

*Enriching and
empowering
students through
connection,
value, and
challenge*



Evergreen Junior High

Course Catalog

2010-2011

Lake Washington School District

Each student will graduate prepared to lead a rewarding, responsible life as a contributing member of our community and greater society.

Welcome to Evergreen Junior High School!



EJH 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 junior high school experiences and celebrate their growth in both academic achievement and as responsible involved citizens.

Evergreen Jr. High School has been serving the needs of students and parents for 27 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, Einstein, 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

Cindy Lundvall, Assistant Principal

The complete course catalogue may be accessed at: <http://schools.lwsd.org/EJH/>.

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Counselors and Specific Programs

Meet Your Counselors

Counselors assist junior high 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) 836-7260

Counselors: Barbara Gregory (A-K) and Dawn Riley (L-Z) | Registrar: Felicia Casolary

Special Education

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.

Contacts: Suzanne Swanigan, Department Chair

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 junior high teachers. Individual Learning Plans are developed and monitored by counselors, administrators, and teachers.

Evergreen Junior High Requirements

7th Grade

- 2 Semesters Language Arts
- 2 Semesters American History to the Civil War; Constitution Classroom Based Assessment
- 2 Semesters CMP2 Math 7
- 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
- 2 Semesters CMP2 Math 8
- 2 Semesters Science
- 1 Semester Fitness
- 1 Semester Health
- 2 Semesters Electives

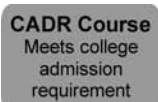
9th Grade

- 2 Semesters Language Arts
- 2 Semesters World History/High School & Beyond Career Planning
- 2 Semesters Math (Algebra or Geometry or Advanced Algebra)
- 2 Semesters Science
- 1 Semester Fitness
- 3 Semesters Electives

CADR Courses Meet New College Admission Requirements

Since 2008, ninth graders who are planning to seek admission to public baccalaureate institutions (four-year colleges and universities) in Washington are required to take courses to meet the state's minimum College Admission Distribution Requirements (CADR). Courses that meet college admission requirements are marked with this icon (below) throughout the course catalog.

Look for this icon:



This icon means that **this course will fulfill one of the state's minimum college admission standard course requirements** for admission to a state-run, four-year college or university.

Please see pages 60-61 for more information about college admission standards and CADR courses.

Graduation Requirements: Classes of 2011-2014

District Graduation Credit Requirements

Credit Requirements at a Glance

	2011-2012	2013-2014
Subject	Credits	Credits
Language Arts	4.0	4.0
Science	2.0	2.0
Mathematics	2.0	3.0
Math/Science	1.0	—
Social Studies	3.0	3.0
Fine Arts	1.0	1.0
P.E.	1.5	1.5
Health	0.5	0.5
Occupational	1.0	1.0
Electives	6.0	6.0
Total	22.0	22.0

Other Credit Requirement Information

Students must pass all required and elective courses. If you are thinking about taking a class for credit in a non-district school and applying that credit for graduation, check with your school. *Your school must approve the course prior to your enrollment to allow you to apply it toward graduation.*

Changes to Credit Requirements for Classes of 2013-2014

Students in the classes of 2013 and beyond must meet all of the same requirements as those for the class of 2012 with these changes:

- **The math credits requirement increases to 3.0 credits in the progressive sequence of Algebra I, Geometry, and Algebra II.**

A student may elect to pursue a third credit in mathematics other than Algebra II if the choice is based on a career-oriented course of study identified in the student's High School and Beyond Plan. The student's parent/guardian (or designee) must agree that the third credit of mathematics is a more appropriate course than Algebra II because it better serves the student's career goals. A meeting is then held with the student, the parent/guardian (or designee), and a high school representative to discuss the course. At the meeting, the parent/guardian (or designee) must sign a form acknowledging they understand the mathematics requirement for credit-bearing two- and four-year college-level math courses and believe the third credit of mathematics elected is a more appropriate course selection given the student's education and career goals.

District Performance Graduation Requirements

Literacy and Language Standards

Students will complete three (3) writing assignments that meet the standards, including a literary analysis essay, a persuasive essay, and a cause-effect or compare-contrast essay.

Mathematical and Scientific Reasoning Standard

Students are required to demonstrate proficiency on one formal lab report in a science class and a problem solving and reasoning report in a math class.

State Performance Graduation Requirements

- **Classes of 2011-2012** must meet state learning standard expectations in reading, writing, and mathematics through exams and/or other methods approved by the state. **Classes of 2013-14** must also meet state learning expectations in science through exams and/or other methods approved by the state.
- Culminating Project requirements
- High School and Beyond Plan

Language Arts (English 7)/Social Studies (US History 1)-7th Grade 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.

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:

- LWSD Power Standards: Social Studies, 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

Language Arts

Language Arts (English 8) - 8th Grade - 1 Year

Course Description

Effective communication is a fundamental tool for lifelong success. Reading and writing are basic 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 narrative text. Students will learn techniques and strategies for becoming competent readers while discovering the truths of life found in literature. 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 analysis, reading analysis through higher level thinking and comprehension skills, the 6+1 Traits Writing Model, and correct 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

- At least four major multi-paragraph writing assignments
- Three or more major literary studies (*To Kill a Mockingbird*, *Invitation to The Game*, Survival Themed Novel Unit)
- Socratic Seminars
- Read Around Groups and other collaborative work
- High School and Beyond Career Unit and Business Letter
- 6 Trait Reading Comprehension Questions
- In depth self-reflection on academic growth and achievement throughout the school year
- Portfolio collection including assignments from all classes. (This is a growth portfolio.)
- Opportunities for extended learning
- State Assessment Reading: Measurements of Student Progress (MSP)

Other: (special features/requirements of the course, course fees, supplies, etc.)

- Spiral Notebook/journal

Honors Language Arts (English 8) - 8th Grade - 1 Year

Prerequisites: Yearly application and selection process based on program criteria (i.e. GPA, teacher recommendation, student portfolio, etc.)

Course Description

Students will focus on advanced writing skills, classic and contemporary literature, critical reading strategies, vocabulary development, and oral communication. As most of these students have their sights set on college, Honors LA will develop and reinforce critical thinking skills (metacognition) through questioning, analyzing, synthesizing, and evaluating ideas, prose/poetry, authors and themselves.

Essential Understandings/Critical Content

- LWSD Power Standards in Reading and Writing
- Literary text, informational text
- Literary elements and devices
- Text features and organizational structures
- Adaptation of communication for specific audiences
- Self-reflection to effectively improve writing and speaking

Major Assignments/Projects/Assessments

- Photo Journal (prose)
- Persuasive research paper
- Compare/contrast essay
- Expository essay
- Bio-Project- biography research/outline, monologue, presentation
- Novel studies
- Poetry
- State Assessment: Measurements of Student Progress (MSP)
- High School and Beyond Career Unit

Other:

- Students in Honors are required to earn a grade of 80% or higher at each grade period, or will be placed on probation for one quarter until the grade is raised. If this is not completed or happens again in the school year, the student will be removed from the program. Placement is for one school year.

Language Arts

CADR Course
Meets college
admission
requirement

Language Arts (English 9) - 9th Grade - 1 Year

Course Description

Ninth grade Language Arts will help students explore perspectives established in their social studies courses using literature that will help students to identify cultural and universal themes. Novel studies will include works written by authors from the Pacific Rim countries/cultures studied in Social Studies as well as universal “classics” such as *Animal Farm* and *Romeo and Juliet*. In addition to in-class reading, students are expected to read independently from a variety of genres. Writing assignments are designed to strengthen students’ 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. Short stories, poetry and novels will also enhance students’ understanding of literary elements and techniques. Students will enhance their oral communication skills through discussion, acting, and formal presentations.

Essential Understandings/Critical Content

- LWSD Power Standards in Reading and Writing

Major Assignments/Projects/Assessments

- Opportunities for self reflection through the quarterly Power Standards Portfolio
- Four major independent reading projects
- Four major writing assignments
- Unit examinations
- Socratic Seminars
- Opportunities for extended learning

Other:

- At least 1 spiral notebook per semester needed for journal

Honors Language Arts (English 9) - 9th Grade - 1 Year

CADR Course
Meets college
admission
requirement

Course Description

Ninth grade Honors Language Arts will help students explore perspectives established in their social studies courses using literature that will help students to identify cultural and universal themes. Novel studies will include works written by authors from the Pacific Rim countries/cultures studied in Social Studies such as *The Ramayana* and *Wild Swans* as well as universal classics such as *Animal Farm* and *Romeo and Juliet*. In addition to in-class reading, students are expected to read independently from a variety of genres. Writing assignments are designed to strengthen students' 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. Short stories, poetry and novels will also enhance students' understanding of literary elements and techniques. Students will enhance their oral communication skills through discussion, speeches, mock trials, acting, and formal presentations.

Essential Understandings/Critical Content

- LWSD Power Standards in Reading and Writing

Major Assignments/Projects/Assessments

- Opportunities for self reflection through the quarterly Power Standards Portfolio
- Four major independent reading projects
- Four major writing assignments
- Unit examinations
- Socratic Seminars
- At least four major oral presentations

Other:

- At least 1 spiral notebook per semester needed for journal
- Students in Honors are required to earn a grade of 80% or higher at each grade period, or will be placed on probation for one quarter until the grade is raised. If this is not completed or happens again in the school year, the student will be removed from the program.

Language Arts

Safety Net Literacy - 7th, 8th, 9th Grade - 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 junior high teachers. Individual Learning Plans are developed and monitored by counselors, administrators and teachers. Writing assignments are designed to strengthen students' 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 geared to the 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 7th through 9th, which are available on the Lake Washington School District Web site.

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 (7th/8th); Writing (7th)
- Unit examinations

U.S. History 2/Washington State History - 8th Grade - 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 creation of the country we know today. 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 history taught in the 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
- Conflict Classroom Based Assessment (CBA) State Requirement
- Individual and group projects
- Exams: short and extended answers
- Novels
- Opportunities for extended learning

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

Honors U.S. History 2/Wash. State History - 8th Grade - 1 Year

Course Description

The Honors History program in eighth grade is the study of the United States from late 1800s to the present. Emphasis is placed on the creation of the country we know today. 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 over the last century and a half. Students will be engaged in a vast array of challenging assignments and exciting projects: making a documentary film, PowerPoint presentations, various forms of writing, timelines and literature circles focusing on American Conflict.

Though the content is basically the same as other eighth grade history classes, the depth of study, the difficulty of reading and the expectations are all heightened.

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
- Literature circles

Major Assignments/Projects/Assessments

- Persuasive writing process assignment
- Conflict Curriculum Based Assessment (CBA)
- Individual and group projects
- Exams: short and extended answers
- Novels

Resources

- Variety of:
 - Textbook, literature selections, anthologies, current events
 - Films; documentary and feature
 - Handouts
 - Graphic organizers

Technologies including Internet, PowerPoint, ACTIVBoard, ACTIVote, document camera

Other:

- Students in Honors are required to earn a grade of 80% or higher at each grade period, or will be placed on probation for one quarter until the grade is raised. If this is not completed or happens again in the school year, the student will be removed from the program. Placement is for one school year.

World History 1 - 9th Grade - 1 Year

CADR Course
Meets college
admission
requirement

Course Description

World History I is the first year of a two year sequence with World History 2 taught in the 10th grade. In the 9th grade, students will study countries from South Asia, India, Pakistan, and Afghanistan, Southeast Asia, East Asia, China and Japan, and Latin America and Mexico. Students will study the history, geography, culture, and economics of each region. Comparative political systems and the importance of international trade are other areas of emphasis.

Students will be engaged in a vast array of challenging assignments and projects: debates, PowerPoint presentations, various forms of writing, and the study related novels. Special emphasis will be placed on skills development through the Six Traits of Reading and writing process (note-taking, research, test taking and study skills).

Essential Understandings/Critical Content

- LWSD Power Standards in Social Studies, Reading and Writing
- Identify major world regions and understand their cultural roots.
- Evaluate the impact of various forms of government on people in world history.
- Analyze how cultures and cultural groups have shaped world history.
- Understand how the following themes define eras in world history:
 - Rise of civilization
 - Global expansion and encounter
 - International Conflicts
 - Challenges to democracy and human rights

Major Assignments/Projects/Assessments

- Classroom Based Assessment (CBA): Humans and Their Interaction with the Environment
- Persuasive Writing Process Essay
- Regular Unit Exams
- Literature/novels relevant to themes and regions
- Opportunities for extended learning
- High School and Beyond Career Unit

Other:

- Multi-subject spiral notebook

CADR Course
Meets college
admission
requirement

Honors World History 1 - 9th Grade - 1 Year

Course Description

World History 1 – Honors is the first year of a two year sequence with World History 2 taught in the 10th grade. In the 9th grade, students will study countries from South Asia, India, Pakistan, and Afghanistan, Southeast Asia, East Asia, China and Japan, and Latin America and Mexico. Students will study the history, geography, culture, and economics of each region. Comparative political systems and the importance of international trade are other areas of emphasis.

Students will be engaged in an expanded curriculum with more in depth applications of the critical elements through challenging assignments and projects: debates, PowerPoint presentations, various forms of writing, and the study related novels. Special emphasis will be placed on skills development through the Six Traits of Reading and writing process (note-taking, research, test taking and study skills).

Essential Understandings/Critical Content

- LWSD Power Standards in Social Studies, Reading and Writing
- Identify major world regions and understand their cultural roots
- Evaluate the impact of various forms of government on people throughout world history
- Analyze how cultures and cultural groups have shaped world history
- Understand how the following themes define eras in world history:
 - Rise of civilization
 - Global expansion and encounter
 - International conflicts
 - Challenges to democracy and human rights

Major Assignments/Projects/Assessments

- Classroom Based Assessment (CBA): Humans and Their Interaction with the Environment
- Persuasive Writing Process Essay
- Regular Unit Exams
- Literature/novels relevant to themes and regions
- High School and Beyond Career Unit

Other:

- Multi-subject spiral notebook
- Students in Honors are required to earn a grade of 80% or higher at each grade period, or will be placed on probation for one quarter until the grade is raised. If this is not completed or happens again in the school year, the student will be removed from the program.

Connected Math Program 2 (CMP2 7) – Grade 7

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

- LWSD 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 = Measure of Student Performance

Other:

- Scientific calculator required
- Graph paper spiral notebook

Connected Math Program 2 (CMP2 8) – Grade 8

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

- LWSD 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

- Assignments daily
- Quiz about every two weeks
- Study guide for each unit
- Test at the end of each unit. Unit test grades are used to determine whether or not students have mastered Algebra standards. Students demonstrating mastery of Algebra standards will take Geometry in ninth grade. Students not demonstrating mastery of Algebra standards will take Discovering Algebra in ninth grade.
- State Assessment in Math; (MSP) Measurement Student Performance

Other:

- Scientific calculator required
- Graph paper spiral notebook

CADR Course
Meets college
admission
requirement

Algebra - 9th Grade and advanced 7th Graders - 1 Year

Prerequisites: 7th graders must take an Algebra Aptitude Test and must have achieved Level 4 (Exceeds Standards) on the 6th grade Math state assessment (Measurements of Student Progress)

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

- LWSD Power Standards in Math
- Graphing
- Linear Equations
- Quadratic Equations
- Functions
- Exponents
- Data Analysis
- Proportional Reasoning
- Probability
- Systems of Equations and Inequalities

Major Assignments/Projects/Assessments

- Study Guides
- Chapter Tests
- Quizzes
- State Assessment 7th grade (MSP) Measure of Student Performance.

Other:

- TI-83 calculator highly recommended
- Graph paper spiral notebooks (2)
- Spiral notebook
- Ruler
- Correcting pens

Geometry – 8th and 9th Grades - 1 Year

Prerequisites: Algebra I or successful completion of CMP2 grade 8

CADR Course
Meets college
admission
requirement

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 and tessellations, area and volume, the Pythagorean Theorem, congruence and similarity.

Essential Understandings/Critical Content

- LWSO 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

- Chapter exams and quizzes
- State Assessment (8th grade) Measurement of Student Performance (MSP)

Other:

- Ruler
- Protractor
- Compass
- Scientific calculator

Safety Net Math – 7th, 8th, 9th Grades - 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.

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.

CADR Course
Meets college
admission
requirement

Advanced Algebra - 9th Grade - 1 Year

Prerequisites: Successful completion of Algebra 1/CMP2 grade 8 and Geometry

Course Description

Advanced Algebra provides an opportunity for students to deepen their understanding of challenging topics in mathematics. 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. Students learn to be selective about choosing between technology tools and by-hand methods.

Essential Understandings/Critical Content

- LWSD Power Standards in Math
- Recursion
- Transformations
- Factoring
- Series
- Probability
- Applications of statistics
- Functions
 - Exponential
 - Power
 - Logarithmic
 - Trigonometric
 - Rational
 - Quadratic
 - Other polynomial

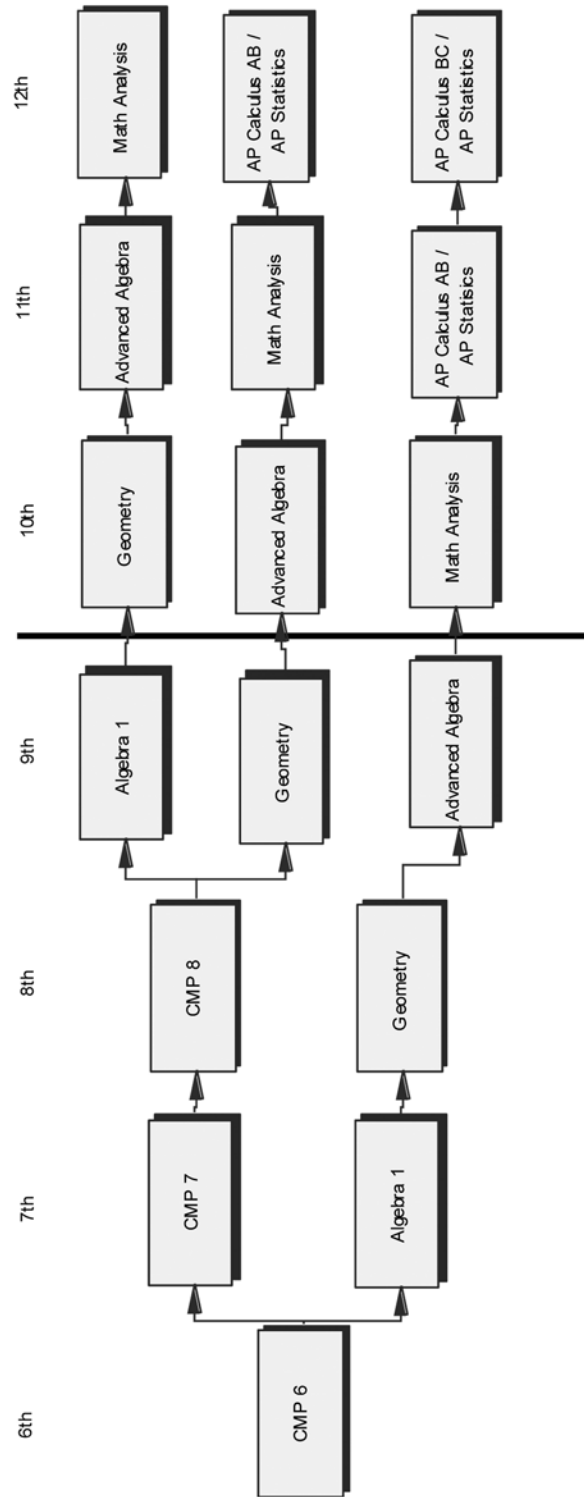
Major Assignments/Projects/Assessments

- Chapter exams and quizzes

Other:

- Graphing calculator (TI-84 or TI-83 preferred)
- Ruler
- (2) Graph paper notebooks

Lake Washington School District Secondary Math Pathways



*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 Math State Assessment

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

*Placement in Geometry as a 9th grader is determined by proficiency demonstrated on unit tests in CMP8.

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
 - Formative assessments to identify common misconceptions
 - 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 allows)
- 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 and data

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
 - Formative assessments to identify common misconceptions
 - Journal quizzes
 - Vocabulary quizzes
 - Unit tests
 - Final exams
 - District Assessments
 - State Assessment - Measurement of Student Performance (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.

CADR Course
Meets college
admission
requirement

Physical Science - 9th Grade - 1 Year

Course Description

Physical Science is a year-long inquiry-based, high school lab science class exploring physics, earth science, astronomy and chemistry. The course is conceptual in emphasis and develops basic mathematical models. The themes of properties, systems and models are clarified and revisited throughout the course. Science process skills that are taught in the 7th and 8th grade classes are applied, continued, and practiced starting in the introductory unit, when students design, perform and write up an experiment in a formal lab report.

Critical Content

- LWSD Power Standards in Science
- Nature and Processes of Science (experimentation, analysis and thinking logically, scale and measurement, lab safety)
- Systems Thinking
- Mechanics (force and motion, Newton's Laws)
- Energy transfer, transformation and conservation (work, mechanical energy, heat, phases changes, and electromagnetic waves)
- Earth Science (Washington State geology, astronomy – the universe)
- Chemistry (atomic structure, the Periodic Table, bonding, chemical and nuclear reactions)

Major Assignments/Projects/Assessments

- Assessments
 - Formative assessments to identify common misconceptions
 - District assessments
 - Quizzes
 - End of unit written tests
 - Practical lab assessments
 - The end of year two week lab final - the goal for the students is to demonstrate/use all the laboratory skills, knowledge and strategies they have learned during the year to separate the parts of their mixture and positively identify each part.
- Projects
 - Making a concept map as an end of unit assessment (Ex. for the energy unit)
 - Performance assessments (Ex. making a toy from recycled materials that demonstrates Newton's three laws and writing an expository summary)
 - Washington State geology project
- Reading
 - At least one newspaper or magazine article containing scientific information each quarter.
 - Reading and writing double column notes on chapter readings /informational text from the class text book
 - Research assignments from books, articles and the Internet
- Writing
 - Technical writing: Students will complete multiple partial lab reports throughout the school year with emphasis on procedural and expository writing.
 - 1-2 complete formal lab reports
 - Summaries of science articles with emphasis on critical thinking

Fitness - 7th and 8th Grades - 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. 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
- Curriculum Based Assessment Fitness Plan
- Fitness goal setting

Other:

- Fitness T-shirts will be required, fee is \$5.00

Fitness - 9th Grade - 1 Semester

Course Description

Fitness provides the opportunity for all students to be successful regardless of their personal 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. 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. 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. 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 and individual activities.
- Demonstrate sportsmanship and cooperation during all Fitness class activities.
- Fitness activities produce life-long physical wellness.

Major Assignments/Projects/Assessments

- Narrative Writing Assignments
- Fitness goal setting
- Practical assessments on fitness games and activities

Other:

- Fitness T-shirts will be required, fee is \$5.00

Health - 8th Grade - 1 Semester

Prerequisites: none

Course Description

In Health class, a strong emphasis is placed on personal responsibility and that healthy choices promote lifelong wellness. The class will explore the physical, mental, emotional, and social aspects of a person's life and how these wellness components interact with each other. Among the health topics studied will be human anatomy and physiology, cancer and heart disease, nutrition, exercise, stress, tobacco, alcohol, human physical growth and development, eating disorders, first aid, and CPR.

Essential Understandings/Critical Content

- Students will explore the relationship between personal responsibility and the development of a healthy lifestyle.
- Students will explore the interactions between one's physical, mental, social, and emotional 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 Certification
- State Required Classroom Based Assessment (CBA)

Other:

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

Drawing and Painting I – 8th and 9th Grades – 1 Semester

CADR Course
Meets college
admission
requirement

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 – 8th and 9th Grades – 1 Semester

CADR Course
Meets college
admission
requirement

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 the student
- Research paper
- Large group project

Other:

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

Electives - Arts

CADR Course
Meets college
admission
requirement

Pottery 1 - 8th and 9th Grades – 1 Semester

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 hazards 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

CADR Course
Meets college
admission
requirement

Pottery 2 - 8th and 9th Grades – 1 Semester

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 hazards of working with clay, glazes

Major Assignments/Projects/Assessments

- To be decided with instructor and artist

Other:

- \$15.00 fee
- Optional sketchbook

World Art - 7th Grade - 1 Semester

Prerequisites: None

Course Description

Travel through time and space in 7th 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”
- Elective Evening Open House

Other:

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

Electives

Drama – 7th and 8th Grades - 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 Juliette*

Graphic Arts/Yearbook – 8th and 9th Grades - 1 Semester

Prerequisites: Permission from yearbook advisor

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. Projects are based on the study of page layout, well written copy and caption development. Students participate in editing process.

Essential Understandings/Critical Content

- Study of elements and principals of visual arts
- Use of multimedia art forms
- Effective communication
- Journalism
- Photography
- Copyright laws

Major Assignments/Projects/Assessments

- Photo story
- Interview, written copy, pictures with captions
- Successful completion of the yearbook
- Assessment is based on timely page submission

Body Conditioning & Weight Training - 8th & 9th Grades 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 \$5.00

Fit for Life – 8th and 9th Grades - 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 performed at the end of the year
- Fitness goal setting

Other:

- Fitness T-shirt will be required. Fee is \$5.00

Electives - Fitness

Team Sports - 8th and 9th Grades - 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 \$5.00

Electives - Foods and Clothing

Foods and Clothing - 7th Grade - 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 Pyramid
- 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. EJH standard grading scale followed.
- Equipment pre and post test
- Quarter tests
- Elective Evening Open House

Other

- Computer use for summary paragraph
- Safety with equipment
- Independent and group activities
- Foods demonstrations by students
- Reading Choice magazine and textbook
- \$15 class lab fee

Electives - Foods and Clothing

Foods - 8th and 9th Grades - 1 Semester

Course Description

Foods class offers many opportunities for cooking foods such as quick breads, cinnamon rolls, soups, pasta, salads, pies and desserts. Students will learn to plan and prepare meals, entertain with food and invite a teacher to lunch.

Skills integrated into this course include:

- Kitchen equipment use and safety
- Independent and group activities
- Computer use for writing assignments
- Reading and note taking

Critical Content

- Facts about nutrients
- Eating the food pyramid 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
- Elective Evening Open House

Major Assessment Tools

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

Other:

- \$25.00 lab fee

Electives - Foods and Clothing

Consumer Living - 9th Grade - 1 Semester

Course Description

Students will learn to cook for themselves, understand apartment rental forms, learn basic sewing skills, study child development, personal finance and budgeting, study a region of the United States and demonstrate making food from that region. Careers related to Family and Consumer Science will be reviewed. Reading, math, written language and oral communication skills relating to the work place will be integrated into the curriculum. Consumer living satisfies the vocational credit requirement for graduation.

Skills integrated into this course include:

- Equipment use and safety
- Student demonstrations
- Computer use for regional food report
- Reading, writing, and math skills relevant to coursework

Critical Content

- Eating disorders
- Food preparation
- Basic sewing skills
- Money management
- Child development

Major Assignments/Projects/Assessments

- Summary paragraph on eating disorders
- Regional cooking report and demonstration
- Daily lab points
- Unit quizzes
- Extended home learning

Major Assessment Tools

- Assignments are graded using rubrics with assigned points

Other:

- Fee is \$20.00

Leadership 1 - 8th and 9th Grades - 1 Semester

Prerequisites: Course available to 7th grade student government representatives only (selected in 6th grade by individual elementary schools).

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. We also work on effective summary and paragraph writing. Student government is also taught in this class. This class requires 12 hours of school or community service.

Requirement: ASB elected officers are expected to enroll in this class 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

Leadership 2 - 8th and 9th Grades - 1 Semester

Prerequisites: Leadership 1

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: ASB elected officers 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

Electives - Music

CADR Course
Meets college
admission
requirement

Beginning Band - 7th, 8th, 9th Grades - 2 Semesters

Course Description

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.
- Elective Evening Open House

Concert Band - 7th Grade & Beginning 8th Grade - 2 Semesters

Prerequisites: 1-2 years of previous band experience

Course Description

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 self evaluate recorded performances and evaluate others through written concert reviews; thereby 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
 - Develop 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.
- Elective Evening Open House

Electives - Music

CADR Course
Meets college
admission
requirement

Concert Choir – All Grades - 2 Semesters

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.

Critical Content:

- The Evergreen Junior High 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 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.
- Elective Evening Open House

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 – All Grades – 1 Semester

Course Description

This class is for the beginning guitarist. It is not intended as an advanced course for experienced players. The student will learn how to apply basic musical concepts such as harmony, rhythm, and melody to the guitar. We will cover basic techniques, scales, note reading, chords, strum/accompaniment patterns.

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. 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.

Students need to provide their own ACOUSTIC guitar AND book (*Essential Elements for Guitar*, by Will Schmidt). *A limited number of basic guitar models are available for student load for a fee of \$50 (first come, first served)*

Critical Content:

- To develop correct posture and hand position
- To identify the parts of the guitar and string designation
- To develop an awareness of correct tuning of the open strings
- To identify and respond appropriately to musical notation
- To learn basic fundamentals of rhythm, note reading, key and time signatures
- To recognize form in music
- To learn basic chords, scales, and bass lines in first position
- To learn proper strumming and flat-picking techniques
- To provide a positive learning experience through developing guitar skills
- To develop ensemble playing skills: Learning to “play well with others”
- To become aware of career opportunities
- To explore and become familiar with influential guitarists throughout history and modern day

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 develop the discipline for learning a musical instrument

CADR Course
Meets college
admission
requirement

Electives - Music

CADR Course
Meets college
admission
requirement

Jazz Ensemble – All Grades - 2 Semesters

Prerequisites: 1-2 years of previous band experience, and must be in another performance class

Course Description:

7:00 a.m. - 7:50 a.m., 5 days per week

This class is an extension of performance skills developed in the larger band class. All instruments are welcomed! 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: morning transportation and 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.
- 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.
- Elective Evening Open House

String Orchestra - All Grades – 1 Year

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

CADR Course
Meets college
admission
requirement

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"

Electives - Music

CADR Course
Meets college
admission
requirement

Symphonic Band – 8th and 9th Grades - 2 Semesters

Prerequisites: Successful completion of Concert Band, 2-3 years of instrumental experience or director's permission.

Course Description

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 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.
- 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
- Elective Evening Open House

Wind Ensemble - 9th Grade – 2 Semesters

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

CADR Course
Meets college
admission
requirement

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.
- 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
- Elective Evening Open House

Electives - Technology

Media and Video Productions – 8th and 9th Grades - 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 Web site
- 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 Web site
- Teaser trailer
- Official trailer
- Final Movie

Other:

- \$10 course fee
- Large capacity removable storage such as USB drive highly recommended.

Electives - Technology

Tech 1 – 7th Grade - 1 Semester

Course Description

Introduction to Technology 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.

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
- 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

- Children's Picture Book project
- Photoshop
- Rotoscope Project

Other:

- \$10 course fee
- Large capacity removable storage such as USB drive highly recommended.

Electives - Technology

Tech 2 – 8th and 9th Grades - 1 Semester

Prerequisites: Tech 1

Course Description

Tech 2 is an intermediate to expert level technology course. It is designed as a continuation of Tech 1. Skills that will be covered in the class include working with Photoshop, video compositing, video editing, 3D animation, and video special effects. 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
- 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

Major Assignments/Projects/Assessments

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

Other:

- \$10 course fee
- Large capacity removable storage such as USB drive highly recommended.

Electives - Woodworking

Woodworking 1 – 7th, 8th, 9th Grades - 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
- Elective Evening Open House

Other:

- \$15 woodworking fee
- Extra costs contingent on individual project choice

Woodworking 2 – 7th, 8th, 9th Grades - 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
- Elective Evening Open House

Other:

- \$15 woodworking fee
- Extra costs contingent on individual project choice

Woodworking 3 – 8th and 9th Grades - 1 Semester

Prerequisites: Woodworking 2 or equivalent

Course Description

An 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 wood-working 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 woodworking fee.
- Extra costs contingent on individual project choice

Electives - World Languages

CADR Course
Meets college
admission
requirement

French 1 – 7th, 8th, 9th Grades - 2 Semesters

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 must achieve at least a C grade and obtain teacher recommendation to advance to French 2. A workbook fee of \$12.50 will apply. 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
- Elective Evening Open House

Other

- Workbook (approximately \$12.50)

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

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

Electives - World Languages

French 2 – 8th and 9th Grades - 2 Semesters

CADR Course
Meets college
admission
requirement

Course Description

This course is the equivalent of second year high school French. Prerequisites include the successful completion of French 1 with a minimum C grade, and teacher signature. The district adopted curriculum, *Bien Dit II*, provides the basis of the course. Students will be encouraged to develop fluency in the language and to enhance their understanding and accuracy of all language skills with the focus on communicative skills. The course demands effective study skills with daily homework and classroom accountability. Students must achieve at least a C grade and teacher recommendation to advance to French 3. A workbook fee of \$12.50 will apply.

Critical Content/Process and Skills

- Language Structures
 - Review and extension of first year structures
 - Imperfect past tense
 - Direct/indirect objects
 - Commands, comparisons, reflexives, negative patterns
- Contextual Topics
 - Review and extension of first year topics
 - School, daily routine, clothing, pastimes, childhood
 - Special occasions, luxuries/necessities, shopping
 - Accidents/illness
 - Movies/television
- Communicative Functions
 - Discussing daily activities
 - School subjects
 - Physical ailments
 - Feelings and emotions
 - Narration, description, and persuasion
- Cultural Goals
 - Francophone school life
 - Pastime activities
 - Money systems
 - Artists, heroes, festivals
 - Market/store shopping
 - Health remedies
 - Commercials

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
- Chapter presentations assess fluency, knowledge, and proficiency
- End-of-year district-wide timed writing assessment demonstrates level of achievement
- Elective Evening Open House

Other

- Workbook (approximately \$12.50)

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

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

Electives - World Languages

CADR Course
Meets college
admission
requirement

Spanish 1 – 7th, 8th, 9th Grades - 1 Year

Prerequisites: 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 eight and ninth graders. 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)

Electives - World Languages

Spanish 2 – 8th and 9th Grades - 1 Year

Prerequisites: Successful completion of Level 1 with a minimum grade of a C or better and teacher recommendation.

CADR Course
Meets college
admission
requirement

Course Description

This course will help improve communication skills as well as increase fluency in the written and oral language. Students will further their listening, vocabulary, grammar, reading and writing skills. Students will learn to appreciate and understand other cultures, as well as to reflect on their own culture. Second semester instruction is conducted primarily in the target language, therefore students are expected to speak only in Spanish in class. A workbook will be purchased and used in class. Skills integrated into Spanish 2 are:

- Listening - *Paso a Paso* audio and video tapes
 - Guest speakers and *La Catrina* video
- Speaking- Skits, communicative pair activities, and daily oral practice
- Reading- Short cultural sections at the end of each chapter
 - Realia to understand current advertisement/TV shows
 - Poems and fairytales
- Writing-Three paragraph essay at end of each chapter
- 6 Traits of writing in Spanish

Critical Content

- Review of present tense verbs
- Reflexives
- Preterite and imperfect tenses
- Present progressive
- Imperative
- Comparative and superlatives
- Future tense

Major Assignments/Projects

- Oral presentations
- Skits/dialogues
- Written projects (at end of each unit)

Major Assessment Tools

- Comprehensive chapter tests
- Written test at the end of the school year to measure writing proficiency
- Comprehensive oral exam at the end of each semester to test language fluency
- Comprehensive final test (listening, reading, writing and multiple choice)
- 6 Traits of Writing in Spanish rubrics

Other

- Workbook (approximately \$11.00)

Spanish 3 – 9th Grade - 1 Year

Course taught at Redmond High School. Bus transportation provided from Redmond High School to Evergreen Junior High.

CADR Course
Meets college
admission
requirement

Special Education

Content Reading Science – 7th, 8th, 9th Grades - 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 for 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 grade: Measurement of Student Performance (MSP)

Content Reading Social Studies – 7th Grade - 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) that is given to all 7th grade students. 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 7th grade 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

Language Arts – 7th, 8th, 9th Grades - 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 7th through 9th grade reading and writing which are available on the LWSD Web site 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 7th/8th grades: MSP Measurement of Student Performance

Independent Math – 7th, 8th, 9th Grades - 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 the areas of their own weaknesses 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.

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.

Special Education

Math – 7th and 8th Grades - 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.

Math – 9th Grade - 1 Year

Prerequisites: Individualized Education Program (IEP)/Special Education Placement

Course Description

Lake Washington School District has adopted *Cognitive Tutor Algebra* as the curriculum for ninth 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, Algebraic Thinking, Problem Solving, Pythagorean Theorem, Linear Functions, Inequalities, Quadratic Functions, Exponents, Rational Numbers and Probability. Students will also be assessed weekly in math fluency and problem solving (Curriculum Based Measurement).

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.

Social Skills/Study Skills – 7th, 8th, 9th Grades - 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 – 7th, 8th, 9th Grades - 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

Minimum College Admission Standards

An Overview for Students and Parents

Revised 2009

New college admission requirements affect high school freshmen

In 2008, high school 9th graders who plan to seek admission to public baccalaureate institutions (four-year colleges and universities) in Washington began taking courses to meet the state's new minimum college admission standards.

The new standards, approved by the Higher Education Coordinating Board in 2007, include *College Academic Distribution Requirements* (CADR) that specify the course work required in six different subject areas. The subject areas are math, English, science, social science, world languages, and the arts. Feedback from high schools and institutions resulted in revisions to the standards in 2009 that clarify total CADR and laboratory science requirements.

Shown on the following page, in the right column, are the revised CADR that high school 9th graders, beginning with academic year 2008-09, must meet in order to be considered for regular admission to a public baccalaureate institution in 2012.

Shown in the left column are current CADR that remain in effect through the 2011-12 academic year for all other high school students, (except 9th graders in 2008-09, as previously noted).

The 2009 revised minimum college admission standards encourage high school 9th graders, beginning with the 2008-09 academic year, to begin earning three credits of CADR courses each year of high school, including their senior year. Students must take a minimum of three CADR courses in grades 10-12.

Each school district determines which of its courses meet CADR guidelines.

Revised science requirements

Beginning in the summer of 2010, to be considered for regular admission to a public baccalaureate institution, entering college freshman will need to complete two credits of laboratory science. One credit must be in an algebra-based laboratory science course (as determined by the school district). The other credit must be in biology, chemistry, or physics (this course may also meet the algebra-based requirement).

Standards fully implemented in 2012

Beginning in summer 2012, Washington's public four-year colleges and universities (baccalaureate institutions) will fully implement the new minimum college admission standards approved by the Higher Education Coordinating Board.

Notes on CADR and admission standards

CADR refer to college admissions criteria established by the Higher Education Coordinating Board. The term differs from high school graduation requirements that are determined by the State Board of Education and local school districts.

Students who plan to attend a four-year college or university should be aware of both sets of requirements.

Meeting the minimum college admission standards does not guarantee admission to a public baccalaureate institution.

Therefore, students are encouraged to go beyond meeting minimum college admission standards to improve their chances for gaining entry to a public baccalaureate institution. Students should obtain admission information from the institution they wish to attend.

All K-12 and college personnel who advise students on admission to public four-year colleges and universities should obtain a copy of CADR guidelines and other related minimum college admission information.

The information is available at:

www.hecb.wa.gov/research/issues/admissions.asp

Students should consult with their local high school to obtain complete information about minimum college admission standards, and to be aware of which courses at their high school meet CADR guidelines, as determined by the local school district.

HECB Document Revised 10/09

College Academic Distribution Requirements (CADR)

Through 2011*	Beginning 2012**
<p>15 Credits (in subject areas below)</p> <p>Note: The term "credit" is used to designate that a student has satisfactorily completed a CADR course during the high school academic year. School districts may use alternative or block scheduling that permit students to earn a credit in less than a full year.</p> <p>*All CADR below are effective through 2011, except science, (see below).</p>	<p>15 Credits (in subject areas below)</p> <p>Students are encouraged to take a minimum of three credits of CADR courses each year of high school, including senior year. Students who are unable to complete three CADRs as high school freshmen (grade 9) will be considered for admission provided they meet all other state and institutional admission requirements. Students must take a minimum of 3 credits of CADR courses in grades 10-12.</p> <p>**See Science below for CADR effective in 2010; all other CADR listed below take effect 2012.</p>
<p>English – 4 credits (including 3 credits of literature and composition)</p>	<p>English – 4 credits (must include 3 credits of college preparatory composition or literature). Passage of 10th-grade WASL-reading is equivalent to earning the first 2 CADR credits of high school English.</p>
<p>Mathematics – 3 credits (including algebra, geometry, and advanced math)</p>	<p>Mathematics – 3 credits (Algebra I, geometry, and Algebra II, or Integrated Math I, II, and III) Passage of 10th-grade WASL-math is equivalent to earning the first 2 CADR credits of high school math (Algebra & Geometry or Integrated Math I and II). Note: Successful completion of math through pre-calculus meets the requirement for 3 credits of math and the senior-year math requirement (below).</p>
<p>Mathematics – Senior-year None currently required.</p>	<p>Mathematics – Senior year, during the senior year of high school, students must earn a credit in a math-based quantitative course, e.g., statistics, applied math, or appropriate career and technical courses. An algebra-based science course taken during the senior year also would satisfy this requirement and part of the science requirement below. Note: The senior-year math requirement does not mean a 4th credit of math is required, nor does it require a higher level of math. The intent of this requirement is for seniors to take meaningful math.</p>
<p>Science – 2 credits, including 1 credit of laboratory science. This CADR remains in effect through 2009. NOTE: Beginning in 2010, 2 credits of laboratory science. One credit must be in an algebra-based science course as determined by the school district. One credit must be in biology, chemistry, or physics (this course may also meet the algebra-based requirement).</p>	<p>Science – 2 credits of laboratory science are required for admission to public baccalaureate institutions beginning summer of 2010. One credit must be in an algebra-based science course as determined by the school district. One credit must be in biology, chemistry, or physics (this course may also meet the algebra-based requirement). Principles of technology courses taught in Washington High Schools may satisfy the laboratory science requirement. Note: Western Washington University specifies that the algebra-based science course be chemistry or physics.</p>
<p>World Languages – 2 credits of the same world language, Native American language, or American Sign Language.</p>	<p>World Languages – 2 credits of the same World Language, Native American language, or American Sign Language.</p>
<p>Social Science – 3 credits</p>	<p>Social Science – 3 credits (history or other social sciences)</p>
<p>Arts – 1 credit of fine, visual, or performing arts, or electives from any of the other required subjects.</p>	<p>Arts – 1 credit of fine, visual, or performing arts—or 1 additional credit in other CADR subject areas. Note: The University of Washington and Western Washington University specify one-half credit in fine, visual or performing arts; the other half may be in the arts or in an academic elective.</p>

Students should consult with their local high school to obtain complete information about minimum college admission standards, and to be aware of which courses at their high school meet CADR guidelines, as determined by the local school district.

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