of world history and one year of United States history.

ANCEINT CIVILIZATIONS

Grade 6

10 Credits

Students will cover the following units in 7th grade social studies Early Humans and the Development of Civilizations, Ancient Mesopotamia and Egypt, Ancient India and China, Ancient Greece and Rome, and Cultural Contributions and Lasting Legacies of Ancient Civilizations. Aligned with the California History–Social Science Content Standards for Grade 6, focusing on the study of ancient civilizations, geography, early societies, and historical analysis skills. Moderate workload. Students should expect regular reading assignments, note-taking, short projects, and occasional presentations.

WORLD HISTORY

Grade 7

10 Credits

Students will cover the following units in 7th grade social studies: Roman, Byzantine and Islamic Civilizations, African Civilizations, American Civilizations, Empires of Asia, Medieval, Renaissance, and Revolutionary Europe. All units align with the History-Social Science content Standards and California Common Core State Standards for Grade 7. Students will develop skills in collaborative group work, independent critical thinking, and world geography. This class includes assignments from the text and outside sources, assessments and small projects throughout the year.

US HISTORY

Grade 8

10 Credits

Successful completion of 7th Grade Social Studies. Students should demonstrate grade-level reading comprehension and the ability to write organized, evidence-based paragraphs. Key topics to be covered include Colonial America & the Road to Revolution, The American Revolution & Founding Documents, The Constitution & Early Republic, Westward Expansion & Reform Movements, and The Civil War & Reconstruction. This course aligns with state social studies standards for 8th Grade U.S. History, and it incorporates English Language Development standards as well as the Common Core framework for English Language Arts. Students will strengthen critical thinking, historical analysis, evidence-based writing, collaboration, discussion skills, and more. Emphasis is placed on evaluating and respecting multiple perspectives. This is a discussion-driven and document-based course with interactive activities, primary source analysis, projects, structured writing assignments, and more. Students should expect regular reading assignments and consistent writing practice. Students have weekly repeating assignments, as well as an assortment of activities to keep them on their toes. Students will often have time in class to work on assignments but will have homework outside of class occasionally.

CREDIT RECOVERY

Grade 7-8

0 Credits

The Credit Recovery class is for 7th and 8th grade students that are short credits towards promotion. Students will have to have their current transcript evaluated by the counselor to see if they qualify for this program. Students are allowed to make up as many credits per quarter as they wish and must be enrolled in the course with the assigned teacher. Credit Recovery is scheduled to occur after the conclusion of the school day. Independent study is not an option for credit recovery.