LANGUAGE ARTS/SOCIAL SCIENCE is integrated through an interdisciplinary team approach in which the skills and content of both curricula complement each other. A language arts/social science team of teachers works closely with students throughout the two-year program in order to achieve continuity and build upon the skills mastered in the first year. This highly successful program allows teachers and students to establish a healthy student-teacher relationship, which leads to a meaningful middle school experience.

The language arts curriculum is a literature-based program integrated with the social science content. The program emphasizes learning experiences that build upon the student’s prior knowledge to integrate reading, thinking, literature, writing, oral language, spelling, listening and research skills.

In social science, the curriculum is a study of United States history and geography, which includes ideas, issues and events that link the past to the present.

Active learning is incorporated into both the social science and language arts curricula through hands-on projects using research skills, writing activities, simulations, cooperative learning, dramatizations, oral presentations and use of higher level thinking skills. Additionally, language arts and social science classes also emphasize the application of word processing and Internet research skills.

In Lakeside’s unique, comprehensive program, we address the needs of GATE and high achieving students in the classroom by providing opportunities to develop leadership and communication skills, higher level thinking skills and problem solving techniques. In addition, our staff has developed specialized curricula for the advanced students, in which they are clustered and interact with their peer group for literature, writing technology and independent studies.

All support staff participate in the language arts/social science program through the collaborative model. By partnering with the regular teachers, specialists are able to provide direct classroom support and instruction to all students as well as those with learning difficulties.

MATHEMATICS instruction is divided into three classes as follows:

**Middle School Math 8:**
In Middle School Math 8, instructional time focuses on several integral concepts. Students are taught that there are numbers that are not rational, and learn to approximate them using rational numbers, working with radicals and integer exponents; they work to understand the connections between proportional relationships, lines and linear equations. Students use these connections to analyze and solve linear equations and pairs of simultaneous linear equations. In Middle School Math 8 students also learn to define, evaluate and compare functions and use functions to model relationships between quantities. Instruction is also focused on understanding congruence and similarity using physical models, transparencies, or geometry software. Students extend their knowledge of solving real-world and mathematical problems involving volume of cylinders, cones and spheres. In addition, instructional time focuses on understanding and applying the
Pythagorean Theorem and investigating patterns of association in bivariate data.

**Middle School Enhanced Math I:**
In Enhanced Math I, students continue their work with expressions and modeling and analyzing situations. In earlier grades, students informally define, evaluate, and compare functions, and use them to model relationships between quantities. In Math I, students will learn function notation and develop the concepts of domain and range. They move beyond viewing functions as processes that take inputs and yield outputs and start viewing functions as objects that can be combined with operations (e.g., finding \((f + g)(x) = f(x) + g(x)\)). They explore many examples of functions, including sequences. They interpret functions represented graphically, numerically, symbolically, and verbally, translate between representations, and understand the limitations of various representations. They work with functions given by graphs and tables, keeping in mind that, depending upon the context these representations are likely to be approximate and incomplete. Their work includes functions that can be described or approximated by formulas as well as those that cannot. When functions describe relationships between quantities arising from a context, students reason with the units in which those quantities are measured. Students build on and informally extend their understanding of integer exponents to consider exponential functions. They compare and contrast linear and exponential functions, distinguishing between additive and multiplicative change. They interpret arithmetic sequences as linear functions and geometric sequences as exponential functions. In Middle School Enhanced Math I, students build on their prior experiences with data, developing more formal means of assessing how a model fits data. Students use regression techniques to describe approximately linear relationships between quantities. They use graphical representations and knowledge of the context to make judgments about the appropriateness of linear models. With linear models, they look at residuals to analyze the goodness of fit. In previous grades, students were asked to draw triangles based on given measurements. They also have prior experience with rigid motions: translations, reflections, and rotations, and have used these to develop notions about what it means for two objects to be congruent. In Math I, students establish triangle congruence criteria, based on analyses of rigid motions and formal constructions. They solve problems about triangles, quadrilaterals, and other polygons. They apply reasoning to complete geometric constructions and explain why they work. Finally, building on their work with the Pythagorean Theorem in the grade eight standards to find distances, students use a rectangular coordinate system to verify geometric relationships, including properties of special triangles and quadrilaterals and slopes of parallel and perpendicular lines.

**Middle School Honors Geometry:**
In the high-school level Honors Geometry course, students begin to formalize their geometry experiences from elementary and middle school, using more precise definitions and developing careful proofs. In the standards for grades seven and eight, students began to see two-dimensional shapes as part of a generic plane (the Euclidean Plane) and began to explore transformations of this plane as a way to determine whether two shapes are congruent or similar. In the Honors Geometry course, these notions are formalized and students use transformations to prove geometric theorems. The definition of congruence in terms of rigid motions provides a broad understanding of this notion, and students explore the consequences of this definition in terms of congruence criteria and proofs of geometric theorems. Students investigate triangles and decide when they are similar; with this newfound knowledge and their prior understanding of proportional relationships, they define trigonometric ratios and solve problems using right triangles. They investigate circles and prove theorems about them. Connecting to their prior experience with the coordinate plane, they prove geometric theorems using coordinates and describe shapes with equations. Students extend their knowledge of area and volume formulas to those for circles, cylinders and other rounded shapes. Finally, continuing the development of statistics and probability, students investigate probability concepts in precise terms, including the independence of events and conditional probability.
PHYSICAL SCIENCE 8 is designed to investigate physical science using an integrated and inquiry approach. The focus is to instill sound investigative and critical thinking skills so the students will be able to design their own experiments. The current curriculum is aligned with the California States Science Standards while infusing the STEM (Science, Technology, Engineering and Math) component of the Next Generation Science Standards which will be adopted in the near future. Engineering is incorporated into the curriculum by students creating original solutions and projects for real-world problems. Common Core is embedded in the science program through conducting independent research project, reading science journals, and writing informative/explanatory texts such as lab reports. Topics covered include Chemistry: properties and structures of matter, atomic structure, the periodic table, chemical reactions, acids and bases, and chemistry of living systems; Physics: forces, motion, and buoyant forces; and Earth in Space: the Earth-Sun-Moon system, model of the solar system, and galaxies and the universe. Numerous extracurricular opportunities are offered including Science Fair, Toshiba Exploravision, Academic Pentathlon, Green Team, and Astounding Inventions.

PHYSICAL EDUCATION is a co-educationally based instructional program designed to encourage lifetime involvement in physical activity. Basic knowledge and skill acquisition in a variety of sports and activities are presented as part of a two-year curriculum. Sports and activities include basketball, bowling, dance, flag football, floor hockey, Frisbee, golf, lacrosse, pickle-ball, racquetball, soccer, softball, table tennis, team handball, track, volleyball and innovative games. Students will also receive instruction in a variety of health and fitness related concepts. A physical fitness pretest will be administered during the first trimester allowing students the opportunity to assess their fitness and set goals. Throughout the year students will perform cardio-respiratory and resistance training activities on a regular basis in order to maintain and/or improve their personal fitness. A final assessment of physical fitness will be administered during the third trimester to see if students have achieved the Lakeside basic level standards as well as their own personal goals.

ELECTIVES

TRIMESTER ELECTIVE COURSES:

164 PUBLIC SPEAKING/DEBATE (grade 7/8) In this course, students will give individual speeches on various topics. Students will learn public speaking strategies, such as using varying voice pitches, eye contact, body language, and formal speech format to reach the audience. The class will also include a debating section with students working in groups to prepare debates. Students will learn the different roles and rules of debate as well as the importance of preparing proper arguments and rebuttals.

220 INTRODUCTION TO SPANISH (grade 7/8) This is a one-trimester class designed to expose students to the Spanish language through the development of basic Spanish vocabulary. The course will focus on listening and oral communication skills that will lay a foundation for success in future Spanish courses. Students will also be introduced to the geography and culture of various Spanish-speaking countries. It is recommended that anyone interested in taking Spanish I in 8th grade or high school enroll in this course.

685 LAW IN SOCIETY (grade 7/8) This is a one-trimester class designed to expose students to various courtroom roles through simulated, role-playing activities. Students will take part in a series of short trials using fun and timely fact scenarios. Coursework will focus on the crafting and judging of persuasive arguments, and the application of basic legal strategies. Students will also examine theories of crime and punishment and explore the role that law plays in their daily lives.

702 INTRODUCTION TO ART (grade 7/8) In this 12-week repeatable class, students will be exploring a variety of media and techniques. These may include drawing, painting, printmaking, graphics, sculpture, design, lettering, handcrafts, art history and art appreciation.

703 ADVANCED ART (grade 7/8) This course is intended to provide students that have a background
in art, an opportunity to learn and develop their drawing and painting skills utilizing a variety of media and techniques (pencil, charcoal, colored pencils, pastels, oil pastels, watercolor, acrylics). The course will also incorporate the study of art history, art appreciation and the contribution of different cultures and artists.

**VIDEO PRODUCTION** (grade 7/8) This class is designed to teach students the skills needed to produce and edit digital video projects. They will learn digital computer editing, sound mixing, lighting design and camera techniques. We will be applying a "hands-on" approach with the ultimate goal of producing our 7th and 8th grade slide show videos. Additionally this class is responsible for creating our school video news program, "Lakeside Live." This is a Challenging and difficult course for students who need a lot of structure but successful students may repeat the class.

**CERAMICS** (grade 7/8) In this 12-week repeatable class, students will create ceramic art using a variety of hand building techniques. Students will be introduced to the history of clay projects, fundamentals of ceramics, including types of clay, firing techniques and low-fire glazes.

**DRAMA** (grade 7/8) Students will be introduced to basic performance skills through monologues, scene work, and improvisation, culminating in a final production presented in an evening performance for families and friends, as well as during school wide assemblies. All students are welcome, regardless of previous performance experience. This course is repeatable.

**FOODS** (grade 7/8) Students will experience twelve weeks of cooking, including introduction to safety and measuring, practical applications of cooking tools, reading and understanding recipes, exploration of nutrition and hands-on learning through in class food preparation. Most importantly, they will get to enjoy the delicious food that they cook!

**SEWING & CRAFTS** (grade 7/8) This class introduces beginners to the basics of embroidery and sewing. Students learn the practical application of tools, vocabulary, safety, and measuring for completing embroidery and sewing machine craft projects including a cartoon pillow project. Students will get to keep the fabulous creations that they make in this class!

**STUDENT AIDE** (grade 8) A trimester class in which the student assists a teacher in organization, paperwork, bulletin boards, and filing. (Teacher signature on registration card is required.)

**LIBRARY AIDE** (grade 8) A trimester class in which a student learns skills used in running a library media center, including shelving books, assisting with circulations, and helping maintain computer labs. The student needs to be willing to be an independent worker who can provide service with a smile. (Teacher/librarian signature on registration card is required).

**OFFICE AIDE** (grade 8) A trimester course in which student assistants learn a variety of general office skills and responsibilities such as filing, distributing mail and delivering call slips to teachers. Students work and interact directly with all staff members and office personnel including the Principal, Assistant Principal, Secretary, Clerks and Nurse. (Front office staff signature on registration card is required.)

**YEAR-LONG ELECTIVE COURSES:**

**SPANISH 1** (grade 8) This is a high school equivalent course designed to provide instruction of the written and spoken language and the culture of the Spanish-speaking world. Activities, which may include singing, crafts and fiestas, take place in the class. An average grade of at least an A in Language Arts, and the recommendation of the language arts or Spanish teacher are required for enrollment in this course. (Language arts or Spanish teacher's signature on registration card is required.)

**ADVANCED ART** (grade 7/8) This yearlong course is intended to provide students that have a
background in art, an opportunity to learn and develop their drawing and painting skills utilizing a variety of media and techniques (pencil, charcoal, colored pencils, pastels, oil pastels, watercolor, acrylics). The course will also incorporate the study of art history, art appreciation and the contribution of different cultures and artists.

**751 CONCERT BAND** (grade 7/8) This is an intermediate level wind and percussion ensemble. Students who have previous experience as well as motivated beginners are welcome to join. Instruments are available upon request. Performances are mandatory.

**759 SYMPHONIC BAND** (grade 7/8) This is an advanced level wind and percussion ensemble. In order to join, students should have two or more years experience and have the recommendation of their school music instructor to join. Instruments are available upon request. Performances are mandatory. *(Music teacher’s signature on registration card is required.)*

**763 CONCERT ORCHESTRA** (grade 7/8) This is an intermediate level string ensemble. Students who have previous experience as well as motivated beginners are welcome to join. Instruments are available upon request. Performances are mandatory.

**766 SYMPHONIC ORCHESTRA** (grade 7/8) This is an advanced level string ensemble. In order to join, students should have three or more years experience and have the recommendation of their school music instructor. Instruments are available upon request. Performances are mandatory. *(Music teacher’s signature on registration card is required.)*

**775 CHORUS** (grade 7/8) This performing class provides students with the chance to sing in a choral ensemble. Enrollment is open to all students regardless of previous experience. Performances are mandatory.

**954 YEARBOOK** (grade 7/8) Students will learn how to plan and create a yearbook. Students use Josten’s (our publisher) and Yearbook Avenue software, and students will take and upload pictures, use graphics, design pages and submit online.

**994 LEADERSHIP** (grade 8) In this class, students will take a leadership role in various activities including dances, competitions, community service at school and in the community, fundraising, purchases, learning parliamentary procedures, and most importantly, becoming role models for others on campus. Students will also have the opportunity to serve as chairpersons and members of various committees. Students elected as ASB officers will automatically become members of the Student Leadership class. *(Prior application and approval for this class by Ms. Seydewitz is required.)*