

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



*The Rose Hill Junior High community cares for each other,
embraces learning and prepares students for a successful life.*

Rose Hill Junior High

8th and 9th Grade Course Catalog

2009-2010

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.

Our Vision:
The Rose Hill Junior High community cares for each other, embraces learning and prepares students for a successful life.

Our Theme:
Enriching and empowering students through connection, value and challenge

Welcome to Rose Hill Junior High School!

This handbook is published and made available to each of our Rose Hill families for the purpose of providing students and parents an in-depth overview of our programs, course requirements, elective offerings, and extra curricular opportunities. Our hope is to continue to design our programs to ensure that every student has a course of studies that is challenging, engaging, and of value as our students continue on a pathway to high school and beyond. With thoughtful planning and the assistance of our counselors and staff, we are confident that each student will be provided a slate of courses that will serve to further enrich their schooling experience while enabling them to meet or exceed our district and state standards.

In addition to meeting the demands of an evolving curriculum, elevated graduation requirements, and mandatory assessments, we want to be sure that every Rose Hill student graduates further skilled at critical thinking, highly conscious of effective decision-making strategies, and well prepared to serve their communities. It is a tall order yet one that our staff believes can be achieved through a commitment to work in collaboration as a team of students, parents, and teachers toward the goal of providing every student a quality education.

As we continue plans to enrich our curriculum and extra curricular programs, we are looking to expand our partnerships with area businesses as well. We are neighbors to a number of business professionals and organizations that have considerable intellectual and technical resources from which our schools should benefit. School based partnerships, such as the grant provided by Microsoft, provides us with an array of unique opportunities to broaden learning experiences across the curriculum. As one of the recipient schools of the Microsoft Math Project, each Rose Hill math teacher and all students will benefit from an enhanced mathematics experience.

Our counselors, Ms. Lynn Hamilton and Mr. Terry Thompson, are highly experienced and our best resources in terms of guiding students and parents through their introduction to junior high and the years of schooling that lie ahead. Students are strongly encouraged to utilize our counseling resources for assistance with academic, interpersonal, or personal matters that may be adversely affecting their progress. Parents are advised to become familiar with our counseling services in order to best utilize these resources should the need arise.

Our goal is to ensure that every student receives a quality education from highly skilled teachers in a uniquely personalized school environment. With this in mind, we want to extend to you a heartfelt welcome to Rose Hill Jr. High and a sincere invitation to work with us on this important journey.

Steve Mezich, Principal

Erin Bowser, Assistant Principal

Terry Thompson, Counselor A-L

Lynn Hamilton, Counselor M-Z

Estimados padres de familia,

Queremos hacer todo lo posible para ayudarlos a ustedes y a sus hijos a tener una experiencia productiva y con éxito en nuestra escuela. Es nuestra intención proporcionar las clases apropiadas que ayuden a sus hijos en su educación y que su aprendizaje sea más pertinente. Si tienen ustedes preguntas o necesitan información en referencia al proceso de inscripción o selección de clases para sus hijos, por favor llamen al (425)881-2079. Por favor dejen su nombre y número de teléfono con la secretaria o, el Sr. Larios se pondrá en contacto con ustedes lo más pronto posible.

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Rose Hill Junior High Requirements

8th Grade

- 2 Semesters Language Arts
- 2 Semesters U. S. History: 1877-Present
- 2 Semesters Mathematics
- 2 Semesters Science
- 1 Semester Fitness (P.E.)
- 1 Semester Health
- 2 Semesters Electives

9th Grade

- 2 Semesters Freshman English
- 2 Semesters World History Part I
- 2 Semesters Mathematics
- 2 Semesters Science
- 1 Semester Fitness (P.E.)
- 3 Semesters Electives

Junior High Assessment Schedule

Junior High Assessment Schedule - 2009-10

We want to provide you an overview of the statewide testing schedule for the junior high programs in the Lake Washington School District. This spring we will have several changes in our testing schedule when compared to previous year's testing expectations.

Eighth Grade Testing Expectations

Washington Assessment of Student Learning (WASL); April 12 - April 30

Two Mathematic Sessions, Two Reading Sessions, Two Science Sessions

No more than one test administered per day to any individual student. Assessments are not timed; students may continue working on their tests as long as they are continuously engaged.

Student WASL results are generally returned to our building sometime in August and are then mailed directly to each individual's home address during September.

Ninth Grade Testing Expectations

Families and Students self select individual 10th grade WASL exams in the areas of Reading, Writing, and Mathematics that are administered during March and April at Rose Hill Junior High. More detailed information is provided to our 9th grade students and their families in the months prior to the scheduled testing dates. There are no make-up tests available to students if they are absent on a testing day.

Special Programs

ELL Language Arts - 7th, 8th, and 9th Grades

Course Description:

Focuses on the acquisition and usage of English. We will collaboratively explore the diverse backgrounds that students bring to class. Students develop vocabulary, reading, oral, listening and writing skills.

Critical Content:

- Biographies/autobiographies
- Literary Text/Fairy Tales, myths, legends
- Informational Text
- Diagrams, charts, and graphs
- Maps and map keys
- Glossary/alphabetical order

Major Assignments/ Projects:

- Shining Star directed projects
- Country poster project and presentation
- Immigration story
- Holiday celebration presentations

Major Assessment Tools:

- Self evaluation checklist for reports
- Reflections
- Spelling/ Vocabulary tests
- Sentence dictation
- Shining Star Assessments

Skills Integrated into this Course:

Reading:

- Predicting
- Previewing
- Summarizing
- Main Idea
- Cause and Effect
- Context Clues

Selection of short stories, Shining Star ELL curriculum, Prentice Hall Literature

Writing Skills:

- Communicate clearly using organizational skills
- Use appropriate grammar, vocabulary, spelling and structure
- Develop and support ideas in paragraph form/multi-paragraph papers, sentence dictation, summarizing, and proofreading. Step up to Writing is used to teach different kinds of writing.

Speaking Skills:

- Develop and use correct pronunciation
- Use appropriate grammar, vocabulary, and sentence structure
- Contribute in classroom discussions

Technology Skills:

- Rosetta Stone Language Program
- Final drafts of papers and projects are printed in 12 point font.

Safety Net Literacy and Math Classes - 8th and 9th Grades

At Rose Hill Junior High additional staffing and learning resources are available for identified students who need assistance in the areas of language arts and mathematics. Students are identified using multiple points of information including test scores, and teacher recommendations regarding the student's skills and ability levels.

One type of course offered at RHJH is called "Safety Net Class". This class will serve next year's eighth and ninth grade students who have **not** met a Level III or Level IV standard on either of our state's 7th or 8th grade WASL in the areas of math or reading. Additionally, students in these classes will also have an Individual Learning Plan that will be designed to support their learning throughout the school year.

As a school committed to the success of our students, we are pleased to be able to provide them an additional language arts and/or mathematics class. The instruction in this additional course will not take the place of their core language arts or mathematics class, but will supplement the instruction that will be provided in their regularly scheduled class. Teachers will work together to enhance their knowledge of our student's skills and attitudes, thereby, improving their ability to communicate effectively with families.

I realize that with the addition of this class that there is a potential for your student to be concerned or disappointed that their elective options will be reduced. Often times, this elective reduction will only impact one class, yet if students qualify in both mathematics and language arts a parent could request the replacement of both electives.

As parents and educators, we must share in the responsibility that ensures our student's commitment to earn their high school diploma. Beginning with the graduating class of 2013, students are required to pass all (3) areas of their tenth grade Washington Assessment of Student Learning (WASL) in order to be eligible to receive their high school's graduation diploma. Our students must recognize that their high school diploma is essential and that together, we are dedicated to provide students the type of learning opportunities that will make their lifetime success a reality!

Special Programs

Peer Tutoring Program

“Building Friendships, Confidence and Achievement”

Purpose statement

The purpose of our Peer tutoring Program at Rose Hill Junior High is to enhance learning, build confidence and relationships, while making learning fun. Peer tutors encourage other students to succeed and provide an opportunity for students to learn from one another.

Why Peer Tutoring at RHJH works

One reason why peer tutoring is successful is that our tutors and tutees speak a similar language and share similar experiences. Unlike the teacher - student relationship, in peer tutoring, the student expert is not very far removed from their tutee in levels of authority or knowledge. Therefore, the assisted student in a peer tutoring situation may feel free to express their opinions, ask questions, and risk untested solutions. We feel that our Peer Tutoring program will enhance our focus and desire to create a more personalized environment for all our students at RHJH.

Program Goals for the 2009-2010 school year

- Increase overall grades
- Help students earn a “C” or better grade in their tutored class
- Provide students with a depth of understanding
- Make tutoring enjoyable
- Allow each tutor to work with at least 3 students
- Increase the number of tutors to 25 for the 2009-2010 school year

Special Education

Special Education courses at Rose Hill provide specially designed instruction in basic skill areas. Students who qualify for special education services in the areas of math, reading, written language, or organization 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 to be successful in the general education classroom and strive toward district and state standards.

Rose Hill students with developmental or physical difficulties will have individualized programs designed to meet students’ specific needs. These programs will be developed through the IEP process by specialists, parents and general education faculty in order to meet developmental needs while involving each student in the Rose Hill Community.

Child Find

Child Find is a federal requirement for the purpose of locating, evaluating, and identifying student’s age birth to 21 years with a suspected disability who reside within the boundaries of the Lake Washington School District and are currently not receiving special education services. Child Find services are conducted throughout the year in the Lake Washington School District through the guidance team process. If you have a child, (age birth to 21) and are concerned about his/her language/communication skills, motor skills, intellectual, social, emotional, and/or physical skills, please contact the school and ask for the special education teacher, school psychologist or other guidance team member. You may also call the Special Services main office at 425•702•3201 or Willows Special Services at 425•882•8710 (birth through preschool) and request Child Find information.

Language Arts - 8th Grade

Course Description and Critical Content:

Eighth grade extends the content addressed in the seventh grade Language Arts curriculum, emphasizing more depth and sophistication with regard to writing style, content, thinking, and vocabulary.

Critical Content

Literary Text

- Play, poetry, novel, short story

Informational Text

- Essay, speech, biography, autobiography, electronic source (websites, blogs)

Literary/Story Elements

- Plot (exposition, rising action, climax, falling action, resolution), conflict, narrator's perspective and point of view, setting, theme, characterization

Literary Devices

- Simile, metaphor, dialogue, dialect, persuasive devices, personification, symbolism, tone, imagery, hyperbole, foreshadowing and/or flashback

Text Features

- Cover information, title page, table of contents, chapter headings, diagrams, charts, graphs, glossary, index, maps, map keys, labels, captions

Text Organizational Structures

- Plot chart, plot trajectory, description, compare and contrast, sequential order, chronological order, cause-effect, order of importance

Major Assignments/Projects/Assessments:

- Three major book studies and three major multi-paragraph writing assignments
- Ongoing projects/products/performances, including individual and group assignments
- Major examinations: selected response questions, short answer responses, and essay questions
- Frequent student self-reflection. portfolio work
- Frequent opportunities for oral presentations
- Use of Six Traits reading and writing rubrics

Language Arts

Language Arts - Freshman English - 9th Grade

Course Description:

Ninth grade English prepares students for the types of writing and literary comprehension expected of high school students. Students will practice literary analysis, persuasive and comparison/contrast writing. Students will also be expected to effectively interpret literature. Pre-Level 5 communications skills will be addressed for reading and writing. The literary emphasis is on world literature and poetry. Speaking and listening skills are emphasized throughout the course.

Critical Content:

Literary Text

- play, poetry, novel, short story

Informational Text

- essay, article, electronic source (websites, blogs)

Literary/Story Elements-

- conflict, narrator's perspective and point of view, theme, characterization

Literary Devices

- metaphor, persuasive devices, extended metaphor, personification, symbolism, tone, irony, satire, imagery, onomatopoeia, allusion, hyperbole, foreshadowing and/or flashback

Text Features

- footnote, copyright

Text Organizational Structures

- cause-effect, order of importance, problem-solution

Major Assignments/Projects/Assessments:

- Three major book studies and three major multi-paragraph writing assignments
- Ongoing projects/products/performances, including individual and group assignments
- Major examinations: selected response questions, short answer responses, and essay questions
- Frequent student self-reflection and portfolio work
- Frequent opportunities for oral presentations
- Use of Six Traits reading and writing rubrics
- All major assignments should be word-processed in ninth grade

U.S. History: 1877 to Present - 8th Grade

Course Description:

Eighth grade combines a study of U.S. History from 1877 to the present with the study of Washington State History and government. This combination provides additional connections for students as they study such topics as the growth of the West, giants of industry, immigration, social reforms, imperialism, twentieth century conflicts and the events of more recent decades. **It is important for students to recognize that they MUST PASS eighth grade U.S. History in order to meet the high school graduation requirement for Washington State history. If they do not pass a semester of this class, they will need to take Washington State History again during high school.**

Critical Content:

Civics

- U.S. citizenship: rights and responsibilities, suffrage and civil rights movements
- Fundamental principles of constitutional government
- Differing political systems, foreign policy, global issues and organizations
- Washington State Constitution and local government

Economics

- Economic systems, patterns, trends
- Principles of economics
- Impact of innovations and technology on economy, society and the environment
- Economic impact of the Depression and the New Deal

Geography

- Physical and political features of the U.S.
- Human use of and interaction with the environment and human spatial patterns
- Interpretation of information using maps, globes, technological data and tools

History

- Industrialization, Immigration, and Urbanization
- Yukon Gold Rush and its impact on Washington
- Progressive Era, Roaring Twenties and the Depression
- U.S. and World Relations/Conflicts: WW I, WWII, Korean War, Vietnam War, Conflict in the

Middle East

- Suffrage and Civil Rights Movements
- Development of American Culture and Subcultures
- Contemporary U.S. in the World

Major Assignments/Projects/Assessments:

- One major book study and one major multi-paragraph writing assignment
- State-mandated Classroom-Based Assessment: Causes of Conflict
- Ongoing projects/products/performances, including individual and group assignments
- Major examinations that include selected response, short answer, and essay questions
- Opportunities for student self-reflection and portfolio work
- Use of Six Traits reading and writing rubrics

Social Studies

World History Part I - 9th Grade

Course Description:

Students in ninth grade will study Asia and Latin America, focusing on the historical development of cultures, the comparative political and economic systems and the social forces that make the world what it is today. Students will also conduct career exploration through the WOIS Career Information Center, thereby fulfilling part of the High School and Beyond Plan requirement for graduation. Students will practice job skills as well as address social issues by completing a 30-hour service learning requirement.

Critical Content:

Civics

- Comparative political systems
- International relations and human rights
- Rights and responsibilities in a global society

Economics

- Comparative economic systems
- Monetary systems and policies
- Accumulation and distribution of wealth
- Trade, economic regions
- Factors of production, forms of business

Geography

- Physical and political geography
- National and regional identity
- Human impact on global environment
- Human spatial patterns and populations
- Interpretation of information, using maps, charts, globes, technical data and tools

History

- Key historical eras, movements, significant figures, places, and events (rise of civilization, global expansion and encounter, age of revolution, international conflicts, emergence and development of new nations, challenges to democracy and human rights)
- Cultures and historical contributions: belief systems, ethical systems, cultural expressions
- National and regional identity
- Social systems and divisions
- Conflict/resolution
- Development and impact of technology

Major Assignments/Projects/Assessments:

- One major book study and one major multi-paragraph writing assignment
- State-mandated Classroom-Based Assessment: Humans and the Environment
- Ongoing projects/products/performances, including individual and group assignments
- Major examinations that include selected response, short answer, and essay questions
- Opportunities for student self-reflection and portfolio work
- Use of Six Traits reading and writing rubrics
- Junior High culminating project

Honors Program - Language Arts and Social Studies

Overview

Rose Hill Junior High offers an honors program in both Language Arts and Social Studies for seventh through ninth graders. This fast-paced program offers opportunities for enrichment, personal growth and college preparation. Emphasis is placed on critical thinking, expository writing, public presentation, analysis of classic works and ideas, vocabulary development and effective use of technology. Students have daily homework expectations and are expected to write at an advanced level. Students accepted into the honors program are characterized by self-motivation, high-achievement, intellectual curiosity, creativity, excellent writing skills, exemplary behavior, school involvement, and an eagerness to learn. Although students follow the same content requirements for their grade level, they benefit from a challenging classroom environment, and stimulating and advanced classroom activities and expectations. Students are also given multiple leadership opportunities within the school, such as peer-tutoring and presenting school-wide assemblies. Following is an outline of the process for application and acceptance into the program.

Criteria for Acceptance into Honors Program:

- 7th: Evidence of academic achievement (no scores below a 3 and indication of high achievement in reading and writing as demonstrated by some scores of 4)
- 8th/9th: Overall “B” grade point average (B = 3.0 or 85%) and no grade below a B in any class
- Honors Application
- Recommendation from Language Arts and Social Studies Teachers on criteria such as work ethic, academic achievement, class participation, and intellectual capability
- High standardized test scores (no failing grades on the WASL)
- Multi-paragraph writing assessment

Application Process:

- Applications will be provided during March. Students may also pick them up from the Counseling Office. Seventh grade students may demonstrate interest in applying on their registration form, and an application will be provided to them.
- Applications will be assessed by a panel of teachers, including the department chairs and those teaching Honors classes.
- Students will be notified by mail of their acceptance into the program by the end of May.
- Questions or concerns about the process may be directed to individual classroom teachers, counselors, or the principal.
- Please note that scheduling conflicts might arise due to limits on the number of classes available. This might require students to choose one class over another.

Math Program

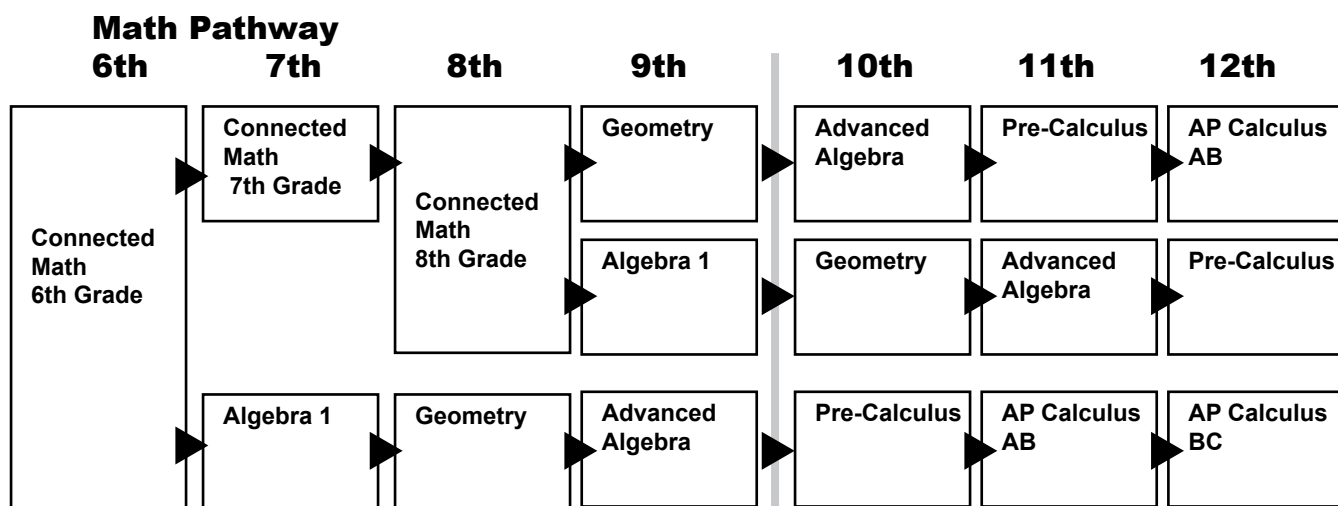
Introduction to Math

All Rose Hill Junior High Mathematics courses are designed to teach and assess:

- Reading and writing of mathematical procedures and explanations.
- Analyzing, displaying, reading and interpreting data sets using graphs, charts and tables.
- Responding to short answer and extended response questions using WASL-like scoring guides.
- Reading of texts and other mathematics curriculum materials.
- The use of calculators appropriate for each course. Students will know when and how to use graphing calculators within 8th grade Connected Math, Algebra I and Geometry.

Calculators needed for Rose Hill Junior High Mathematic classes:

- For CMP7, CMP8, and Algebra I a “scientific calculator” is a **requirement**. The calculator package will be marked with the word “scientific” and should include keys marked: sin, cos and tan. This calculator should cost less than \$15.
- Advance Algebra classes require a TI-84 Plus calculator.
- For students planning to move to higher levels of mathematics, the district recommends the TI-84 Plus calculator. The TI-84 Plus is a graphing calculator and will be used throughout high school and into college level mathematics. This calculator costs about \$120 and is **optional** for students at Rose Hill Junior High.



Connected Math (CMP 8) – 8th Grade

Course Description:

This course covers the topics listed below. Students continue to grow in their knowledge of mathematics with an extended focus on Algebraic reasoning and number sense. Students will continue using the strategies and concepts learned in the previous two years.

Units will cover:

- Functions: An introduction to modeling with linear and other functions.
- Pythagorean Theorem: Right triangles, slope, area and irrational numbers.
- Exponential Growth: Graphing and writing exponential functions.
- Quadratic Growth: Graphing, writing and solving quadratic functions.
- Symbolic Expressions: Simplifying expressions and solving more complicated linear equations.
- Statistics: Gathering data from samples to make predictions about populations.

Students who have successfully completed our year long 8th Grade Connected Math curriculum with its Algebraic focus should be placed into Geometry as their 9th grade mathematics course.

Algebra I – 9th Grade

Qualifications:

At Rose Hill Junior High, Algebra I is a curriculum that is designed to assist 9th grade students who need additional exposure to Algebraic thinking and those supporting skills. 9th grade students enrolled in this course will be referred by their 8th grade mathematics teacher.

Course Description:

Algebra I provides a practical blend of technology-related and paper-and-pencil problem solving tools. Explorations and investigations emphasize symbol sense, algebraic manipulations and conceptual understandings. Students make sense of important algebraic concepts, learn essential algebraic skills and discover how to use algebra. This course allows students to experience algebra as an activity and a process that encourages the use of multiple representations – numerical, graphic, symbolic and verbal.

Topics in the course include:

- Graphing
- Linear Equations
- Quadratic Equations
- Functions
- Exponents
- Data Analysis
- Proportional Reasoning
- Probability
- Systems of Equations and Inequalities

Math Program

Geometry – 8th and 9th Grades

Qualifications:

8th graders who have successfully completed Algebra I in the 7th grade and have a teacher recommendation may be placed in this program. Ninth graders who have successfully completed CMP 8 will also be placed in Geometry.

Course Description:

Geometry provides an opportunity for students to explore geometric relationships with a wide variety of tools, including compasses, protractors, rulers, straight edges, computers and graphing calculators. 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

Advanced Algebra – 9th Grade

Qualifications:

At Rose Hill Junior High, Advanced Algebra is a curriculum that is designed to challenge 9th grade students who have successfully completed their Geometry class.

Course Description:

Advanced Algebra provides an opportunity for students to deepen their understanding of challenging topics in mathematics including recursion, transformations, matrices, series, probability and applications of statistics. A major focus is on a variety of functions including exponential, power, logarithmic, trigonometric, rational and quadratic and other polynomial functions. The text provides a balanced mix of data-analysis and pure-algebra techniques in a hands-on investigative approach. Students practice, reason, apply and review as they progress through the curriculum. Algebraic techniques equip students with multiple problem-solving strategies and prepare them for higher-level courses that may be algebra intensive. They learn to be selective about choosing between technology tools and by-hand methods. **Students are required to have a TI-84 Plus calculator of their own for this class.**

Introduction to Science

Skills Integrated into this Course:

- Reading: Students will be involved in ongoing instruction and assessment of the process of reading based on the 6 Traits of an Effective Reader. They will participate in the reading of procedures, instructions, textbooks, graphs, tables and charts.
- Writing: Students will be involved in ongoing instruction and use of the 6 + 1 Writing Traits process, as well as instruction and assessment rubrics.
- Speaking and Technology: Students will have ongoing opportunities to learn how to create and use effective visual aids including a variety of scientific and presentation technology tools. Students will have ongoing opportunities to share ideas with their classmates and present information before the class.

Major Assessment Tools:

- Students will be assessed using grade level appropriately modified forms of the LWSD Rubrics for:
 - Reading Informational Texts
 - 6 + 1 Traits Evaluation of Procedural Writing: Science Lab Report
 - Data Analysis Report
 - 6 Traits Reading Periodicals for Scientific Information
 - 6 Traits Reading Periodicals for Quantitative Information
 - 6 Traits Reading Summary Skills -- Creating an Outline and Summary

Quantitative and Scientific Reasoning (QSR) Graduation Lab Report Requirements:

- Students have an opportunity to complete the formal Lab Report in 9th grade Biology.
- Starting with the Class of 2008, all students not in 9th grade biology must demonstrate proficiency on one formal lab report during their 10-12 high school years.
- Content – Quantitative and scientific processing skills are an important component of competitive work skills. Conducting scientific procedures, recording data and summarizing findings are fundamental skills expected of all people working in the scientific fields. The Lab Report requires students to demonstrate the ability to draw on scientific principles, clearly explain procedures, organize data, demonstrate analytical skills and reach valid scientific conclusions.

Science Program

Integrated II Science - 8th Grade

Course Description:

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

Critical Content:

- Physical Science
 - Properties of Matter module
 - Physical and chemical properties that characterize matter
- Earth Science
 - The Earth in Space module
 - Relationships among the solar system bodies
 - How this knowledge relates to the history of the Earth
- Life Science
 - Human Body Systems
 - Respiratory, circulatory, digestive and musculo-skeletal systems
 - How the systems interact to keep us healthy and alive

Major Assignments/Projects/Assessments:

- Assessments
 - Journal entries
 - Quizzes
 - Unit exams
- Projects
 - There is one Anchor Activity for each module.
 - These are individual research and presentation projects related to the topic of the unit
- Reading
 - At least one newspaper or magazine article containing scientific information will be assigned each semester
 - One outside, independent, fictional reading will be assigned during the third quarter
- Writing
 - Students will complete at least one report and two procedural writings during the year.
 - At least one formal lab report will be completed each semester.
 - There will be multiple opportunities for students to work on displaying information and data

Skills Integrated into this Course:

- Reading
- Writing
 - Projects that revolve around the themes of Procedure and Exposition/Persuasive style of writing.
- Speaking
 - Students will have several opportunities to participate in Socratic Seminars on topics such as The Trial of Galileo and DDT – Help or Harm?
- Technology
 - Students will use digital probeware during various units to establish temperature and pH values

Integrated III Science - 9th Grade

Course Description:

This is a year-long inquiry-based lab science class focused on exploring chemistry, physics, earth science and astronomy. There is a strong emphasis on the processes of science. Hands-on and inquiry-based learning activities will serve as the basis for student learning. These concepts will be reinforced through standard textbook assignments along with technology and videos.

Critical Content:

- Physics
The emphasis is on qualitative analysis to develop mathematical models helping students to understand concepts and differentiating among scientific ideas
- Chemistry
Focuses on concepts and their interconnections such as using shell models to demonstrate electron configurations, while chemical bonding is treated in terms of overlapping of these shells and Coulomb's law
- Earth Science
Encompasses the sciences of geology and meteorology guiding students through our planet earth including its rocks, minerals and the dynamics that make it a continually changing place
- Astronomy
Applications of physics, chemistry and geology to other massive bodies in the universe including the solar system, stars and galaxies

Major Assignments/Projects/Assessments:

- Rubrics will be used on major projects and will be formatted to assess how well students have met the Essential Academic Learning Requirements established for the State of Washington
- On-line practice tests will be used to assess student learning of the critical content

Major Assessment Tools:

- Quizzes and Chapter tests
- Homework, Journals and Projects
- Internet Practice Quizzes, Notebook Exams, Concept Exams

Skills Integrated into this Course:

- Reading: Textbook reading assignments and reading newspaper reports on science
- Writing: Essay tests and textbook assignments
- Speaking: Classroom presentations on research topics
- Technology: PowerPoint presentations, videos, etc.

Science Program

Biology – 9th Grade

Prerequisites:

Students must be highly capable, self-motivated, **and** highly interested in science in order to be successful throughout this advanced track. They must also meet the following criteria:

- A in Integrated Science II
- B or better in CMP8
- 8th Grade Math teacher recommendation
- 8th Grade Science teacher recommendation
- Passing score on Biology entrance exam → to be given in late May.

Please Note: Taking Chemistry as a Sophomore will be challenging in that most of the other students will likely be Juniors and Seniors. Therefore, students who are not both highly capable and self-motivated may find it harder, rather than easier, to earn the GPA and WASL scores necessary to get into the University of their choice. Students, who do meet all of the stated requirements, will find it a highly rewarding choice.

Purpose: AP Biology and AP Chemistry are only offered in alternating years at Lake Washington High School. Chemistry is a pre-requisite for both, and therefore has to be taken in 10th grade by any students interested in taking both AP courses. Taking Biology in 9th grade will allow them to do this even though it is not an honors level course.

The sequence is as follows:

9th Grade Biology → 10th Grade Chemistry → 11th & 12th Grade AP Biology & AP Chemistry
There are other AP Science courses offered at the high school as well.

Course Description:

This course will cover the biological concepts listed in the Critical Content section. Hands-on and inquiry-based learning activities will serve as the basis for student learning. These concepts will be reinforced through standard textbook assignments, videos, etc.

Critical Content:

- Formation & History of the Universe and of the Earth, Geologic Time, Relative and Absolute Dating Techniques, History of Life on Earth, Earth's Atmosphere, Classification of Living Things, Genetics & Evolution, Reproduction & Development, Body Systems, Ecology & Environmental Issues. Other topics may be added pending the outcome of the new textbook adoption.

Major assignments/Projects/Assessments:

- Geologic Period Research Project, Environmental Issue Research Project.
- Essay Test: Scientific Theory definition.
- Quantitative and Scientific Reasoning (QSR) Graduation Lab Report Requirements:

Major Assessment Tools:

- Rubrics will be used on major projects and will be formatted to assess how well students have met the Essential Academic Learning Requirements established for the State of Washington.
- On-line practice tests will be used to assess student learning of the critical content.

Skills Integrated into this Course:

- Reading - Textbook reading assignments and reading newspaper reports on science in the news.
- Writing – Essay tests and textbook assignments.
- Speaking - Classroom presentations on research topics.
- Technology – PowerPoint presentations, videos, etc.

Fitness - 8th and 9th Grades - One Semester

Course Description:

All students will participate daily in activities that will enhance healthy lifestyles. Classes will provide knowledge and activities that will explore personal fitness. Each student's personal fitness level will be assessed via a standardized fitness test. The results of the test will help establish an individualized fitness program. Students will analyze their results and establish goals for the class. Progress will be determined at the end of the semester. All fitness classes will devote significant time to developing each student's cardiovascular fitness. Students will participate in a variety of aerobic activities once or twice a week. Students will learn fitness concepts and sport activities that promote a lifelong healthy lifestyle. Emphasis will be made on improving individual skill levels through class participation and practice.

Critical Content:

- Complex Physical Skills
- Individual and Team Sports
- Components of Fitness
- Fitness Assessment
- Personalized Fitness Program
- Goal Setting
- Cardiovascular Fitness Activities

Major Assignments/Projects/Assessments:

Students will participate in a variety of sports and team-related activities scheduled in three-week units. Activities may vary due to facilities, class composition and weather. These activities will include several of the following:

- Presidential Physical Fitness Test
- Flag Football
- Soft Lacrosse
- Speed Away
- Team Handball
- Badminton
- Strength Training
- Basketball
- Volleyball
- Tennis
- Aerobics
- Golf

Major Assessment Tools:

- Unit Exams: written tests- selected response
- Rubrics: 6 traits writing

Technology/Reading/Writing:

- P.E. Equipment Essential for Each Sport
- Printed Rules for Each Sport
- Cardio Log
- Heart Rate Monitors
- Computers: Fitness Tracker Program

Fitness

Dance, Drill, March, Aerobics - 8th and 9th Grade - One Semester

Required Fitness class alternative

Course Description:

All students will participate daily in activities that will enhance healthy lifestyles. Class will provide knowledge and activities that will explore social dance, hip hop, marching, drill, fitness routines and aerobic routines. Emphasis will be made on improving individual skill levels through class participation and practice. Focus on peer teaching, cooperative groups and performance.

Critical Content:

- Performance
- Drill
- Marching
- Aerobics
- Dance
- Goal Setting
- Cardiovascular Fitness Activities

Major Assignments/Projects/Assessments:

Students will participate in a variety of Social dances, marching techniques, drill techniques, and aerobic routines. These cumulative projects will be the following:

- One ½ time Football game performance
- One ½ time Basketball ball game performance
- One pep assembly performance
- Various class performances
- Teach Aerobics routine to class

Major Assessment Tools:

- Rubrics:

Technology/Reading/Writing:

- Music mixer system
- Printed criterion for aerobics
- Reflection writing

Health - 8th Grade - One Semester

Course Description:

Health is a course designed to better inform students of current issues involving the health and welfare of our population. The following topics will be presented and discussed during the semester: cardio pulmonary resuscitation; first aid; disease; nutrition; body composition and weight control; drugs, alcohol and smoking;. The family life unit will include human reproduction, abstinence, sexually transmitted disease, contraception and AIDS. All students will have a separate daily unit plan to take home for the family life unit. Parents will then be able to opt out their child on any given topic. Students will be asked to clearly express their thoughts, feelings, opinions and ideas on these topics:

Community and Consumer Health:

- Community support systems and Resources
- Environmental health sources of pollution
- Individual & community responsibilities
- Consumer awareness

Disease Prevention and Personal Health and Hygiene

Control:

- Preventive health habits
- Immune system
- Infectious, non-infectious and genetic disease
- HIV, AIDS
- Relationship of sleep, exercise and diet to health
- Personal health goals and plans

Nutrition:

- Nutrients/Food pyramid
- Healthy food
- Eating disorders

Substance Use and Abuse:

- Safe and unsafe drugs and substances
- Effects of alcohol, tobacco, and unsafe drugs & substances on the body
- Refusal skills
- Procedures for seeking help

Personal Safety:

- Protective safety rules and procedures
- Protective behaviors
- Preventing and repair of abuse
- Safe handling of tools and equipment
- Injury prevention
- First aid
- CPR

Human Growth and Development:

- Physical development from conception through adulthood
- Reproductive systems
- Human sexuality and behaviors
- Individual physical differences
- Emotions: Personality development, emotions, self-concept, stress management, grieving, emotional changes of puberty, communication, peer pressure, sportsmanship

Major assignments/Projects/Assessments:

- Video/visitation project - personal communication
- Disease power point project
- Essays Exposition writing
- Career report - Explanation writing

Major Assessment Tools:

- Rubrics
- Exams (written test – selected response)

Skills Integrated into this Course:

- Reading: Magazine and textbook
- Writing: 6 traits
- Technology (PowerPoint project)

Elective Fee Information

Dear RHJH Parents of 8th and 9th Graders,

In an attempt to be proactive, we are communicating to our families, the expectations around the payment of fees that are associated with some of our elective course offerings. In our course catalogue you will notice that we have “highlighted” courses where there is an identified fee connected to your student’s ongoing participation.

As of this publication date of our course catalogue, the following elective courses have fees associated with student enrollment. These courses include:

Art Around the World
Advanced Art
Digital Movie and Media I
Digital Movie and Media II
Double Fun / Cooking and Sewing
Foods for Fun
French I, II
Robots and Roller Coasters
Spanish I, II, III
Visual Arts I

Once your student’s schedule has been determined, it is our expectation that all fees are paid in full by September 30, 2009. For students who enter RHJH within the school year, it is our expectation that their elective fees are paid within two weeks of their date of enrollment.

If you need financial assistance, please contact our school.

Sincerely,

Steve Mezich, Principal
Rose Hill Junior High

Art Around the World - 7th, 8th and 9th Grades - One Semester

Course Description:

This course will explore different art techniques and many well-known artists.

There is a \$10 materials fee for this class.

Critical Content:

- Elements of design
- Color theory
- Texture
- Expression
- Perceptual skills to create imagery

Major Assignments:

- Paper mosaic
- Mask-making
- Acrylic painting
- Place mats
- Stamps
- Mobile
- Cut paper design

Assessment Tools:

- Washington state (EALRS)
- Class notes
- Rubrics

Visual Arts I – 7th, 8th and 9th Grades – One Semester

Course Description

Discover and develop the artist in you! Modeling (shading with respect to a light source) and color theory is emphasized in this course. Linear and atmospheric perspective techniques are also taught to create an illusion of depth in any subject matter. Proportion of facial features and rotation of the human head is explored and applied to portraits. Learn to create fantasy, cultural art, representational and abstract art, architectural work, and subjects of your choice. Decorate your walls with your own creativity!

There is a \$10 materials fee for this class.

Critical Content:

- Elements of design
- Color theory
- Focus
- Expression
- Perceptual skills to create imagery

Assessment Tools:

- Written self assessment of your finished project
- Rubrics
- Class notes
- Washington state (EALRS)

Major Assignments:

- Black and white abstract design
- Still life
- Collage
- Grid drawing
- Scratchboard drawing
- Portrait of classmate
- Oil pastel/ink wash from masterpiece

Electives

Digital Movie and Media I - 7th, 8th, and 9th Grades - One Semester

Course Description:

Lights, camera, action! In this class you will: Make your own digital movies using video camera and computer editing software; Learn 3D animation programs and create your own digital animations; Use digital cameras and Photoshop CS2 to create awesome digital pictures to use in you school assignments. We will be using Adobe Photoshop CS2 and Adobe Premier Elements 4.0 as our editing software. Successful completion of this course by ninth grade students will fulfill a Fine Arts requirement for high school graduation. **There will be a materials fee of \$10 required for this course.**

Critical Content:

Digital and visual arts critical content includes concepts and vocabulary, principles or media organization with special emphasis on developing skills and techniques necessary for a successful digital experience.

Major Assignments/Projects/Assessments:

- Movies
 - Complete a series of 1-3 minute films:
 - Late to Class!
 - How to...Examples:
 - a. Make ice cream
 - b. Play a specific Nintendo game
 - c. Make a snowman
 - Star Wars Laser Sword fight
 - Introduce a teacher from Rose Hill Jr. High
 - Wild Card!
- Digital Pictures
 - Create a digital image slide show of your day at school
 - Create digital art from photographs that you have taken
 - Use Photoshop to enhance and change you pictures
 - Use Photoshop to create a tabloid style picture
- 3-D Animation
 - Create a simple 3D animation of a person performing walking
 - Create a simple 3D animation of a new animal
 - Create a simple 3D landscape animation of your new home
 - Create a short 3D animation of a short story of a myth or legend

Major Assessment Tools:

- Each project is assessed on a 4 point scale
- Science department grade scale is used for all projects

Skills Integrated into this class:

- Student reading centers around hand-outs for the various projects
- Student reading will also be in the technical manuals for the programs
- Students will refine and polish their presentation skills by showing their finished products to the class and possibly the student body

Digital Movie and Media II - 7th, 8th, and 9th Grades - One Semester

Prerequisite:

Digital Movie and Media I

Course Description:

Got skills? Want to learn the super fun technique of green screen video? Then you need to be a part of Digital Movie and Media II. In this class, we will take you beyond the 10 Essential Lessons in Photoshop. We will be using Adobe Photoshop CS2 and Adobe Premier Elements 4.0 as our editing software.

You will work with digital still cameras to document school activities and then print posters to put around the school. You will also create your own video documentaries about activities that happen at Rose Hill each day. Additionally, you will have the freedom to create your own, self-directed projects that uses digital cameras or digital video cameras. Are you ready to produce a newscast? We also are planning a bi-weekly presentation of "RHJH News" that we will show during the lunch periods. So, if you have skills - and are interested in making your own movies or creating and printing fantastic digital pictures then DMM II is 4U. Successful completion of this course by ninth grade students will fulfill a Fine Arts requirement for high school graduation. **There will be a materials fee of \$10 for this course.**

Critical Content:

- Digital and visual arts critical content includes the concepts of media organization. A special emphasis will be on developing advanced media management skill.

Major Assignments/Projects/Assessments:

- Movies
 - Document 1 activity at school
 - Lunch
 - Athletics
 - Assembly
 - Class
 - Other
 - Create your own movie
 - Develop a storyboard and create the next epic film!
- Digital Still Pictures
 - Do a series of portraits of your friends or teachers
 - Capture the nature around Rose Hill Jr. High
 - Create, print and post posters and flyers for sports and activities

Major Assessment Tools:

- Each project is assessed on a 4 point scale
- Science department grade scale is used for all projects

Skills Integrated into this Course:

- Student reading centers on Internet research skill
- Some technical reading from manuals will be included
- Student will integrate digital media skills into their regular curriculum classes

Tech Time: Generation YES - 7th, 8th, 9th Grades One Semester

Course Description:

Join this award-winning national technology program, and earn service learning credit at the same time! Generation YES (www.genyes.org) is a national program that focuses on teaching students essential technology skills (web publishing, digital media) and then providing them a “real work” experience using those skills. Gen YES students work through a real-life project development process where they propose a project, find sponsors, and then complete and evaluate the project. Each project is designed to serve a need in the community. Thus, students can earn up to 10 hours of service credit towards their 30-hour requirement in ninth grade. Students who have completed the Digital Media courses are welcome to use their skills and begin immediately on a “real-life” service project.

Critical Content:

- Expected daily use of email, digital presentation
- Direct instruction in web publishing (HTML, Java), Flash, and Digital Media
- Video-editing techniques using Adobe Premiere Elements
- Project Design Process

Literacy Skills Integrated into Course

- Reading: Course content is published entirely on the Internet. Relevant reading assignments relating to Netiquette are integrated into the course.
- Writing: Students must express themselves well in writing through their projects and their proposal planning process.
- Speaking: Students must demonstrate excellent speaking skills as they present their multimedia projects and as they help present a technology-infused lesson.

Major Assignments, Projects, Assessments

- Students complete smaller skill-based projects in preparation for the longer service project
- Frequent group work (writing analysis, project analysis and review)
- Major service technology project
- Skill Lessons: Students are graded on a Pass/Fail basis on the skill standards identified for each critical content area.
- Semester Project: Students are graded on a four-level rubric for their semester project.

Robots and Roller Coasters - 7th, 8th, 9th Grades One Semester

Course Description:

If you enjoy designing, building and programming things to do what you want, this is the class for you. In this course, students will learn mechanical design, construction, programming and teamwork skills while creating with LEGO and K'NEX building materials. Students will explore gears and pulleys to build and control robots that move, react, and make sounds in order to solve fun challenges. Additionally, students will design roller coasters, buildings and towns and create works of art such as statues and mosaics. **A lab fee of \$10.00 will be required for this course.**

Critical Content:

- Robots and Roller Coasters incorporates principles of engineering while focusing on energy, forces, machines and motion.

Skills Integrated into Course

- Technology: This course will require the use of technology, including basic computer programming. Students will conduct research for ideas in their building projects and read technical manuals associated with building complex structures that function for a specific task. Students will write project proposals associated with major class projects.

Major Assignments, Projects, Assessments |

- Robotics

LEGO Mindstorms NXT

Students will explore the world of robotics using LEGO technic components, motors and sensors. Students will use computers to program their robots to move, react to light, sounds and color, and perform a variety of tasks in order to solve challenges.

LEGO Sumo Wrestling

Students will build their own remote controlled robots designed specifically for battle in the Sumo Wrestling ring. Each team of students will then enter their robot in a LEGO Sumo tournament and compete against their classmates. Will your Sumo robot be the last one standing?

- Construction Engineering

K'NEX Roller Coaster Challenge

Students will design and build models of working roller coasters using K'NEX building materials. Models will be 3- 4 feet high (or taller!) and incorporate the use of motors, chains, pulleys and gravity to send mini roller coaster cars on the thrill ride of a lifetime. Teams will then enter their roller coasters in the K'NEX Roller Coaster Challenge for a shot at \$10,000!

Competitions

Every other week, students will participate in competitions that take place during one class period. Students will be given a set amount of time to work in teams to complete a task such as building the tallest structure, the fastest K'NEX motor powered car or robot and the strongest bridge with the least amount of materials used.

Build a City

Students will work in teams to create a variety of buildings, roads, landscapes and moving vehicles using LEGO bricks. When each team is finished with their part, all of the sections will be put together to create a LEGO city complete with LEGO minifigures performing a variety of life activities.

Major Assessment Tools:

- All projects will be graded using rubrics that assess a variety of skills and innovative thinking.
- Students will be graded on participation in group projects and competitions and write reflective evaluations for their own work as well as their classmates.

From Script to Screen - 8th and 9th Grades - One Semester

Course Description:

Do you love being creative? Are you inspired with stories or ideas that you'd like to publish in some form? Do you long to express yourself in written or visual formats? Then this class is for you! You'll have an opportunity to write your ideas as a screenplay or drama, then work with students to perform that drama. Finally, you'll have the opportunity to video the performance and turn it into a video production. Through writing, performance and video editing, you'll explore different aspects of the creative process. If you're a ninth grader, you'll also meet one of your high school graduation requirements for fine arts!

Critical Content:

- Various forms of dramatic literature (poetry, songs, comedy, drama, storytelling, documentary)
- Creative writing process (storyboarding, brainstorming, drafting, editing, revising, publishing)
- Fundamentals of dramatic performance
- Video-editing techniques using Adobe Premiere Elements

Major Assignments, Projects, Assessments

- One major literary analysis
- Frequent group work (writing analysis, drama and video productions)
- Major drama project (writing, editing, performing, videoing, and video-editing)

Double Fun/Cooking and Sewing - 7th and 8th Grades - One Semester

Course Description:

Enjoy learning the basics of cooking and sewing. You will prepare an assortment of foods from snacks to easy to prepare favorites. Also, you will make one simple project as a class and then choose your own project from a catalog for your second project. There will be lots of fun from eating to sewing. **There will be a lab fee of \$10.00 required for this course as well as the fee for the project you select from the catalog.** Please see the teacher if you would like assistance with the class fee.

Critical Content:

- Nutrition Facts
- Nutrients/Vitamins
- Food Pyramid
- Lab Work and Procedures

Major Assignments/Projects/Assessments:

- Vocabulary Terms
- Everyday Lab Procedures
- Completion of two projects

Major Assessment Tools:

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

Skills Integrated into this Course:

- Assorted Lab equipment for both cooking and sewing
- Knowledge of terms used in cooking and sewing
- Life Skills

Foods for Fun - 8th Grade - One Semester

Course Description:

This class is designed to help students plan and prepare an impressive variety of foods, including choices from foreign countries. While working cooperatively in “Kitchen Groups”, students will learn to demonstrate organizational skills, personal responsibility and leadership roles. **There will be a lab fee of \$10.00 required for this course.**

Critical Content:

- Nutrition Facts
- Nutrients/Vitamins
- Food Pyramid
- Lab work and procedures

Major Assignments/Projects/Assessments:

- Foods Notebook
- Reflection Journal
- Persuasive writing
- Everyday lab procedures

Major Assessment Tools:

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

Skills Integrated into this Course:

- Computer used for persuasive writing assignment
- Assorted lab equipment
- Student demonstrations

Electives

Life Skills - 9th Grade - One Semester

Course Description:

Life Skills will assist students in making responsible choices and in learning the skills necessary to manage their own personal daily lives. Reading, math, written language and oral communication skills relating to the work place will be integrated into the curriculum. Additional units will explore personal finance, food preparation activities, parenting and consumer awareness updates. Successful completion of this course by ninth grade students will fulfill an Occupational requirement for high school graduation.

Critical Content:

- Fitness/Nutrition
- Emotional and Human Development and Growth
- Personal Ethics
- Life Skills: Finances (check book) self esteem, decision making, setting goals, and interpersonal communication

Major assignments/Projects/Assessments:

- Basic Skills Packet
- Expository Writing
- Check Book
- Personal Resume
- Child Development Journal

Major Assessment Tools:

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

Skills Integrated into this Course:

- Computer used for persuasive writing assignment
- Assorted lab equipment.
- Student demonstrations

Strength Training and Conditioning - 8th and 9th Grades - One Semester**Course Description: (can be taken more than once)**

Each student's strength and fitness level will be assessed at the beginning of the semester to help establish goals for the class. The class will explore basic anatomy and physiology to provide a foundation for lifelong wellness. Increasing one's physical fitness level supports lifelong physical, emotional, and mental wellness. The goal of this course is to increase the strength and cardiovascular condition of every student while gaining an understanding of proper and safe weight training principles and techniques. Each student will develop a personal fitness plan and routine that will encourage an active and healthy lifestyle. Special emphasis will be given to promoting self discipline and motivation.

Critical Content:

- Components of Fitness
- Activities
- Personalized Fitness Program
- Responsibility to Self and Others
- Weight Training Techniques and Principles

Major Assignments/Projects/Assessments:

- Principles, Techniques and Safety
- Training Systems
- Cardiovascular Concepts/ Activities
- Maximum Assessment
- Goal Setting
- Fitness Analysis
- Motivation
- Improvement Analysis

Major Assessment Tools:

- Classroom Grades in Participation
- Written Exams: Selected Response
- Max Strength Test

Technology/Reading/Writing:

- Weight Training Equipment
- Strength Training Study Guide
- Weight Training Chartss

Electives

Team Sports - 8th and 9th Grades - One Semester

Course Description: (can be taken more than once)

All students will participate daily in activities that will enhance healthy lifestyles. The class will provide knowledge and activities to promote personal fitness. The goal is to provide opportunities for all students to develop their athletic ability, self-management and team building skills by working in groups. Emphasis will be on improving individual skills through participation and practice. Physical fitness supports lifelong physical, emotional, and mental wellness.

Critical Content:

- Complex Physical Skills
- Team Sports and Related Activities
- Responsibility to Self and Others
- Sportsmanship
- Fitness Activities

Major Assignments/Projects/Assessments:

All students will participate in a variety of sports and team related activities scheduled in one to two week units. These activities will include several of the following:

- Volleyball
- Lacrosse
- Speed Away
- Slo-Pitch Softball
- Ultimate Frisbee
- Flag Football
- Soccer
- Team Handball
- Basketball

Major Assessment Tools:

- Classroom Grades in Participation

Technology/Reading/Writing:

- Essential P.E. Equipment
- Sport Specific Study Guides

World Languages I - French I - 8th and 9th Grades; Spanish I - 7th, 8th and 9th Grades - Two Semesters

Prerequisite:

Introduction to French I and Spanish I requires a 2.5 GPA for first semester and a “C” grade in Language Arts.

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. **There will be workbook fees required for these courses of: \$20 for French; \$16 for Spanish.**

Critical Content:

- Introduction to parts of speech
- Present tense verb system including irregulars and two verb structures - exception Japanese
- Basic statements and question patterns
- Possessives
- Sound system
- Written symbols
- Development of, sensitivity to, and acceptance of cultural differences.

Major Assignments/Projects/Assessments:

- Oral presentations
- Written projects (topics are teacher driven)
- Skits (following specific content)
- Listening comprehension (teacher selected)

Major Assessment Tools:

- Rubrics (teacher/student developed for specific written projects)
- Classroom grades (90%=A, 80%=B, 70%=C, 60%=D, 0 to 59%=F)

Skills Integrated into this Course:

- Teacher determines how percentages are distributed amongst the following:
 - Reading
 - Writing
 - Speaking
 - Technology

A World Language course taken in the 8th grade may satisfy one year of the university entrance requirement if the 2nd year is completed in high school. Please refer to individual university requirements.

8th graders who sign up for French I may need to travel to another school to take French II as a 9th grader. Because of the difference in schedules between schools this may impact either their before or after school activities.

Electives

World Languages II - French II - 9th Grade; Spanish II - 8th and 9th Grades - Two Semesters

Prerequisite:

Successful completion of Level I with a grade of a “C-“or better in Level I or teacher recommendation. 9th graders must be passing at semester in order to continue with this course.

Course Description:

These courses will allow further development and reinforcement of basic proficiencies in Reading, Writing, Listening and Speaking. **There will be workbook fees required for these courses of: \$20 for French; \$16 for Spanish.**

Critical Content:

- Review and extend 1st year structures
- Past tense verbs (1st year for Japanese)
- Objects of verbs and prepositions
- Commands
- Comparisons and superlatives
- Reflexive pronouns and verbs
- Negative patterns

Major Assignments/Projects/Assessments:

- Oral presentations
- Written projects (topics are teacher driven)
- Skits (following specific content)
- Listening comprehension (teacher selected)

Major Assessment Tools:

- Rubrics (teacher/student developed for specific written projects)
- Classroom grades (90%=A, 80%=B, 70%=C, 60%=D, 0 to 59%=F)

Skills Integrated into this Course:

- Teacher determines how percentages are distributed amongst the following:
 - Reading
 - Writing
 - Speaking
 - Technology

World Languages III - Spanish III - 9th Grade - Two Semesters (may be taught at LWHS)

Prerequisite:

Successful completion of Level II with a grade of a “C-“ or above in Level II or teacher recommendation. 9th graders must be passing at semester in order to continue with this course.

Course Description:

Students develop proficiency of basic communication skills in the target language. They learn to use high-frequency phrases and simple sentences to communicate with both written and verbal language. Students will develop spontaneity and sustain conversations in the target language. They increase their ability to understand main ideas and some supporting detail in reading and listening. Students are able to narrate and describe with more detail. **There will be a workbook fee required for this class of: \$16 for Spanish.**

Critical Content:

- Language Structures: Review and extend first and second year structures, future tense, conditional tense, present tense of the subjunctive mood
- Contextual topics: Time expressions, impersonal expressions, expressions of hope, persuasion, preferences, emotions, opinions, uncertainty, probability
- Communicative functions: Narrating/discussing in past and future tenses, making speculations, giving advice and orders, persuading, making suggestions, negotiating, expressing hopes, doubts, emotions, certainty, opinions, probability
- Cultural Goals: Teacher driven, may include literature, art, history, music

Major Assignments/Projects/Assessments:

- Presentations and skits
- Written narration and exposition
- Exams that include selected response questions, short answer response, and extended response

Major Assessment Tools:

- Performance-based assignments will be evaluated using rubrics designed for each specific activity
- Classroom grades (90%=A, 80%=B, 70%=C, 60%=D, 0 to 59%=F)

Concert Choir - 8th and 9th Grades - Two Semesters

Prerequisite:

All 8th and 9th graders are eligible to participate.

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 Rose Hill 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.

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.

Symphonic Band 8th and 9th Grades - Two Semesters

Prerequisite:

Students must have three years previous band experience or obtain permission from the instructor and be taking private lessons.

Course Description:

Students perform daily in class on their band instruments in a rehearsal setting. Students participate by playing their instrument, listening to recordings of themselves in rehearsals as well as professional recordings, and giving critical feedback. Students are required to play in groups as well as individually during rehearsal. Students also run sectional rehearsals and conduct the entire group periodically. Basic musical concepts are discussed and rehearsed in daily warm ups using scales, rhythm exercises, and 16 Chorales for Band by J.S. Bach. Three major and three minor scales are reviewed each quarter so that by the end of the 9th grade year all the scales have been learned. Quarterly seating tests are given to further encourage practice and evaluate student progress.

Critical Content:

- The Rose Hill Junior High Jazz Band program has been designed to provide each member the opportunity to develop basic performance skills in the areas of:
 - Tone Production
 - Rhythm & Technique
 - Listening
 - Large ensemble
 - Standard musical notation
 - Musical growth as a member of a musical group and an individual
 - Instrument care
- It will provide the opportunity for students to:
 - Gain confidence in public performance
 - Develop self-discipline and responsibility
 - Develop social and citizenship skills through teamwork
 - Experience joy in quality music performance
 - Develop Interpersonal Skills & Responsibility to the Ensemble

Major Assignments/Projects/Assessments:

This class performs for numerous concerts and community events throughout the year. Below is a typical schedule with the types of music selections:

1st Term – Fall Concert (Concert Selections and March)

2nd Term – Winter Concert & Winter Music Assembly (Concert Band Music) Harborview Medical Center Performance (Various Holiday Selections including Hanukkah, Kwanzzaa, & Winter Music) Pep Assembly (Pep Music)

3rd Term – Concert Band Festival (Concert Band Music), Spring Concert (Concert Band Music), District JH Festival (Various Selections), Solo & Ensemble Festival (Open to all interested individuals)

4th Term – Pep Assembly (Pep Music with student conductors), Final Concert (Concert Band Music)

Major Assessment Tools:

- Rehearsal and concert participation
- Practice record completion
- Understanding and demonstration of rhythmic patterns and major scales

Skills Integrated into this Course:

- Groups do periodic evaluations of performances
- Class updates available through e-mail
- Recorded excerpts of seating tests

Jazz Band 7th, 8th, 9th Grades - Two Semesters

Requirement:

Jazz Band is a supplementary course which is offered for students who are enrolled in one of Rose Hill's instrumental groups during the school day (Cadet Band, Symphonic Band, Orchestra).

Course Description:

This class meets before school each morning at 6:45 am. Registration is in September. Although students are encouraged to perform on instruments that fit into standard jazz instrumentation, all instruments are accepted. Students participate by playing their instrument, listening to recordings of themselves in rehearsals, as well as making professional recordings and giving critical feedback. Students are required to play in groups as well as individually during rehearsal. Students will also run sectional rehearsals and conduct the entire group periodically. Basic musical concepts are discussed and rehearsed in daily warm ups using standard blues progressions, blues scales, and charts of various styles (Blues, Latin, Swing, etc.), and the book *Essential Elements for Jazz Ensemble*. Members of this group must also play an instrument in one of the concert bands at Rose Hill Junior High.

Critical Content:

- The Rose Hill Junior High Jazz Band program has been designed to provide each member the opportunity to develop basic performance skills in the areas of:
 - Tone Production
 - Rhythm & Technique
 - Listening
 - Large ensemble
 - Solo Performance
 - Standard & Jazz musical notation
 - Self Discipline and Stage Presence
 - Jazz Styles
- It will provide the opportunity for students to:
 - Gain confidence in public performance
 - Expand on skills learned in Symphonic & Cadet Band
 - Serve the school and community
 - Develop Interpersonal Skills & Responsibility to the Ensemble
 - Experience joy in quality music performance

Major Assignments/Projects/Assessments:

The Jazz Band has a demanding schedule for performances and events throughout the year. A typical schedule would include one concert and one community performance each quarter. These performances may include Redmond Town Center, Bangor Navy Base, and our Big Band Dance. In addition, the Jazz Band performs for school functions upon request such as the Fathers' Breakfast, Grandparents' Luncheon, Mothers' Luncheon, and school assemblies.

Major Assessment Tools:

- Rehearsal and concert participation
- Jazz for Young People Curriculum Lessons

Skills Integrated into this Course:

- Groups do periodic evaluations of performances
- Class updates available through e-mail
- PA systems, mics and amplifiers are used daily in the course

Sinfonia Orchestra - 8th and 9th Grades - Two Semesters**Prerequisite:**

A student must have at least 3 years of playing proficiency on their string instrument or a recommendation from a private string teacher.

Course Description:

Students rehearse daily and perform Grade 3 level music or higher in sectionals and/or in the full orchestra. By playing their instrument daily, and listening to self-made recordings of pieces they work on, students achieve a higher level of performance. Students use their advanced playing and listening skills to critique various styles of music. Above all, students have fun working as a team to create a high quality, musical performance.

Critical Content:

- The Rose Hill 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
 - Instrument care and repair
- 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 per quarter
- Performing with a chamber ensemble, which performs at the District Solo and Small Ensemble Festival each spring
- Touring and adjudicated performances throughout school year

Major Assessment Tools:

- Rehearsal and concert participation
- Understanding and demonstrating accurate bowing techniques and how they relate to various styles of music
- Understanding and demonstrating the Major and minor scale formulas on any given tonic note
- Playing by ear, simple melodies and transposing them using 3 different key signatures
- Student conductors are chosen by their demonstration of positive rehearsal behavior, organizational skills, and playing ability during rehearsals and performances

Guitar Class 7th, 8th, 9th Grades - One Semester

Prerequisite:

All students will be required to provide or rent their own guitar.

Course Description:

Have you ever played “Guitar Hero?” This is your chance to learn the real thing. Have you ever wanted to play a musical instrument? Guitar is easier than you think. It is fun, you’ll learn fast, and it all happens during the school day. You will meet people with the same interest, make new friends, and be on your way to achieving your musical dreams. The time is now. Don’t let this chance pass you by!

Critical Content:

- Each student will be able to develop basic guitar performance skills
- Understand basic fundamentals of music reading.
- Learn basic chords, scales, and bass lines
- Learn proper strumming and flat picking techniques
- Playing guitar accompaniments
- Playing melody lines
- Minor instrument repair and care.
- Become aware of career opportunities.

Major assignments/Projects/Assessments:

- Two Evening Concerts are required attendance
- Intro to song writing and improvisation techniques.
- Small ensemble pieces performed with friends.

Major Assessment Tools:

- Daily class and concert participation
- Skill proficiencies and playing exams
- Organizational skills will be assessed

Skills integrated into the course:

- Reading music is similar to learning a new language. Music helps develop word reading abilities by drawing parallels between the two.
- Music notation also incorporates math which can help develop math skills needed in math classes.

Dear RHJH Parents,

Welcome to Athletics at Rose Hill Junior High School. Whether new parents or returning parents, we are very grateful for your support of the athletic programs at Rose Hill Junior High.

The Athletic Handbook and Sports Clearance cards will be available outside the Student Office in June. A clearance card must be completed in its entirety before your child will be allowed to participate in any sports; however, you need to only complete one card for the school year. If your child intends to play more than one sport, he/she will be allowed to play only one sport per season. As the school year progresses, your child will be given the opportunity to change his/her sport if they so desire.

We want all our athletes to have a positive and fun experience in the athletic program and we know that this will be achieved by keeping everyone involved well-informed.

Each quarter we hold a Parent Meeting which gives you, the parent/guardian, an opportunity to meet and ask questions of the coaches. These meetings are extremely important as it is the time for coaches to explain their expectations, rules and provide any other information. We also go over the general rules and expectations which apply to all athletes regardless of the sport. The dates for these meetings for the 2009-2010 school year will be determined at a later time. We strongly request that all parents/guardians attend these meetings.

We look forward to seeing you at the Quarterly Sport Parent Meetings.

First Quarter

Football, Boys' Tennis, Girls' Badminton, Girls' Softball, 7th Grade Boys' Basketball

Second Quarter

8th & 9th Grade Boys' and Girls' (all grades) Basketball

Third Quarter

Wrestling, 8th and 9th Grade Girls' Volleyball

Fourth Quarter

Boys' Baseball, Girls' Tennis, Co-ed. Track, 7th Grade Girls' Volleyball

Sincerely,

Steve Mezich
Principal

After School Sports

Athletic Policy and Sports Clearance Information - All Grades

The student and parent/guardian must both, read, sign and return a Lake Washington SD Junior High Athletic Policy which will be enclosed in the summer packet. If you do not receive one in your summer mailing it can be obtained from the Student Office.

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

- 1) The "Physical Examination/Clearance" must be completed by a physician or appropriate licensed authority. **Any physicals signed after 6/1/2009 are valid for two calendar years from the date of signing.** If you have questions please check with the Athletic Director.
- 2) The signed "Verification of Insurance Coverage" section demonstrates that the student is adequately covered by personal accident insurance. Accident insurance may be purchased if the student is not covered by your personal insurance. You may obtain this information from the Student Office.
- 3) The "Medical Emergency Authorization" section also requires a signature and date.
- 4) The "Emergency Contacts" section must be completed.

Any student involved in interscholastic sports must purchase an ASB membership and also be responsible for the Pay for Participation fee as outlined in the Athletic Handbook. **Also any outstanding fines must be paid before a student can participate in athletics.**

Students will not be allowed to turn out for a sport without all the above information completed.

Students must maintain a 2.0 GPA or better in all classes to participate on a school athletic team.

Students have **five school days** to improve any grade that is not passing. If the grade is not raised the student will not be allowed to participate until the grade improves.



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Rose Hill Junior High

Steve Mezich - Principal
13505 N.E. 75th
Redmond, WA 98052
(425) 881-2079
www.lwsd.org/rhjh

Lake Washington School District

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www.lwsd.org

Equal Opportunity Employer/Non-Discrimination Statement:

Lake Washington School District complies with all federal and state rules and regulations and does not discriminate on the basis of race, creed, color, national origin, sex, sexual orientation, marital status, age, veteran status, or disability.

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