

Evergreen

Junior High

Course Catalogue 2009-2010



7th
grade

A Student Centered School Community



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REQUIRED CLASSES: All students are scheduled into LA, U.S. History, Math, Science, and Fitness.

Language Arts/U.S. History _____	6
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Algebra _____	8
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ELECTIVES: Students will indicate five choices; 7th graders have access to three semester electives. 12

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WELCOME TO THE CLASS OF 2014

Evergreen Junior High School's "core value" is the establishment of a caring learning environment committed to student achievement and personalization. As a school community, we strive to engage all students in positive junior high school experiences and celebrate their growth in both academic achievement and respectful and productive participation in the world.

Evergreen Junior High School has been providing positive educational and social experiences the needs of students and parents for 26 years. The staff is collaborative, supportive, professional and highly successful with this age group. Parents frequently praise the staff for the communication, expertise, and commitment. The success of our students is the result of ongoing conversations, curriculum alignment and working relationships with our colleagues at Alcott, Dickinson/Explorer, Einstein, Rosa Parks, Wilder elementary schools and Eastlake and Redmond High School.

We look forward to working with you and your child.

Jan Olson, Principal

Mark Rabitoy, Assistant Principal

Complete course catalogue may be accessed @:<http://www.lwsd.org/school/ejh/Pages/default.aspx>.



Evergreen Junior High Requirements

7th Grade

- 2 Semesters Language Arts
- 2 Semesters U. S. History 1 to the end of the Civil War; Constitution Classroom Based Assessment
- 2 Semesters Mathematics
- 2 Semesters Science
- 1 Semester Fitness (PE)
- 3 Semesters Electives

8th Grade

- 2 Semesters Language Arts
- 2 Semesters U. S. History from the Civil War to the present; Washington State History
- 2 Semesters Mathematics
- 2 Semesters Science
- 1 Semester Fitness (PE)
- 1 Semester Health
- 2 Semesters Electives

9th Grade

- 2 Semesters Language Arts
- 2 Semesters World History/High School & Beyond Career Planning
- 2 Semesters Mathematics
- 2 Semesters Science
- 1 Semester Fitness (PE)
- 3 Semesters Electives

SPECIFIC PROGRAMS SAFETY NET CLASSES

Additional staffing and learning resources are available for identified students who need assistance in the areas of reading/writing and mathematics. Students are identified using criteria including standardized WASL test scores, classroom grades and teacher input. These students will be identified through the transition process with elementary teachers and counselors and junior high staff. Individual Learning Plans are developed and monitored by teachers.

Student achievement is our primary responsibility. Teachers and counselors will work with students and parents in placement decisions in the classes. Parents will be notified regarding the assignment of their child to these support classes. Students may have these classes scheduled in place of elective classes.

SPECIAL NEEDS DEPARTMENT

Special Education courses at Evergreen Junior provide specially designed instruction in basic skill areas. Students who qualify for special education services in the areas of math, reading or written language are offered regularly scheduled courses in a small group setting. A research-based curriculum in each course provides remediation in that basic skill area. The aim of this remediation is to offer students strategies and skills which will help them be successful in the general education classroom and strive toward district and state standards.

Students with developmental or physical difficulties will have individualized programs designed to meet students' specific needs. These programs will be developed through the IEP process by specialists, special needs teachers, parents and general education faculty.

AFTER SCHOOL SPORTS

All Grades

The student and parent/guardian both must read, sign and return a Lake Washington Junior High Athletic Policy which will be enclosed in the summer packet. If you need the paperwork prior to the summer mailing in early August, it can be obtained from the district at the L.E. Scarr Administration Building during the summer or at Evergreen Junior High School during school hours. Packets will also be available at the elementary school office before the end of school.

A parent must fill out and provide the required signatures on the sports clearance form. This two-sided form contains the parent permission signature section, the physical examination data to be completed by a doctor, verification of insurance and the medical emergency authorization sections. Each of the aforementioned parts must be completed and signed by the parents/guardians.

- 1.) The "Physical Examination/Clearance" must be completed by a physician or appropriate licensed authority. We encourage you to make an appointment now!
- 2.) The signed "Verification of Insurance Coverage" section demonstrates that the student is adequately covered by personal accident insurance. Accident insurance may be purchased if the student is not covered by your personal insurance. You may obtain this information from the assistant principal's secretary.
- 3.) The "Medical Emergency Authorization" section also requires a signature and date.
- 4.) The "Emergency Contact" section must be completed.

Any student involved in interscholastic sports must purchase an ASB membership (\$20.00) and also be responsible for the Pay for Participation fee as outlined in the sports eligibility packet.

Students will not be allowed to turn out for a sport until all the above information is completed. The junior high programs are "No Cut" programs and students have opportunities to play on Varsity, JV, and Regional teams. The teams compete with the other LWSD junior high school teams.

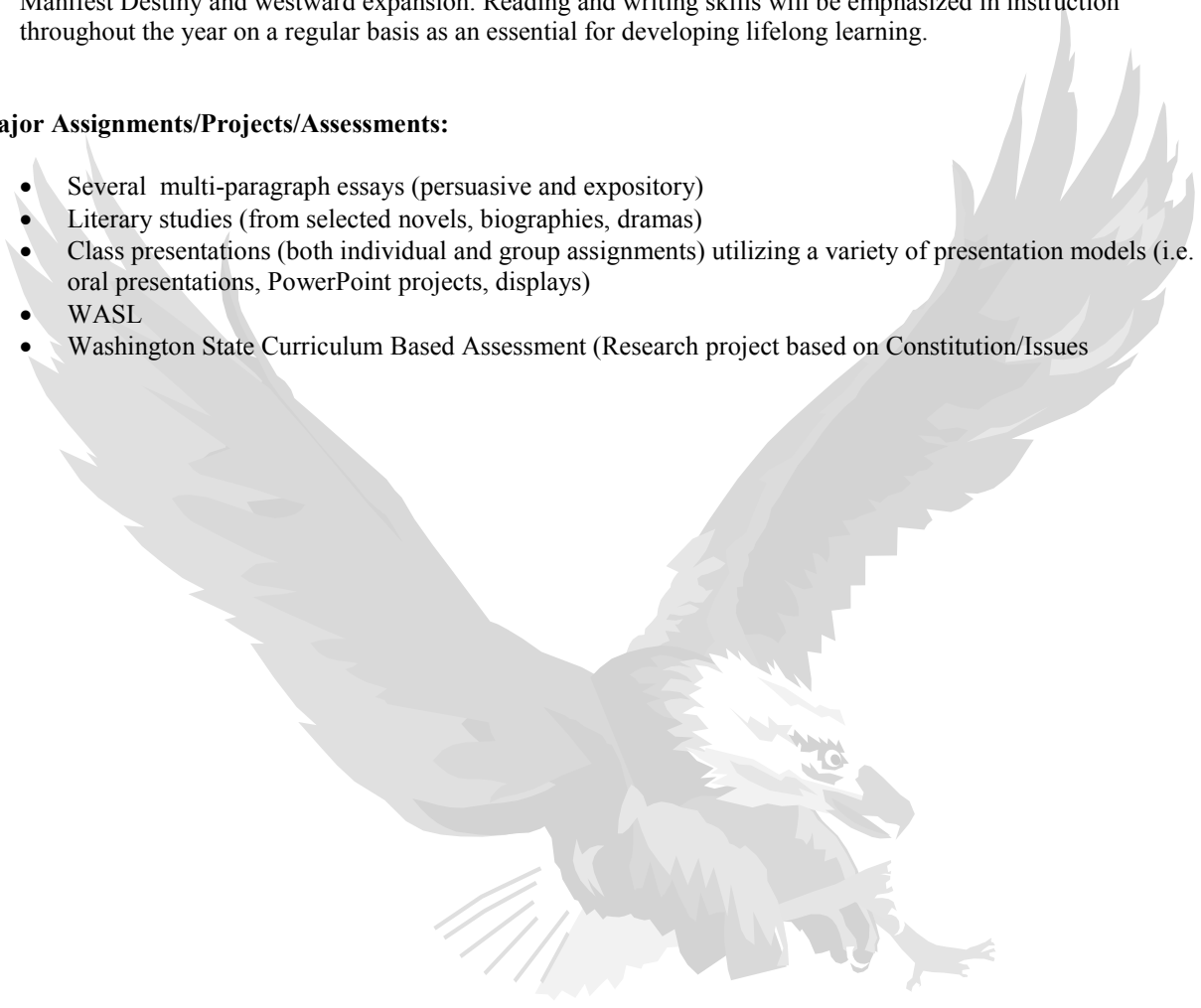
Student athletes must have a GPA of 2.0 and not failing any classes. Students not meeting academic eligibility or whose academic performance falls below the stated standard during a season may be placed on academic probation.

Course Description and Critical Content:

This seventh grade class combines the Language Arts curriculum together with the U. S. History curriculum into one two hour blocked class. The Language Arts component will place an emphasis on writing and revision skills, grammar, vocabulary acquisition, and reading skills. Emphasis is on writing as a process utilizing the Six + One Traits Writing model and Step Up to Writing strategies. The timeline we study of U.S. History begins with The Revolutionary War and concludes with The Civil War. The yearlong theme of our studies is Manifest Destiny and westward expansion. Reading and writing skills will be emphasized in instruction throughout the year on a regular basis as an essential for developing lifelong learning.

Major Assignments/Projects/Assessments:

- Several multi-paragraph essays (persuasive and expository)
- Literary studies (from selected novels, biographies, dramas)
- Class presentations (both individual and group assignments) utilizing a variety of presentation models (i.e. oral presentations, PowerPoint projects, displays)
- WASL
- Washington State Curriculum Based Assessment (Research project based on Constitution/Issues)



”All students should be able to reason and communicate proficiently in mathematics. They should have knowledge of and skill in the use of vocabulary, forms of representation, materials, tools, techniques, and intellectual methods of the discipline of mathematics. This knowledge should include the ability to define and solve problems with reason, insight, inventiveness, and technical proficiency.” CMP Website

Lake Washington School District has adopted Connected Mathematics 2 as the curriculum for seventh and eighth grade math. The units are based on mathematical content as listed below.

*Variables and Patterns**Introducing Algebra*

variables; representations of relationships, including tables, graphs, words, and symbols

*Bits and Pieces III**Number Sense*

operations with decimals, fractions and percents

*Stretching and Shrinking**Similarity*

similar figures; scale factors; basic similarity transformations and their algebraic rules

*Comparing and Scaling**Ratio, Proportion, and, Percent*

rates and ratios; making comparisons, proportional reasoning

*Accentuate the Negative**Integers*

understanding and modeling integers; integer operations; four-quadrant graphing

*What Do You Expect?**Probability and Expected Value*

expected value; probabilities of two-stage events

*Moving Straight Ahead**Linear Relationships*

recognizing and representing linear relationships in tables, graphs, words, and symbols; solving simple linear equations

ALGEBRA (MAT249) 7th and 9th grade

Full year

Algebra provides a practical blend of technology-related and paper-and-pencil problem solving tools. Explorations and investigations emphasize symbol sense, algebraic manipulations, and conceptual understandings. Students make sense of important algebraic concepts, learn essential algebraic skills, and discover how to use algebra. This course allows students to experience algebra as an activity and a process that encourages the use of multiple representations—numerical, graphic, symbolic, and verbal. Topics in this course include: Graphing, Linear Equations, Quadratic Equations, Functions, Exponents, Data Analysis, Proportional Reasoning, Probability, Systems of Equations and Inequalities.

GEOMETRY (MAT329) for Fall

8th and 9th grade

Full year

Geometry provides an opportunity for students to explore geometric relationships with a wide variety of hands-on experiences. Students perform constructions, measure figures, observe patterns, discuss their findings, write their own definitions, and formulate and prove geometric conjectures. Topics include properties of triangles, polygons, and circles, transformations, area and volume, the Pythagorean Theorem, congruence and similarity.

ADVANCED ALGEBRA (MAT299)

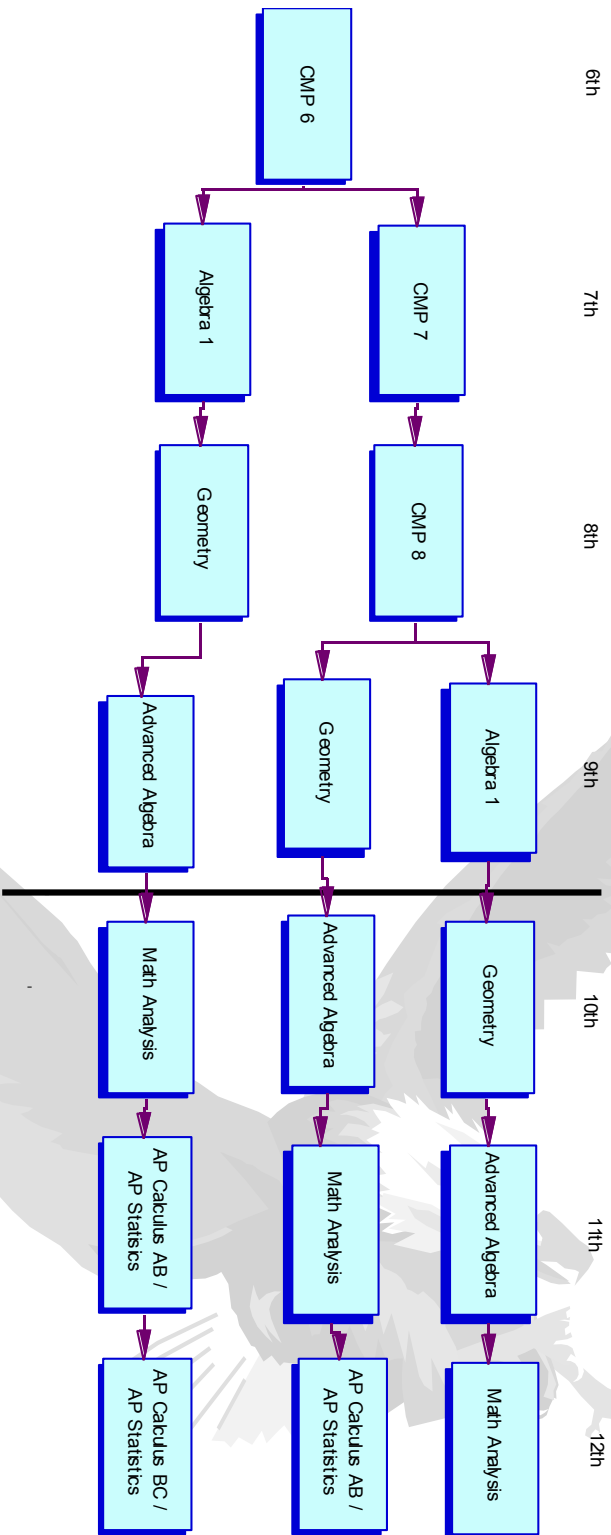
9th grade

Full year

Prerequisite: Successful completion of Algebra I and Geometry

Advanced Algebra provides an opportunity for students to deepen their understanding of challenging topics in mathematics including recursion, transformations, matrices, series, probability and applications of statistics. A major focus is on a variety of functions including exponential, power, logarithmic, trigonometric, rational, and quadratic and other polynomial functions. The text provides a balanced mix of data-analysis and pure-algebra techniques in a hands-on investigative approach. Students practice, reason, apply, and review as they progress through the curriculum. Algebraic techniques equip students with multiple problem-solving strategies and prepare them for higher-level courses that may be algebra intensive. They learn to be selective about choosing between technology tools and by-hand methods.

Lake Washington School District
 Secondary Math Pathways
 2009-2010



*Placement in Algebra 1 in 7th grade is determined by a score on an Algebra Aptitude Test, a score of level 4 on the 6th grade WASL, and academic experience.

*Note: only the courses through Advanced Algebra are common to all high schools.

SCIENCE

7th grade

Full year

This inquiry-based lab science class builds on the concepts and processes previously introduced in grades K-6. Earth, physical and life science are investigated with increasing depth.

During the physical science module, **Energy, Machines and Motion**, the focus is on energy forms and transformations, work, forces and motion. This helps students to develop their understanding of the connections among energy, work and forces and how they affect motion.

Within the earth science module, **Catastrophic Events**, students explore ideas about how air moves around and creates weather, where and why earthquakes and volcanoes happen, and how each of these events helps shape the landscape of the earth. This helps students develop their understanding of the earth as active and changing.

The life science module, **Population and Ecosystems**, facilitates students learning about populations and their habitats, ecosystems and the interrelated factors in them, some basic genetics and natural selection. This helps students develop their understanding of how living and non-living things interact to form an ecosystem.

Process skills emphasized throughout include metric measurement, experimental design, data gathering, data analyses. Through hands-on lab activities, class discussion, individual and group projects and activities, students investigate science topics relevant to their own lives and build understandings of the Science Essential Academic Learning Requirements (EARLs). During second semester, students will participate in a science project where students devise a question, test the question and write a formal lab report which communicates their results to classmates and the community.

Major Assignments/Projects/Assessment

Assessment – Assessments will be on-going and include quizzes, lab notebooks, writing assignments, unit tests, other projects and lab work.

Reading – Pre-reading, textbook characteristics, vocabulary and comprehension, note taking using double column notes, and reading of graphs, charts and tables are the skills that will be emphasized in this class.

Writing – Writing projects will focus on technical and procedural writing and lab reports. Students will complete at least two formal lab reports and two procedural writings during the year. All writing assignments will be graded on the 6 + One Traits of Writing.

Technology – Students will learn to use Microsoft Word, and Excel.

FITNESS

7th, 8th and 9th grades

Semester

\$5 shirt

Fitness provides the opportunity for all students to be successful regardless of their skill level. Activities are presented in a way that encourages positive attitudes, good sportsmanship and great effort on the part of the students. Classes will provide knowledge and activities which explore fitness at a personal level. Students will learn fitness concepts and sport activities that promote a lifelong healthy lifestyle. Technology will be implemented with the use of electronic heart monitors during aerobic exercise, thus allowing students a better understanding of their aerobic fitness level. On Wednesdays the students will alternate between running the Eagle Cross Country course and running a timed mile. Students will record their distance run and their mile times as well as graph their results on an improvement chart. Students will perform the five fitness tests developed by the Presidential Physical Fitness Council. These tests will be done at the beginning and end of the semester allowing students to chart and graph their growth as well as meet their goals. Students will be expected to read the rules for each game or sport they participate in and be able to answer the anticipatory guide questions. Fitness t-shirts will be required of all students participating in any of the classes offered in the Fitness Department (\$5.00).

Critical Content:

- Individual and team sports
- Fitness assessment
- Goal setting
- Aerobic activities

Activities: Students will participate in a variety of sports and team-related activities scheduled in two week units. Some games and activities will be grade specific; others will be done in all three grades.

Golf	Basketball
Touch football	Floor hockey
Ultimate frisbee	Aerobics
Soccer	Superstar obstacle course
Softball	Team handball
Badminton	Bowling
Pickle ball	Archery
Volleyball	

Assignments/Reading/Writing

Assignments will vary by grade and will include the 6 Traits of Writing, 6 Traits of Reading and graphing. Rubrics will be included with all reading and writing assignments.

- 1. Forms of writing**
 - Recount
 - Procedure
- 2. Writing Process**
 - Accordion paragraphs
 - Writing summaries
- 3. Reading Strategies**
 - Developing interpretations
 - Synthesizing information
 - Reading conventions
 - Summarization
 - Paraphrasing



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BEGINNING BAND (Course #MUS702)

7th, 8th, and 9th grades Full year

For students who have had no previous music reading or band experience, and wish to learn beginning instruments. Students learn reading strategies for music, and develop fundamental skills in tone, technique, and expressiveness. We will work out of Essential Elements 2000 Books 1 and 2. Students also evaluate recorded performances of themselves and others through written concert reviews, developing writing skill. Beginning instruments offered include flute, clarinet (sax, oboe, and bassoon start on clarinet), trumpet (French horn starts on trumpet), trombone, and baritone (which can lead to tuba); percussion starts on a mallet or wind instrument. Marching Band experience is offered. *Requirements: Provide own instrument, or rent from music shop or the school (depending upon instrument) and participation in evening concerts.*

Critical Content:

•**The Evergreen Performance Music** goals are to expand your experience of Music Performance, Styles, History, Theory, and Enjoyment through level-appropriate literature.

Perform at increasingly competent technical and interpretational levels

- Playing with great TONE and INTONATION, EXPRESSION, and SENSITIVITY
- Listening and responding appropriately to the conductor's gestures
- Developing improvisational skills.
- Demonstrate understanding of the theory, history, and music terminology of the music
- Prepare efficiently for a performance: cooperative rehearsal techniques, rhythmic skills, sightreading, and individual planning and practice skills.
- Develop presentation skills in performances
- Develop leadership skills in directing their peers in rehearsal and sectionals.

Major Projects and Assessments:

- All Bands have at least **ONE Concert per Quarter**.
- Each band student will submit one **Recorded Test per semester** with scales and rhythms
- Each Band Member will complete **One Project per Quarter** (lessons, concert reports, etc.)
- Each Band will attend at least **One Performance Festival** per year.
- Individual playing evaluations** will occur in class, following music performance rubrics.
- Weekly Practice Journals** help to develop Goal-setting techniques
- Daily informal evaluations** and feedback on students' development.

CONCERT BAND (Course #MUS703)

7th grade and beginning 8th grade Full year

For students who have had 1-2 years of band experience. Music reading and instrumental rehearsal and performance skills are improved by focusing on several method books and appropriate literature in various musical styles. We will work out of Essential Elements 2000 Book 2 and Standards of Excellence Book 3. Students also evaluate recorded performances of themselves and others through written concert reviews, developing writing skills. We have several performances in the school and community, as well as festival appearances. Marching Band experience is offered. *Requirements: Regular practice and provide own instrument, or rent from music shop or school (depending upon instrument). Participation in evening concerts.*

Critical Content:

•**The Evergreen Performance Music** goals are to expand your experience of Music Performance, Styles, History, Theory, and Enjoyment through level-appropriate literature.

Perform at increasingly competent technical and interpretational levels

- Playing with great **TONE** and **INTONATION**, **EXPRESSION**, and **SENSITIVITY**
- Listening and responding appropriately to the conductor's gestures
- Developing improvisational skills.
- Demonstrate understanding of the theory, history, and music terminology of the music
- Prepare efficiently for a performance: cooperative rehearsal techniques, rhythmic skills, sightreading, and individual planning and practice skills.
- Develop presentation skills in performances
- Develop leadership skills in directing their peers in rehearsal and sectionals.

Major Projects and Assessments:

- All Bands have at least **ONE Concert per Quarter**.
- Each band student will submit one **Recorded Test per semester** with scales and rhythms
- Each Band Member will complete **One Project per Quarter** (lessons, concert reports, etc.)
- Each Band will attend at least **One Performance Festival** per year.
- Individual playing evaluations** will occur in class, following music performance rubrics.
- Weekly Practice Journals** help to develop Goal-setting techniques
- Daily informal evaluations** and feedback on students' development.

CONCERT CHOIR (Course #MUS719)

7th, 8th and 9th grades Full year

Students will rehearse and perform 2, 3 and 4 part vocal music. By singing daily and listening to self-made recordings of pieces they work on, students achieve a higher level of performance. Students use their advanced singing and listening skills to critique various styles of music. Above all, students have fun working as a team to create a high quality musical performance, as well as developing listening and vocal skills to critique various styles of music.

Critical Content

- The Evergreen Junior High Music program has been designed to provide each musician with the opportunity to develop basic performance skills
 1. Tone production
 2. Rhythm
 3. Technique
 4. Musical notation
 5. Vocal care
- It also provides the opportunity for students to:
 1. Gain confidence in performing
 2. Develop self-discipline and responsibility
 3. Develop social skills through teamwork
 4. Experience joy in quality music performance

Major Assignments/Projects/Assessments

- One concert performed each quarter
- Performing with a chamber ensemble, which performs at the District Solo and Small Ensemble Festival each spring
- Research and written assignments with optional presentation regarding a music-related element as agreed upon with the choral director

Major Assessment Tools

- Rehearsal and concert participation
- Understanding and demonstrating accurate vocal techniques and how they relate to various styles of music
- Understanding and demonstrating the Major scale formulas using numeric tones beginning on any given tonic note
- Student conductors are chosen by their demonstration of positive rehearsal behavior, organizational skills, and vocal ability during rehearsals and performances

Drama is the exploration of dramatic literature. Students perform plays ranging from Radio Theater to Shakespeare. They demonstrate writing skill in the creation of their own plays, critiques and interpreting scenes from other dramatic productions. They work collaboratively on performing short plays, set design, blocking, costumes and sound. Improvisation and theater games actively teach the elements of drama.

Critical Content

Performance art includes elements of drama, critical thinking and analysis of plays, while emphasizing skills and techniques necessary for theater arts.

Major Assignment/Projects

Collaborative script adaptation from children's book, and scenes from Romeo and Juliet. Performance of Radio Theater, Improvisation, and one-act plays.

Major Assessment Tools

Specific rubrics are designed to evaluate each project
Assignments graded on rubric, participation and completeness

Skills Integrated into this Course

Acting, reading, writing, public speaking

Student's comments: "I think that Drama is a class where you can be yourself or anyone. Drama is a class that I could be free, not like other classes where I had to only do what the teacher said. In drama, I learned how to come out of my quiet shell. Now, I am no longer that afraid to speak up in class. That will help me all my life. I also learned about the exposition, pint of attack, climax and resolution. Drama has been a great experience for me!"

FOODS AND CLOTHING (Course #HOM727) 7th grades Semester \$15 lab fee

If you want to learn to cook and make a creative project, this activity based class is for you. This semester class will teach beginning cooking skills while students prepare snacks, pizza, foods for breakfast and a simple meal. Students will complete a fun sewing project and be introduced to child care/development. Students will have the opportunity to learn leadership skills and complete a writing assignment.

Required lab fee for materials.

Critical Content

- Food pyramid
- Nutrition information
- Equipment safety
- Basic sewing skills
- Food preparation
- Child care

Major Assignments/Projects/Assessments

- Machine sewn pajama pants/shorts and pillow
- Daily sewing lab
- Summarize nutrition article
- Procedural writing recipes
- Daily foods lab

Major Assessment Tools

- Rubrics with assigned points will be used for above projects and labs. EJH standard grading scale followed.

Skills Integrated into this Course

- Computer use for summary paragraph
- Safety with equipment
- Independent and group activities
- Foods demonstrations by students
- Reading *Choice* magazine and textbook

Student's comment: "Foods and Clothing class is a great choice for electives for several reasons. First, it teaches you necessities, like sewing and cooking, you will need to know later in life. My mom is so happy I can make my own dinners! Second, you always have fun. Not only do you get to bake cookies and cinnamon rolls. You get to eat them too! Mrs. Lybeck's class is a must."

FRENCH I (Course #FOR119) 7th, 8th, and 9th grades Full year Workbook \$19 (approx)

Prerequisite: Good study skills and strong language arts skills. Although open to 7th grade students, this class is a high school level course, therefore most students enrolled are eighth and ninth graders. Students are expected to allow for a minimum of 30 minutes of homework/review each night. Students will purchase a workbook to be used in class. French 3 is available for 9th graders at Redmond High School.

The goal of this course is to introduce the students to the study of the French language, stressing the four basic skills: reading, writing, listening, and speaking. The skills will be learned by practicing pronunciation, studying vocabulary and grammar. The students will also engage in dialogues and conversations in order to practice speaking. Culture will be studied by exploring music, everyday customs, history and geography.

Critical Content

- Introduction to parts of speech
- Present tense verb system including irregular verbs
- Introduction to past tense system including a few irregular verbs
- Basic sentence structure
- Possessives and demonstrative adjectives
- Direct/indirect objects

Major Assignments/Projects

- 6 Traits of Writing in French rubrics
- Oral presentations
- Skits/dialogues
- Family tree presentation
- Designing a town

Major Assessment Tools

- Comprehensive chapter tests
- Written test at the end of the school year to measure writing proficiency
- Comprehensive final test (listening, reading, writing and multiple choice)

Skills Integrated into this Course

- Listening, reading, writing and speaking through the implementation of *Bleu*
- audio tapes, short readings, pair activities

INTRODUCTION TO GUITAR (Course #MUS 256) Open to All Grades Semester

This class is for the beginning guitarist. In this class, the student will learn how to apply basic musical concepts such as harmony, rhythm, and melody to the guitar.

The overall objective of this program is to introduce the guitar to the student and then continually improve the student's performance abilities on the instrument, improve their self-discipline, and their abilities to work within a group. This will be done through group rehearsals, performances, assigned responsibilities within the class, and specific expectations of the students. At the end of the class you will be able to read and play basic chord symbols and melodies. Students will provide their own acoustic guitar for this class. *A limited number of basic guitar models are available from the school for student loan at a fee of \$50, (first come first serve).*

COURSE SCOPE:

This class is for the beginning guitarist. It is not intended as an advanced course for experienced players. We will learn how to apply basic musical concepts such as melody, harmony, rhythm and musicianship to the guitar. This class will cover basic techniques, scales, note reading, chords, strum/accompaniment patterns. Students will also learn the basic self discipline needed to learn an instrument. You will also be introduced to some of the important personalities that have made the guitar the most popular and widely used instrument that it is. We will work out of [Essential Elements for Guitar](#), by Will Schmidt.

Students need to provide their own ACOUSTIC guitar for this class (a limited number of basic models are available for student loan for a fee of \$50)

COURSE GOALS:

1. To develop correct posture and hand position
2. To identify the parts of the guitar and string designation.
3. To develop an awareness of correct tuning of the open strings.
4. To identify and respond appropriately to musical notation.
5. To learn basic fundamentals of rhythm, note reading, key and time signatures.
6. To recognize form in music.
7. To learn basic chords, scales, and bass lines in first position.
8. To learn proper strumming and flat-picking techniques.
9. To provide a positive learning experience through developing guitar skills.
10. To become aware of career opportunities.

COURSE OBJECTIVES:

- To enrich and enhance the life of each student through music
- To develop in each student a greater love for music
- To cultivate responsibility and mutual respect among the students
- To understand the basic elements of music: melody, harmony, and rhythm
- To experience music as a tool of individual and group expression
- To become familiar with the music of various cultures, ages, and styles
- To deal with the discipline and challenges of learning a musical instrument

JAZZ BAND (Course #MUS904)

Open to All Grades

Full year

7:00—7:50 A.M. 5 days per week

Prerequisite: Must be in another band class

Prerequisite: Must be in another band or music performance class. This class is an extension of performance skills developed in the larger band class. *All instruments are welcomed!* We will reaudition all members for the second semester. Students learn jazz performance skills and improvisation, and become familiar with the styles of Jazz, Latin, Rock, and Funk. Performances include many concerts in the school, community, and jazz festivals. *Requirements: Furnish own morning transportation and provide own instrument. **Regular attendance is required!** Participation in evening concerts and extracurricular festivals (1-2) is required.*

Critical Content:

•**The Evergreen Performance Music** goals are to expand your experience of Music Performance, Styles, History, Theory, and Enjoyment through level-appropriate literature.

Perform at increasingly competent technical and interpretational levels

- Playing with great TONE and INTONATION, EXPRESSION, and SENSITIVITY
- Listening and responding appropriately to the conductor's gestures
- Developing improvisational skills.
- Demonstrate understanding of the theory, history, and music terminology of the music
- Prepare efficiently for a performance: cooperative rehearsal techniques, rhythmic skills, sightreading, and individual planning and practice skills.
- Develop presentation skills in performances
- Develop leadership skills in directing their peers in rehearsal and sectionals.

Major Projects and Assessments:

- All Bands have at least **ONE Concert per Quarter**.
- Each band student will submit one **Recorded Test per semester** with scales and rhythms
- Each Band Member will complete **One Project per Quarter** (lessons, concert reports, etc.)
- Each Band will attend at least **One Performance Festival** per year.
- Individual playing evaluations** will occur in class, following music performance rubrics.
- Weekly Practice Journals** help to develop Goal-setting techniques
- Daily informal evaluations** and feedback on students' development.

LEADERSHIP 1 (Course #ASB891)

[*7th] 8th and 9th grades

Semester

*[Course available to 7th grade student government representatives only(selected in 6th grade by individual elementary

Leadership 1 provides an opportunity to learn, develop and discover leadership skills and attitudes. Personal growth is experienced as well as becoming proficient in planning and implementing high quality activities. The textbook, *The 7 Habits of Highly Effective Teens*, is used to instill good life-long habits. Skills that are taught and practiced are: goal setting, decision making, communications, public speaking, project planning, and negotiation. We also work on effective summary and paragraph writing. Student government is also taught in this class. This class requires 12 hours of community service. *Requirement: ASB elected officers are expected to enroll in this class for a full year.*

Critical Content

- Leadership traits and skills
- Responsibilities and leadership development
- Individual project planning, implementation and evaluation

Major assignments/Projects/Assessments

- Leadership notebook
- Oral projects
- Summary writing
- School activities
- Community service

Major Assessment Tools

- Assignments will be evaluated using rubrics designed for specific assignments.
- Participation
- Self assessment
- Group evaluation

Skills Integrated into this Course

- Goal setting
- Negotiation and decision making
- Project planning
- Public speaking
- Computer used for research and assignments
- Group work/collaboration
- Leadership strategies

SPANISH I (Course #FOR519) 7th, 8th and 9th grades Full year Workbook \$11

Prerequisite: Good study skills and strong language arts skills. Although open to 7th grade students, this class is a high school level course, therefore most students enrolled are eighth and ninth graders. Students are expected to allow for a minimum of 30 minutes of homework/review each night. Students will purchase a workbook to be used in class. Spanish 3 is available to 9th graders at Redmond High School.

The goal of this course is to introduce the students to the study of the Spanish language, stressing the four basic skills: reading, writing, listening, and speaking. The skills will be learned by practicing pronunciation, studying vocabulary and grammar. The students will also engage in dialogues and conversations in order to practice speaking. Culture will be studied by exploring music, everyday customs, history and geography.

Critical Content

- Introduction to parts of speech
- Present tense verb system including irregular verbs
- Introduction to past tense system including a few irregular verbs
- Basic sentence structure
- Possessives and demonstrative adjectives
- Direct/indirect objects

Major Assignments/Projects

- 6 Traits of Writing in Spanish rubrics
- Oral presentations
- Skits/dialogues
- Family tree presentation
- Designing a town

Major Assessment Tools

- Comprehensive chapter tests
- Written test at the end of the school year to measure writing proficiency
- Comprehensive final test (listening, reading, writing and multiple choice)

Skills Integrated into this Course

- Listening, reading, writing and speaking through the implementation of Paso a Paso
- Audio tapes, short readings, pair activities

STRING ORCHESTRA (Course #MUS475) 7th, 8th, and 9th grades Full year

Prerequisite: Open to 7th, 8th, and 9th grade students with at least one year of study on violin, viola, cello or string bass.

Students in String Orchestra will learn more advanced techniques on their instrument in a class setting. Emphasis will be on ensemble playing as well as building on the student's individual skill level. Regular concerts and regular individual practice will be part of the curriculum.

Orchestra will be taught at Evergreen Junior High.

Critical Content

The Evergreen Orchestra class goals are to expand your experience of music, performance, styles, history, theory, and enjoyment through the study and performance of quality, level appropriate literature.

Perform at increasingly competent technical and interpretational levels

- Playing with great TONE and INTONATION
- Care and feeding of your instrument to maintain its health
- Know and adapt for the individual problems of your instrument
- Music terminology as discussed in class
- Listening and responding appropriately to the conductor's gestures
- Play with expression and sensitivity
- Demonstrate understanding of the theory and historical aspects of the music
- Demonstrate the social skills of being in a cooperative ensemble creating music
- Prepare efficiently for a performance. This includes rehearsal techniques, rhythmic skills, sight reading, and individual planning and practice skills
- Develop presentation skills in performances for peers
- Develop leadership skills in directing their peers in rehearsal

Major Projects And Assessments

- Orchestra will have at least one concert per quarter
- Each orchestra member will attend at least one performance festival outside of school per year
- Individual playing and evaluations will occur in class, following rubrics developed for music performance
- Daily informal evaluations and feedback on students' development

Tech I is an entry to intermediate level technology course. It is designed to take the student through basic to intermediate uses of technology. Some of the skills that may be covered in the class include networking basics, operating system usage, graphics design, word processing, file formats, beginning multimedia design, Internet use, HTML, Adobe Photoshop, 3D modeling, rendering and animation. At the completion of the course, students should be comfortable in the use of computers and a wide range of software packages.

Critical Content:**Writing/Publishing**

- Use/improve level two skills
- Use advanced format, such as tabs
- Introduce import/export functions
- Convert text formats
- Import/place graphs

Graphics

- Discriminate between paint/draw
- Recognize graphics formats
- Integrate graphics in work
- Use paint/draw functions
- Use layout/design to improve aesthetics
- Use variety of graphics applications

Multimedia

- Link external resources
- Embed resources
- Create product to support learning
- Apply tools to support learning

Presentation

- Include external links
- Develop product for audience outside classroom
- Use presentation equipment
- Incorporate design principles

System

- Select appropriate hardware/software to complete task
- Troubleshoot, solve hardware/software problems
- Use, access file management systems
- Use alternate toolbars
- Use correct file name formats
- Make informed choices among technology systems

Network

- Access file systems/servers
- Upload, understand connectivity
- Differentiate Internet/Intranet
- Use network to share files

Research

- Introduce junior high resources
- Use, evaluate resources w/research
- Use in search techniques

Communication

- Understand limits of written communication
- Routinely, efficiently use online resources

Tech I Ctd

Ethics

- Respect copyright
- Distinguish appropriateness of content and language
- Understand viruses
- Respect configuration settings
- Exhibit legal, ethical behaviors
- Demonstrate ethical/appropriate use of resources

Major assignments/Projects/Assessments

- Keyboarding
- Magazine project
- Photoshop
- Web site project
- Time capsule project
- Public service announcement
- Rotoscope project

Major Assessment Tools

- Assignments will be evaluated using rubrics designed for each specific assignment.
- Assignments are graded using rubrics with assigned points.

Skills Integrated into this Course

Word Processing:

- Formatting documents
- Margins
- Tabs
- Page numbers
- Paragraphs
- Tables
- Graphics/clip art
- Repurposing (i.e. export to HTML)

Page Layout:

- Rough draft
- Visual document "flow"
- Titles
- Columns
- Text wrap
- Page and section breaks

PowerPoint:

- Basic use and navigation
- Creating slides
- Using images
- Using charts and graphs
- Animation effects
- Transitions
- Sound effects
- Video

Tech I Ct'd

Image Editing:

Image resolution

Print

Web

Working with layers

Selection tools

Blending

Color correction

Brightness/contrast correction

Internet:

Use

Appropriate use

Search engines

Resources and references

Content creation

Graphics

Animated GIFs

HTML coding

FrontPage

3D Modeling, Rendering and Animation

Basic Modeling

Basic Surfacing

Basic Path Animation



WOODWORKING I (Course #INA821)

7th, 8th and 9th grades

Semester \$15 fee

Destined to be your favorite hour of the day, Woodworking I will provide you with the basic skills needed to produce quality woodworking projects. From intricate marble mazes to heirloom chess boards, we'll make a huge variety of projects while safely using hand and power tools.

Required lab fee for materials

Student-designed special projects will require additional costs.

Critical Content

- Personal safety
- Basic woodworking
- Orthographic projection
- Planning
- Following instructions

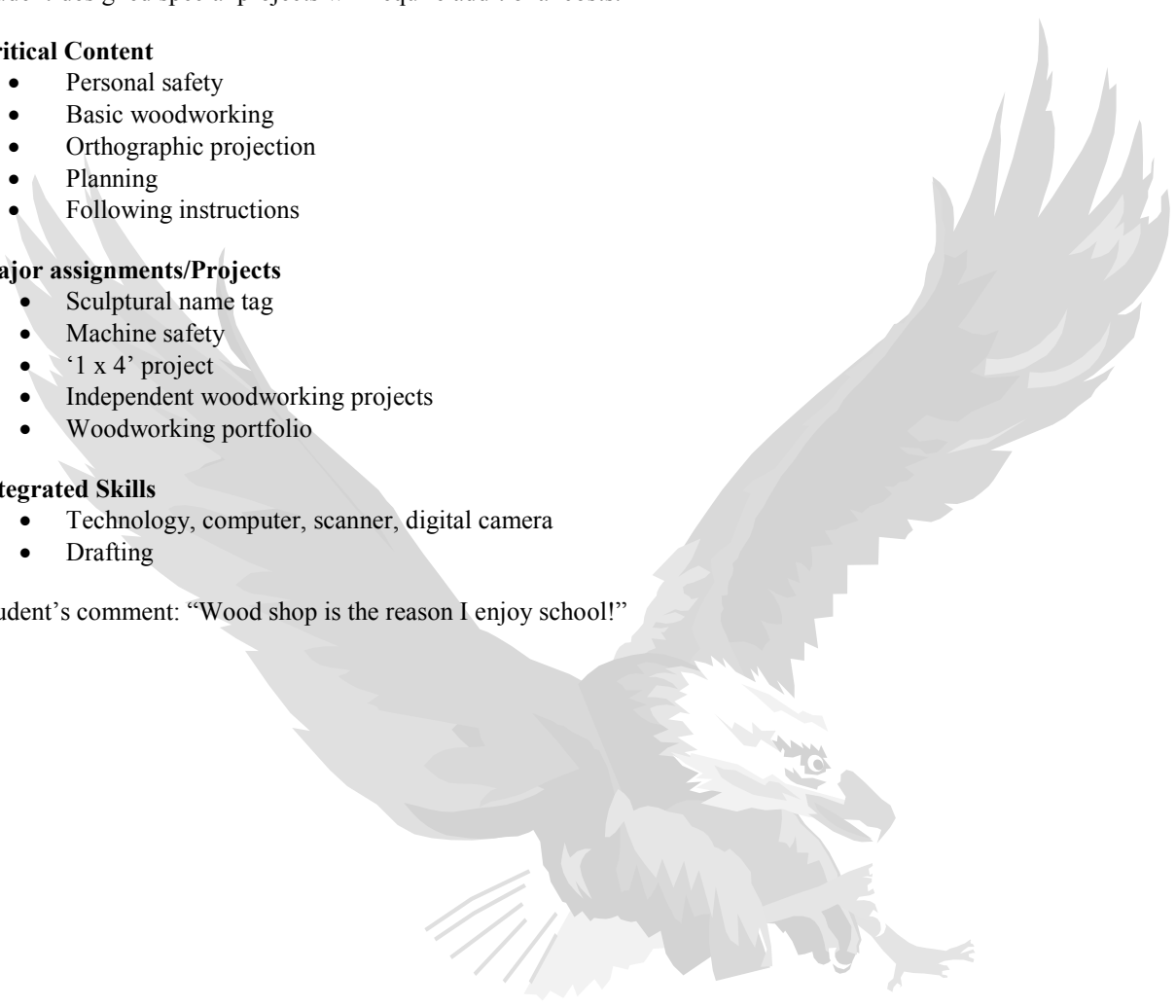
Major assignments/Projects

- Sculptural name tag
- Machine safety
- '1 x 4' project
- Independent woodworking projects
- Woodworking portfolio

Integrated Skills

- Technology, computer, scanner, digital camera
- Drafting

Student's comment: "Wood shop is the reason I enjoy school!"



WORLD ART (Course #ART858)

7th, grade

Semester

\$15 fee

World Art is the study of art from different cultures. Students will gain the understanding of the elements of art and how these elements are used to create artwork from around the world. Students will be given the opportunity to use a variety of materials to create cultural artworks. History and techniques will be presented through prints and slides in a series of articles and texts. Students will use their writing skills to demonstrate their understanding of the artworks.

Critical Content

Study of art from selected cultures, to understand and apply techniques and identify art elements in natural and man made environments

Major assignments/Projects/Assessments

Pen and Ink drawings, Tempera Paintings, Fabric arts, Collage, “Sculpty” clay and Acrylic paint
Written works based on projects and artworks.

Major Assessment Tools

Specific rubrics are designed to evaluate each project
Assignments graded on rubric, participation and completeness

Skills Integrated into the course

The knowledge and use of elements of art
Exploration of arts of various world communities
Elements of different techniques and material
Reading, writing, geometry and peer evaluations

Student’s comment: “World art was what I thought it would be and more. I loved it. The variety made me feel like I really learned a lot. Art is now one of my all time favorite classes.”