

EGAN  
JUNIOR HIGH  
SCHOOL

COURSE DESCRIPTIONS  
2007 - 2008

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## ADVANCED ALGEBRA

**TEXTS:** 1. Algebra I, Forester, Paul A.  
2. MATHCOUNTS – School Handbook

### **COURSE CONTENT:**

This course is a more rigorous, fast-paced version of Algebra designed for students with demonstrably strong Pre-Algebra skills and inquisitive mathematical minds. The class stresses both the structure of algebra and the development of problem-solving skills. Students will learn techniques for solving linear, quadratic, rational, and radical equations as well as systems of equations and inequalities. Other topics covered include coordinate graphing, properties of exponents, probability and statistics and an introduction to trigonometry.

The texts used emphasize four dimensions of understanding: skill in carrying out various algorithms; developing and using mathematical properties and relationships; applying math in realistic situations; and representing or picturing math concepts.

### **COURSE REQUIREMENTS:**

Quizzes are given weekly and tests at the end of each chapter. Homework is assigned daily and is due the day after it is assigned.

### **GRADING STANDARDS:**

Homework/Projects	15%	
Behavior/Participation	5%	
Quizzes/Tests	80%	
100-94 = A	79-77 = C+	60-62 = D-
93-90 = A-	76-73 = C	59 and below = F
89-87 = B+	72-70 = C-	
86-83 = B	69-67 = D+	
82-80 = B-	66-63 = D	

## ADVANCED PRE-ALGEBRA

**TEXTS:** Pre-Algebra, McDougal, Littell  
Algebra I, Forester, Paul A.

### **COURSE CONTENT:**

The first half of the Advanced Pre-Algebra course will prepare each student for algebra by study of the following topics:

1. Introduction to Linear Functions
2. Equations and Inequalities
3. Real Numbers and Right Triangles
4. Measurement, Area, and Volume
5. Angle Relationships and Transformations
6. Data Analysis and Probability
7. Introduction to Nonlinear Functions and Polynomials

During the second half of the course we begin the formal study of Algebra. We will cover equations, mathematical properties, polynomials, and culminate with the quadratic formula.

The texts emphasizes four dimensions of understanding: skill in carrying out various algorithms; developing and using mathematical properties and relationships; applying math in realistic situations; and representing or picturing math concepts.

### **COURSE REQUIREMENTS:**

Tests will be given at the end of each chapter. Periodic checkpoint quizzes will also be given. Homework will be assigned 4-5 times a week and is due the day after it is assigned.

### **GRADING STANDARDS:**

Homework/Projects	15%	
Behavior/Participation	5%	
Quizzes/Tests	80%	
100-94 = A	79-77 = C+	60-62 = D-
93-90 = A-	76-73 = C	59 and below = F
89-87 = B+	72-70 = C-	
86-83 = B	69-67 = D+	
82-80 = B-	66-63 = D	

# ALGEBRA

**TEXT:** Algebra 1, Prentice Hall

## **COURSE CONTENT:**

The course stresses both the structure of algebra and the development of problem-solving skills. Students will learn how to analyze and solve linear, quadratic, rational, and radical equations and systems of linear equations. Other topics covered include coordinate graphing, polynomials and factoring and properties of exponents.

An emphasis is placed on real-world problems that can be solved by writing and working with an algebraic expression or equation.

## **COURSE REQUIREMENTS:**

Quizzes are given weekly and tests at the end of each chapter. Homework will be assigned daily and is due the day after it is assigned.

## **GRADING STANDARDS:**

Homework/Projects	15%	
Behavior/Participation	5%	
Quizzes/Tests	80%	
100-94 = A	79-77 = C+	60-62 = D-
93-90 = A-	76-73 = C	59 and below = F
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86-83 = B	69-67 = D+	
82-80 = B-	66-63 = D	

<b>ALGEBRA ESSENTIALS</b>
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**TEXT:** Algebra I Concepts and Skills, McDougal, Littell

**COURSE CONTENT:**

Course stresses development and understanding of algebra concepts and problem solving skills. Students will master solving, graphing and writing linear equations and go on to doing the same for linear inequalities. Expertise in using exponents will lead to use of quadratic equations, the formula, factoring, solving rational and radical equations and plenty of work with word problems. The course replaces what used to be high school Algebra I.

**COURSE REQUIREMENTS:**

Homework will be assigned daily and posted regularly on PowerSchool, along with test results. Tests/quizzes are given every 1-2 weeks. Homework is due the day after it is assigned and students are expected to have completed homework available for grading at the start of every class.

**GRADING STANDARDS:**

Homework:	20%
Tests:	75%
Behavior/Class Participation	5%

## ALGEBRA READINESS

**TEXT:** Pre-Algebra (California Edition), Prentice Hall

### **COURSE CONTENT:**

This course is designed to prepare students for success in basic Algebra during their high school freshman year.

The class will review the use of all operations stressing negative and positive numbers, factoring, geometry, and rules of exponents. Evaluation of multiple step equations, inequalities and solving for multiple variables will be introduced. Complex order of operations will be stressed throughout the year as will memorization of basic formula and graphing.

Students will develop skills in estimating, listening, problem solving, word problems, logical thinking, and solving equations with multiple unknowns using different techniques.

### **COURSE REQUIREMENTS:**

Students will be assigned homework on Monday thru Thursday. Assessments (exams) will be held every Friday. Calculators are not permitted in order to encourage basic arithmetic skills. **ART**

### **COURSE CONTENT:**

Art is a semester elective for both seventh and eighth graders. The objectives for this class are to provide students with an opportunity to produce visual art in a wide variety of media and techniques, understand and use the principles of design and elements of art and develop a sketchbook about their art making and art studying.

### **COURSE REQUIREMENTS:**

- Complete projects
- Develop sketchbook: Design briefs, weekly drawing activities and sketchbook work.
- Daily participation: Time on task, proper use of materials and clean up techniques.

### **GRADING STANDARDS:**

Students earn a grade based on how well they follow the course requirements. Effort and attitude are as important as ability.

## ART

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Art is a semester elective for both seventh and eighth graders. The objectives for this class are to provide students with an opportunity to produce visual art in a wide variety of media and techniques, understand and use the principles of design and elements of art and develop a sketchbook about their art making and art studying.

### **COURSE REQUIREMENTS:**

- Complete projects
- Develop sketchbook: Design briefs, weekly drawing activities and sketchbook work.
- Daily participation: Time on task, proper use of materials and clean up techniques.

### **GRADING STANDARDS:**

Students earn a grade based on how well they follow the course requirements. Effort and attitude are as important as ability.



## BAND

### **COURSE CONTENT:**

Students will learn ensemble-playing and teamwork as they improve and increase their skills on wind, brass, or percussion instruments. Emphasis will include continued study of instrument technique, music history, and music theory. Several performances will be given for Egan School and the Los Altos community.

### **COURSE REQUIREMENTS:**

Students must be prepared for class with instrument, music, and pencil. Home practice is required. Written tests, playing tests, and worksheets as well as attendance at all rehearsals and performances, are mandatory. Students will need concert uniform of white shirt and black pants for performances. Band members are expected to try their best each day. A \$20 materials fee is requested.

Concert Dates:

**October 31, 2007:** Halloween Concert during the school day

**December 19, 2007, 7:30pm:** Egan Winter Concert

**March 2008:** Band Night at Los Altos High School

**March 25, 2008, 7:30pm:** Egan Pops Concert

**March 27-29, 2008:** Disneyland Trip (not required), dates tentative

**May 28, 2008, 7:30pm:** Egan Spring Concert

**June 11, 2008, 11:00am:** Egan 8<sup>th</sup> Grade Graduation (7<sup>th</sup> grade students perform)

### **GRADING STANDARDS:**

40% class participation, attitude, cooperation, effort

20% practice cards

20% written tests, worksheets, written assignments

20% playing tests, concert participation, playing assignments

## CHORUS

### **COURSE DESCRIPTION:**

The Egan Chorus is performance based. Students will sing music in two or three part harmony and learn the basics of reading choral sheet music. Music will vary in genre from popular to classical. Teamwork, cooperation, and gaining self-confidence through performing will be emphasized, as well as individual and group vocal techniques. Students will be graded on cooperation, self-discipline, participation, and attendance at concerts.

### **COURSE REQUIREMENTS:**

Attendance at the following evening performances is mandatory. Please mark your calendars now.

October 31, 2007: Halloween Concert during the school day

December 19, 2007, 7:30pm: Egan Winter Concert

March 2008: Band Night at Los Altos High School

March 25, 2008, 7:30pm: Egan Pops Concert

March 27-29, 2008: Disneyland Trip (not required), dates tentative

May 28, 2008, 7:30pm: Egan Spring Concert

Students are responsible for the maintenance of sheet music issued to them. All music remains property of Egan and must be returned at the end of the performance period.

There is a \$20 materials fee/donation per student.

### **CONCERT UNIFORM:**

Students will be expected to dress for concerts as follows:

Girls: White blouse, black dress pants or floor length skirt, dark dress shoes and hosiery.

Boys: White dress shirt, black trousers, dark dress shoes and socks.

### **New Criteria for Chorus Award:**

The Chorus Award is not automatically awarded for 2 years of enrollment. The Chorus Award is given to students who have dedicated one elective period, all 4 semesters of their Egan career, to Chorus. In addition, awardees must have been valuable members of the Chorus, with no negative report card comments, and no disruptive behavior in class or at concerts. They have ATTENDED ALL MANDATORY CONCERTS. An absence from a concert, whether excused or not, will disqualify a student from receiving the award, however all honors will be awarded at the teacher's discretion.

## COMPUTERS/VIDEO PRODUCTION

Instructor: Mr. Grijalva

e-mail: [grijalva@eganschool.org](mailto:grijalva@eganschool.org) (checked twice daily M-F)  
phone: 650-917-2250 (Messages only, checked after school M-F)

### **TEXT:**

No textbook is issued to students. A classroom set of materials are used by all students. Copies of the curriculum materials may be printed by students if desired. All curriculum materials are produced by the instructor.

### **COURSE CONTENT:**

This is a class that teaches students how to use computers and peripherals to create various projects including: movies, web pages, slide show presentations, digital imaging, and appropriate use of the internet. Software used at Egan include: Adobe Suite, iLife and Microsoft Office.

### **COURSE REQUIREMENTS:**

Students must bring a notebook and pen to class everyday. All students will sign a computer use policy that is designed to protect the student and the equipment from various hazards.

### **GRADING STANDARDS:**

#### **CITIZENSHIP**

25% of a student's grade is determined by a student's cooperation in following directions, class participation, and the Class Rules.

#### **TESTS and ASSIGNMENTS**

25% of a student's grade is determined by a student's achievement in completing the performance tests and writing assignments at the end of each quarter.

#### **PROJECTS**

50% of a student's grade is determined by a student's effort in completing the assigned projects. Successful completion of all the assigned projects is mandatory to receive an "A" grade in this area.

## ENGLISH 7

**TEXTS:** Holt Literature and Language Arts  
Holt Handbook  
Sadlier-Oxford Vocabulary Workshop, Level B

### **COURSE DESCRIPTION:**

Seventh grade English provides instruction in the skills of literary analysis, written composition, grammar, vocabulary development, and speaking. Our literature study offers critical thinking and writing experiences; students will participate in various activities, and discussions. The composition program emphasizes writing as a process: prewriting, writing, responding, revising, editing, and publishing. Our focus in grammar is parts of speech, punctuation, capitalization, and sentence structure.

### **HOMEWORK:**

1. Daily work and homework will be written on the board. It is the students' responsibility to record the homework and complete it in a timely manner. All homework is due at the beginning of class on the date specified.
2. Late homework and missing work will seriously affect grades. Points will be deducted for late homework; missing assignments will receive a zero.

### **NOVELS:**

The Ghost in the Tokaido Inn, Dorothy & Thomas Hoobler

The Clay Marble, Minfong Ho

Crispin, Aui

The Master Puppeteer, Katherine Paterson

The Kite Rider, Geraldine McCaughrean

Catherine, Called Birdy, Karen Cushman

## ENGLISH 8

### **English 8**

English 8 offers a challenging curriculum focused on literature, vocabulary, grammar and writing. Student binders should include a divider for each of those four areas.

### **Reading**

We read a wide range of historical and classic texts in the course of the year, including short stories from our Holt, Rinehart and Winston Anthology. As we read stories and novels, students write response journals and essays related to the books, discuss the books, learn new vocabulary from the books they read, and monitor their own reading comprehension skills through objective tests. In addition, students are exposed to technical materials and nonfiction articles that relate to our fiction selections.

### **Vocabulary**

Each student will receive a vocabulary book to use for the year. Vocabulary units are completed biweekly, with an assessment at the end of each unit. On alternating weeks, students complete analogy lessons, analyzing relationships among words to improve vocabulary and reasoning skills. Student will also cover the roots of words.

### **Grammar**

Students correct sentences daily as part of Daily Oral Language (DOL). Individual students present grammar lessons daily, with a grammar test after each chapter.

### **Writing**

In class, students will write five-paragraph thesis controlled essays on contemporary subjects. Writing is scored on a six-point rubric developed by English teachers from the Los Altos and Mountain View junior high and high schools. Using the rubric, students' essays are assessed holistically, and students begin to learn how to critique their own writing. Students will also write responses to literature, nonfiction and poetry, and write their own poetry and lyrics.

## ENGLISH LANGUAGE LEARNERS

**TEXTS:** Making Connections, (Heinle and Heinle); High Point, Hampton-Brown

**COURSE CONTENT:**

This course will concentrate on speaking, listening, reading and writing skills. Students will develop these areas through interactive, “hands on,” meaningful lessons. Vocabulary, spelling and writing mechanics will be developed contextually.

**COURSE REQUIREMENTS:**

1. Be in class on time with needed materials: pencil, pen, paper, and homework.
2. Complete class and homework assignments: reading, exercises, and writing compositions.
3. Keep handouts and homework papers neatly organized in binder or class folder.

## ENGLISH LANGUAGE LEARNERS - SOCIAL STUDIES

**TEXTS:** Ancient Civilizations, and Medieval and Early Modern Times;  
Glencoe CA Series

### **COURSE CONTENT:**

The program is designed to meet the needs of the students who are English Language Learners. The skills of reading, writing, listening and speaking will be developed through the study of World history. The program places emphasis on reading, with a strong base of vocabulary, grammatical structure, process, sentence usage and paragraph building. Oral expression is also emphasized.

### **COURSE REQUIREMENTS:**

1. Be in class on time with needed materials: pencil, pen, paper, text and homework.
2. Complete class and homework assignments: reading, worksheets, and compositions.
3. Keep handouts and homework papers neatly organized in binder or class folder.

## FOODS

### **COURSE CONTENT:**

Foods is a one semester elective for both 7th and 8th grade students. This activity class schedules labs 2 to 3 times a week on the average. Labs involve teamwork, time management, following directions, cooking basics, food preparation, applying skills and techniques, eating, cleanup and much more. Variety in labs has included breads, soups, salads, pasta, cookies, candies, pies, cakes, meals, cultural themes and seasonal themes, just to name a few. While labs are a major focus, so are classroom operational procedures, organizational skills, meal planning and nutrition. Students will also create a Cookbook which is representative of their semester of class work and recipes.

### **COURSE MATERIALS and FEES:**

**Supplies:** 1” binder with a clear view, front, pocket cover; 5 dividers; pencil pouch; 3 pencils, pen; highlighter; apron (loaners available); and hair clip for long hair.

**Cookbook:** assembled from all class handouts and graded quarterly.

**Lab fee:** \$25 collected at beginning of semester to cover the cost of food and supplies.

### **GRADING STANDARDS:**

Student’s quarter grade is based on grades earned individually and as a team member:

25% labs

25% Cookbook

50% class work, tests, projects, participation, behavior

Extra credit can be earned to help raise a grade or to make up points lost due to an absence.



## FRENCH IA and IB

**TEXT:** Bon Voyage!, Glencoe

### **COURSE CONTENT:**

French IA is a full year course for junior high school students, and French 1B is the second year for those who have successfully completed French 1A. At the end of two years, the students will have mastered the structures necessary for effective oral and written communication and be prepared to succeed in French II in high school the following year. For this reason, it is advantageous for students to enter French 1A as 7<sup>th</sup> graders.

The class will use a new text this year, Bon Voyage!, which is also being adopted at Los Altos High. This series incorporates grammar with an updated vocabulary format and is accompanied by a workbook and video and audio programs. The goal is increased facility in all four areas of language study: speaking, listening, reading, and writing, as well as comprehension. Emphasis is placed on expression of original thoughts in French. Knowledge of culture and civilization is introduced in the text through presentation of lifestyles not only in France, but throughout the French-speaking world. Class discussions of current events also add to a knowledge of “les pays francophoness.”

### **COURSE REQUIREMENTS:**

Students must take all quizzes and tests. There will be weekly oral and written quizzes and major tests after completion of each chapter.

It is the student's responsibility to set up a time with the teacher to make up a test or quiz missed due to absence. All make up work must be completed within a week of return. Exceptions are only made for prolonged absence due to illness. Homework will consist of studying vocabulary, preparing for quizzes and tests, worksheets, and exercises assigned in class.

Students of a foreign language need to practice and review daily in order to be successful. Making flashcards and using the language as much as possible is highly recommended.

## FRENCH IA and IB - continued

French I students should receive an average grade of C or better in order to be recommended for French II the following year. French I and II are equivalent to the first year of high school French. Regular attendance is particularly important in order to develop the necessary skills in a foreign language.

### **GRADING STANDARDS:**

Oral work in a foreign language class is extremely important, and active participation in all individual and group activities in French is expected of each student as well as completion of the written work. Letter grades are determined by homework, classwork, quizzes, unit tests, projects and participation.

A	100%-93%	B+	89%-88%	C+	79%-78%
A-	92%-90%	B	87%-83%	C	77%-73%
		B-	82%-80%	C-	72%-70%

## GUIDED STUDY HALL

### **COURSE CONTENT:**

This course is an opportunity for students to strengthen their study skills, do work with assistance, and have time to polish the work they have already produced. One focus will be on organizational skills: planning ahead on projects and keeping an updated homework calendar are two examples of this. Students are placed in this class through teacher or administrator recommendation. Students in this study hall will be expected to work on materials that will support their other classes, and will be encouraged to do revision on work they have received back from other classes. If students are caught up on homework, there will be other materials for them to work on to strengthen reading, writing, and organizational skills.

### **COURSE REQUIREMENTS:**

A positive attitude and a binder full of appropriate materials are key to this class. Students will also need to bring appropriate texts for their homework. Each student will maintain a class journal and a folder of work in class.

## **HEALTH GUIDANCE (with the Physical Education Program)**

### **TEXTS:** Class Handouts

Exercise Your Options, Nutrition Packet  
Americans for a Drug-Free America  
Growing to Maturity  
Human Sexuality

### **COURSE CONTENT:**

The Health/Guidance program is designed to assist the student in discovering, developing, and expressing all parts of his/her emotional and physical make-up. Much of the course time is spent on honoring and appreciating our likenesses and differences. The class is committed to providing an environment of support for each individual. The course will provide students with the tools to better deal with the changes they are experiencing and the decisions they will make as young adults.

### **HEALTH/GUIDANCE 7**

Students will meet one day a week all year long as part of physical education class. The major state-mandated units covered in this course are Individual Growth and Development (i.e. self-esteem, values, decision-making, and conflict resolution), Nutrition, Family Life Human Reproduction Education, and Alcohol, Tobacco and Other Drugs.

### **HEALTH/GUIDANCE 8**

Students will meet one day a week all year long as part of physical education class. The major stated-mandated units covered in this course are Family Life Human Reproduction Education, conflict resolution, alcohol, tobacco, and other drugs.

### **COURSE REQUIREMENTS:**

1. Students should bring binders, pens, pencils, and binder paper to class each day.
2. Students should show courtesy and respect for each other and be responsible individuals.
3. Students should maintain in Health & Guidance/Physical Education the behavior standards expected in all classes at Egan School.
4. Students need a designated section in their binder for P.E./Health.

## HEALTH GUIDANCE (with the Physical Education Program)

### **GRADING STANDARDS:**

Grading is on a point system. The Health/Guidance requirement will compromise 20% of the students' Health & Guidance/Physical Education course grade. Complete work is required.

### **INQUIRIES:**

Parents with questions or who desire a conference can call the 7<sup>th</sup> and 8th grade Health/Guidance teacher, Mrs. Zacanti at Egan (941-6174

## LEADERSHIP

### **COURSE CONTENT:**

Student Leadership is a course that focuses on two areas:

1. Actively doing projects and activities for the Egan community. Students will be expected to exercise leadership through organizing dances, spirit days, lunch activities, school-wide recycling, food and toy drives, and similar events.
2. Recognizing, developing, and refining the personal characteristics needed to be an effective leader.

This is a semester course. At the conclusion of the semester students will have a working understanding of leadership principles and characteristics that they can apply to their own personal development.

### **COURSE REQUIREMENTS and GRADING:**

The student's grade will be based on the student's attitude in the class, on the student's willingness to participate in class activities and on the student's ability to make measurable progress toward stated goals in a reasonable period of time.

## NEWSPAPER

### **COURSE CONTENT:**

- The Newspaper class produces Egan’s school newspaper, the “Viking Voice,” about eight times in the course of the school year.
- Our class will cover the basics of journalistic writing and newspaper publication.
- Each student will be responsible for writing at least two articles for each issue of the newspaper.
- Each student will conduct interviews, research and write stories, take photos or gather supporting graphics from the Internet, and ready his/her pages of the newspaper for publication.
- Students will also complete a writing or journalism-related project at the culmination of the semester.

### **COURSE EXPECTATIONS:**

- The newspaper students drive the newspaper’s content, so students are expected to develop multiple story ideas throughout the course of the semester, in addition to carrying out the tasks of researching, writing, and laying out their articles.
- Students are expected to produce two proofread pieces of high-quality work for every issue of the newspaper.
- Students are also asked to support other staff members, cooperate with the advisor, and use all computer lab material responsibly.
- Newspaper students must be mature and able to work both independently and as part of a team.

### **MATERIALS:**

- Students should bring a newspaper folder to class daily.
- A number of handouts are provided during the course of the semester, and students are expected to refer to them regularly.

### **GRADING STANDARDS:**

- Most work can be completed in class.
- Grades will be based on timely completion of work, in-class productivity, cooperation, and initiative.

<b>OFFICE AIDE</b>
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**COURSE CONTENT:**

Students are trained in a variety of office skills and responsibilities. Their duties may include: collecting attendance slips, locking and unlocking the bike cage during the day, circulating announcements, counting of student body funds, distributing lunches, writing admit, tardy, and appointments slips, duplicating and collating, answering office phones and taking messages, operating the school intercom, completing bulletin boards, distributing mail, and assisting the Egan staff.

**COURSE REQUIREMENTS:**

Students are expected to be confidential, reliable, efficient, independent and punctual. When time allows, students do homework. Students must be familiar with Egan; therefore, during the first semester preference is given to returning 8th grade students.

**GRADING STANDARDS:**

Pass or Fail grades are based on student conduct, effort, and reliability.



## ORCHESTRA

### **COURSE CONTENT:**

Students will learn ensemble-playing and teamwork as they improve and increase their skills on stringed instruments. Emphasis will include continued study of instrument technique, music history, and music theory. Several performances will be given for Egan School and the Los Altos community.

### **COURSE REQUIREMENTS:**

Students must be prepared for class with instrument, music, and pencil. Home practice is required. Written tests, playing tests, and worksheets as well as attendance at all rehearsals and performances, are mandatory. Students will need concert uniform of white shirt and black pants/long skirt for performances. Orchestra members are expected to try their best each day. A \$20 materials fee is requested.

Concert Dates:

**October 31, 2007:** Halloween Concert during the school day

**December 19, 2007, 7:30pm:** Egan Winter Concert

**March 2008:** Band Night at Los Altos High School

**March 25, 2008, 7:30pm:** Egan Pops Concert

**March 27-29, 2008:** Disneyland Trip (not required), dates tentative

**May 28, 2008, 7:30pm:** Egan Spring Concert

**June 11, 2008, 11:00am:** Egan 8<sup>th</sup> Grade Graduation (7<sup>th</sup> grade students perform)

### **GRADING STANDARDS:**

40% class participation, attitude, cooperation, effort

20% practice at home

20% written tests, worksheets, written assignments

20% playing tests, concert participation, playing assignments

## PHYSICAL EDUCATION

The Physical Education staff at Egan is committed to providing all students the opportunity to gain an appreciation for obtaining and maintaining an active and healthy lifestyle.

We believe Physical Education at Egan is an integral part of the total educational process and with a positive learning experience in Physical Education students will develop a better understanding of a healthy and fit lifestyle--physically, emotionally, mentally, and socially.

We base our program on the six school board Physical Education framework goals:

1. Physical activity
2. Physical fitness and wellness
3. Movement skill and movement knowledge
4. Social development and interaction
5. Self-image and self-realization
6. Individual excellence

The Physical Education program will also include the following content areas:

1. Physical fitness
2. Rhythms and dance
3. Basic movement skills
4. Games and sports
5. Cooperative Games
6. Health Guidance

### **General Physical Education Objectives:**

1. Teach basic fundamental physical skills.
2. Expose students to a variety of physical activities and sports which incorporate carry-over and "lifetime" skills.
3. Stress "sportsmanship" and the ethics of fair and healthy play.
4. Social integration.
5. Self-awareness of the body and its fitness level.
6. Provide an opportunity for ALL students of ALL skill levels to participate and improve their level of physical ability.

### **CURRICULUM**

The Seventh and Eighth grade curriculums will be divided to meet the needs of the California State Content Standards for Physical Education. Seventh grade classes will demonstrate an emphasis on individual sports skill and fitness with an introduction to some team sports activities. The Eighth grade classes will be focusing on team sports and teamwork. The emphasis will be on the history, rules and strategies of the activities.

## PHYSICAL EDUCATION - continued

### SEVENTH GRADE

**Focus:** Individual sports leading into team sports

Cooperative Games  
Fitness Testing /Assessment/Goal-Setting  
Volleyball  
Self-Defense  
Basketball: Skills/3-on-3  
Soccer-Micro: 3v3, 5v5, 6v6, etc.  
Track and Field  
Multicultural Dance  
Pickle Ball  
Golf  
Softball

### EIGHTH GRADE

**Focus:** Team Sports

Flag Football  
Volleyball  
Fitness Testing/Assessment/Goal-Setting  
Soccer  
Basketball  
Track and Field  
Whiffle Ball  
Street Hockey  
Ultimate Frisbee  
Weight & Resistance Training  
History of Sport Project  
Game Creation Project

### GRADING

The Physical Education/Health Guidance grade is:

80% Physical Education  
20% Health Guidance (see course description)

The Physical Education portion is:

80% Participation/Behavior  
20% Assignments, quizzes and tests

Each quarter consists of at least two activity units. Assignments, assessments, quizzes, tests, and fitness will be incorporated into each of these units. Students receive an academic grade at the completion of each Quarter, according to the percentages above.

## PHYSICAL EDUCATION - continued

The ACADEMIC grade consists of points earned for daily participation, fitness tests, improvements, written tests, health grade, and assignments. Points are taken away, each grading period, based on the following criteria;

### NEGATIVE Points (-)

- 1 Disrespectful Behavior
- 1 Disruptive Behavior
- 1 Non-Participation
- 1 Use of Loaner Clothes (Responsibility)
- 2 Refusal to dress
- 1 Leaving clothes out in the locker room overnight  
unlocked
- 1 Abusive or foul language
- 1 Horseplay or fighting
- 1 Late to Roll Call
- 1 Eating, chewing gum
- 1 "Sagging" of the shorts or sweats
- 1 Not meeting required assignments on time
- 1 Not meeting the contract responsibilities

Students will also be graded on their abilities to make good choices, as well as, showing good citizenship by having a positive attitude, helping others succeed, promptness, a concern for safety, use of school materials and equipment, and an overall respect for others and the facilities.

Grades are based on the following grading scale;

- A 0 - 4 minus'
- B 5 - 8 minus'
- C 9 - 12 minus'
- D 13 - 16 minus'
- F 17 or more minus'

<b>PHYSICAL EDUCATION - continued</b>
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### **Uniforms**

ALL students are required to wear their own shirt and shorts. The sweat pants, sweatshirt and duffel bag are all optional. Each student is expected to take proper care of the clothes by keeping them locked in their P. E. locker and washing them at least once a week (Recommended take home Friday).

The student's LAST name -

**IN BLOCK LETTERS** will appear in permanent ink on the Gold "Nameplate" of both the shirt and shorts so they may be visible to the teachers. **EXAMPLE:**  
SMITH, JOHN

## PRE-ALGEBRA

**TEXTS:** Pre-Algebra; California Edition, Prentice Hall

\*Chapters 1 - 10 and selected topics from chapters 11 and 12.

### **COURSE CONTENT:**

The class will review the use of the four operations of addition, subtraction, multiplication and division of whole numbers, decimals, fractions and integers. Number theory, measurement, ratios, proportions and percents, with emphasis on use in everyday applications, will be covered. Elementary Algebra using negative and positive integers, linear equations and linear inequalities will be studied. The geometry strand will include topics of perimeter, area, volume and surface area. Probability and statistics will be reviewed and their ideas expanded. Students will develop skills in estimating, listening, problem solving, and logical thinking. Students will solve multi-step equations. Students will solve and graph inequalities, including systems of inequalities.

### **COURSE REQUIREMENTS:**

Students will be assigned homework 4-5 days a week. Tests will be given at the end of each Chapter. Additional assessments will be given periodically. Students are expected to bring homework, paper, pencil, and scientific calculator, to class each day.

### **GRADING STANDARDS:**

Your grade will be based on the following chart:

Classwork and Participation	5%
Homework/Projects	20%
Exams	75%

Grades based on this scale:

93-100	A	90-93	A-		
87-89	B+	83-86	B	80-82	B-
77-79	C+	73-76	C	70-72	C-
67-69	D+	63-66	D	60-62	D-
Below 60%	F				

## PRE-ALGEBRA ESSENTIALS

**TEXTS:** Pre-Algebra, (California Edition), Prentice Hall

### **COURSE CONTENT:**

This course is designed to prepare students for success in Algebra Essentials during their eighth grade year.

The class will review the use of all operations along with their inverse, both additive and multiplicative, stressing the importance of manipulation of negative vs positive numbers. Rational expressions will be emphasized, as will ratio and proportion. An introduction to polynomials, radical equations and geometry will be conducted the second semester. Complex formulae will be studied along with graphing linear equations and inequalities. Students will develop skills in estimating, listening, problem solving, word problems and transitions to mathematical equations, logical thinking, and solving equations with multiple unknowns using different techniques.

### **COURSE REQUIREMENTS:**

Students will be assigned homework on Monday thru Thursday with occasional weekend assignments and projects. Assessments (examinations) will be held every Friday. Calculators are not permitted the first semester but are encouraged the second half of the year.

<b>PRE-ALGEBRA READINESS</b>
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**TEXTS:** Pre-Algebra, (California Edition), Prentice Hall

**COURSE CONTENT:**

This course is designed to prepare students for success in Pre-Algebra Essentials during their eighth grade year.

The class will review the use of all operations stressing negative and positive numbers, geometry, and solving equations with single variables. Use of exponents and complex order of operations will be stressed throughout the year.

Students will develop skills in estimating, listening, problem solving, word problems, logical thinking, and solving equations with multiple unknowns using different techniques.

**COURSE REQUIREMENTS:**

Students will be assigned homework on Monday thru Thursday. Assessments (examinations) will be held every Friday. Calculators are not permitted first semester to encourage basic arithmetic skills.



## RESOURCE PROGRAM

### **RESOURCE SUPPORT:**

#### **Course Requirements/Concept:**

Students may be referred to the Resource Program by parents, teachers, or administrators. After an initial referral, a psycho-educational assessment is made. The Student Study Team consisting of the parents(s), student, administrators, counselor and resource teacher meet to review the assessments and decide if the student qualifies for Special Education Services. If the student qualifies, the team prepares an IEP (Individualized Educational Plan) for the student. This statement delineates the student's strengths and weaknesses and outlines the individual program of study to be undertaken.

#### **Description of Resource Support:**

Resource students attending Egan Junior High School participate in various mainstream courses including English, Mathematics, History, Science, Physical Education/Health and Electives. Our Resource Teacher works closely with the mainstream teachers to help them provide appropriate modifications and/or accommodations to the curriculum. They also stay in close contact regarding progress and a student's areas of need. Parents are an integral part of the planning, implementation and support of this collaborative model. The ultimate goal of the program is to help create independence, personally responsible students that take pride in their academic achievement and can recognize their own strengths and weaknesses, in order to be successful in school.

#### **Activities:**

- Study Skills (i.e. note-taking, how to read and use a text book, brainstorming, proof reading)
- Organizational Skills (managing binders, folders, daily planners, long and short term planning)
- Reinforcement of concepts being discussed in the mainstream classroom.
- Remediation of academic weaknesses (work towards IEP goals).

\*All study and organizational skills will be taught using materials other than the students' homework, at first. However, Homework will be used to practice the study and organizational skills as the students become adept at using/applying the skills.

#### **Resource English:**

Egan has a Resource English class for both 7<sup>th</sup> grade and 8<sup>th</sup> grade. The focus of each of these classes is on the basics of English, with a major focus on writing skills. Reading comprehension, vocabulary, grammar and spelling will also be addressed on a regular basis.

**TEXTS/RESOURCES:****Cells and Genetics**

Science Explorer, Focus on Life Science, Prentice Hall  
Stanford Human Biology Middle School project materials

**Human Body**

Science Explorer, Focus on Life Science, Prentice Hall  
Stanford Human Biology Middle School project materials  
National Science Resource Center/Science and Technology Concepts  
for Middle School  
Teacher-created materials will focus on science process skills,  
controlled experiments and cooperative learning

**Evolution and Earth's History**

Science Explorer, Focus on Physical and Life Science, Prentice Hall

**Visible Light Energy and Biological Structures**

Science Explorer, Focus on Physical and Life Science, Prentice Hall

**COURSE CONTENT:****I. Scientific Method****II. Cells**

1. Cell structure, including cell organelles, physiology, and function
2. Cell Division, Cell Project (mitosis and meiosis)

**III. Genetics**

1. Mendelian genetics, with an emphasis on human genetics and traits
2. DNA and protein synthesis
3. Single Gene Disorders
4. DNA extraction

**IV. Evolution and Earth's History**

1. Geologic time
2. Rock Layers and Formation
3. Fossils and their formation
4. Other evidence of evolution
5. Darwin and natural selection
6. Classification of living things

<b>SCIENCE 7 - continued</b>
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**V. Visible Light Energy and Biological Structures**

1. Nature of energy with special emphasis on light and sound, and how they relate to sight and hearing; pinhole camera project
2. Forms of Energy
3. Energy conversions, with emphasis on energy conversions in living systems
4. Invention project

**VI. Structure And Function of Living Things**

1. Plant structure and function (including photosynthesis)
2. Human Body structure and function including:
  - a. Homeostasis/balance between body systems
  - b. Human Diseases including the Human Disease Project
  - c. Focus on digestive, nervous, endocrine, reproductive, muscular, integumentary and skeletal systems
3. Frog and cow eye dissections as analogous systems

**TEXTS/RESOURCES:****Forces and Motion**

Science Explorer, Focus on Physical Science, Prentice Hall

**Density and Buoyancy**

Science Explorer, Focus on Physical Science, Prentice Hall

**Matter and the Elements**

Science Explorer, Focus on Physical Science, Prentice Hall

**Chemistry of Living Systems**

Science Explorer, Focus on Physical Science, Prentice Hall

**Solar System, Stars and Galaxies**

Science Explorer, Focus on Physical Science, Prentice Hall

**Investigation and Experimentation**

Science Explorer, Focus on Physical Science, Prentice Hall

\*Teacher created materials will focus on science process skills, controlled experiments, and cooperative learning

**COURSE CONTENT:****A. Motion**

1. Recognizing reference positions. Calculating average speed, velocity, and acceleration
2. Graphing position and speed versus time.

**B. Forces**

1. Balanced versus unbalanced forces
2. Newton's 3 Laws

**C. Density and Buoyancy**

1. Calculating density
2. Recognizing buoyancy as force

**D. Matter and the Elements**

1. Properties and classification of the over 110 elements on the periodic table
2. Atomic structure as protons, neutrons, and electrons.
3. Compounds and mixtures
4. States of matter and molecular motion
5. Identify elements in common compounds with "What It's Made Of"

**E. Chemistry of Living Systems**

1. Carbon cycle, and other common elements of living things
2. Common molecules of living organisms, such as water, sugar, salt, fat, carbs, DNA, and polymers

## SCIENCE 8 - continued

### F. Investigation and Experimentation

1. Students will conduct a variety of student and teacher directed inquiries, using the scientific method.
2. Quarterly, each student will conduct at least one controlled experiment in which they formulate a hypothesis, test it, collect, present, and analyze data, and draw conclusions about their original hypothesis, using a formal lab report format.
3. Students will work alone, or with partners, to examine question of their own choosing. Using guidelines, students will develop and carry out an experiment of their own design. Each project will be presented in class, and the best will end in the annual **Egan Science Fair**.
4. The sun is one of many stars in the Milky Way galaxy. Stars may differ in size, temperature, and color.

### H. The Earth in the Solar System

1. Galaxies are clusters of billions of stars and may have different shapes.
2. The appearance, general composition, relative position and size, and motion of objects in the solar system, including planets, planetary satellites, comets, and Asteroids.
3. Stars are the source of light for all bright objects in outer space and the moon and planets shine by reflected sunlight, not by their own light.

### **COURSE REQUIREMENTS:**

#### **Each student will be required to:**

- complete a written lab report or worksheet due after completion of lab activities.
- complete quizzes and tests after each unit of study.
- complete home and class assignments.
- keep all lab reports, assignment notes, and handouts in an organizes 3-ring binder.
- keep an in-class science journal
- complete at least one research project per quarter
- no late work 4<sup>th</sup> quarter

## SPANISH IA and IB

**TEXTS:** Usted y Yo (I), MacMillan  
Nuestro Mundo (II), MacMillan

### **COURSE CONTENT:**

The aim of these courses is to give the students as much practice in speaking, understanding, reading and writing Spanish as possible. Cultural material pertaining to Spanish-speaking peoples is provided as an integral part of the courses. Some geography of Hispanic countries is also introduced. Spanish is used in the classroom as much as possible. In addition to the textbook, supplementary games, filmstrips, visual aids and reading materials are used for variety and enrichment.

Experience has shown that diligent students are well prepared for the high school placement test at the end of the 8th grade.

During the first year, students learn to speak in the present and in the past (preterite and imperfect) tenses. They master the sounds and letters of Spanish and much basic grammar. During the second year, they meet the other tenses, expand their vocabulary, and are introduced to most of the fundamental grammatical ideas. By the second year, oral work includes several 3-minute **charlas** where the student, without notes, speaks in Spanish before the class on a topic of his choice.

If you consider the determination, continuous practice and individualized instruction which helped you learn your **first** language, you realize that learning Spanish also takes a lot of work. Spanish is an extremely cumulative subject; consistent and **DAILY** practice will help far more than last-minute pre-quiz cramming. Parents can help by drilling vocabulary with flashcards or correcting practice quizzes, listening to oral practices, drilling your student on questions he needs to answer (Hearing YOUR pronunciation may be a real boost to his ego!), and by encouraging him to use Spanish as much as possible around home. Extra credit can be arranged for trips to Hispanic countries!

<b>SPANISH IA and IB - continued</b>
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If your student wants extra help, I am available after school. Being able to communicate with others in their own language is a precious and valuable skill. I will do whatever I can to help your student acquire that skill.

**COURSE REQUIREMENTS:**

There will be 3 or 4 written homework assignments per week. Extra credit will generally be available over the weekend. There will be speaking grades on Thursdays, and a written quiz every Friday. Students failing the Friday quiz will have written vocabulary practice over the weekend, with a note for parents to sign, apprising them of the fact.

Students must bring their covered textbook, binder, paper, pens (including one red pen) and pencil to class daily. They will be expected to abide by the standards of behavior listed in their student handbook. Courteous and careful listening is particularly crucial in learning a language.

**GRADING STANDARDS:**

One third of the grade is based on homework, one third on speaking grades, and one third on quizzes. At mid-quarter, each student will be helped to figure his precise current grade in Spanish, and will bring home his Spanish grade sheet for parent examination and signatures.

<b>SPANISH CONVERSATION IA and IB</b>
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**TEXT:** ¡Exprésate!, Holt

**COURSE CONTENT:**

Spanish Conversation 1A and 1B are both full year courses. Our curriculum follows closely with that of Los Altos/Mountain View High School's first year Spanish program. When the students complete both 1A and 1B here at Egan, they will be able to transition easily over to Spanish 2 at the high school level. We will be using the ¡Exprésate! text, which is the same text that the high schools use in the Spanish 1 class. In addition to the text, supplementary materials such as videos, games, and songs are used.

**SPANISH 1A**

Students complete the first half of the textbook. Students begin each lesson with thematic vocabulary and structured practice which then leads to open-ended communication. Students are also introduced to geography and cultures of Spanish-speaking peoples. Each chapter uses a theme as a basis for grammar, conversation, and writing. The themes include greeting people, describing people, describing likes and dislikes, school, family, home, and household chores. The Spanish speaking geographic areas covered are Spain, Puerto Rico, Texas, Costa Rica, and Chile. Students learn the present tense and expressions for effective oral and written communications.

**SPANISH 1B**

Students complete the second half of the textbook. Each lesson begins with thematic vocabulary and structured practice which then leads to open-ended communication. Students are also introduced to geography and cultures of Spanish-speaking peoples. Each chapter uses a theme as a basis for grammar, conversation, and writing. The themes include food/meals, the body and health, shopping, celebrations and travel. The Spanish-speaking geographic areas covered are Mexico, Argentina, Florida, The Dominican Republic, and Peru. Students learn the preterite tense, informal commands, present progressive, and expressions for effective oral and written communication.



<b>SPANISH CONVERSATION IA and IB - continued</b>
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**COURSE REQUIREMENTS:**

There will be daily homework assignments as well as oral and written quizzes. Students must take all tests and quizzes. It is the student's responsibility to arrange a time to make up any missed quiz or homework assignments due to an absence. All make up work must be turned in within two weeks of the student's return to school.

Spanish Conversation 1A students need to pass with a grade of C or better to be recommended for Spanish Conversation 1B.

## TECHNOLOGY EXPLORATIONS

Instructor: Mr. Grijalva

e-mail: [grijalva@eganschool.org](mailto:grijalva@eganschool.org) (checked twice daily M-F)

phone: 650-917-2250 (Messages only, checked after school M-F)

### **TEXT:**

No textbook is issued to students. A classroom set of materials are used by all students. Copies of the curriculum materials may be printed by students if desired. All curriculum materials are produced by the instructor.

### **COURSE CONTENT:**

This is an exploratory class in applied technology. Students work cooperatively in groups and individually doing hands-on activities. Activities include: Computer Assisted Drawing, Architectural Model Making, Rocketry, CO2 Model Race Cars, Wood Working, and Model Bridges.

### **COURSE REQUIREMENTS:**

Students must bring a notebook, pencil and ruler to class everyday. They must pass a safety test 100% for each machine before using it on their project. There is a \$35 lab fee (donation) for materials used in the students projects.

### **GRADING STANDARDS:**

#### **CITIZENSHIP**

25% of a student's grade is determined by a student's cooperation in following directions and the Class Rules.

#### **TESTS and ASSIGNMENTS**

25% of a student's grade is determined by a student's achievement in completing all tests and writing assignments. There is a reflective writing assignment at the end of each unit.

#### **PROJECTS**

50% of a student's grade is determined by a student's effort in completing the assigned projects. Successful completion of all the assigned projects is mandatory to receive an "A" grade in this area.

## U. S. HISTORY

### **TEXTS:**

**US History:** United States History: Independence to 1914,  
And History Alive! The United States

### **COURSE CONTENT:**

#### **US History:**

The following units will be studied for three quarters of the year. The general emphasis will be devoted to understanding what happened, why it happened and how it relates to today's world and the future.

Units and Topics to be covered: Early American exploration and settlement, colonial America, independence and the Revolution, the early US Republic, westward expansion, slavery and the Civil War, Reconstruction and the New South, and the transformation of the American economy in response to the Industrial Revolution. The goal is to reach the period of U.S. history ending at the beginning of World War I. The period from World War I to the present day is covered at the high school level. Current events will be featured all year long.

#### **Civics:**

The focus of this quarter of the year will be in helping the students gain an understanding and appreciation for the structure and functioning of American democracy, and their place in it.

Units and Topics to be covered: The Constitution, Bill of Rights, the makeup of the federal government, elections, and duties, rights and responsibilities of American citizens.

### **COURSE REQUIREMENTS:**

1. Students must attend regularly and adequately complete all assigned class work, tests and written assignments.
2. Students will develop critical thinking skills by participating in all class and group discussions, projects, and simulations. All students will complete a research study.

## U. S. History - continued

### **COURSE REQUIREMENTS (continued):**

3. Students will be expected to learn to respect themselves, others and their environment. They will be encouraged to relate to their classmates in a positive manner.
4. Students will be strongly encouraged to practice good citizenship and maintain a positive attitude toward school.
5. Extra credit opportunities will be offered to all students, but extra credit cannot change a student's grade by one letter grade.

### **GRADING STANDARDS:**

The grades are based on the total number of points earned by the student, divided by the total number of points possible.

A	93-100%	D+	67-69.9
A-	90-92.9	D	63-66.9
B+	87-89.9	D-	60-62.9
B	83-86.9	F	59.9 and below
B-	80-82.9		
C+	77-79.9		
C	73-76.9		
C-	70-72.9		

## WORLD HISTORY

**TEXTS:** History Alive, The Medieval World and Beyond, Teachers' Curriculum Institute  
Medieval and Early Modern Times, Glencoe, McGraw Hill  
Historical Atlas of the World, Rand McNally

### **COURSE DESCRIPTION:**

The emphasis in the medieval World History program will be on people and how their ideas, traditions, beliefs, and actions contributed to the rise and downfall of major world civilizations. The program asks students to consider what life was like in the past and to apply lessons learned from the past to present life. The program will also help students become 21<sup>st</sup> century learners by using technology to guide learning. We will be doing WebQuests, making iMovies, using Google tools including Google Earth, organizing with Inspiration, recording podcasts, creating Keynotes, and blogging. By the end of the course, students will be comfortable using all of these tools for learning.

### **COURSE CONTENT:**

The World History curriculum includes the study of Geography, Rome, Islamic Civilization, Medieval Japan, Medieval Europe, Renaissance, Reformation, Americas, Age of Exploration and Age of Enlightenment. We cover the years A.D. 500-1789.

### **GRADING STANDARDS:**

Tests	30%
Interactive Notebook	30%
Homework	20%
Projects	10%
Citizenship	10%

## YEARBOOK

### **COURSE CONTENT:**

Yearbook is a one-year elective that produces the school yearbook, which may include traditional printed books as well as multimedia. Members of the staff are expected to have a high level of maturity and the ability to work independently. This is a wonderful opportunity for members of the team to exercise their creativity, while developing new skills in computer design, photography, marketing, budget management, copy writing, and project management. Creating the yearbook is a fun process and the end result of all the effort is a product the students can be proud of.

### **COURSE EXPECTATIONS:**

Students will be expected to develop skills necessary to effectively produce the yearbook. A strong commitment to meeting deadlines is required, including any necessary weekend or after-school work. The yearbook is a team effort, and good people skills are required.

### **GRADING STANDARDS:**

Grading will be based on a detailed rubric that will measure students' performance in areas including (but not limited to): planning, organization/time management, effort. Level of engagement, creativity, skills and attitude. Failure to participate in the (infrequent) evening sessions will negatively impact the grade.