

**George W. Marston  
Middle School**  
*“Pride in Excellence”*



**Course Catalog**  
**2008 – 2009**

3799 Clairemont Drive  
San Diego, CA 92117  
Phone: (858) 273-2030  
Website: <http://marstonmiddle.org>

## MISSION STATEMENT

The mission of Marston Middle School is to educate all students in an integrated setting to become responsible, literate, thinking, and contributing members of a technological society. Because we believe that all students can learn, we work cooperatively to instill confidence and self-esteem in every student. By creating a safe learning environment with instructional curriculum enhanced by interactive technology and a partnership with parents, each student is valued and respected and has opportunities to succeed academically, socially, and personally.

## ADMINISTRATION

Dr. Elizabeth Cook	.....	Principal
Ms. Alex Nguyen	.....	Vice Principal (A – L)
Mr. Fred Montes	.....	Vice Principal (M – Z)

## COUNSELORS

Ms. Gina Gardner	.....	6 <sup>th</sup> Grade
Ms. Joni Rullo	.....	7 <sup>th</sup> Grade
Mr. Ralph Misarti	.....	8 <sup>th</sup> Grade
Ms. Rose Andres	.....	District Counselor
Ms. Jei Park	.....	District Counselor
Ms. Ivette Moriel	.....	Gear-up Counselor



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# CORE CLASSES



## **ALL STUDENTS WILL BE ASSIGNED TO CORE CLASSES**

*\*\*Only students with below grade level reading and mathematics scores will be assigned to Language Arts & Mathematics Support classes. Students who do not require these classes will be assigned to elective classes instead.*

# CORE CLASSES

## ENGLISH LANGUAGE ARTS

### ENGLISH 6TH

**Grade Level:** 6

**Course Duration:** One-period

**Prerequisites:** At or above grade-level scores on the spring administration in the fifth grade of the Degrees of Reading Power (DRP) assessment; proficiency level on the California Standards test (CST) in English language arts; fifth-grade report card, and fifth-grade teacher recommendation.

#### **COURSE DESCRIPTION**

The course content focuses on teaching students skills and strategies for independent reading and writing of grade-level-appropriate text. Students are provided with multiple opportunities to engage in academic discourse as they question, interpret, extend, and evaluate others' ideas.

### ENGLISH 6TH/LITERACY 6TH BLOCK

**Grade level:** 6

**Course duration:** Two-period

#### **COURSE DESCRIPTION**

This course is intended for grade 6 middle school students reading below or significantly below grade-level standards, as assessed using multiple measures. The course content focuses on teaching students skills and strategies for independent reading and writing of grade-level-appropriate text. Students are provided with multiple opportunities to engage in academic discourse as they question, interpret, extend, and evaluate others' ideas.

### ENGLISH 7TH, ENGLISH 8TH

**Course Duration:** One-period

#### **COURSE DESCRIPTION**

The course content focuses on teaching students skills and strategies for independent reading and writing of grade-level-appropriate text. Instruction in each unit of study interrelates reading, writing, oral communication, and language study. The goal of instruction is to support students in becoming independent, strategic, critical readers, writers, listeners, and speakers who communicate effectively in various forms, for various purposes, and for various audiences.

# **MATHEMATICS**

## **MATHEMATICS 6TH**

### **COURSE DESCRIPTION**

This course is intended for grade 6 students at middle schools who are at or above grade level. In this course students use the four arithmetic operations with whole numbers, positive fractions, positive decimals, and positive and negative integers. They study statistics and probability and work with ratios and proportions. Students learn the circumference and area of a circle and develop beginning algebraic understanding. Students make decisions about how to approach problems; use strategies, skills, and concepts in finding solutions; and generalize to other problem situations.

## **PRE-ALGEBRA 7TH**

### **COURSE DESCRIPTION**

This is the standard course required of all grade 7 students, except those enrolled in Pre-Algebra Advanced. The course lays the foundation for algebra.

## **ADVANCED PRE-ALGEBRA 7TH**

**Prerequisites:** Satisfactory achievement in previous math courses; A score of 32 or more on the Pre-Algebra Readiness Test or a score between 29 – 31 with recommendation of the teacher and/or counselor based on class-room performance and a score of Proficient or Advanced on the CST.

### **COURSE DESCRIPTION**

This course is designed for students who have a better-than-average capacity for understanding abstract concepts and applying them to the achievement of meaningful and accurate computation skills. The properties of whole numbers are emphasized during the first quarter, then extended to include the rational numbers and finally to the set of real numbers. Introductions to percent, statistics, geometry, and the metric system are also included as topics of study. The concepts of relations and functions are developed in preparation for the study of algebra the following year.

## **ALGEBRA 1-2**

**Grade level:** 8

### **COURSE DESCRIPTION**

**College Preparatory Course (P).** In this course students learn the fundamentals of solving problems by methods that were not previously available to them at the arithmetic level.

## **ADVANCED ALGEBRA 1-2**

**Grade Level:** 8

**Prerequisites:** A grade of B or better in Advanced Pre-Algebra 7th; A score of 36 or more on the MDTP (Algebra Readiness Test) or a score of 32 – 35 with recommendation of teacher and/or counselor based on classroom performance and a score of Proficient or Advanced on the CST.

### **COURSE DESCRIPTION**

**College Preparatory Course (P).** This is a first-year algebra course for students who have demonstrated real interest, high achievement, good reading comprehension, and a desire to explore some basic mathematical ideas.

## **HISTORY/SOCIAL SCIENCE**

### **SOCIAL STUDIES 6TH**

**Grade level:** 6

#### **COURSE DESCRIPTION**

**World History and Geography: Ancient Civilizations.** Students study those people and events that ushered in the dawn of major Western and non-Western civilizations. Instruction includes an analysis of the impact of geographic, economic, political, religious, and social structures on the developing world. In addition, students study the everyday life of people, as well as ideas that transformed the world.

### **WORLD HISTORY AND GEOGRAPHY 7TH**

**Grade level:** 7

#### **COURSE DESCRIPTION**

This required course examines the sequence of historical and geographic developments advancing across the years 500 to 1789. The course focuses on locating great civilizations and cultures in time and in place, comparing events that were developing concurrently in the world, and observing the transmission of ideas, beliefs, scientific developments, and economic trade throughout this important period of history.

### **U.S. HISTORY AND GEOGRAPHY 8TH**

**Grade level:** 8

#### **COURSE DESCRIPTION**

This required course examines the sequence of historical and geographic developments in the United States from the framing of the Constitution to World War I (1783–1914). Students examine important periods of our history, such as the forming of the nation, the rising conflict of the Civil War, and the industrialization of the United States. Students research the issues, attitudes, points of view, and motives that helped shape the United States.

## **SCIENCE**

### **SCIENCE 6TH**

**Grade level:** 6

**Course duration:** One Semester

#### **COURSE DESCRIPTION**

**Focus on Earth Science.** Students conduct experiments utilizing appropriate tools, technology, and graphs and communicate their conclusions orally and in writing. Students interpret events and identify changes that occur in geologic time. They explore the interactions that occur between the various earth systems and the implications those interactions have on their daily lives. Students continue to develop their abilities to conduct inquiry, create explanations based on evidence, and understand the nature of science.

### **EXPLORING COMPUTERS**

**Grade level:** 6

**Course duration:** One semester

**Note:** Students who complete this course successfully will meet the district's computer literacy graduation requirement.

#### **COURSE DESCRIPTION**

This course covers the basics of computers, including ethics, vocabulary, hardware, and software. Word processing, databases, spreadsheets, draw and paint tools, and multimedia will be emphasized.

### **SCIENCE 7TH, SCIENCE 8TH**

**7TH - Focus on Life Science.**

**8TH - Focus on Physical Science.**

#### **COURSE DESCRIPTION**

Students extend their ability to conduct inquiry, develop explanations based on evidence, and expand their understanding of the nature of science.

## **PHYSICAL EDUCATION**

### **PHYSICAL EDUCATION 6TH**

**Grade level:** 6

#### **COURSE DESCRIPTION**

Activity units for the course emphasize physical fitness, cooperative activities, rhythms and dance, stunts/tumbling, racquet skills, multicultural games, Frisbee® discs, basketball, and softball. Skills emphasized are physical fitness, social skills, dance, and object manipulation.

## **PHYSICAL EDUCATION 7TH**

**Grade level: 7**

### **COURSE DESCRIPTION**

This is an introductory course that includes orientation to junior high physical education, physical fitness activities, beginning instruction in formal sports and games (primarily team and group activities), health instruction related to physical activity, and dance.

## **PHYSICAL EDUCATION 8TH**

**Grade level: 8**

### **COURSE DESCRIPTION**

The introductory instruction initiated in Physical Education 7th is extended, with continued emphasis on physical fitness and refinement of team sport skills and games, individual and dual activities, health instruction, and dance.

# ELECTIVES



*\*\*Only students with below grade level reading and mathematics scores will be assigned to Language Arts & Mathematics Support classes. Students who do not require these classes will be assigned to elective classes instead*

# ELECTIVES

## **ART 6TH, 7TH, 8TH**

**Grade level:** 6 – 8

**Course duration:** One semester

### **COURSE DESCRIPTION**

This course is planned to develop essential basic skills of expression and understanding in art. Experiences are general in nature, developing expressive abilities, knowledge of art heritage, capacities to make aesthetic judgments, and ability to make visual connections across subject areas.

## **BAND Beginning, Intermediate, Advanced**

**Grade level:** 6 – 8

**Course duration:** One year

### **COURSE DESCRIPTION**

**Beginning-**Students will learn to play a standard band instrument in an ensemble setting and to read and understand the language of music.

**Intermediate/Advanced-** Students will further their expertise on their chosen band instrument in an ensemble setting, learning more complex musical notation, rhythms, and terminology.

## **CHORUS Beginning, Intermediate, Advanced**

**Grade level:** 6 – 8

**Course duration:** One year

### **COURSE DESCRIPTION**

**Beginning-** Students will learn musical notation and terminology and develop proper singing tone and vocal technique in an ensemble setting while performing a variety of choral repertoire.

**Intermediate/Advanced** - Students will learn more complex musical notation and terminology and develop increased expertise in proper singing tone and vocal technique in an ensemble setting while performing a variety of choral repertoire.

## **CONSTRUCTION TECH (WOOD SHOP)**

**Grade level:** 6 – 8

**Course duration:** One semester

### **COURSE DESCRIPTION**

This basic introductory course in woodworking emphasizes correct and safe use of hand tools and materials. Students are required to pass a safety test. Student interest in woodworking is developed through construction of practical projects. Emphasis is also placed on cooperative working relationships in the operation and management of the shop.

## **E - JOURNALISM**

**Grade level:** 7–8

**Course duration:** One semester

### **COURSE DESCRIPTION**

This course introduces the basic techniques and skills of journalistic writing with emphasis on utilizing technology and prepares students for participation in school publications.

## **\*\*LITERACY ADVANCEMENT ACADEMY 7TH, 8TH**

### **COURSE DESCRIPTION**

**Course duration:** One year

This is a two-semester course offering extra support for students experiencing difficulty in regular grade English courses, based on formal and informal assessments and teacher recommendations. It is taught in addition to, not instead of, a student's regular English course.

## **\*\*MATHEMATICS ADVANCEMENT ACADEMY**

**6TH, 7TH, 8TH**

### **COURSE DESCRIPTION**

**Course duration:** One year

This course is designed to give an additional period of support to students in middle school who are achieving below grade level in mathematics. It parallels students' regular mathematics classes but provides additional opportunities to explore mathematical concepts while developing fluency in basic mathematical skills.

## **ORCHESTRA**

**Beginning, Intermediate, Advanced**

**Grade level:** 6–8

**Course duration:** One year

### **COURSE DESCRIPTION**

**Beginning-** Students will learn to play a standard instrument of the orchestra in an ensemble setting and to read and understand the language of music.

**Intermediate** - Students will further their expertise on their chosen instrument in an ensemble setting, learning more complex musical notation, rhythms, and terminology.

**Advanced** - Students will learn and play advanced orchestra literature in an ensemble setting with technical skill and musical knowledge and sensitivity. Students in this course will present more frequent public performances.

## **SPANISH 1- 2**

**Grade level:** 7–8

**Course duration:** One year

### **COURSE DESCRIPTION**

This introductory course, open to all students who wish to learn Spanish, is intended to develop limited facility in each of the major communication skills: listening, reading, speaking, and writing. Major emphasis is on development of the ability to speak fluently with accurate pronunciation and intonation, while fostering an appreciation of the culture.

## **SPANISH 3- 4**

**Grade level:** 8

**Prerequisites:** At least a C grade in Spanish 1-2; Teacher recommend

**Course duration:** One year

### **COURSE DESCRIPTION**

This course is designed for students who have successfully completed Spanish 1-2. It is a continuation of the introductory course and is intended to extend students' limited facility in the major skills.

## **APPLICATION WITH ADMINISTRATOR OR TEACHER RECOMMENDATION REQUIRED**

## **MIDDLE LEVEL AVID**

**Grade level:** 7 – 8

**Prerequisites:** GPA between 2.0 and 3.0; average or above average standardized test scores, especially in mathematics; enrollment in pre-algebra or a higher-level math course; high motivation; positive attitude; parent contract.

***AVID Coordinator recommendation.***

**Course duration:** One year

### **COURSE DESCRIPTION**

Students sharpen and refine attitude, skills, and knowledge to successfully enter and complete a college-prep academic program in high school. Students learn and apply study skills and learning strategies to improve performance in the content areas. Note taking, outlining, writing, speaking, reading, test strategies, use of appropriate technology to improve performance, and self awareness are stressed.

## **OFFICE SERVICE**

**Grade level:** 7 – 8

**Prerequisites:** *Vice Principal recommendation*

**Course duration:** One semester

### **COURSE DESCRIPTION**

This course is designed for students who are interested in supporting the attendance, counseling and main office staff. Students will learn proper office etiquette such as alphabetizing paper work, answering phones and delivering passes. Ability to take directions in a timely manner is a must. Students must have excellent citizenship and scholarship grades in order to be considered.

## **PUBLICATIONS (YEARBOOK)**

**Grade level:** 6 – 8

**Prerequisites:** *Yearbook Advisor recommendation*

**Course duration:** One year

### **COURSE DESCRIPTION**

This course provides individual specialized training and production work in publishing the school yearbook.