ELK GROVE UNIFIED SCHOOL DISTRICT

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MISSION STATEMENT OF THE ELK GROVE UNIFIED SCHOOL DISTRICT

Elk Grove Unified School District
will provide a learning
community that challenges ALL students
to realize their greatest potential.

ELK GROVE UNIFIED SCHOOL DISTRICT CORE VALUES

1. Outcomes for Students
   • Achievement of Core Academic Skills
   • Confident, Effective Thinkers and Problem Solvers
   • Ethical Participants in Society

2. Commitments About How We Operate As An Organization
   • Support Continuous Improvement of Instruction
   • Build Strong Relationships
   • Find Solutions

3. High Expectations for Learning for ALL Students and Staff
   • Instructional Excellence
   • Safe, Peaceful, and Healthy Environment
   • Enriched Learning Atmosphere
   • Collaboration with Diverse Communities and Families
The Graduate Profile is a set of student outcomes that define what all Elk Grove Unified School District graduates should know and be able to do in order to be prepared for post-secondary education, career and civic participation. The Graduate Profile was developed with input from educators, students, parents and over 100 community members.

An Elk Grove Unified School District graduate demonstrates readiness to succeed in college, career, and life through:

### Creative Problem-solving
- Analyzes problems by exercising critical thinking to formulate and ask pertinent questions
- Develops solutions using innovative, inventive, and intuitive ideas and approaches
- Utilizes resources and processes necessary to solve problems

### Self-awareness, Self-reliance, Self-discipline
- Possesses and applies skills necessary for living independently
- Sets and meets realistic, measurable goals; makes adjustments as needed
- Articulates strengths, weaknesses, abilities, and limitations as these apply to achieving plans and goals after graduation
- Manages and balances time, resources, and responsibilities

### Technical Literacy
- Demonstrates mastery of technology necessary for college and career success
- Exhibits willingness to learn and utilize new technology
- Understands the evolving role of technology in industry and society

### Communication and Collaboration
- Articulates thoughts and ideas in all forms of communication: oral, written, and non-verbal
- Reads, listens, and observes effectively
- Relates to and collaborates with diverse groups to achieve a common purpose

### Community Engagement
- Demonstrates knowledge about school, local, and global issues
- Respects cultural differences
- Participates in diverse school and community organizations willingly and cooperatively

### Integrity
- Makes commitments and keeps them, giving full effort
- Takes responsibility for actions
- Acts with honesty, authenticity, and sincerity
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The following principles guide the work of each district middle school in promoting academic achievement:

- Maintain focus on individual students and their unique needs
- Evaluate progress toward achievement through ongoing assessments and monitoring of each student’s performance
- Create schedules that promote flexible and smooth transitions between subjects and levels of courses to support students’ learning
- Provide program assistance for students who demonstrate academic need
- Provide access to and support students’ enrollment in accelerated, honors, and enrichment courses and in the GATE program
- Equip students with skills to support their College and Career Readiness
Introduction

The middle school years, grades 7/8, are a unique period in students’ lives as they undergo rapid and profound developmental changes. As a result, middle schools have the challenge of addressing both the educational and social needs of young adolescents. The Elk Grove Unified School District embraces this challenge in meeting the needs of all middle school students.

Using the Guiding Principles for Middle Schools as a foundation, each middle school offers instructional programs framed by the Common Core State Standards and designed to meet the needs of individual students. It is the primary purpose of every school to teach and reinforce skills necessary for middle school success and prepare students for future high school study. Students are afforded opportunities for enrichment and acceleration, as well as for intervention and academic support, when necessary. A positive and successful middle school experience provides students with academic skills and knowledge, along with an understanding of the importance of responsibility, organization, time management, and effort. Middle school truly serves as a bridge to a student’s future.

The purpose of this Middle School Course Catalog is to inform parents and students about common academic, enrichment, and intervention courses offered at all middle schools. Each middle school will provide a list of any additional courses unique to its campus in a separate handout during the registration process.

It is intended that students and parents review this catalog together and make informed decisions about students’ course requests. Counselors are available at each school site to advise students and parents in course selection. Please contact them if you need assistance during the registration process. For your convenience, school site phone numbers and website addresses are listed on page 32.
Most Commonly Asked Questions for Middle School

What does the course registration process entail?

Typically, the course registration process begins in the spring of the student’s 6th grade year. Counselors may visit the feeder elementary schools where they present information about middle school and the registration process. Each middle school schedules parent information meetings to inform parents about expectations for middle school, as well as course requirements. At each school, parent communication and involvement are key to students’ successful middle school experience.

Students and parents should use this course catalog, and any other handouts provided by their middle school, to assist in selecting appropriate middle school courses.

How do middle schools work with elementary schools to effectively transition students to middle school?

Principals and teachers at the elementary school and middle school levels meet and plan regularly throughout the year to ensure that students are being prepared both academically and socially for middle school. Additional articulation between elementary schools and middle schools occurs for specific academic placement of special education and English Learner students.

Are Honors courses offered at all middle schools?

Yes. All middle schools in Elk Grove Unified School District offer Honors and accelerated courses. In order to be ready for Advanced Placement (AP) or International Baccalaureate (IB) courses at the high school level, it is critical that a rigorous curricular foundation is established at the middle school level.

All Honors courses provide enriching, challenging curriculum that engages high achieving students. Honors students should have the motivation to accelerate through content standards and commit to more in-depth study. Subject matter in Honors courses is more sophisticated and complex, requiring strong organizational skills, self-monitoring, and the ability to work independently and in a team. Honors courses prepare students for the rigor of high school-level Honors and accelerated courses and can be considered “Pre-AP/IB.”

Every student is encouraged to challenge him/herself through enrollment in one or more Honors-level or accelerated courses during middle school.

Students are encouraged to enroll in Honors English and/or History/Social Science and also to accelerate in both Mathematics I and Science as follows:

- 7th and 8th grade Math: Students who are enrolled in the 7th grade Math: Accelerated, will advance through the 7th grade math standards and a majority of the 8th grade math standards. Students who successfully complete 7th grade Math: Accelerated will be enrolled in Mathematics I.

- Honors Science 8: Honors Science provides students with the opportunity to enroll in additional upper level science courses in high school. This course covers both 8th grade and central 9th grade science standards. Students who successfully complete Honors Science 8 may enroll in Biology as 9th graders and are expected to fulfill the Honors 8 Science Agreement and complete chemistry and physics while in high school. Students should be concurrently enrolled in Mathematics I, when taking Honors Science 8. This course receives a weighted grade for purposes of calculating the student’s grade point average.
How does my child qualify for the Gifted and Talented Education (GATE) program?

The Elk Grove Unified School District revised the criteria to identify GATE students during the 2014-2015 school year. There are five unique areas for identification, and each identification area will be considered separately. Students do not have to be high academic achievers to be considered for identification. The GATE Coordinator at each school will coordinate identification, testing and parent communication; and new areas of ability are being used for identification.

The new GATE identification process will be based on students exhibiting \textit{exceptional ability} in one of the following areas: Creative Ability, Leadership Ability, Visual and Performing Arts Ability, Academic Ability, or Cognitive Ability. Students with exceptional ability possess a capacity for excellence beyond their chronological peers in one of these areas.

\textbf{My child still needs help with his/her reading skills. What kind of support is offered?}

Yes. Intervention support is offered for students who are reading below grade level and need further support in reading. Proper placement of students into classes is critical for reading success. Students’ summative and diagnostic assessment performance, teacher recommendations, and other diagnostic assessments may be used to determine placement.

\textbf{What services are provided by the middle school counselors?}

The middle school counseling program is aligned with the American School Counseling Association National Standards and State Standards. These standards focus on helping students acquire competencies in the areas of academics, career development, and personal/social development. Middle schools are staffed with counselors who provide assistance to students and parents, help with the registration process, and collaborate with teachers and administrators to address student needs. Initially, middle school students may be overwhelmed by the enormity of their new school environment to attend multiple classrooms with multiple teachers, and meet so many new students. Counselors can assist students with this new environment and help make school a place where students feel a sense of connection and belonging.

\textbf{What academic services are offered for English Learner students?}

English Learners (EL) comprise about 15\% of our district’s student population. Ranging from beginning to advanced proficiency, these students come from diverse backgrounds and experiences. At the middle school level, English Learners receive services in English Language Development (ELD) classes and in SDAIE content classes. Students must be tested with the California English Language Development Test (CELDT) annually to determine their level of English language proficiency. The CELDT is also one measure used to determine if students are ready to be reclassified as Fluent English Proficient (FEP). This testing occurs at the middle schools under the direction of the CELDT Coordinator and the site administration.

\textbf{What about the special education student?}

The smooth transition from 6\textsuperscript{th} to 7\textsuperscript{th} grade for special education students is extremely important. For this reason, it is essential that there be strong communication among parents, the feeder elementary school, and the middle school. Realizing that strong bonds and attachments are made at the elementary level, middle school faculty and staff make
an effort to work with 6th grade teachers to transition the special education student to 7th grade as seamlessly as possible.

Is it important for parents to be involved during middle school?

YES! Parent involvement in their child’s education is more important in middle school than ever. When parents are actively involved in their student’s education, students do better in middle school. When parents become involved, both students and school benefit: grades and test results are higher; students’ attitudes and behavior are more positive; academic programs are more successful; and schools, as a whole, are more effective. Even if your child says he/she doesn’t want you to be involved, stay involved.

What are some of the ways parents can be involved in middle school?

There are many options for parent involvement: school visitations, participation in a parent/teacher organization, serving on the School Site Council, volunteering at school events or in classrooms, enrolling in the school’s Parent University, or attending school activities. To find out how you can become involved, contact your child’s middle school.

What can parents do to prepare students for middle school?

1. **Ask to see homework.** Ask daily to see what kinds of activities are assigned for homework. By seventh grade, students are required to do homework daily. If your student says that he/she does not have any homework, check with the teacher.

2. **Help develop a routine for homework.** Studies show that if a student follows a routine and parents expect their students to do their homework before they can watch television or play video games, etc., students are generally more successful in school.

3. **Communicate with the school staff.** Find out how to communicate with your child’s teachers. Many misunderstandings can be resolved quickly if there is strong and clear communication between the school and home. Sign up for School Loop and the EGUSD Portal to get timely access to your child’s academic information and to contact the school.

4. **Ask about your child’s assignments and grades.** When they go to middle school, students will be asked to write down their assignments and homework in either their binder, student agenda, or assignment record sheet. Parents may also check assignments on the computer through School Loop.

5. **Encourage your child to read and write.** One of the best ways for a student to become a better reader and writer is to practice. Just as an athlete gets better with practice, so does a student become a better reader and writer with practice. Regular reading enhances a student’s vocabulary. Vocabulary development is key to academic success in high school and entry into college.

6. **Get involved in Parent Education and other involvement activities,** such as Math, Science, or Reading Nights, Parent Universities, participation on the School Site Council or other committees, etc.

How can I communicate with my child’s teachers and school?

There are multiple ways for parents to communicate with their child’s teachers and school. On page 32 of this catalog is a listing of each school's phone number and website address. All middle schools have chosen to use School Loop, an Internet based program that allows parents and students to receive daily information regarding their child’s grades, assignments, and other school information. Additional information regarding School Loop and its usage is available by contacting your child’s middle school.
Question: Are there ways that my child can begin preparing for college now?

Yes. In addition to reviewing the information contained in the High School Graduation Requirements and College Planning Information section on pages 10-13 of this catalog, talk to your child about the following:

⇒ Enrolling in Honors and accelerated courses
⇒ Developing strong study habits and maintaining good grades
⇒ Getting involved in clubs and activities on campus
⇒ Taking the PSAT exam in 8th grade, offered free of charge
⇒ Accessing the California Career Center website at www.calcareercenter.org to explore career and college options
⇒ Visiting colleges; beginning to research college entrance requirements now

Does the school district have a website with information to assist parents and students?

The District’s website, www.egusd.net, has several resources to help parents and students navigate information about academics, special programs and athletics. There is also a college and career website at www.egusd.net/collegeandcareer with numerous resources about college entrance requirements, financial planning, and scholarships.
**COURSE REQUESTS**

It is extremely important that students and parents adhere to the guidelines listed below when requesting students’ courses for the upcoming school year.

1. Read carefully the instructions on the course selection forms before starting to make course requests.
2. Request courses that will allow students to complete all enrollment and promotion requirements and which support their plans for college and other training.
3. Pay attention to individual student information that the middle school provides which is specific to your child. Use this data to make informed decisions about course selection. If you have any questions, consult your student’s 6th grade teacher.
4. Complete course requests, including any required signatures, and submit the selection form on or before the designated date.

The course descriptions contained in this catalog will help students/parents understand what each course will offer and will assist them in making their final selections for registration. Prerequisite requirements for course selections listed may be obtained from counselors at your student’s middle school.

The number of students requesting each course offered will determine which courses will be offered and the number of teachers needed to teach these courses. Therefore, students should plan and select courses carefully. It may be difficult to change a course once a request is made.

**CHALLENGE TESTS**

The Elk Grove Unified School District makes challenge tests available in order to help students make best use of their time in middle school.

Some students enter the district with background and knowledge in specific areas, but their school records may not clearly show this. Other students may be so knowledgeable in a required subject that they wish to pass the course by examination and take a more advanced course instead. In these instances, a student may challenge a course through examination.

Students may challenge a specific course only once and may not use a challenge test to make up a course that they have failed. A student must score at 80% or above for a successful challenge. No letter grade or credit for the challenge test will be reflected on the student’s grade work, just the opportunity to advance in a subject area or have a promotion requirement met.

Challenge tests are administered by the Office of Curriculum/Professional Learning at the Robert L. Trigg Education Center. Please contact a counselor if you are interested in a challenge test for a particular course.
STANDARDS-BASED PROMOTION AND RETENTION REQUIREMENTS

PROMOTION/RETENTION
The Governing Board expects students to progress one grade level each school year. To accomplish this, instruction should accommodate the varying interests and growth patterns of individual students and include strategies addressing academic deficiencies when needed.

PROMOTION
Students shall progress through grade levels by demonstrating growth in learning and meeting grade level standards of expected student achievement.

In addition to demonstrating proficiency in reading, language, and mathematics, students must earn a minimum number of course credits to be promoted to the next grade level. Please refer to your child’s middle school handbook to determine the school’s credit requirements for promotion.

RETENTION
While schools work to support students in their academic success, the policy cited below is used when considering the retention of students. This policy was adopted on May 17, 1999, by the Board of Education.

As early as practicable in the school year and in students’ careers, the Superintendent or designee shall identify students who are at risk of being retained and students who should be retained in accordance with law, Board policy, administrative regulation and the following criteria:

Students shall be identified on the basis of achievement of the minimum grade level standards and grades. Other indicators of academic achievement may be considered such as Standardized Testing and Reporting (STAR) test results and attendance.

When a student is identified as being at risk for retention or recommended for retention, the Superintendent or designee shall provide opportunities for remedial instruction to assist the student in overcoming the academic deficiencies. Such opportunities may include, but are not limited to, tutorial programs, Saturday School, and/or the establishment of a student study team.

The Superintendent or designee shall communicate in the strongest terms possible the urgency of the student attending the recommended remedial instruction and learning the necessary skills. To fail to do so shall severely jeopardize the student’s opportunity to be promoted.

Board Policy 5123(a)
Board Policy 5123(b)
MIDDLE SCHOOL PROMOTION REQUIREMENTS
ELK GROVE UNIFIED SCHOOL DISTRICT

In order to promote to the ninth grade, middle school students must complete the following courses:

**PROMOTION REQUIREMENTS**

<table>
<thead>
<tr>
<th></th>
<th>7th grade</th>
<th>8th grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/Language Arts</td>
<td>English/Language Arts - 7</td>
<td>English/Language Arts – 8</td>
</tr>
<tr>
<td></td>
<td>Honors English/Language Arts – 7</td>
<td>Honors English/Language Arts – 8</td>
</tr>
<tr>
<td></td>
<td>English/Language Arts – 7 Intervention</td>
<td>English/Language Arts – 8 Intervention</td>
</tr>
<tr>
<td></td>
<td>OR</td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td>EL English Intensive MS Course I</td>
<td>EL English Intensive MS Course I</td>
</tr>
<tr>
<td></td>
<td>EL English Intensive MS Course II</td>
<td>EL English Intensive MS Course II</td>
</tr>
<tr>
<td></td>
<td>EL English Intensive MS Course III</td>
<td>EL English Intensive MS Course III</td>
</tr>
<tr>
<td></td>
<td>EL English Intensive MS Course IV</td>
<td>EL English Intensive MS Course IV</td>
</tr>
<tr>
<td></td>
<td>*One course listed above must be completed.</td>
<td>*One course listed above must be completed.</td>
</tr>
</tbody>
</table>

| Mathematics          | 7th Grade Math                                  | 8th Grade Math                                  |
|                     | 7th Grade Math + Support                        | 8th Grade Math + Support                        |
|                     | 7th Grade Math: Accelerated                     | Mathematics I                                    |
|                     | *One course listed above must be completed.     | *One course listed above must be completed.     |

| Physical Education   | Physical Education – 7                         | Physical Education – 8                          |
|                     |                                                |                                                |

| Science              | Science – 7                                     | Science – 8                                     |
|                     |                                                | or                                               |
|                     | Honors Science – 8                              | Honors Science – 8                               |
|                     | or                                               |                                                |

| Social Science       | Social Science/History – 7 or Honors Social Science/History – 7 |
|                     |                                                |

Additional elective course credits may be required for promotion.
A student’s work in middle school lays the foundation for a successful high school experience. The following pages outline the Elk Grove Unified School District’s Graduation Requirements and information on University of California, and California State University “A-G” requirements, college entrance testing, and college admissions requirements. It is intended that this information will provide an advanced planning opportunity for middle school students and their parents.
Graduation Requirements  
Elk Grove Unified School District

To graduate, a student must earn a minimum of **220 credits** in grades 9-12 (a minimum of **25 credits must be earned during the semester [18 weeks]**) preceding graduation in order for students to participate in the graduation ceremony.

**Course Requirements**

<table>
<thead>
<tr>
<th>Graduation Requirements</th>
<th>Option 1</th>
<th>Option 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>40 Credits</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>40 Credits (includes Alg. I and math in senior year)</td>
<td>30 Credits (includes Alg. I and math in senior year)</td>
</tr>
<tr>
<td>Science</td>
<td>AND 20 Credits (includes general and life)</td>
<td>AND 30 Credits</td>
</tr>
<tr>
<td>Social Science</td>
<td>35 Credits</td>
<td></td>
</tr>
<tr>
<td>Physical Education*</td>
<td>20 Credits</td>
<td></td>
</tr>
<tr>
<td>World Language</td>
<td>Option 1</td>
<td>Option 2</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>AND 10 Credits</td>
<td>20 Credits of the same language</td>
</tr>
<tr>
<td>Health</td>
<td>5 Credits</td>
<td></td>
</tr>
<tr>
<td>Technology</td>
<td>5 Credits, or Proficiency</td>
<td></td>
</tr>
<tr>
<td>Speech</td>
<td>5 Credits, or Proficiency</td>
<td></td>
</tr>
<tr>
<td>TOTAL CREDITS</td>
<td>180-190 Credits **</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>30-40 Credits</td>
<td></td>
</tr>
</tbody>
</table>

*The physical education graduation requirement consists of successful 10 units in Course I (freshman year) and 10 units in Course II or PE electives, except for Sheldon High School where Course II is required. **If a 9th grade student fails to pass the state required FITNESSGRAM test, the student must be enrolled in PE in the 10th grade. (Passing is determined when a student is within the Healthy Fitness Zone in 5 out of the 6 subtests.)

**These numbers vary depending on whether technology and speech are taken as courses or whether the requirement is met through proficiency tests.

Students may earn more than the minimum number of credits in any subject area. The remaining credits required for graduation (220) will be earned in elective classes. Students may not earn more than 45 credits in one semester.

**ATTENDANCE REQUIREMENTS**

Seven regular semesters of attendance in grades 9-12 are required to qualify for a diploma. A summer session does not qualify as a regular semester.

**MID-TERM GRADUATION REQUIREMENTS**

Students who wish to graduate before the eight semesters must receive permission for mid-term graduation from their counselor, their principal, and their parents. In addition, they must complete the mid-term graduation process. **To be considered for mid-term graduation, a student must be within thirty-five (35) credits of the required two hundred twenty (220) credits at the beginning of her/his last semester. Please see your counselor for assistance with this process.**
University Admission Requirements

California State University (CSU) and University of California (UC) - (“a-g” Courses)

Listed below are the current admission requirements for entering freshmen students. The intent of the “a-g” subject requirement is to ensure that students can participate fully in the first-year program at the university level in a wide variety of fields of study. To satisfy this requirement, students must complete the 15 year-long high school courses listed below. These courses are also known as the “a-g” subjects. At least seven of the 15 year-long courses must be taken in the last two years of high school. One unit equals one year of high school study. For a more detailed description please refer to:

www.csumentor.edu/planning/high_school/subjects.asp for CSU information, or

For early admission information, please see your school counselor or visit the university website.

“a-g” courses are required for students’ admission to the UC or CSU; however, all students are strongly encouraged to complete the “a-g” course requirements.

<table>
<thead>
<tr>
<th>Required “a-g” Courses</th>
<th>Subject</th>
<th>CSU/UC</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>United States History or United States History and Government; World History</td>
<td>2 units</td>
</tr>
<tr>
<td>b</td>
<td>English</td>
<td>4 units</td>
</tr>
<tr>
<td>c</td>
<td>Mathematics (Algebra, Geometry and Intermediate Algebra)</td>
<td>3 units</td>
</tr>
<tr>
<td>d</td>
<td>Science with laboratory</td>
<td>2 units</td>
</tr>
<tr>
<td>e</td>
<td>Foreign language – Foreign/World Language</td>
<td>2 units</td>
</tr>
<tr>
<td>f</td>
<td>Visual and Performing Arts (art, dance, Theatre, music, etc.)</td>
<td>1 unit</td>
</tr>
<tr>
<td>g</td>
<td>Electives (English, advanced math, social science, history, laboratory science, foreign language, visual and performing arts, agriculture)</td>
<td>1 unit</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>15 units</td>
</tr>
</tbody>
</table>

Private Four-Year Colleges and Out-Of-State Schools

Specific admission requirements vary widely. In general, the course requirements listed above for the University of California will meet the admission requirements of most private colleges and universities across the U.S. (for example, Harvard, Pepperdine, UOP, BYU, etc.). Check the college handbook or catalog for each college in the Career Center located at the high school or the university website.


Community College

Cosumnes River College is the “neighborhood” community college serving Elk Grove Unified School District. Community college students may select from career certificate programs with as few as 10 units or as many as 43 units. Many of the certificate programs act as the core of a 60-unit degree program allowing students career skills to use while pursuing graduation or transfer (60 units+) to a four-year university. Some students opt to attend Sacramento City College or American River College, also part of the Los Rios Community College District. All students who plan to attend a community college should contact their school of choice and ask to begin their matriculation process. The matriculation process is designed to assist a student with his/her educational goal by including an admission process, pre-enrollment assessment, an orientation to college programs, counseling, services and procedures. The matriculation process leading to transfer can be difficult to understand. Transferable courses may or may not satisfy lower division major preparation, general education, and/or elective requirements. It is imperative to contact your community college of choice regardless of whether a student plans to stay at the college or transfer. For information on career schools, please see www.allcareerschools.com.
# Preparing for College - A Step by Step Guide*

## Freshman
- Remind your counselor that you want to attend a 4 year college or university
- Take Algebra or Geometry and a world language in both semesters
- Maintain A’s and B’s in all subjects, and do at least one hour of homework each night
- Form a study group with friends who also plan to go to college, and study together often
- Create a personal resume file to save: report cards, diplomas and certificates presented to you, a list of honors and awards you receive, a list of school and community activities you join, a list of offices you hold in these organizations, a list of jobs you hold (paid and volunteer). Update this file each semester
- Begin visiting local community colleges, state universities, and an independent college or university with your family or friends. Call the admissions office for brochures and information about campus tours
- Participate in academic enrichment programs

## Sophomore
- Review your freshman and sophomore grade class schedule with your counselor to make sure you are taking college prep classes
- Maintain A’s and B’s and do at least one to two hours of homework every night
- Continue to form study groups with friends
- Update your personal resume file
- Continue to visit local community colleges, state universities, or independent schools
- In October, take the PSAT
- Continue to participate in academic enrichment programs. Many are held on college campuses, and some offer scholarships

## Junior
- Maintaining A’s and B’s is especially important during your junior year. You should be doing a minimum of two hours of homework each night and continuing to participate in study groups
- In October, register for the PSAT. The results will give you and your counselor an idea of your strengths and the areas you need to improve as you prepare for college admission
- Some students may want to repeat the PSAT as this serves as the *National Merit Qualifying Test* for juniors
- In the spring, register to take the Advanced Placement (AP) exams if you are taking AP subjects. Scoring well on those exams will enable you to earn credit for college-level courses
- Do some research. Most schools have computers to help you search for college and university information. All college counseling offices have libraries of college catalogs, guidebooks and directories
- Create a file on colleges that appeal to you. Ask for literature about admission, financial aid and your proposed college major if you have one
- Begin visiting the colleges that interest you and continue to update your resume
- Start thinking of when and how often you will take college entrance exams (SAT or ACT). Taking the test in the spring will allow you to meet with your counselor to determine if you need to test again in the fall
- Consider taking the SAT subject area tests that will be completed in your junior year
- Over the summer, prepare for the SAT or ACT by reading books and manuals with testing tips and sample questions
- Complete NCAA Clearinghouse initial eligibility application (athletes)

## Senior
- Continue to form study groups and do two to three hours of homework per night. Maintain A’s and B’s, your grades are still very important
- Check frequently with your counselor or career center director for information about scholarships awarded by your school, local companies, and community groups
- In early September, register for the SAT and ACT
- In September and October, complete the College Scholarship Service/Profile (CSS/Profile) registration form and see your counselor
- In October, contact all schools that interest you for application forms including financial aid and scholarship as well as filing for your FAFSA PIN number
- Keep a file on each school that includes a checklist of all the required admission items, such as transcripts, application fees, recommendations, essays, test scores, etc. Pay special attention to deadlines—mark them on your personal calendar—and apply early
- Practice filling out applications or scholarship forms on a photocopy first. Also, many colleges have electronic applications which can be filled out on a computer and sent over the Internet
- In October or November, file your CSU applications
- In November, file your UC applications
- December, is a critical time for private college early-consideration applications and merit scholarships
- In January, complete the Free Application for Federal Student Aid (FAFSA) on-line
- In January, remind your parents to prepare their income tax statement early enough to photocopy for colleges where you will apply for financial aid
- In February, tell your counselor if you want to apply for a Cal Grant so that the form can be submitted during this month
- In the spring, wait for your acceptance letter - you may also hear about financial aid and scholarship eligibility about this same time
- By May 1, mail your commitment deposit check to the college or university you plan to attend
- Write or call colleges to which you were admitted, but will not be attending and inform them where you will attend
- In May, take AP exams
- Participate in any summer orientation programs for incoming freshmen
Taking the right courses for college starts in middle school. By the time a child is in 6th grade, families should start planning their student's college preparation courses. Everyone knows that high school courses and grades count for admission to college, but many people do not realize that a college education also builds on the knowledge and skills acquired in each student's earlier years.

It is recommended that students plan to take the following college entrance exams during the years listed below. Eighth grade students are strongly encouraged to take the Preliminary SAT (PSAT). Please keep in mind that depending upon advanced level course work, students may take certain exams out of sequence. Students are encouraged to discuss college plans and testing with their school counselors.

<table>
<thead>
<tr>
<th>GRADE</th>
<th>COLLEGE ADMISSION TESTS</th>
<th>DATES OFFERED</th>
</tr>
</thead>
<tbody>
<tr>
<td>7/8</td>
<td>ACT/EXPLORE</td>
<td>Contact School Site</td>
</tr>
<tr>
<td>7/8</td>
<td>PSAT/NMSQT (Preliminary SAT/National Merit Scholarship* Qualifying Test)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>*7th grade students should consult with counselor</td>
<td>October</td>
</tr>
<tr>
<td>7/8</td>
<td>SCAT (School and College Ability Test)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Recommended for students enrolled in Algebra I and required of students who wish to participate in California State University, Sacramento Academic Talent Search courses.</td>
<td>December</td>
</tr>
<tr>
<td>9</td>
<td>PSAT/NMSQT - All students who are enrolled in advanced classes</td>
<td>October</td>
</tr>
<tr>
<td>10</td>
<td>PSAT/NMSQT*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SAT II (Scholastic Aptitude Test) subject tests are recommended after completion of advanced classes (AP or Honors)</td>
<td>October</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>PSAT/NMSQT – A student can only qualify for National Merit by taking the PSAT in the Junior year.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SAT I, SAT II, or ACT (American College Test) – testing expected of all students applying for colleges and/or university.</td>
<td>October</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>SAT I, SAT II, ACT – as required by colleges and universities for entrance. These tests should be taken prior to the student's senior year. Retesting will be completed by December of the senior year.</td>
<td>Fall</td>
</tr>
</tbody>
</table>

*PSAT offered free of charge to all EGUSD 8th and 10th grade students.
The following section contains information regarding descriptions for district middle school course offerings.
**COURSE DESCRIPTIONS**  
*for Grades 7 – 8 Middle School Program*

## CORE CURRICULUM

The core curriculum courses listed below are year-long* to support students’ mastery of key academic standards.

### ENGLISH/LANGUAGE ARTS

<table>
<thead>
<tr>
<th>COURSE</th>
<th>GRADE LEVEL</th>
<th>DESCRIPTION</th>
<th>Adopted curricular materials:</th>
</tr>
</thead>
</table>
| **English/Language Arts 7**   | 7           | English/Language Arts 7 is designed to address California’s 7th grade Common Core State Standards for English Language Arts. The individual performance standards at these grade levels define competencies for 7th grade and will gauge the degree to which a student has met the overall content standards. Instruction will attend to the skills and concepts necessary for mastery of reading informational and literary text, writing, speaking and listening; and language.  
Adopted curricular materials: Literature & Language Arts, Course #1, Holt Rinehart & Winston |                               |
| **Honors English/Language Arts 7** | 7           | The 7th grade English Language Arts Honors course will provide students with a rigorous curriculum that teaches to the same standards as the English/Language Arts 7 course. At the honors level, however, extended learning activities move at an accelerated pace with a more concentrated focus on complex texts.  
Adopted curricular materials: Literature & Language Arts, Course #1, Holt Rinehart & Winston |                               |
| **English/Language Arts 7 Intervention** | 7           | Intervention classes in English/Language Arts focus on reading/language instruction for students. The curriculum includes: instruction in reading, spelling, composition, grammar, comprehension, vocabulary, usage, and language. The course content is presented in a specific sequence with each unit’s concepts building on the concepts from the previous unit. Individual student progress is based on understanding and applying the concepts taught in each unit. The purpose of the class is to bring students up to grade-level standards. Placement determined by summative assessments, diagnostic assessments, and school staff recommendation.  
Adopted curricular materials: Language! 3rd Edition, Sopris West |                               |
|                               |             | **Course #2400**                                                                                                                                                                                         |                               |
|                               |             | **Course #2430**                                                                                                                                                                                         |                               |
|                               |             | **Course #2625**                                                                                                                                                                                         |                               |

*Two terms at block schedule schools: Edward Harris, Jr., Toby Johnson, and Elizabeth Pinkerton
# CORE CURRICULUM

## ENGLISH/LANGUAGE ARTS

<table>
<thead>
<tr>
<th>COURSE</th>
<th>GRADE LEVEL</th>
<th>DESCRIPTION</th>
</tr>
</thead>
</table>
| English/Language Arts 8                     | 8           | English/Language Arts 8 is designed to address California’s 8th grade Common Core State Standards for English Language Arts. The individual performance standards at these grade levels define competencies for 8th grade and will gauge the degree to which a student has met the overall content standards. Instruction will attend to the skills and concepts necessary for mastery of reading informational and literary text, writing, speaking and listening; and language.  

**Adopted curricular materials:** Literature & Language Arts, Course #2, Holt Rinehart & Winston                                                                                                             |
| Course #2500                                |             |                                                                                                                                                                                                                                                                                                                                                                                                      |

| Honors English/Language Arts 8              | 8           | The 8th grade English Language Arts Honors course will provide students with a challenging curriculum that teaches to the same standards as the English/Language Arts 8 course. At the honors level the curriculum moves at an accelerated pace with a more concentrated focus on complex texts.  

**Adopted curricular materials:** Literature & Language Arts, Course #2, Holt Rinehart & Winston |
| Course #2530                                |             |                                                                                                                                                                                                                                                                                                                                                                                                      |

| English/Language Arts 8 Intervention        | 8           | Intervention classes in English/Language Arts focus on reading/language instruction for students. The curriculum includes: instruction in reading, spelling, composition, grammar, comprehension, vocabulary, usage, and language. The course content is presented in a specific sequence with each unit’s concepts building on the concepts from the previous unit. Individual student progress is based on understanding and applying the concepts taught in each unit. The purpose of the class is to bring students up to grade level standards. Placement determined by summative assessments, diagnostic assessments, and school staff recommendation.  

**Adopted curricular materials:** Language! 3rd Edition, Sopris West |
| Course #2625                                |             |                                                                                                                                                                                                                                                                                                                                                                                                      |
## CORE CURRICULUM

### ENGLISH LEARNER: ENGLISH

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<tr>
<th>COURSE</th>
<th>GRADE LEVEL</th>
<th>DESCRIPTION</th>
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</thead>
<tbody>
<tr>
<td>EL English Intensive MS</td>
<td>7/8</td>
<td><strong>Course I</strong>&lt;br&gt;This course provides English Learners with fundamental skills in reading, writing, speaking, and listening via a rigorous and rich academic curriculum that begins to move students to grade-level performance. Students who begin in this course need sequential work in phonemic awareness, phonics, decoding and spelling as well as foundational work in reading comprehension, vocabulary, language, and writing. This course builds language and literacy proficiency with robust instruction, accessible instructional level text, close reading of grade level text, and multiple short and in-depth integrated reading and writing opportunities.  <strong>Prerequisite:</strong> Initial identification should be determined by multiple measures (CELDT, CST, SBAC, MYPAS, primary language proficiency, etc.); however, the program placement assessment should be used to determine specific course placement.  <strong>Adopted Curricular Materials:</strong> Inside Fundamentals 1 and/or 2, National Geographic Learning/Cengage Learning</td>
</tr>
<tr>
<td>Course #2702</td>
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<tr>
<td>EL English Intensive MS</td>
<td>7/8</td>
<td><strong>Course II</strong>&lt;br&gt;This course provides English Learners with the next level of skills in reading, writing, speaking, and listening via a rigorous and rich academic curriculum that continues to move students to grade-level performance. While students who begin in this course have more language proficiency, they need intensive work to build academic vocabulary and language, build fluency with more complex texts, and develop skill in comprehension, literary analysis, and writing. This course builds language and literacy proficiency with robust instruction, accessible instructional level text, close reading of grade level text, and multiple short and in-depth integrated reading and writing opportunities.  <strong>Prerequisite:</strong> Initial identification should be determined by multiple measures (CELDT, CST, SBAC, MYPAS, primary language proficiency, etc.); however, the program placement assessment should be used to determine specific course placement.  <strong>Adopted Curricular Materials:</strong> Inside Level A, National Geographic Learning/Cengage Learning</td>
</tr>
<tr>
<td>Course #2703</td>
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<tr>
<td>EL English Intensive MS</td>
<td>7/8</td>
<td><strong>Course III</strong>&lt;br&gt;This course provides English Learners with the next level of skills in reading, writing, speaking, and listening via a rigorous and rich academic curriculum that continues to move students to grade-level performance. While students who begin in this course have more language proficiency, they need intensive work to build academic vocabulary and language, build fluency with more complex texts, and develop skill in comprehension, literary analysis, and writing. This course builds language and literacy proficiency with robust instruction, accessible instructional level text, close reading of grade level text, and multiple short and in-depth integrated reading and writing opportunities.  This course meets the district’s English graduation requirement. This course meets CSU and UC a-g requirements if it is the first high school intensive English course taken by a student.  <strong>Adopted Curricular Materials:</strong> Inside Level B, National Geographic Learning/Cengage Learning</td>
</tr>
<tr>
<td>Course #2704</td>
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</tbody>
</table>
## CORE CURRICULUM

### ENGLISH LEARNER: ENGLISH

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<thead>
<tr>
<th>COURSE</th>
<th>GRADE LEVEL</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>EL English Intensive MS Course IV</td>
<td>7/8</td>
<td>This course provides English Learners with the next level of skills in reading, writing, speaking, and listening via a rigorous and rich academic curriculum that continues to move students to grade-level performance. While students who begin in this course have more language proficiency, they need intensive work to build academic vocabulary and language, build fluency with more complex texts, and develop skill in comprehension, literary analysis, and writing. This course builds language and literacy proficiency with robust instruction, accessible instructional level text, close reading of grade level text, and multiple short and in-depth integrated reading and writing opportunities. Prerequisite: Initial identification should be determined by multiple measures (CELDT, CST, SBAC, MYPAS, primary language proficiency, etc.); however, the program placement assessment should be used to determine specific course placement.</td>
</tr>
<tr>
<td>Course #2705</td>
<td></td>
<td><strong>Adopted Curricular Materials:</strong> <em>Inside</em> Level C, National Geographic Learning/Cengage Learning</td>
</tr>
</tbody>
</table>
The California Common Core State Standards for Mathematics (CCSSM) program is designed to prepare students for college and career readiness. Course sequences are designed to provide opportunities for acquisition and mastery of content. The Elk Grove Unified School District is committed to offering courses that are rigorous and that address the individual interests and strengths of students. The courses outlined in this handbook are representative of expectations of learning within CCSSM.

<table>
<thead>
<tr>
<th>COURSE</th>
<th>GRADE LEVEL</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>7th Grade Math</td>
<td>7</td>
<td>This course focuses on four critical areas: (1) developing understanding of and applying proportional relationships, including percentages; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples. Adopted curricular materials: Go Math 7, Houghton-Mifflin/Harcourt</td>
</tr>
<tr>
<td>Course #3511</td>
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<td></td>
</tr>
<tr>
<td>7th Grade Math + Support</td>
<td>7</td>
<td>This course encompasses the same standards focus as 7th Grade Math. Students will be provided academic support to develop below grade level standards. This support may include more time, smaller class size, modified curriculum, instructional strategies, etc. Adopted curricular materials: Go Math 7, Houghton-Mifflin/Harcourt</td>
</tr>
<tr>
<td>Course #3512</td>
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<td></td>
</tr>
<tr>
<td>7th Grade Math: Accelerated</td>
<td>7</td>
<td>This course is an accelerated math course for the student who not only is advanced in the math skills and understanding, but who can move through the math standards at a faster pace. The CA framework suggests this “compacted” pathway in which the standards from grade seven, grade eight, and the Algebra I or Mathematics I course be compressed into an accelerated pathway. Students will complete all 7th grade standards and the first half of the 8th grade standards. This course leads to the completion of high school Algebra I by the end of 8th grade, but does not skip any grade level standards along the way. Adopted curricular materials: Go Math 7 Accelerated, Houghton-Mifflin/Harcourt</td>
</tr>
<tr>
<td>Course #3513</td>
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<tr>
<td>COURSE</td>
<td>GRADE LEVEL</td>
<td>DESCRIPTION</td>
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</tr>
</tbody>
</table>
| 8th Grade Math               | 8           | This course focuses on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence and understanding and applying the Pythagorean Theorem.  
Course #3514                                                                   | Go Math 8, Houghton-Mifflin/Harcourt |
| 8th Grade Math + Support     | 8           | This course encompasses the same standards focus as 8th Grade Math. Students will be provided academic support to develop below grade level standards. This support may include more time, smaller class size, modified curriculum, instructional strategies, etc.  
Course #3515                                                                   | Go Math 8, Houghton-Mifflin/Harcourt |
| Mathematics I                | 8           | This course is a continuation of the 7th grade accelerated math course. Students must have successfully completed the accelerated 7th grade course. This course is the first course in a series of three that uses an integrated approach to cover the following domains: Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. The problem situations, models, and technology used will foster connections to the eight standards of mathematical practice, which develop concepts from multiple perspectives. Mathematics I topics focus on the interconnectedness of function elements, tables, graphs, and equations; comparison and contrast and decision-making using Algebraic models; proving Geometric theorems about two-dimensional figures; and modeling using mathematical probability. Technology will be used to introduce and expand upon all areas of focus. This course satisfies the A-G mathematics and high school graduation requirements.  
Course #3015                                                                   | Integrated Mathematics 1, Houghton Mifflin Harcourt  
This course allows students to enter Mathematics II in Grade 9.                |
Who should accelerate in Math?

Designing California Common Core State Standards—aligned mathematics courses in middle school requires careful planning to ensure that all content and practice standards are fully addressed. Some students, in some courses, may move through the standards more quickly than others.

While decisions to accelerate are almost always a joint decision between the school and the family, serious efforts must be made to consider solid evidence of student learning in order to avoid unintentionally disadvantaging the opportunities of particular groups of students. Among the considerations is the need to assess near-term mathematics readiness with the students’ longer-term prospects for mastering advanced mathematics content.

The Achieve Pathways Group has developed a set of clear guidelines on how placement decisions and course sequences should be evaluated:

1. **Decisions to accelerate students into the Common Core State Standards for higher mathematics before ninth grade should not be rushed.**

2. **Decisions to accelerate students into higher mathematics before ninth grade must require solid evidence of mastery of prerequisite standards for mathematics for grades K–8. Skipping over material to get students to a particular point in the curriculum will create gaps in the students’ mathematical background.**

3. **Accelerated courses should include the same Common Core State Standards as the non-accelerated courses.**

4. **A menu of challenging options should be available for students after their third year of mathematics in high school—and all students should be strongly encouraged to take mathematics in all years of high school.**

It is essential that multiple measures are used to determine a student’s readiness for acceleration. A portfolio of student work may be collected as evidence of readiness in addition to student grade reports and assessment data from their previous mathematics courses.
## CORE CURRICULUM

### PHYSICAL EDUCATION

<table>
<thead>
<tr>
<th>COURSE</th>
<th>GRADE LEVEL</th>
<th>DESCRIPTION</th>
</tr>
</thead>
</table>
| Physical Education 7| 7           | In Physical Education 7, students will study and practice the science and art of human movement. Through physical education, individuals learn to perform the motor skills necessary in everyday living, as well as the skills needed for a lifetime of physical activity. Within the physical education program, students will be introduced to a variety of these lifetime activities. They will develop and maintain sound physiological functions through vigorous muscular activity and will increase their appreciation of movement while developing greater physical self-awareness. The 7th grade activities and sports may include: Weight Training, Frisbee, Pickle Ball, Bowling, Basketball, Track and Field, and Dance.  
**Adopted curricular materials:** No textbook assigned. |
| Course #8000        |             |                                                                                                                                                                                                           |
| Physical Education 8| 8           | In Physical Education 8, students will study and practice the science and art of human movement. Through physical education, individuals learn to perform the motor skills necessary in everyday living, as well as the skills needed for a lifetime of physical activity. Within the physical education program, students will be introduced to a variety of these lifetime activities. They will develop and maintain sound physiological functions through vigorous muscular activity and will increase their appreciation of movement while developing greater physical self-awareness. The 8th grade activities and sports may include: Volleyball, Flag Football, Team Handball, Soccer, Basketball, Dance, Tumbling, Track and Field, Softball, and Weight Training.  
**Adopted curricular materials:** No textbook assigned. |
| Course #8010        |             |                                                                                                                                                                                                           |
## SCIENCE

<table>
<thead>
<tr>
<th>COURSE</th>
<th>GRADE LEVEL</th>
<th>DESCRIPTION</th>
<th>Adopted curricular materials:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science 7</td>
<td>7</td>
<td>The purpose of the 7th grade science curriculum is to introduce student to science processing skills through hands-on laboratory activities, problem-solving situation, open-ended investigations, and cooperative/collaborative work. The emphasis will be on the life sciences with a continuation of the study of the physical sciences in the 8th grade. The topics in the 7th grade may include: The Structural Organization of Organisms, Genetics, The Diversity of Species, Earth and Life History, Structure, and Scientific Process. A unit in Family Life is also included as part of the curriculum.</td>
<td><em>Life Science, Holt Rinehart &amp; Winston</em></td>
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<tr>
<td>Course #4010</td>
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</tr>
<tr>
<td>Agricultural Science, 7 (Joseph Kerr Middle School only)</td>
<td>7</td>
<td>The purpose of 7th grade agricultural science curriculum is to introduce students to agricultural science processing skills through hands-on laboratory activities, problem solving situations, open-ended investigations, and cooperative/collaborative work. The emphasis will be on the life sciences with a continuation of the study of the physical sciences in the 8th grade and the application of agriculture to those content areas. Topics in 7th grade agricultural science may include: The Structural Organization of Organisms, Genetics, The Diversity of Species, Earth and Life History, Structure and Function in Living Systems, Physical Systems in Living Systems, Scientific Process, and Introduction to United States Agriculture. A unit on Family Life is also included as part of the curriculum.</td>
<td><em>Life Science, Holt 2007</em></td>
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<tr>
<td>Course #4012</td>
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<tr>
<td>COURSE</td>
<td>GRADE LEVEL</td>
<td>DESCRIPTION</td>
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<tr>
<td>Science 8</td>
<td>8</td>
<td>The 8th grade science curriculum provides extensive opportunities to practice and master science processing skills introduced in the 7th grade course. The emphasis will be on the Physical Sciences as a preparation for 9th grade science. The standards include: safety, measurement, scientific method, structure of matter, periodic table, reactions, chemistry of living systems, forces, motions, Earth in the solar system, and density and buoyancy. A unit on Tobacco and Drug Education is also included as part of the curriculum. <strong>Adopted curricular materials:</strong> Physical Science, Holt Rinehart &amp; Winston</td>
<td></td>
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<tr>
<td>Course #4020</td>
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<tr>
<td>Agricultural Science 8</td>
<td></td>
<td>The 8th grade agricultural science curriculum provides extensive opportunities to practice and master agricultural science skills introduced in the 7th grade course. The emphasis will be on the physical sciences and their application to agriculture as a preparation for 9th grade science. The standards include safety, measurement, scientific method, structure of matter, periodic table, reactions, chemistry of living systems, forces, motions, Earth in the solar system, and density and buoyancy. A unit on Tobacco and Drug Education is also included as part of the curriculum. <strong>Adopted curricular materials:</strong> Physical Science: Holt 2007</td>
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<tr>
<td>(Joseph Kerr Middle School only)</td>
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<tr>
<td>Course #4022</td>
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<tr>
<td>Honors Science 8</td>
<td>8</td>
<td>Honors Science 8 will challenge students at higher level and at an accelerated pace by offering completion of 8th grade science and central 9th grade science standards in one academic year. The topics include: safety, measurement, scientific method, structure of matter, periodic table, reactions, chemistry of living systems, forces, motions, earth in the solar system, density and buoyancy and drug education and earth’s air and water, earth’s internal processes, change and earth’s history and earth’s resources. Students who take 8th grade Honors Science and who earn an “A” or “B” in all terms of the course, may advance to Biology in 9th grade. Students who score below a “B” in any term will be placed in General Science in 9th grade. <strong>Students must be concurrently enrolled in Mathematics I when taking Honors Science 8.</strong> This course receives a weighted grade for purposes of calculating the student’s grade point average. Note: Students who have successfully completed Honors Science 8, enrolling in Biology as a 9th grade student, are also required to complete Chemistry and Physics in grades 10-12 to fulfill their science contract if they do not enroll in General Science.</td>
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<tr>
<td>Course #4025</td>
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<tr>
<td>COURSE</td>
<td>GRADE LEVEL</td>
<td>DESCRIPTION</td>
<td>Adopted curricular materials:</td>
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<tr>
<td>Social Science/History 7</td>
<td>7</td>
<td>In Social Science/History 7, students will be introduced to world cultures and geography. All units will be taught within a structured format to present the essential elements of government, religion, economics, achievements, and geography. Students will examine the social, cultural and technological changes during the period of 500 – 1789 A.D. Thematic units will drive the curriculum and will guide students through the acquisition of the lifelong skills of reading, writing, technology, research, and oral communication.</td>
<td>Medieval to Early Modern Times, Holt Rinehart &amp; Winston</td>
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<tr>
<td>Course #1510</td>
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<tr>
<td>Honors Social Science/History 7</td>
<td>7</td>
<td>In Honors Social Science/History 7, students will study the same standards as in the Social Science 7 course. At the honors level, the increased academic rigor of the course is based on additional reading and writing assignments. These extended learning activities will require students to utilize skills in critical analysis, synthesis, evaluation, and problem solving.</td>
<td>Medieval to Early Modern Times, Holt Rinehart &amp; Winston</td>
</tr>
<tr>
<td>Course #1520</td>
<td></td>
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<tr>
<td>Social Science/History 8</td>
<td>8</td>
<td>In Social Science/History 8, students will study United States history from 1600 to 1920, concentrating on the critical events from the framing of the Constitution to World War I. Students will examine the social, cultural, political, and technological changes during this time in American history. The in-depth investigation of historical events and periods, the fostering of multicultural awareness, and the recognition of ethical, civic, and democratic values present in American history represent the major aspects of this course.</td>
<td>U.S. History, Independence to 1914, Holt Rinehart &amp; Winston</td>
</tr>
<tr>
<td>Course #1550</td>
<td></td>
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</tr>
<tr>
<td>Honors Social Science/History 8</td>
<td>8</td>
<td>In Honors Social Science/History 8, students study the same standards as in the Social Science 8 course; however, at the honors level, the increased academic rigor of the course is based on additional enrichment activities, reading, and writing assignments. The extended learning activities require students to increase their use of critical thinking styles to include analysis, synthesis, evaluation, and problem solving.</td>
<td>U.S. History, Independence to 1914, Holt Rinehart &amp; Winston</td>
</tr>
</tbody>
</table>
In addition to the academic core curriculum, the Elk Grove Unified School District firmly believes that an engaging Enrichment Program is essential to keep students connected to school and to develop skills. As a result, all middle schools in the Elk Grove Unified School District offer enrichment courses.

At the middle school level, these enrichment courses are centered around the following areas:

- **Visual and Performing Arts**
- **Student Leadership**
- **Technology**

While all middle schools offer enrichment in these areas, the availability of these courses at each school is based on students’ program needs and requests. The courses listed below are examples of enrichment courses that may be offered at your school site. Elective classes range in duration from one term/quarter to one year in length. Each school will provide parents and students with additional, specific, enrichment information for courses offered at their individual site during the registration process. Please refer to this information when selecting enrichment courses.

### ENRICHMENT CURRICULUM

#### VISUAL AND PERFORMING ARTS

<table>
<thead>
<tr>
<th>COURSE</th>
<th>GRADE LEVEL</th>
<th>DESCRIPTION</th>
</tr>
</thead>
</table>
| Art 1  | 7/8         | **Course #6510**

Art 1 is designed to introduce students to the basic elements and principles of art. The students will experience many of the following two-dimensional media and techniques: paint (watercolor, tempera, and acrylic), oil and chalk pastels, pen and ink, linoleum printing, silk screening, cartooning, and calligraphy. They will create three-dimensional projects using some of the following materials: clay, paper, wood, leather, glass, enamel, plastic, and metal.

**Adopted curricular materials:** *Exploring Visual Design*, Davis Publishing
## ENRICHMENT CURRICULUM

### VISUAL AND PERFORMING ARTS

<table>
<thead>
<tr>
<th>COURSE</th>
<th>GRADE LEVEL</th>
<th>DESCRIPTION</th>
<th>Adopted curricular materials:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theater Arts/Drama</td>
<td>7/8</td>
<td>Theater Arts/Drama is designed for students who are interested in developing their acting skills, as well as for those who simply want to build confidence before an audience. Theater games help students learn to work with each other and practice specific skills such as the use of their voices, focus, body movement, and characterization. Students will gain experience in improvisation, pantomime, readers’ theater, skits, short scenes, and plays before an audience.</td>
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<tr>
<td></td>
<td>Course #6520</td>
<td></td>
<td>Exploring Theatre, McGraw Hill</td>
</tr>
<tr>
<td>Beginning Band</td>
<td>7/8</td>
<td>In Beginning Band, students will learn to play a musical instrument. The student is able to choose which instrument he or she will play. Students also learn necessary musical concepts in order to graduate to Intermediate and/or Jazz Band. Some school instruments are available for check out to students free of charge.</td>
<td>Standard of Excellence, Kjos Music</td>
</tr>
<tr>
<td></td>
<td>Course #6530</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intermediate Band</td>
<td>7/8</td>
<td>Intermediate Band designed for seventh and eighth grade students with at least one full year of band experience. This class is designed for the serious music student who wants to learn the fundamentals of playing an instrument and interested in developing good musicianship skills. Practice at home and attendance at concerts are required. Note: Parent participation to provide transportation for field trips and to competitions is highly encouraged.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Course #6530</td>
<td></td>
<td>Enrollment by teacher request</td>
</tr>
<tr>
<td>Jazz Band</td>
<td>7/8</td>
<td>Jazz Band is designed for serious music students that have demonstrated good musicianship and attitude in a beginning instrument class. It is for students who want to play electric guitar or bass. Practice at home and attendance at concerts are required.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Course #6580</td>
<td></td>
<td>Enrollment by teacher request</td>
</tr>
<tr>
<td>Chorus</td>
<td>7/8</td>
<td>Through enrollment in Chorus, students develop skills to sing correctly and learn the basics of good musicianship through a variety of music. No previous singing experience is required. Practice at home and attendance at concerts are required. Note: Parent participation to provide transportation for field trips and to competitions is highly encouraged.</td>
<td>No textbook assigned.</td>
</tr>
<tr>
<td></td>
<td>Course #6540</td>
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</table>
# ENRICHMENT CURRICULUM

## WORLD LANGUAGE

<table>
<thead>
<tr>
<th>COURSE</th>
<th>GRADE LEVEL</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>**Spanish I ***</td>
<td>7/8</td>
<td>Spanish I is a high school level college preparatory course. This course focuses on communication in Spanish by speaking, reading, writing, and understanding written and spoken Spanish. Students will study the countries and cultures where Spanish is spoken and will make comparisons and connections with their own. This class will be conducted in Spanish. This class meets the UC and CSU world language requirements. This course is for students who have a background in Spanish or those who can devote the time necessary to learn a world language. <em>Homework will consist of 30-60 minutes a day, including weekends. Students who take this course will be encouraged to take Spanish for at least 4 years.</em> &lt;br&gt; <strong>Adopted curricular materials:</strong> Readlidades, Level 1, Pearson</td>
</tr>
<tr>
<td>Course #5010</td>
<td></td>
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</tr>
<tr>
<td>**Spanish II ***</td>
<td>8</td>
<td>Spanish II is a high school level college preparatory course. This course provides students the opportunity to improve their communication in Spanish in dialogues, oral presentations and group activities. Increased emphasis will be placed on comprehension, expression, reading, and writing. A continued study of the Spanish culture is included. Credits may be used toward the district’s world language requirements and U.C. and C.S.U. world language requirements. <strong>This class will be conducted in Spanish.</strong> <em>Homework will consist of 30-60 minutes a day, including weekends.</em> &lt;br&gt; <strong>Adopted curricular materials:</strong> Realidades, Level 2, Pearson</td>
</tr>
<tr>
<td>Course #5020</td>
<td></td>
<td></td>
</tr>
<tr>
<td>**French I ***</td>
<td>7/8</td>
<td>French I is a high school level college preparatory course. This course emphasizes communication by speaking, reading, writing, and understanding written and spoken French. Students will study the countries and cultures where French is spoken and will make comparisons and connections with their own language and cultures. This class will be conducted in French. This class meets the U.C. and C.S.U. world language requirements. Students should have a background in French or be able to devote the time necessary to learn a language. <em>Homework will consist of 30-60 minutes of homework including weekends. Students who take this course are encouraged to take French for at least 4 years.</em> &lt;br&gt; <strong>Adopted curricular materials:</strong> Bien dit!, Level 1, Houghton Mifflin Hartcourt</td>
</tr>
<tr>
<td>Course #5110</td>
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</tr>
</tbody>
</table>

*May be taken on a high school campus.*
## ENRICHMENT CURRICULUM

### WORLD LANGUAGE

<table>
<thead>
<tr>
<th>COURSE</th>
<th>GRADE LEVEL</th>
<th>DESCRIPTION</th>
<th>Adopted curricular materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>French II *</td>
<td>8</td>
<td>French II is a high school level college preparatory course. This course is designed to increase comprehension, expression, reading, and writing in French. Students will communicate in dialogues, oral presentations and group activities. A continued study of the French cultures is included. This class will be conducted in French. Credits may be used toward the district’s world language requirements and UC and CSU world language requirements. *Homework will consist of 30-60 minutes a day, including weekends.</td>
<td>*Bien dit!, Level 2, Houghton Mifflin Hartcourt</td>
</tr>
<tr>
<td>Japanese I *</td>
<td>7/8</td>
<td>Japanese I is a high school level college preparatory course. This course emphasizes communication in Japanese by speaking, listening, reading, and writing. Students will study the countries and cultures where Japanese is spoken and will make comparisons and connections with their own. The class will be conducted in Japanese. The class meets the UC and CSU world language requirements and is for students who have a background in Japanese or who can devote the time necessary to learn a world language. Homework will consist of 30-60 minutes of homework including weekends.</td>
<td>*Harvichiban, Kisetsu</td>
</tr>
<tr>
<td>Japanese II *</td>
<td>8</td>
<td>Japanese II is a high school level college preparatory course. This course provides increased emphasis in comprehension, expression, reading, and writing Japanese. Students will improve their communication in Japanese in dialogues, oral presentations and group activities. A continued study of the Japanese culture is included. The class will be conducted in Japanese. Credits may be applied toward the District’s world language requirements and for U.C. and C.S.U. world language requirements. *Homework will consist of 30-60 minutes a day, including weekends.</td>
<td>*Ginga, Kisetsu</td>
</tr>
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</table>

*Course #5120*

*Course #5310*

*Course #5320*

*May be taken on a high school campus.*
# Enrichment Curriculum

## Student Leadership

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade Level</th>
<th>Description</th>
</tr>
</thead>
</table>
| Student Leadership            | 7/8         | Student Leadership is a class for students who are selected (through an application process) to lead the Associated Student Body. Students will plan and lead activities that include field trips, assemblies, lunchtime activities, and student recognition programs. They develop and implement a budget that meets their goals and carry out school-wide fundraisers to support the many programs for students at the school. Students will also promote school spirit and develop leadership skills. Students must maintain a 2.0 GPA with no “F's” or “U's” in citizenship in order to remain enrolled in Leadership.  
Adopted curricular materials: No textbook assigned. |
| Course #7511                  |             |                                                                                                                                                                                                           |
| Conflict Management/Peer Support | 8          | Conflict Management/Peer Support is open to students who are trained in the conflict resolution model and assist in resolving student conflicts on campus. Conflict Management students also work in the office as office aides.  
An application must be submitted; students are selected as Conflict Managers based upon demonstrated responsibility, cooperation, positive attitude and good work ethic.  
Students in Conflict Management must maintain a 2.0 GPA with no “F’s” or “U’s” in citizenship. The students serve as role models; therefore, no discipline referrals during the eighth grade will be allowed for continued enrollment.  
Adopted curricular materials: No textbook assigned. |
| Course #7009                  |             |                                                                                                                                                                                                           |
| Yearbook/Literary Publications | 7/8         | Yearbook is open to students wishing to gain skills which may enable them to work on middle school publications. The class provides an introduction to basic journalistic skills for students considering a career in journalism. Students may be asked to proofread or write articles at home. Some work will be required outside of class time.  
Adopted curricular materials: No textbook assigned. |
| Course #2635                  |             |                                                                                                                                                                                                           |
# TECHNOLOGY

<table>
<thead>
<tr>
<th>COURSE</th>
<th>GRADE LEVEL</th>
<th>DESCRIPTION</th>
<th>Adopted curricular materials:</th>
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</thead>
<tbody>
<tr>
<td>Computer Technology I</td>
<td>7/8</td>
<td>Computer Technology I is offered to introduce, refresh and enhance basic computer skills. Students will learn computer skills to successfully function in a technological society. Units of study include keyboarding, basic computer hardware, word processing, spreadsheets, desktop publishing, multimedia presentations, and internet research skills. Computer Science issues, technical reading, note taking, critical thinking, and problem solving skills are emphasized throughout the course of study. The course emphasizes the application of technology skills to other areas of the curriculum.</td>
<td>No textbook assigned.</td>
</tr>
<tr>
<td><strong>Course #7557</strong></td>
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<tr>
<td>Computer Technology II</td>
<td>7/8</td>
<td>Computer Technology II builds upon the computer literacy skills taught in Computer Technology I and takes the students into more advanced studies. Students will explore in greater depth the topics of word processing, spreadsheets, and internet electronic research. Students will also complete units on computer operating systems and history, computer hardware, graphic design and web page design. Computer Science issues, technical reading, note taking, critical thinking, and problem solving skills are emphasized throughout the course of study. The course also emphasizes the application of technology skills to other areas of the curriculum.</td>
<td>No textbook assigned.</td>
</tr>
<tr>
<td><strong>Course #7557</strong></td>
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<tr>
<td>Exploring Technology</td>
<td>7/8</td>
<td>Exploring Technology offers students the opportunity to use a computer-based lab in the exploration of technology concepts. The course is divided into content areas which introduce basic technological literacy concepts in Biosphere, Environmental Management; Aerospace; Transportation; Mechanisms; Electronics and Control Systems, Power and Energy, Engineering Structures, Manufacturing and Automation; Alternate Energy; Construction/CADD: Graphic Design; Communications; Desktop Publishing; Multimedia; and Lasers/Fiber Optics. Each content area has &quot;real-world&quot; context-based problems that students solve by completing hands-on activities using computer applications and viewing multimedia resources.</td>
<td>Introduction to Technology, Glencoe</td>
</tr>
<tr>
<td><strong>Course #7558</strong></td>
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</table>
SPECIAL EDUCATION

Program opportunities are available at each middle school for students who have exceptional learning needs and have an active Individual Education Plan (IEP).

Some of these programs vary from school to school; however, all middle schools provide the following programs:

- Mild-Moderate: This program provides instructional planning, tutorial assistance, special instruction and other services to individuals with learning handicaps in regular classrooms and/or special programs.

- Other Designated Instructional Services (DIS) are provided as needed, such as Language/Speech and Hearing Service (LSH), Adapted Physical Education (AdPE), Occupational Therapy (OT), etc.
<table>
<thead>
<tr>
<th>School</th>
<th>Phone</th>
<th>Administration</th>
<th>Head Counselor(s)</th>
</tr>
</thead>
</table>
| Katherine L. Albiani | 686-5210  
9140 Bradshaw Road  
Elk Grove, CA 95624 | Principal: Melanie Dopson  
Vice Principal: Brie Bajar  
Vice Principal: Sindy Trieu  
Teacher-in-Charge: Chris Woods | Loretta Burdeaux |
| School website | www.ams.schoolloop.com | | |
| Harriet Eddy | 683-1302  
684-6142 (FAX) | Principal: Mark Benson  
Vice Principal: Peggy Barrad  
Teacher-in-Charge: Sandi Peterson | Donna Dukes  
Erica Wellington |
| School website | www.egusd.net/eddy | | |
| Edward Harris, Jr. | 688-0080  
688-0084 (FAX) | Principal: Felicia Bessent  
Vice Principal: LaNiecia Henderson  
Vice Principal: Jennifer Nguyen | Teresa Sewell |
| School website | www.aharris.schoolloop.com | | |
| Samuel Jackman | 393-2352  
393-4053 (FAX) | Principal: Michael Anderson  
Vice Principal: Justine Fuller  
Vice Principal: Dylan Mora  
Teacher-in-Charge: Adam Wood | Tyrone Weaver |
| School Website | www.egusd.net/jackman | | |
| Toby Johnson | 714-8181  
714-8177 (FAX) | Principal: Patrick McDougall  
Vice Principal: Elizabeth Lawson-Rohner  
Vice Principal: Dolores Moore  
Teacher-in-Charge: Kim Wallace | Nicole Harada-Galang |
| School Website | www.egusd.net/tjms | | |
| Joseph Kerr | 686-7728  
685-2952 (FAX) | Principal: Dawnelle Maffei  
Vice Principal: Zachary Cheney  
Teacher-in-Charge: Matthew Kempen | Margarita Espinoza |
| School Website | www.ker.schoolloop.com | | |
| Elizabeth Pinkerton | 683-7680  
685-5703(FAX) | Principal: Chandra Victor  
Vice Principal: Michael Hughes  
Vice Principal: Kelly Park | Christine Peterson |
| School Website | www.epms.schoolloop.com | | |
| James Rutter | 422-3232  
422-8354 (FAX) | Principal: Kenneth Smith  
Vice Principal: Rinaldo Shackelford  
Vice Principal: Michelle Wallner  
Academic Program Coordinator: Jorge Leiva | Dao Fidel |
| School Website | www.rutter.schoolloop.com | | |
| T.R. Smedberg | 681-7525  
681-7530 (FAX) | Principal: Richard Wall  
Vice Principal: Portia Clinton  
Vice Principal: VACANT | Cheryl Stark |
| School Website | https://sms-egusd-ca.schoolloop.com/ | | |
District Policy Prohibiting Discrimination/Harassment/Intimidation/Bullying of Students

Nondiscrimination/Harassment/Intimidation/Bullying Policy

District programs and activities shall be free from discrimination, including harassment, intimidation and bullying based on a student’s actual or perceived disability, sex, gender, gender identity, gender expression, nationality, race, ethnicity, color, ancestry, religion, sexual orientation, age, marital or parental status, or association with a person or group with one or more of these actual or perceived characteristics. Students who harass, intimidate, or bully other students on the basis of these prohibited bases shall be subject to counseling and appropriate discipline, up to and including expulsion. An employee who permits or engages in such harassment, intimidation and bullying may be subject to disciplinary action, up to and including dismissal. [BP 5145.3 (b)]

The Elk Grove Unified School District has a policy and practice of nondiscrimination in all District programs and activities for all students. The Board shall ensure equal opportunities for students in admission and access to educational programs, guidance and counseling programs, athletic programs, testing procedures, and other activities, regardless of a student’s actual or perceived disability, gender, gender identity, gender expression, nationality, race, ethnicity, color, ancestry, religion, sexual orientation, age, marital or parental status, or association with a person or group with one or more of these actual or perceived characteristics. Lack of English language skills will not be a barrier to admission to and participation in career technical education programs or any other District program. School staff and volunteers shall carefully guard against segregation, bias, and stereotyping in instruction, guidance and supervision. Staff shall be on the alert for and immediately responsive to student conduct which may interfere with another student's ability to participate in or benefit from school services, activities or privileges. [BP 5145.3 (a & b)]

The Elk Grove Unified School District also has a specific policy that prohibits bullying based on, among other things, actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. [BP 5131.2] For purposes of this policy, bullying is defined as abusive action or conduct, which can be physical, verbal, written, psychological or sexual in nature. Examples of bullying in these different forms include but are not limited to:

- Physical: hitting, kicking, spitting, and pushing;
- Verbal or Written: teasing, threatening, and name-calling;
- Psychological: social isolation, manipulation, spreading rumors, and intimidating; and/or
- Sexual: touching, assault, exhibitionism and many of the actions listed above.

Sexual Harassment Policy

The Elk Grove Unified School District prohibits unlawful sexual harassment of any student by any student, employee, or other person from or in the District. Any student who engages in the sexual harassment of any person from or in the District may be subject to disciplinary action, up to and including expulsion. Any employee who permits or engages in sexual harassment may be subject to appropriate disciplinary action up to and including dismissal. [BP 5145.7 (a)] Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors and other verbal, visual or physical conduct of a sexual nature such as:

- Unwelcome leering, sexual flirtations or propositions;
- Unwelcome sexual slurs, epithets, threats, verbal abuse, or derogatory comments;
- Touching an individual’s body or clothes in a sexual way;
- Displaying sexually suggestive objects in the educational environment.
**Reporting Procedures**

Any student who feels that he or she or another student in the District is being unlawfully discriminated against, harassed, intimidated or bullied by any student, employee, or other person from or in the District should immediately notify school staff or an administrator such as the principal or a vice principal so that the concern can be investigated and addressed. A student or parent may also file a written complaint in accordance with the District’s Uniform Complaint Procedures. [BP & AR 1312.3, BP 5131.2, and BP 5145.3] The District prohibits retaliatory behavior against any person filing a complaint or any participant or witness in the complaint process. Each complaint will be fully investigated in a way that respects the privacy of all parties concerned, and appropriate action will be taken to remedy a finding of discrimination, harassment, intimidation or bullying.

**Additional Information**

Additional information about these policies, your rights and responsibilities, or about how to file a complaint regarding alleged discrimination, harassment, intimidation or bullying can be obtained by contacting the Title IX and Nondiscrimination Coordinators for student discrimination complaints that include either the Associate Superintendent, PreK-6 Education, (916) 686-7704, Elk Grove Unified School District, 9510 Elk Grove-Florin Road, Elk Grove, CA 95624 or Associate Superintendent, Secondary Education, (916) 686-7706, 9510 Elk Grove-Florin Road, Elk Grove, CA 95624.

Copies of the District’s policies prohibiting discrimination, harassment (including sexual harassment), intimidation and bullying, and copies of the Uniform Complaint Procedures also are posted on the District’s Internet site – [www.egusd.net](http://www.egusd.net) and can be located through the links “Students & Parents” and “District Policies/ Procedures/Notices.”