

Evergreen Middle School





WELCOME TO EVERGREEN MIDDLE SCHOOL

6900 208th Ave N.E.
Redmond, WA 98053
(425) 936-2320
www.lwsd.org/ejh

Evergreen Middle School staff believe in the value of a caring learning environment committed to student achievement and personalization. As a school community, we strive to engage all students in positive school experiences and celebrate their growth in both academic achievement and as responsible involved citizens.

Evergreen Middle School has been serving the needs of students and parents for 30 years. The staff is collaborative, supportive, professional and highly successful with this age group. Parents frequently praise the staff for their 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, Rosa Parks, and Wilder elementary schools as well as Eastlake and Redmond high schools.

We look forward to working with you and your child.

Jan Olson, Principal

Anne Balicki, Assistant Principal

The complete course catalogue may be accessed at www.lwsd.org/ems.

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Meet Your Counselors

Counselors assist middle school students with the following areas:

- Scheduling/registration
- Setting personal goals
- Academic/career planning
- Conflict resolution
- Provide counseling for personal problem solving, decision making, and communication
- Encourage and support students in the search for academic success
- Scheduling “staffing” (with parent, student and teacher) meetings
- Referrals to Guidance Team

Call the Counseling Center to request an appointment:
(425) 936-2326

Counselors: Barbara Gregory (A-K) and Dawn Riley (L-Z)

Registrar: Felicia Casolary

Special Education

Special Education courses at Evergreen 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.

Contacts: Suzanne Swanigan, Department Chair, sswanigan@lwsd.org

Safety Net Classes (TBD based on WA state budget funding)

Additional classes 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 state test scores, classroom grades and teacher input. These students will be identified through the transition process with elementary staff and middle school teachers. Individual Student Learning Plans are developed and monitored by teachers, counselors, and administrators.

6th Grade

- 2 Semesters Language Arts
- 2 Semesters Ancient Civilization; Enduring Cultures Classroom Based Assessment (CBA)
- 2 Semesters CMP Math 6
- 2 Semesters Science
- 1 Semester Fitness
- 3 Semesters Electives

7th Grade

- 2 Semesters Language Arts
- 2 Semesters American History to the Civil War; Constitution Classroom Based Assessment (CBA)
- 2 Semesters CMP2 Math 7or Algebra 1
- 2 Semesters Science
- 1 Semester Fitness
- 3 Semesters Electives

8th Grade

- 2 Semesters Language Arts
- 2 Semesters American History from the Civil War to the present; Washington State History; Conflict Classroom Based Assessment (CBA)
- 2 Semesters CMP2 Math 8 or Geometry
- 2 Semesters Science
- 1 Semester Fitness
- 1 Semester Health
- 2 Semesters Electives

6th Grade

Language Arts (English 6)/Social Studies (Ancient Civilizations)

1 Year

This sixth grade class combines the Language Arts curriculum with the Ancient History curriculum into a two period blocked class. In Language Arts, students develop their vocabulary and reading comprehension skills in a variety of literary and informational texts, through both in-class and independent reading experiences. They deepen what they know about texts by analyzing literary/story elements, literary devices, and text organizational structures. They learn to evaluate texts and authors and to share reading experiences with others. In writing, students build on what they have learned in previous grades about writing for different audiences and purposes, the writing process and traits of effective writing. They deepen their understanding and skills with regard to expository writing and are introduced to persuasive writing. They learn to evaluate their own writing and to reflect on their own progress as writers.

The focus of 6th Grade Social Studies is the study of ancient civilizations. As they learn about ancient civilizations, students study characteristics of cultures and regions, different forms of government and economic systems, and the impact of ancient civilizations on world history. As in previous grades, students use the lenses of history, economics, civics, and geography and apply important social studies skills, as they read, research, explore, and learn about the world around them and their place in it.

Essential Understandings

- Communication enables us to gain and share information about self, others, and the world.
- A variety of strategies, tools, and technologies enhance effective communication.
- Audience and purpose influence choices in form, style, and presentation.
- Cooperation and collaboration support communication and learning.
- The past influences the present and the future.
- Societal and environmental forces cause change.
- Human and physical characteristics define regions.

Critical Content

- LWS Power Standards: social studies, literacy (reading, writing)
- Study skills
- Collaboration skills
- Research skills
- Listening skills
- Current events
- Writing process (prewrite, rough draft, editing/revising, publishing)
- Six + One Traits of Writing (ideas, organization, word choice, sentence fluency, conventions, presentation)
- Forms of writing: paragraphs, summaries, multi-paragraph essays, letters, poetry
- Grammar and vocabulary
- Six traits of an effective reader (reading conventions, comprehension, context, interpreting, synthesizing, evaluating)
- Elements of literature (setting, characters, plot, conflict, theme, point of view)
- Forms of literature: novels, plays, short stories, poetry
- Maps, charts, graphs

Major Assignments/Projects/Assessments

- Quarterly reading log
- Essays
- Novels
- Tests/quizzes
- State mandated Classroom-Based Assessment (CBA): Based on Enduring Cultures
- Student portfolios
- Student self reflection
- State assessment: reading, writing MSP (Measurements of Student Progress).
- Opportunities for extended learning are provided in LA/SS classes to extend the current learning and offer additional challenges to interested students.

7th Grade

Language Arts (English 7)/Social Studies (US History 1)

1 Year

Course Description

This seventh grade class combines the Language Arts curriculum with the U.S. History curriculum into a two period blocked class. The Language Arts component will place an emphasis on writing and revision skills, grammar, vocabulary, 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 of the United States history begins with The Revolutionary War and through The Civil War. The yearlong theme of our studies is Manifest Destiny and Westward Expansion. The U.S. Constitution is studied through the Classroom-Based Assessment (CBA). Reading and writing skills will be emphasized in instruction throughout the year as an essential for developing lifelong learning.

As in previous grades, students use the lenses of history, economics, civics, and geography and apply important social studies skills, as they read, research, explore, and learn about the world around them and their place in it.

Essential Understandings

- Communication enables us to gain and share information about self, others, and the world.
- A variety of strategies, tools, and technologies enhance effective communication.
- Audience and purpose influence choices in form, style, and presentation.
- Cooperation and collaboration support communication and learning.
- The past influences the present and the future.
- Societal and environmental forces cause change.
- Human and physical characteristics define regions.

Critical Content

- LWS Power Standards: social studies, literacy (reading, writing)
- Study skills
- Collaboration skills
- Research skills
- Listening skills
- Current events
- Writing process (prewrite, rough draft, editing/revising, publishing)
- Six + One Traits of Writing (ideas, organization, word choice, sentence fluency, conventions, presentation)
- Forms of writing: paragraphs, summaries, multi-paragraph

- essays, letters, poetry
- Grammar and vocabulary
- Six traits of an effective reader (reading conventions, comprehension, context, interpreting, synthesizing, evaluating)
- Elements of literature (setting, characters, plot, conflict, theme, point of view)
- Forms of literature: novels, plays, short stories, poetry
- Maps, charts, graphs

Major Assignments/Projects/Assessments

- Quarterly reading log
- Essays
- Novels
- Tests/quizzes
- State mandated Classroom-Based Assessment (CBA): Based on Constitutional Issues
- Student portfolios
- Student self reflection
- State assessment: reading, writing MSP (Measurements of Student Progress).
- Opportunities for extended learning are provided in LA/SS classes to extend the current learning and offer additional challenges to interested students.

8th Grade

Language Arts (English 8)

1 Year

Course Description

Effective communication is a fundamental tool for lifelong success. Reading and writing are essential skills for all types of communication. In 8th grade Language Arts, emphasis is placed on becoming accomplished readers with the skills required to discover meaning in both informational and literary text. Students will learn techniques and strategies for becoming competent readers. Questions and strategies based on the 6 Traits of Reading enable students to obtain the skills needed to read “between the lines” and “beyond the lines” of literary texts. Additionally, students will discover valuable methods for presenting their thoughts effectively and efficiently in writing. The curriculum focuses on vocabulary, grammar, literary analysis through higher level thinking and comprehension skills, the 6+1 Traits Writing Model, and grammar skills.

Essential Understandings/Critical Content

- Communication enables us to gain and share information about self, others, and the world.
- LWSD Power Standards in reading and writing
- A variety of strategies, tools, and technologies enhance effective communication.
- Audience and purpose influence choices in form, style, and presentation.
- Effective communication requires the use of conventions.

Major Assignments/Projects/Assessments

- A minimum of four major multi-paragraph writing assignments
- Three or more major literary studies
- Socratic Seminars
- Read Around Groups and other collaborative work
- High School and Beyond Career Unit and Business Letter
- 6 Trait Reading Comprehension Bloom’s Taxonomy
- In depth self-reflection on academic growth and achievement throughout the school year

- Portfolio collection
- Opportunities for extended learning
- State Assessment Reading: Measurements of Student Progress (MSP)

Other

- Spiral Notebook/journal

U.S. History 2/Washington State History

1 Year

Course Description

Eighth grade U.S. History is the study of the United States from the late 1800s to the present. Emphasis is placed on the complex development of the country. Units on immigration, social and economic change, becoming a world power, wars, and modern society are combined with Washington State History to develop an understanding of how America has been shaped and molded during the last century and a half. This is a continuation of the US History taught in seventh grade.

Essential Understandings/processes and skills

- LWSD Power Standards in social studies, reading and writing
- Study skills
- Note taking
- Research skills
- Writing process
- Writing forms – paragraphs, multi-paragraph essays, letters
- Novels and primary/secondary sources
- Listening/speaking skills
- Grammar, conventions, and vocabulary building
- Textbook reading skills
- Interpretation of information using maps, charts, and graph
- Using technology

Major Assignments/Projects/Assessments

- Persuasive format assignment
- State mandated Classroom-Based Assessment (CBA): Based on Conflict CBA
- Individual and group projects
- Exams: short and extended answers
- Novels
- Opportunities for extended learning are provided in LA/SS classes to extend the current learning and offer additional challenges to interested students.

Resources:

- Textbook, literature selections, anthologies, current events
- Novels
- Films; documentary and feature
- Handouts
- Graphic organizers
- Technologies including Internet, PowerPoint, ACTIVBoard, ACTIVote, document cameras, student computers

6th, 7th, and 8th Grades

Safety Net Literacy

1 Year

Course Description

Safety net classes in literacy are available for identified students who need assistance in the areas of reading and/or writing. Students are identified using criteria including standardized state test scores, classroom grades and teacher input. These students will be identified through the transition process with elementary and middle school teachers. Individual Learning Plans are developed and monitored by counselors, administrators and teachers. Writing assignments are designed to strengthen multi-paragraph essay structure, focusing on detailed use of evidence to construct strong, logical compositions. Writing assignments will include literary analysis, persuasive, compare/contrast, and timed expository essays. Students will continue their mastery of conventions such as grammar, punctuation, vocabulary and structure. Curriculum is similar to other language arts class with some modifications of reading levels and learning styles of the students.

Essential Understandings/Critical Content

The essential understandings and critical content are established by the district reading and writing Power Standards for 6th through 8th, which are available on the Lake Washington School District website.

Major Assignments/Projects/Assessments

- Major writing project each quarter
- Independent reading projects
- Weekly assessments in reading and writing (Curriculum Based Measurement)
- Conferences each quarter to look at progress in reading and writing and set individual goals using weekly assessment data
- Novel studies throughout the year
- Basic Reading Inventory (BRI) fall/spring
- State assessment reading (6th/7th/8th); writing (7th) MSP
- Unit examinations

6th Grade

6th Grade Mathematics: CMP 6

1 Year

This course builds on the content of 5th Grade Mathematics. In fifth grade, students learned how to efficiently multiply and divide whole numbers and to add and subtract fractions and decimals. In CMP6 the two concepts are connected to include multiplication and division of fractions and decimals. In fifth grade, students learned how to write and evaluate simple one-variable algebraic expressions and equations. This work is extended to two-variable algebraic relationships. Students learn how to create and use tables, graphs, and equations to solve algebraic problems. Fifth grade work with perimeter and area of triangles and parallelograms is extended to other plane figures and to surface area and volume of three-dimensional figures. Finally, students learn to represent (lists and tree diagrams) single- and two-stage probability experiments and calculate their theoretical probabilities.

Major Assignments/Projects/Assessments

- Assignments on a daily basis
- Quizzes about once every two weeks
- A test at the end of each unit
- State assessment: MSP = (Measurements of Student Progress)

Other - Required math tools:

- Basic calculator
- Graph paper spiral notebook

7th Grade

Connected Math Program 2 (CMP2 7)

1 Year

Course Description

This course covers the topics traditionally taught in a Pre-Algebra course. Additionally, students learn to recognize and generalize patterns and relationships and apply this knowledge to increasingly more difficult problems.

Essential Understandings/Critical Content

- LWS Power Standards in math
- Similarity: similar figures with an emphasis on using scale factor
- Proportional Reasoning: rate, ratio, and proportion
- Integers and rational numbers: operations with positive and negative numbers
- Linear Relationships: words, tables, graphs and equations
- Probability: represent sample space, determine expected value
- Properties of Geometric Figures: angle, line and polygon relationships, and transformations
- Data: represent and interpret data
- Demonstrate reasoning, problem solving and communication in all areas

Major Assignments/Projects/Assessments

- Assignments on a daily basis
- Quizzes about once every two weeks
- A test at the end of each unit
- State assessment: MSP = (Measurements of Student Progress)

Other - Required math tools:

- Basic calculator
- Graph paper spiral notebook

Algebra

1 Year

CADR

Prerequisites

Seventh graders must perform at or above the cut score on the Algebra Aptitude Test, must have achieved Level 4 (Exceeds Standards) on the 6th grade math state assessment (Measurements of Student Progress) and have strong math skills from 6th grade classroom assessments.

Course Description

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.

Essential Understandings/Critical Content

- LWS Power Standards in math
- Review of Pre-Algebra concepts
- Graphing
- Linear equations
- Functions
- Exponents and exponential models
- Data analysis
- Proportional reasoning
- Systems of equations and inequalities
- Quadratic equations

Major Assignments/Projects/Assessments

- Daily assignments
- Study guides
- Chapter tests
- Quizzes
- State assessment 7th grade (MSP) Measurements of Student Progress
- End of Course assessment/Algebra

Other - Required math tools:

- Graphing calculator (TI-83 or TI-84 highly recommended - Not TI-87)

8th Grade

Connected Math Program 2 (CMP2 8)

1 Year

Prerequisites: This course is designed to follow CMP2 grade 6 and CMP2 grade 7

Course Description

CMP2 grade 8 covers the topics of a traditional Algebra course. Topics are taught in the context of real-world problems. Students practice skills and problem-solving on a daily basis.

Essential Understandings/Critical Content

- LWS Power Standards in math
- Functions: an introduction to modeling with linear and other functions
- Linear relationships: graphs, tables, equations, inequalities, situations
- Pythagorean Theorem: right triangles, slope, area and irrational numbers
- Exponential growth: graphing and writing exponential functions
- Quadratic relationships: graphing, writing and solving quadratic functions
- Symbolic expressions: simplifying expressions and solving more complicated linear equations

Major Assignments/Projects/Assessments

- Daily assignments
- Classroom assessments
- Chapter unit test
- Quizzes
- State assessment in math; (MSP) Measurement Student Performance
- State End of Course Assessment/Algebra (EOC 1)

Other - Required math tools:

- Scientific calculator, TI-30 or TI-34 highly recommended. Casio calculator is not recommended.
- Graph paper spiral notebook

Geometry

1 Year

CADR

Prerequisites

Algebra I

Course Description

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.

Essential Understandings/Critical Content

- LWS Power Standards in math
- Inductive and deductive reasoning
- Properties of triangles, quadrilaterals, other polygons, and circles
- Construction methods
- Transformations
- Area and volume
- Pythagorean Theorem

- Congruence and similarity
- Basic trigonometric ratios
- Angle relationships
- Introduction to proofs

Major Assignments/Projects/Assessments

- Daily assignments
- Chapter exams and quizzes
- State Assessment (8th grade) Measurement of Student Performance (MSP)
- State End-of-Course Assessment/Geometry (EOC 2)

Other - Required math tools:

- Ruler
- Protractor
- Compass
- Scientific calculator, TI-30 or TI-34 highly recommended. Casio calculator is not recommended.

7th and 8th Grades

Safety Net Math

1 Year

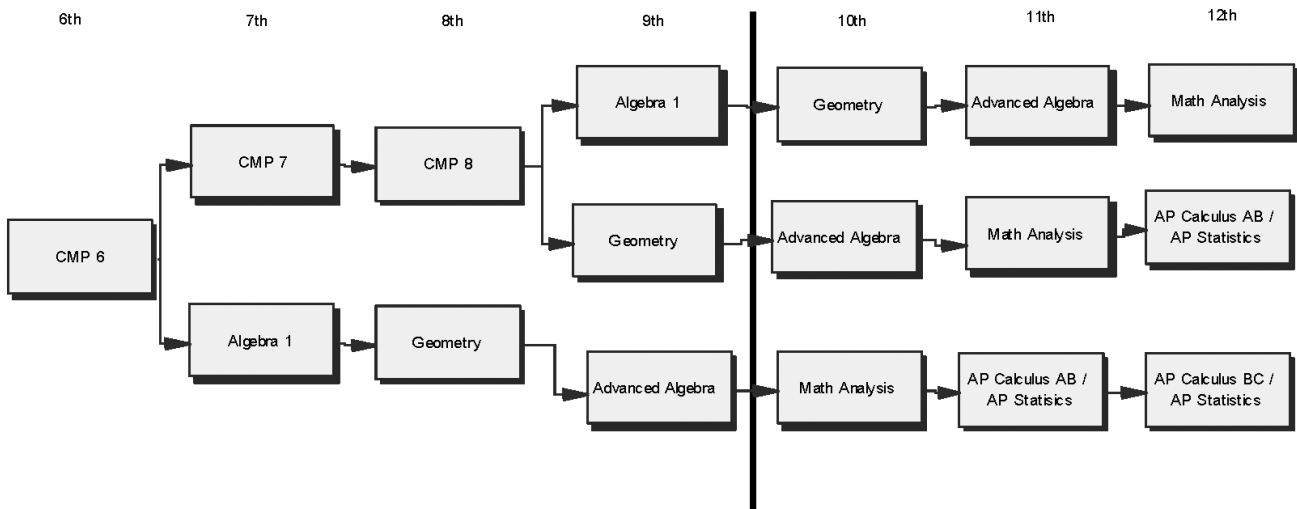
Prerequisites

By state criteria, this course provides additional instruction for students who were not proficient on the last state test scores in mathematics. (MSP and EOC)

Course Description

The purpose of the class is to assist the student in the acquisition of grade-level skills and concepts through additional mathematics instruction. Safety Net teachers support students by pre-teaching, re-teaching and extra practice of the concepts and skills being covered in the regular math class. This class replaces two semester electives.

Lake Washington School District Secondary Math Pathways



*Placement in Algebra 1 in 7th grade is determined by a cut score on an Algebra Aptitude Test, a score of Level 4 on the 6th grade Math State Assessment, and classroom assessment in 6th CMP.

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

6th Grade

6th Grade Science

1 Year

This modular-based inquiry science course builds on physical, earth and life science concepts and processes learned in kindergarten through fifth grade. Students investigate physical, earth and life science topics and plan and conduct their own investigations, devise data tables, analyze data, and communicate their findings. Throughout the class, students learn to think critically and logically to make connections between prior science knowledge and evidence produced from investigations, models and system thinking.

Science Strands:

- Physical Science: Light Module
- Earth Science: Earth History Module
- Life Science: Diversity of Life Module
- Systems, Inquiry and Application: taught through each unit

Major Assignments/Projects/Assessments

- Assessments
 - Preassessment misconception probes
 - Repeat misconception probe as formative assessment of progress
 - Homework completion
 - Journal/Binder organization and entries
 - Quizzes and tests
 - District unit assessments (one for each module)
- Reading
 - Understanding informational text and note taking
 - At least one quality science news article turned in per semester
 - At least one science news article analyzed per semester
- Writing
 - Technical writing: procedures, conclusions and formal lab reports

There will be multiple opportunities for students to work on communicate information

7th Grade

Integrated Science - 7th Grade

1 Year

Course Description

This inquiry-modular-based science course builds on concepts and processes introduced in grades K-6. Physical, Earth, and Life sciences are investigated with increasing depth as students design and conduct their own procedures, devise their own data tables, and analyze and communicate their results.

Critical Content

- LWSD Power Standards in science
- Physical Science - Energy, Machines and Motion module
 - Energy forms and transformations
 - Forces and motion
- Earth Science - Catastrophic Events module
 - Storms and how weather happens
 - Earthquakes and plate tectonics
 - Introduction to volcanoes emphasizing the connections to earthquakes
- Life Science - Populations and Ecosystems module
 - Components of an ecosystem, interactions and food webs
 - How energy flows through the ecosystem
 - Factors that affect population growth and heredity
- Process Skills
 - Accuracy of measurement
 - Lab safety procedures
 - Experimental design
 - Data collection and graphic representation of results
 - Communication of results

Major Assignments/Projects/Assessments

- Assessments
 - Preassessment misconception probes
 - Repeat misconception probe as formative assessment of progress
 - Homework completion
 - Journal/Binder organization and entries
 - Quizzes and tests
 - District unit assessments (one for each module)
- Projects
 - Science Fair experiment project
 - Ecosystems field trip (if funding is available)
- Reading
 - Understanding informational text and note taking
 - At least one quality science news article turned in per semester
 - At least one science news article analyzed per semester
- Writing
 - Technical writing: procedures, conclusions and formal lab reports
 - There will be multiple opportunities for students to work on communicate information
- Extended Opportunities
 - Extended opportunities are offered through the project/experiment choice for the Science Fair.
 - Students can also choose to write the introductions and conclusions of their formal lab reports at a higher level of expectations.
 - Extended opportunities will be offered each unit for students looking for extended/additional learning.

8th Grade

Integrated Science - 8th Grade

1 Year

Course Description

This inquiry-modular-based science course builds on Physical, Earth and Life Science concepts and processes introduced in grades K-7. Physical, Earth and Life Science are investigated with increasing depth where students plan and conduct their own experiments.

Critical Content

- LWSD Power Standards in science
- Physical Science – Properties of Matter:
 - Characteristic properties such as density, solubility and melting points
 - Pure substances and mixtures
 - Exposure to elements, compounds and the Periodic Table
- Earth Science – Earth in Space:
 - The structure of the universe
 - The effects of the sun and moon on earth
 - Gravity and the orbits of planets and moons
- Life Science – Human Body Systems:
 - The digestive system
 - The musculoskeletal system

Major Assignments/Projects/Assessments

- Assessments
 - Preassessment misconception probes
 - Repeat misconception probe as formative assessment of progress
 - Journal quizzes
 - Vocabulary quizzes
 - Unit tests
 - Final exams
 - District Assessments
 - State Assessment - Measurements of Student Progress (MSP)
- Projects
 - Planetary research project describing the features of planets in the solar system.
- Reading
 - At least one newspaper or magazine article containing scientific information each quarter.
- Writing
 - Students will complete four lab reports during the school year.
 - Two of the lab reports will be formal write-ups.
- Extended Opportunities
 - Extended opportunities will be offered each quarter for those students looking for extended/additional learning related to our three major units - Properties of Matter, Earth Science, and Human Body Systems.

6th, 7th and 8th Grades

Fitness

1 Semester

Course Description

Fitness provides the opportunity for all students to be successful regardless of their fitness or skill level. Activities are presented in a way that encourages positive attitudes, good sportsmanship and great effort on the part of the students. Students develop competence in skillful movement in game situations and in a variety of recreational activities. This fitness class 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. Two days each week will be devoted to aerobic exercise. One of the days will be running and graphing the students progress and the second day students will use an electronic heart monitors during aerobic exercise, thus allowing students a better understanding of their aerobic fitness level. 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.

Essential Understandings/Critical Content

- Understands safety rules and procedures in team and individual activities.
- Demonstrates sportsmanship and cooperation during all fitness class activities.
- Fitness activities produce life-long physical wellness.

Major Assignments/Projects/Assessments

- President's Physical Fitness Assessments
- Classroom Based Assessment Fitness Plan
- Fitness goal setting

Other:

- Fitness t-shirts will be required, fee is \$6.00

8th Grade

Health

1 Semester

Course Description

In Health class, a strong emphasis is placed on personal responsibility and that healthy choices promote lifelong wellness.

Standards (Essential Understandings/Critical Content)

- Students will explore how personal behaviors relate to each wellness component (physical, social, emotional, intellectual/mental, and spiritual).
- Students will explore the relationship of nutrition and nutrients to body composition and physical performance.
- Students will explore the stages of human growth and development.
- Students will explore the concepts of prevention and control of disease.
- Students will explore skills to live safely and reduce health risks.
- Students will explore how media, family, culture, and environmental factors affect personal health.

Major Assignments/Projects/Assessments

- Students will be assessed by written assignments, tests, projects, and life skills (being prompt, being prepared, being respectful, being responsible, class participation, and showing pride in their work).
- CPR/First Aid/AED American Heart Association certification
- State required Classroom Based Assessment (CBA)

Other:

- All students are expected to have a spiral notebook to be used exclusively for Health class.

ELECTIVE courses

Evergreen Middle School
2012-13 course catalog

Elective	Semester/Year	6th Grade	7th Grade	8th Grade
World Art	S	X		
Drawing/Painting 1 and 2	S		X	X
Pottery 1 and 2	S		X	X
Yearbook	S		X	X
Graphic Arts	S		X	X
Drama	S	X	X	X
Body Conditioning & Weight Training	S		X	X
Fit For Life	S		X	X
Team Sports	S		X	X
Foods and Clothing	S	X	X	
Food Fundamentals	S			X
Leadership 1	S	X	X	X
Beginning Band	Y	X	X	X
Cadet Band	Y	X	X	X
Symphonic Band	Y		X	X
Wind Ensemble	Y			X
Jazz Band/Jazz Lab	Y	X	X	X
Concert Choir	Y	X	X	X
String Orchestra	Y	X	X	X
Guitar	S	X	X	X
Tech 1	S	X	X	
Tech 2	S		X	X
Media & Video Productions	S		X	X
Woodworking 1	S	X	X	X
Woodworking 2 and 3	S		X	X
Exploratory French & Spanish	S		X	X
French 1	Y			X
Spanish 1	Y			X

Students experiment and create using a variety of media, genres, and styles, as they develop skill and techniques. They work with teacher guidance, and independently to create artwork that is evidence of an understanding of the elements of art, principles of design, and the creative process. They explore and discover how visual arts influence history and culture.

6th Grade

World Art 1 Semester

Prerequisites
None

Course Description

Travel through time and space in 6th grade World Art. See the art of other cultures, historical times, and specific artists. Understand artworks through the study of the "Elements of Art and Design." Create individual pieces in the spirit of the artist, or culture. Observe, create, understand, learn about art.

Essential Understandings/Critical Content

At the conclusion of the class students will have basics that will allow them to:

- Explain and apply the concepts of visual art, using arts vocabulary
- Apply techniques from various artists, cultures and/or times
- Develop work using a creative process with instructor assistance
- Explain how aesthetic choices are influenced by culture and history

The student will gain:

- Confidence
- Appreciation for arts
- Skills
- A different look at history

Major Assignments/Projects/Assessments

- Paintings, drawings, collage, small sculptures
- Readings and written responses
- Written assessment of the understanding of the "Elements of Art"

Other:

- Pencil
- \$15.00 fee
- Scissors
- Glue stick
- Optional sketchbook

7th and 8th Grades

Drawing and Painting I 1 Semester

CADR

Prerequisites
None

Course Description

Create a deeper understanding of art concepts and techniques of various artists and two dimensional artworks. Develop personal style, individual expression and problems solving within a defined set of lessons. Participate in the critiquing process. Draw with a paintbrush,

get dirty with charcoal, paint a mural on the sidewalk and so much more.

Essential Understandings/Critical Content

- Analyze and interpret works of visual art, dance, theatre and music using arts concepts and vocabulary
- Refine and extend arts skills and techniques
- Articulate how audience conventions and responsibilities differ according to style and culture
- Express ideas and feelings through the arts in a variety of forms and styles; Articulate and justifies the use of pre-existing artistic works to communicate

Major Assignments/Projects/Assessment

- Ink painting as a study of Asian culture
- Acrylic paint in large format a look at society
- Create a superhero or AI (Artificial Intelligence).
- Draw self portraits
- Submit artwork to various galleries and contests

Other:

- \$15.00 fee
- Pencil
- Scissors
- Glue stick
- Optional sketchbook

Drawing and Painting 2 1 Semester

CADR

Prerequisites

Drawing and Painting I

Course Description

Create a deeper understanding of art concepts and techniques of various artists and two dimensional artworks. Develop personal style, individual expression and problems solving within a defined set of lessons. Participate in the critiquing process. Draw with a paintbrush, get dirty with charcoal, paint a mural on the sidewalk and so much more.

Essential Understandings/Critical Content

- Refines and extends arts skills and techniques
- Transfers understandings from one artistic style to a larger group of artworks
- Develops work using a creative process independently
- Analyzes how cultural and historical perspectives influence personal aesthetic criteria

Major Assignments/Projects/Assessments

- In-depth study of specific artist or artwork
- Creation of individual art based on student interest
- Research paper
- Large group project

Other:

- Pencil
- \$15.00 fee
- Scissors
- Glue stick
- Optional sketchbook

Pottery 1

1 Semester

CADR

Prerequisites

None

Course Description

Learn to work with clay, apply glazes and use a kiln. Develop the ability to create large free standing pieces. Understand all the techniques needed to create a well formed work of ceramic art. Study other Ceramic artists and apply their techniques to your art. Get dirty.

Essential Understandings/Critical Content

- Gain basic skills in clay working
- Be able to design and create an individual piece
- Apply the “Elements of Art” and learned techniques to critiques
- Know the limitations and difficulties of working with clay, glazes and the kiln.

Major Assignments/Projects/Assessments

- Tile
- Molded dish
- Cup with handle
- Wall hanging
- Box
- Teapot
- Creature

Other:

- \$15.00 fee
- Optional sketchbook

Pottery 2

1 Semester

CADR

Prerequisites

Pottery 1

Course Description

Apply previous knowledge of clay, glazes and the kiln to develop larger free standing piece. Use all the firing, surface, and glaze techniques to create a new and unique ceramic artwork. Study other Ceramic artists and apply their techniques to your art. Get dirty.

Essential Understandings/Critical Content

- Gain advanced skills in clay working
- Be able to design and create an individual piece
- Apply the “Elements of Art” and learned techniques to critiques
- Know the limitations and difficulties of working with clay, glazes and the kiln.

Major Assignments/Projects/Assessments

- To be decided with instructor and artist

Other:

- \$15.00 fee
- Optional sketchbook

Yearbook

1 Semester

Prerequisites

None

Course Description

Develop the concepts, techniques, effective use of the “Elements of Design” to create a variety of two dimensional art projects, photography, and journalism. Each project is to aid in the completion of the yearbook.

Essential Understandings/Critical Content

- Study of elements and principles of visual arts
- Study of design
- Effective communication
- Journalism
- Photography
- Copyright laws

Major Assignments/Projects/Assessments

- Photo story
- Interview, written copy, pictures with captions

Graphic Arts

1 Semester

Prerequisites

None

Course Description

Learn how to use Publisher and apply that knowledge to create advertisements, flyers, book cover designs, your own logo and so much more. Learn to use different cameras, and lenses to take some of the most interesting photos. Then expand your Photoshop skills to design unique photographs worthy of a gallery. Learn to design one and two page layouts as they are created in the yearbook. This is an excellent way to gain the skills necessary for the making of the Evergreen yearbook. Come join the staff and build the book.

Essential understandings/Critical Content

- Understanding of digital design
- Effective communications
- Digital photography
- Photoshop

Major Assignments/Projects/Assessments

- Photo project
- Photo story
- Design projects

6th, 7th and 8th Grades

Drama

1 Semester

Prerequisites

None

Course Description

Come act, learn, work together and individually. Perform radio scripts, two-act plays and Shakespeare. Be someone else, who is happy, sad, young, old and have fun!! Play games.

Essential Understandings/Critical Content

- Analyzes and interprets character, setting, dialog and action development in scripted works
- Analyzes and interprets plot, script and theme of scripted works
- Refines and extends vocal, movement, emotional and sensory recall to create a character in a scripted performance
- Extends focus techniques work for role in a scripted performance

Major Assignments/Projects/Assessments

- Write a short script
- Perform radio play
- Write critiques and complete other written works
- Perform two-three act play
- Study *Romeo and Juliet*

7th and 8th Grades

Body Conditioning & Weight Training

1 Semester

Prerequisites

None

Course Description

Body Conditioning provides the opportunity for all students to be successful regardless of their aerobic fitness levels or prior experience in weight training. Activities are presented in a way that encourages positive attitudes, goal setting and great effort on the part of the student. Videos will be used during class time to show proper weight lifting techniques, as well as, to educate the students in the areas of nutrition and life-long wellness. Aerobic exercise will also play an important roll in the Fitness Class. Every Wednesday the students will be running and graphing their results and progress with the emphasis on improvement. Written assignments will be given as well as lectures and quizzes to further the student's knowledge in the area of healthy lifestyles.

Essential Understandings/Critical Content

- Understand safety rules and procedures in weight training and body conditioning activities.
- Demonstrate sportsmanship and cooperation during all class activities.
- Weight training and body conditioning activities produce life-long physical wellness.

Major Assignments/Projects/Assessments

- Narrative writing assignments
- Fitness goal setting
- Practical assessments on class activities

Other:

- Fitness t-shirts will be required, fee is \$6.00

Fit for Life

1 Semester

Prerequisites

None

Course Description

Fit for Life is designed for students who may be looking for a different approach to overall fitness. Activities will include: yoga, pilates, abs lab, and circuit training with medicine balls, stability balls, exercise bands and free weights, dance studio, and may also include, rope skipping routines, badminton, add-pin bowling, and some nutrition training.

Class benefits: Improved coordination, strength, flexibility, and cardio respiratory function; reduced injuries in everyday activities.

Essential Understandings/Critical Content

- Demonstrates sportsmanship and cooperation during all fitness class activities.
- Fitness activities produce life-long physical wellness.

- Understands safety rules and procedures in team and individual activities.

Major Assignments/Projects/Assessments

- Assessment of body composition will be made at the beginning of the semester and again at the end.
- A major dance project will be performed at the end of the year
- Fitness goal setting

Other:

- Fitness t-shirt will be required, fee is \$6.00

Team Sports

1 Semester

Prerequisites

None

Course Description

The team sports class provides the opportunity for all students to be successful regardless of their personal fitness or skill level. Sports and games are presented in a way that encourages positive attitudes, good sportsmanship and great effort on the part of the students.

This class will provide knowledge and activities which explore fitness at a team level. Students will learn fitness concepts and team sports that promote a lifelong healthy lifestyle. Aerobic exercise will also play an important roll in the team sports class. Every Wednesday the students will be running and graphing their results and progress with the emphasis on improvement. Students will be required to learn the rules, scoring and other important aspects of each sport so they can play and officiate their own games.

Essential Understandings/Critical Content

- Understand safety rules and procedures in team sports.
- Demonstrate sportsmanship and cooperation during all class activities.
- Understand that fitness activities produce life-long physical wellness.

Major Assignments/Projects/Assessments

- Narrative writing assignments.
- Fitness goal setting.
- Practical assessments during team sports and games.

Other:

- Fitness t-shirts will be required, fee is \$6.00

6th and 7th Grades

Foods and Clothing

1 Semester

Course Description

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, food 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.

Essential Understandings/Critical Content

- Food plate
- Nutrition information
- Equipment safety
- Basic sewing skills
- Food preparation
- Child care
- Effective use of communication skills
- Collaboration enhances working in a lab
- Demonstrate responsibilities in a group
- Cooperate with people from different backgrounds

Major Assignments/Projects/Assessments

- Machine sewn pajama pants/shorts and pillow
- Daily sewing lab
- Summarize nutrition article
- Procedural writing recipes
- Planning and preparing for daily foods lab
- Rubrics with assigned points will be used for projects and labs. Evergreen standard grading scale followed.
- Equipment pre and post test
- Quarter tests

Other

- Computer use for summary paragraph
- Safety with equipment
- Independent and group activities
- Foods demonstrations by students
- *Reading Choice* magazine and textbook
- \$20.00 class lab fee

8th Grade

Food Fundamentals

1 Semester

Course Description

Foods class offers many opportunities for cooking food, such as quick breads, yeast breads, cinnamon rolls, soups, pasta, salads, pies and desserts. Students will learn to plan and prepare meals, entertain with food, study foods from around the USA, and invite a staff member to lunch. Students will exhibit initiative, organization, creativity, independence and personal responsibility.

Skills integrated into this course include:

- Kitchen equipment use and safety
- Measuring and mixing skills
- Use of small appliances
- Independent/leadership and team activities
- Computer use for writing assignments
- Planning and organizational skills
- Reading and note taking

Critical Content

- Facts about nutrients
- Eating the food plate way
- Equipment use and safety
- Food preparation skills
- Meal planning
- Careers in foods

Major Assignments/Projects/Assessments

- Daily lab points
- Procedural writing recipes
- Summary paragraph on nutrition
- Home cooking projects
- Guest day meal preparation
- Regional cooking demonstrations

Major Assessment Tools

- Daily lab point rubric
- Writing assignment rubric
- Unit quizzes
- Specialized vocabulary

Other:

- \$25.00 lab fee

6th, 7th and 8th Grades

Leadership 1

1 Semester

Prerequisites

None

Course Description

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. Students will develop leadership skills, which will support the transition to middle school, establishing a culture of respect and value for each Evergreen student. Leadership students will also have opportunities to participate in planning activities for the incoming students and parents, and participate in orientation and transition events in the summer and fall for the new 6th graders. We will work on effective summary and paragraph writing. Student government is also taught in class. This class requires 12 hours of school or community service.

Requirement

Sixth and seventh grade ASB elected officers and representatives are expected to enroll in Leadership classes for a full year.

Skills integrated into this course include:

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

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

7th and 8th Grades

Leadership 2

1 Semester

Prerequisites

None

This class will work with students who are interested in learning the skills of Peer Mentoring and Leadership. The emphasis will be on planning and implementing the "student to student" transition to the middle school configuration. Students will be able to work with administration, counselors, and teachers to plan and implement the activities during 2nd semester and August/September Back to School Orientation.

Course Description

Leadership 2 teaches advanced leadership skills. There is increased opportunity to become proficient in goal setting, decision making, communications, public speaking, project planning, and negotiation. This is a continuation of Leadership 1 and participants in this class are expected to take a lead role in implementing school activities. This class requires 12 hours of school or community service.

Requirement

Sixth and seventh grade ASB elected representatives are expected to enroll in Leadership for a full year.

Skills integrated into this course include:

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

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

8th Grade

Leadership 2

1 Semester

Prerequisites

None

Course Description

Leadership 2 teaches advanced leadership skills. There is increased opportunity to become proficient in goal setting, decision making, communications, public speaking, project planning, and negotiation. This is a continuation of Leadership 1 and participants in this class are expected to take a lead role in implementing school activities. This class requires 12 hours of school or community service. ASB elected officers are expected to take Leadership classes for a full year.

Skills integrated into this course include:

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

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

6th, 7th and 8th Grades

Beginning Band

Full Year

CADR

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. Students experience and practice the fundamentals, skills, and techniques of music.
- National Standards for Music
 - Content Standard #2: Performing on instruments, alone and with others, a varied repertoire of music
 - Content Standard #3: Improvising melodies, variations, and accompaniments
 - Content Standard #5: Reading and notating music
 - Content Standard #6: Listening to, analyzing, and describing music
 - Content Standard #7: Evaluating music and music performances
 - Content Standard #8: Understanding relationships between music, other arts, and disciplines outside the arts
 - Content Standard #9: Understanding music in relation to history and culture

Major Projects and Assessments

- All bands have at least ONE evening concert per quarter.
- Each band student will submit one recorded test per semester with scales and rhythms
- Each band member will complete one enrichment 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.

Cadet Band

Full Year

Prerequisites

1-2 previous years of band experience

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. Students experience and practice the fundamentals, skills, and techniques of music.
- National Standards for Music
 - Content Standard #2: Performing on instruments, alone and with others, a varied repertoire of music
 - Content Standard #3: Improvising melodies, variations, and accompaniments
 - Content Standard #5: Reading and notating music
 - Content Standard #6: Listening to, analyzing, and describing music
 - Content Standard #7: Evaluating music and music performances
 - Content Standard #8: Understanding relationships between music, other arts, and disciplines outside the arts
 - Content Standard #9: Understanding music in relation to history and culture

Major Projects and Assessments

- All bands have at least ONE evening concert per quarter.
- Each band student will submit one recorded test per semester with scales and rhythms
- Each band member will complete one enrichment 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 or alternatives to help to develop goal-setting techniques
- Daily informal evaluations and feedback on students' development.

Jazz Band/Jazz Lab

Full Year

7:00—7:50 a.m. 5 days per week

Prerequisite

1-2 years of band experience, and must be in instrumental music class

Course Description

This class is an extension of performance skills developed in the larger band class. All instruments are welcomed! Students will be placed in the appropriate ensemble, depending upon their level of experience. Students will learn jazz performance skills and improvisation, and become familiar with the styles of Jazz, Latin, Rock, and Funk, and the important performers in Jazz. Performances include

many concerts in the school, community, and jazz festivals. Requirements: Furnish own morning transportation and provide own instrument. **Regular attendance is required! This is a graded credit class.** 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. Students practice self-evaluation of performance to learn how to improve their skills and contribution to the group.
- National Standards for Music
 - Content Standard #2: Performing on instruments, alone and with others, a varied repertoire of music
 - Content Standard #3: Improvising melodies, variations, and accompaniments
 - Content Standard #5: Reading and notating music
 - Content Standard #6: Listening to, analyzing, and describing music
 - Content Standard #7: Evaluating music and music performances
 - Content Standard #8: Understanding relationships between music, other arts, and disciplines outside the arts
 - Content Standard #9: Understanding music in relation to history and culture

Major Projects and Assessments

- Each band will attend at least one performance festival per year.
- Individual playing evaluations will occur in class, following music performance rubrics.
- Daily informal evaluations and feedback on students' development.
- Regular work in Solo Writing and performing.

Concert Choir

Full Year

CADR

Prerequisite

None

Course Description

If you can talk, you can sing! You just have to sign up so that your voice and love for singing will develop as well as your self-confidence. Join this group of students who come together to sing, laugh, and learn, creating an unforgettable musical experience daily. If you were in choir last year, come join another fun-filled year in Concert Choir! Your experience is SO valuable in making this group great and taking it to the next level. (Students have performing opportunities in large group concert, solo, and small ensemble music.)

Critical Content

- The Evergreen Middle School music program has been designed to provide each musician with the opportunity to develop basic performance skills:
 - Tone production
 - Rhythm
 - Technique
 - Musical notation
 - Vocal care
- It also provides the opportunity for students to:
 - Gain confidence in performing
 - Develop self-discipline and responsibility

- Develop social skills through teamwork
- Experience joy in quality music performance

Major Assignments/Projects/Assessments

- One evening concert performed each quarter.
- Performing with a chamber ensemble, which performs at the District Solo and Small Ensemble Festival each spring.
- Touring and adjudicated performances throughout the school year.

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.

Introduction to Guitar

1 Semester

CADR

This class is for the beginning guitarist; It is not intended as an advanced course for experienced players. I see Guitar as coming from two major influences: Classical (Western Europe/Spain) and The Blues. Students will learn both the melody side of guitar playing (melodies, solos, multi-part ensembles) and the accompanying side (chords, strumming, singing). Right-hand technique will include finger-picking, playing with a flat pick (used in rock, country, bluegrass, popular, folk, blues). Left-hand techniques will begin with easy open-position chords and melodies in first position. We will also introduce many of the influential and important Guitar Artists in all genres. Improvisation and some song-writing techniques will be discussed.

Students need to provide their own ACOUSTIC guitar AND book (Essential Elements for Guitar by Bob Morris & Will Schmidt) a limited number of basic models are available for student load for a fee of \$100.00 (first come, first served)

Course Objectives

- To enrich and enhance the life of each student through music
- To develop in each student a greater love for music through appreciation
- 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
- To develop skills of critical analysis (making "real" music)
- To share in the enjoyment of performing and of making your own music

String Orchestra

Full Year

CADR

Prerequisites

Open to 6th, 7th, and 8th grade students with at least one year of study on violin, viola, cello or string bass.

Course Description

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.

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
- Elective Evening Open House

Other

- \$10.00 fee for replacement of small items for instrument "wear and tear"

7th and 8th Grades

Symphonic Band

Full Year

CADR

Prerequisite

Successful completion of Cadet Band 2-3 years of instrumental experience or director's permission.

This class provides continued focus on developing reading strategies and performance skills through increasingly advanced literature, solo and chamber music, and numerous performance opportunities. We will work out of Standards of Excellence Book 3, and I Recommend by James Ployhar, and will have completed the common scales. Performance evaluations through written reviews and rubric-scored tests help students develop self-evaluation, and strategize for improvement. Marching Band experience is offered.

Requirements

Provide own instrument or rent from music shop or the school (depending upon instrument), participation in evening concerts and festivals.

Critical Content

- The Evergreen Performance Music goals are to expand your experience of Music Performance, Styles, History, Theory, and (hopefully) Enjoyment through level-appropriate literature. Students experience and practice the fundamentals, skills, and techniques of music.
- National Standards for Music
 - Content Standard #2: Performing on instruments, alone and with others, a varied repertoire of music
 - Content Standard #3: Improvising melodies, variations, and accompaniments
 - Content Standard #5: Reading and notating music
 - Content Standard #6: Listening to, analyzing, and describing music
 - Content Standard #7: Evaluating music and music performances
 - Content Standard #8: Understanding relationships between music, other arts, and disciplines outside the arts
 - Content Standard #9: Understanding music in relation to history and culture

Major Projects and Assessments

- All bands have at least ONE evening concert per quarter.
- Each band student will submit one recorded test per semester with scales and rhythms
- Each band member will complete one enrichment 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 or alternatives to help to develop goal-setting techniques
- Daily informal evaluations and feedback on students' development

8th Grade

Wind Ensemble

Full Year

CADR

Prerequisites

High level of music and rhythmic reading skills (2-3 years of instrumental experience). Audition or director's permission.

This class provides continued focus on developing reading strategies and performance skills through increasingly advanced literature, solo and chamber music, and numerous performance opportunities. We will work out of *I Recommend* by James Ployhar, and will have completed all major and minor scales by the 1st semester. Critical evaluations through written reviews and rubric-scored tests help students develop and refine self-evaluation, and strategize for improvement. Marching band experience is offered.

Requirements

Provide own instrument or rent from music shop or the school (depending upon instrument), participation in evening concerts and festivals.

Critical Content

- The Evergreen Performance Music goals are to expand your experience of music performance, styles, history, theory, and (hopefully) enjoyment through level-appropriate literature. Students practice self-evaluation of performance to learn how to improve their skills and contribution to the group.
- 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 evening 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

6th and 7th Grades

Tech 1

1 Semester

Course Description

Tech 1 is an entry-level technology course. It is designed to take the student through basic to intermediate uses of technology. Some of the skills that will be covered in the class include networking basics, operating system usage, graphics design, word processing, desktop publishing, Internet use, HTML, file formats and beginning multimedia design. This class meets Career and Technical Education (CTE) requirements.

Essential Understandings/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 middle school resources
 - Use, evaluate resources w/research
 - Use in search techniques
- Communication
 - Understand limits of written communication
 - Routinely, efficiently use online resources
- 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

- Photoshop
- Rotoscope Project

Other

- \$10.00 course fee
- Large capacity removable storage such as USB drive highly recommended.

7th and 8th Grades

Tech 2

1 Semester

Prerequisites

Tech 1

Course Description

Tech 2 is an intermediate to expert level technology course, It is designed to pick up where Tech 1 leaves off. Some of the skills that will be covered in the class include working with Photoshop, video compositing, video editing, 3D animation, and video special effects. A new addition to the course this year will be a unit exploring robotics and programming. At the completion of the course, students should be comfortable in more advanced methods of computer and technology use.

Critical Content

- Writing/Publishing
 - Design and layout
 - Merge information
 - Use import/export functions
- 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
 - Explore a variety of multimedia authoring software
 - Create a product to meet self-defined criteria
- Presentation
 - Include external links
 - Develop product for audience outside classroom
 - Use presentation equipment
 - Incorporate design principles
 - Integrate multiple applications
 - Extend audience beyond school
 - Use animation, video, outside links
- 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
- Use alternate toolbars
- Network
 - Access file systems/servers
 - Upload, understand connectivity
 - Differentiate Internet/Intranet
 - Use network to share files
- Research
 - Use, evaluate resources w/research
 - Routinely, efficiently use online resources
- Communication
 - Understand limits of written communication
 - Routinely, efficiently use online resources
- Ethics
 - Respect copyright
 - Distinguish appropriateness of content and language
 - Understand viruses
 - Respect configuration settings
 - Exhibit legal, ethical behaviors
 - Demonstrate ethical/appropriate use of resources
- Robotics
 - Construction skills
 - Communications skills
 - Classroom to work environment connections
 - Problem solving
 - Make connections between classroom skills and skills for working/living
 - Solve problems
 - Evaluate information
 - Set and work toward standards of quality
 - Gather information through listening/observing
 - Use tools/equipment to access/process/present information
 - Use a variety of tools for different kinds of work
 - Operate portable tools, power tools and hand tools

Major Assignments/Projects/Assessments

- Photoshop
- Web Site Project
- Rotoscope project
- Video Compositing
- 3-D animation
- Robotics

Other

- \$10.00 course fee
- Large capacity removable storage such as USB drive highly recommended.

Media and Video Productions

1 Semester

Course Description

Media and video productions is a course designed to take students through the process of creating a "full-length" video production. Students will start with planning and script-writing and then move through the process of moving their ideas from paper to film. They will learn camera operation, video terminology and filming techniques. They will also experience storyboarding, graphic design, web-site development and video editing. Their final project will include a teaser trailer, official trailer, "full-length" movie and support materials appropriate to a contemporary video production.

Critical Content

- Writing/Publishing
 - Design and layout
 - Merge information
 - Use import/export functions
- 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
 - Explore a variety of multimedia authoring software
 - Create a product to meet self-defined criteria
- Presentation
 - Include external links
 - Develop product for audience outside classroom
 - Use presentation equipment
 - Incorporate design principles
 - Integrate multiple applications
 - Extend audience beyond school
 - Use animation, video, outside links
- 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
 - Use alternate toolbars
- Network
 - Access file systems/servers
 - Upload, understand connectivity
 - Differentiate Internet/Intranet
 - Use network to share files
- Communication
 - Understand limits of written communication
 - Routinely, efficiently use online resources
- 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

- Movie review website
- Children's book project
- Script for teaser trailer
- Storyboards for teaser trailer
- Script for official trailer
- Storyboards for official trailer
- Script for final movie
- Storyboards for final movie
- Movie poster
- Movie website

- Teaser trailer
- Official trailer
- Final movie

Other:

- \$10.00 course fee
- Large capacity removable storage such as USB drive highly recommended.

6th, 7th, and 8th Grades

Woodworking 1

1 Semester

Prerequisites

None

Course Description

Destined to be your favorite hour of the day, Woodworking 1 will provide you with the basic skills needed to produce quality woodworking projects. From classic chess boards to Adirondack chairs, we'll make a huge variety of projects while safely using hand and power tools.

Essential Understandings/Critical Content

- Personal Safety
- Basic woodworking
- Orthographic Projection
- Planning
- Following instructions

Major Assignments/Projects/Assessments

- Machine Safety
- '1 x 4' project
- Tools & Machines
- Independent woodworking projects
- Project evaluations & project progress

Other

- \$15.00 woodworking fee
- Extra costs contingent on individual project choice

7th and 8th Grades

Woodworking 2

1 Semester

Prerequisites

Woodworking 1 or equivalent

Course Description

A continuation of an Evergreen favorite, Woodworking 2 will expand your woodworking skills and enhance your craftsmanship. Students will work individually or in small groups to plan and produce finely crafted projects. Build "anything you want to build" (within your abilities and budget).

Essential Understandings/Critical Content

- Personal safety
- Advanced woodworking
- Drafting
- Planning & Orthographic Projection

Major Assignments/Projects/Assessments

- Machine safety
- Project plan
- Project evaluations & project progress
- Advanced woodworking projects
- Woodworking portfolio

Other

- \$15.00 woodworking fee
- Extra costs contingent on individual project choice

Woodworking 3

1 Semester

Prerequisites

Woodworking 2 or equivalent

Course Description

Advanced woodworking is a special opportunity for the experienced and motivated woodworker to explore woodworking in depth. Woodworking 3 students will work independently on fine woodworking projects. Original design, varied finish techniques, joinery options and woodworking design history will be incorporated in projects that will feature something 'special.'

Essential Understandings/Critical Content

- Personal Safety
- Advanced woodworking
- Drafting
- Planning & orthographic projection
- Elements of design

Major Assignments/Projects/Assessments

- Project evaluations & project progress
- Advanced woodworking projects
- Woodworking portfolio
- Woodworking poster
- Project design and plan
- Elective Evening Open House

Other

- \$15.00 woodworking fee.
- Extra costs contingent on individual project choice

7th and 8th Grades

Exploratory French and Spanish 1 Semester

Course Description

The French and Spanish teachers at Evergreen designed this course to give students an exposure to French and Spanish. French 1 and Spanish 1 are first year high school level courses at a higher level of academic demand and available to 8th graders only (see French 1 and Spanish 1 description). There is no prerequisite for Exploratory. This course is a one semester elective. One quarter will concentrate on French and the other quarter will concentrate on Spanish. We will encourage the students to develop an awareness of these two cultures through singing, games, cooking and other activities.

Critical Content/Process and Skills

- Exploring another culture and its place in today's world
- Contextual topics
 - Schools, daily routine, clothing, pastimes, special occasions, money, artists, heroes, festivals, shopping, commercials, songs, food, geography, movies, television, media, current events and childhood in the French and Spanish world.
- Language development will be designed in connection with the critical content.

Activities

- Songs
- Games
- Cooking
- Movies
- Art activities
- Magazines
- Commercials
- Outdoor activities

8th Grade

French 1 Full Year

CADR

Prerequisites

Good study skills and strong language arts skills.

Course Description

This course is equivalent to one year of beginning high school world language. It emphasizes communicative activities taught in concept based units. The district adopted curriculum, Bien Dit, provides the basis of the course. Language acquisition is developed through the natural sequence of listening, speaking, reading, and writing. Understanding and appreciation of Francophone culture develop as students study and experience it firsthand. The course demands good study skills with daily homework and classroom accountability. Students may enroll in French provided they have strong language arts abilities and disciplined study skills.

Critical Content/Process and Skills

- Language Structures
 - Present tense
 - Agreement between parts of speech
 - Sentence patterns, possessives, interrogatives

- Contextual Topics
 - Numbers, time
 - School, colors, family, professions
 - Weather, seasons, feelings and emotions
 - Appearance, characteristics, foods, pastimes, clothing
 - Sports, vacations, home, health, community
- Communicative Functions
 - Exchanging greetings, farewells, and courtesies
 - Expressing agreement and disagreement
 - Expressing likes and dislikes, giving and following directions, making requests
 - Expressing ownership, describing people, places, and things
 - Expressing feelings and emotions
- Cultural Goals
 - Appropriate forms of addressing people
 - School systems
 - Meals, regional foods
 - Types of shopping
 - Festivals, family celebrations

Major Assignments and Projects

- Daily homework reinforces classroom learning
- Grammar and vocabulary quizzes assess pace of learning
- Chapter tests assess listening, speaking, reading, and writing proficiency
- Oral presentations assess fluency, knowledge, and proficiency
- Rubrics provided for all assignments
- End-of-year district-wide timed writing assessment and objective Scantron test demonstrates level of achievement

Other

- Workbook (approximately \$12.50)

Web site: <http://schools.lwsd.org/ejh/bury>

- Provides access to:
 - Current and archived class calendars
 - Current and past assignments
 - Samples of student work
 - Contact information

Spanish 1

Full Year

CADR

Prerequisites

Good study skills and strong language arts skills.

This class is a first year high school level course. Students are expected to allow for a minimum of 30 minutes of homework/review each night. Students must purchase a workbook to be used in class.

Course Description

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.

Skills integrated into this course include: listening, reading, writing and speaking through the implementation of Paso a Paso audio tapes, short readings, and pair activities

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)

Other

- Workbook (approximately \$11.00)

6th and 7th Grades

Content Reading Social Studies

1 Year

Prerequisites

Individualized Education Program (IEP)/Special Education Placement

Course Description

Content Reading Social Studies is a course designed to improve reading and writing skills with a focus on American History instruction. The curriculum includes the use of the 7th grade history book. This year covers topics including the original 13 colonies, the American Revolution and the Constitution. The focus of writing instruction in first semester is on extended response answers as well as supporting answers with details. The second semester of Content Reading includes the Classroom Based Assessment (CBA) (State Requirement). Writing in the second semester focuses on completion of a multi-paragraph persuasive essay.

Essential Understandings/Critical Content

The essential understandings for this course are based on the key power standards for social studies. Emphasis is given to working on reading and writing skills.

Major Assignments/Projects/Assessments

- Curriculum Based Measurements reading and writing
- Basic Reading Inventory (BRI) fall/spring
- Persuasive CBA
- End of chapter tests and/or projects

6th, 7th and 8th Grades

Content Reading Science

1 Year

Prerequisites

Individualized Education Program (IEP)/Special Education Placement

Course Description

Content Reading Science is a course designed to improve reading and writing skills with a focus on science instruction. The curriculum includes *Rewards Plus Reading Strategies Applied to Science Passages* and ACCESS Science. This curriculum covers topics in earth, life and physical science such as ecosystems, plants, energy and matter and the human body. The focus of writing instruction in 1st semester is on summary writing as well as writing a good hypothesis. The second semester of Content Reading moves more into a lab-based class using district curriculum. Students complete an extended science project during the fourth quarter. Writing in the second semester focuses on completion of a formal lab report.

Essential Understandings/Critical Content

The essential understandings for this course are based on the key power standards for science. Because this course is intended to improve reading and writing skills in the area of science, emphasis is given to the following:

- Scientific inquiry involves asking and answering questions and comparing the answer with what scientists already know about the world.
- Collecting, analyzing, and displaying data are essential aspects of all investigations.
- Scientific reports should enable another investigator to repeat the study to check the results.

Major Assignments/Projects/Assessments

- Curriculum Based Measurements (CBM) in writing and reading
- Basic Reading Inventory (BRI) fall/spring
- Fluency and comprehension work using science text
- Plan and conduct lab experiments
- Guided practice in the formal lab report with students completing independently a formal lab report in the second semester
- State Assessment for 8th graders: Measurements of Student Progress (MSP)/Science.

Independent Math

1 Year

Prerequisites

Individualized Education Program (IEP)/Special Education Placement

Course Description

This is a course designed to improve math fluency skills with a focus on Life Skills. Students work independently at their own pace in their growth areas in mathematics.

Essential Understandings/Critical Content

The curriculum includes but is not limited to using the four basic operations (+, -, x, /), working with money, fractions, percents, time, and solving daily life skills word problems. Computer time is given to reinforce basic skills and what is being taught in class.

Major Assessments

Students will also be assessed weekly in math fluency and problem solving (Curriculum Based Measurement). This data will be used set individual goals using weekly assessment data and to conference with students each quarter to look at their progress in fluency and problem solving.

Language Arts

1 Year

Prerequisites

Individualized Education Program (IEP)/Special Education Placement

Course Description

Resource language arts replaces the general education curriculum for students that qualify for specially designed instruction in basic reading, comprehension and/or written expression. The general education curriculum is adaptive and modified to ensure that the activities are highly engaging and allow students to have access to the general education curriculum while working towards IEP goals. Along with the general education curriculum, students participate in highly engaging lessons through *Inside: Language, Literacy, and Content* to develop reading and writing skills.

Essential Understandings/Critical Content

The essential understandings for this course are based on the key power standards for 6th through 8th grade reading and writing which are available on the LWSD website as well as individual goals based upon students IEP goals and present levels

Major Assignments/Projects/Assessments

- Multi-paragraph writing each quarter
- Independent reading projects
- Novel studies
- Weekly assessments in reading and writing (Curriculum Based Measurement)
- Conferences each quarter to look at progress in reading and

- writing and set individual goals using weekly assessment data
- Curriculum Based Assessments (CBM) in reading and writing
- Basic Reading Inventory (BRI) fall/spring
- State assessments 6th/7th/8th grades: Measurements of Student Progress (MSP)

Math - 6th Grade

1 Year

Prerequisites

Individualized Education Program (IEP)/Special Education Placement

Course Description

This resource math course builds on the content of Fifth Grade Mathematics.

Essential Understandings/Critical Content

The units are based on the following mathematical content: Fractions, Decimals, Percents, Problem Solving, Probability, and Writing and solving simple Algebraic expressions and equations

Major Assignments/Projects/Assessments

Students will be assessed weekly on math fluency and problem solving (Curriculum based Measurement). This data will be used to set individual goals using weekly assessment data and to conference with students each quarter to look at their progress in fluency and problem solving.

Social Skills/Study Skills

1 Year

Prerequisites

Individualized Education Program (IEP)/Special Education Placement

Course Description

Social Skills/Study Skills is a class for ASD students or students with similar disabilities who qualify for SDI in social skills. In social skills, we work on self-regulating behaviors perspective taking, initiating conversation, joining a group, school smarts v. social smarts, and many other areas to become better social thinkers.

Essential Understandings/Critical Content

The essential understandings for this course are based on the students individual education plans and goals. Study skills are included in this class.

Study Skills

1 Year

Prerequisites

Individualized Education Program (IEP)/Special Education Placement

Course Description

Study skills is a class that is designed for students that qualify for specially designed instruction in organization. This class replaces an elective for students. In study skills, students receive extra support in organization and advocacy skills, breaking down assignments, and assistance with class work in the general education curriculum.

Essential Understandings/Critical Content

The essential understandings for this course are based on the students individual education plan goals.

Major Assignments/Projects/Assessments

- Advocacy letter to teachers
- Skill assignments for test taking, note taking, and studying

7th and 8th Grades

Math

1 Year

Prerequisites

Individualized Education Program (IEP)/Special Education Placement

Course Description

Lake Washington School District has adopted *Cognitive Tutor Bridges to Algebra*, a two year program, as the curriculum for seventh and eighth grade resource math. The program is set up so that 60% is instructional/group work and 40% is computer time to reinforce what is being taught in class.

Essential Understandings/Critical Content

The units are based on the following mathematical content: Fractions, Percents, Integers, Problem Solving, Pythagorean Theorem, Linear Functions, Inequalities, and Probability.

Major Assessments

Students will also be assessed weekly in math fluency and problem solving (Curriculum Based Measurement). This data will be used set individual goals using weekly assessment data and to conference with students each quarter to look at their progress in fluency and problem solving. The *Cognitive Tutor* program provides on-going assessment of student achievement.