

# Rose Hill Middle School



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### Our Vision

The Rose Hill Middle School 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

### Lake Washington School District Vision

*Every student future ready*

Prepared for college

Prepared for the Global Workplace

Prepared for Personal Success

## Welcome to Rose Hill Middle School!

This handbook is provided to each of our Rose Hill families to give students and parents an overview of our programs, course requirements, elective offerings, and extra curricular opportunities. This course guide will also help you and your student begin planning their academic pathway from sixth to twelfth grade. Our programs ensure that every student has a course of study that is challenging, engaging, and valuable to our students as they 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 have a course of study that enriches their schooling experience while enabling them to meet or exceed our district and state standards.

As we continue to enrich our curriculum and extra curricular programs, we are constantly looking for ways to tie in real-life learning opportunities into our student experience. School based partnerships via our PTSA and local business community provide us with an array of unique opportunities to broaden learning experiences across the curriculum. Furthermore, Rose Hill partners with parents and community members to provide community service learning opportunities and other extensions of learning that provide relevant, meaningful, and real-life connections to what students learn at Rose Hill Middle School.

Our counselors, Ms. Carolyn Stelling and Mr. Terry Thompson, are highly experienced and they are our best resources to guide students and parents through their introduction to middle school 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 affecting their progress. We also encourage parents to familiarize themselves 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 welcome you to Rose Hill Middle School and we invite you to collaborate with us in providing your student with a meaningful learning experience.

*Laurynn Evans, Principal*

*Erin Bowser, Assistant Principal*

*Terry Thompson, Counselor A-N*

*Carolyn Stelling, Counselor O-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) 936-2460. Por favor dejen su nombre y número de teléfono con la secretaria quien se pondrá en contacto con ustedes lo más pronto posible.

## A Special Welcome to Our New 6th and 7th Graders!

Dear Sixth and Seventh Grade Parents,

The Rose Hill Middle School community is looking forward to the arrival of your student for the 2012-2013 school year. We all know that attending a new school may raise concerns and issues for incoming students. Our incoming students will receive the benefit of a series of student transition activities that will prepare and motivate them to be outstanding members of our RHMS community. It is our mission to provide a campus that welcomes all students to our "Rose Hill family," and we strive to provide an inclusive environment where students feel safe and that provides a positive foundation for their time at Rose Hill Middle School.

### Student to Student Mentoring Program

We are pleased to provide our Rose Hill M.S. Student Mentoring Program for all of our incoming sixth and seventh graders. Your current fifth or sixth grade teacher will be helping us create student mentee groups of five to six students that will be assigned a mentor from RHMS who attended their same elementary school. Our student mentors will meet with your student in their sixth grade classrooms this spring, and the mentors will lead orientation activities with your student in August.

These activities will begin providing your son or daughter with a series of introductory activities that will continue throughout their first year at RHMS. As a result of these year-long activities, students at RHMS develop a sense of commitment and responsibility to each other that would not occur without our student mentoring program.

We wanted to take a moment to discuss how mentors are selected. It is of paramount importance that our mentors are positive role models who increase the opportunities for success of their mentees. Only current students who are attending RHMS will be able to apply for these year-long mentoring positions, and the application process is very thorough. We will only select students who have demonstrated the appropriate beliefs and attitudes about student mentoring to mentor our incoming seventh graders. We believe that well-selected student mentors will be best able to make a impact for their assigned mentees by fostering positive relationships and friendships.

Throughout the year, your seventh grade student and their mentors will engage in such topics as:

- *Developing Positive Relationships Respecting and Valuing Differences Handling Peer Pressure*
- *Creating Healthy Friendships*
- *Positive Decision Making*
- *Academic and Personal Goal Setting*
- *Building Self Esteem and Acceptance*

One of our intended outcomes is that your student will eventually become a mentor and give back to their mentees those positive relationship differences that they received as a sixth and seventh grade student!

Sincerely,

*Laurynn Evans, Principal*  
Rose Hill Middle School

*Amanda Hicks*  
Program Coordinator

Here is a helpful template where you and your student can make a plan for your student's course of study at RHMS. You can write in course options for this year and beyond. Middle school level coursework provides the foundation for a student's course of study in high school. When selecting electives, give consideration to selecting options that your student might continue to pursue at the high school level!

### DID YOU KNOW?

We will no longer have biology or advanced algebra, and only 8th graders will get HS credit for select classes. Be sure to ask our counselors about these credit opportunities.

<b>6th Grade</b>	<b>1st Semester</b>	<b>2nd Semester</b>
	Language Arts (required)	Language Arts (required)
	Social Studies (required)	Social Studies (required)
	Math (required)	Math (required)
	Science (required)	Science (required)
	Fitness (required)	Fitness (required)
	ELECTIVE (see pgs. 10-15)	ELECTIVE (see pgs. 10-15)

<b>7th Grade</b>	<b>1st Semester</b>	<b>2nd Semester</b>
	Language Arts (required)	Language Arts (required)
	Social Studies (required)	Social Studies (required)
	Math (required, see pg. 6 for options)	Math (required, see pg. 6 for options)
	Science (required)	Science (required)
	Fitness (required)	Health (required)
	ELECTIVE (see pgs. 10-15)	ELECTIVE (see pgs. 10-15)

<b>8th Grade</b>	<b>1st Semester</b>	<b>2nd Semester</b>
	Language Arts (required)	Language Arts (required)
	Social Studies (required)	Social Studies (required)
	Math (required, see pg. 6 for options)	Math (required, see pg. 6 for options)
	Science (required)	Science (required)
	Fitness	ELECTIVE (see pgs. 10-15 for options)
	ELECTIVE (see pgs. 10-15 for options)	ELECTIVE (see pgs. 10-15 for options)

## Language Arts

### Sixth Grade Language Arts

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

### Seventh Grade Language Arts

Seventh grade language arts integrates writing, reading, speaking and technology skills. Emphasis is placed on the Six Traits of reading and writing, and on the writing process, building on the Step-Up to Writing program used in elementary school. Students read fiction and non-fiction, and study the elements of short stories, plays and poetry. They learn reading strategies for understanding textbooks and references sources. The strand focus for student writing is on organization. Texts include: Good Student, Good Habits; Freak the Mighty; The Outsiders; Twelfth Night.

### Eighth Grade Language Arts

Eighth grade language arts integrates writing, reading, speaking and technology skills. Emphasis is placed effective reading strategies for both literary and nonfiction texts. The strand focus for student writing is on ideas and content. Texts include: Seven Habits for Highly Effective Teens; Anne Frank; to Kill a Mockingbird; A Midsummer Night's Dream.

## Block Classes

As defined for all middle schools in the Lake Washington School district, sixth and seventh grade language arts and social studies classes will be blocked together. Eighth grade may or may not be blocked.

## Integrated Honors

The integrated honors program at Rose Hill offers students the opportunity for challenge, enrichment, personal growth and college preparation. Students interested in earning honors credit must sign a contract at the beginning of each semester outlining expectations and challenge requirements. Should they meet all contractual expectations at the end of the grading period, they will receive notification of honors on their report card.

## Social Studies

### Sixth Grade Social Studies

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

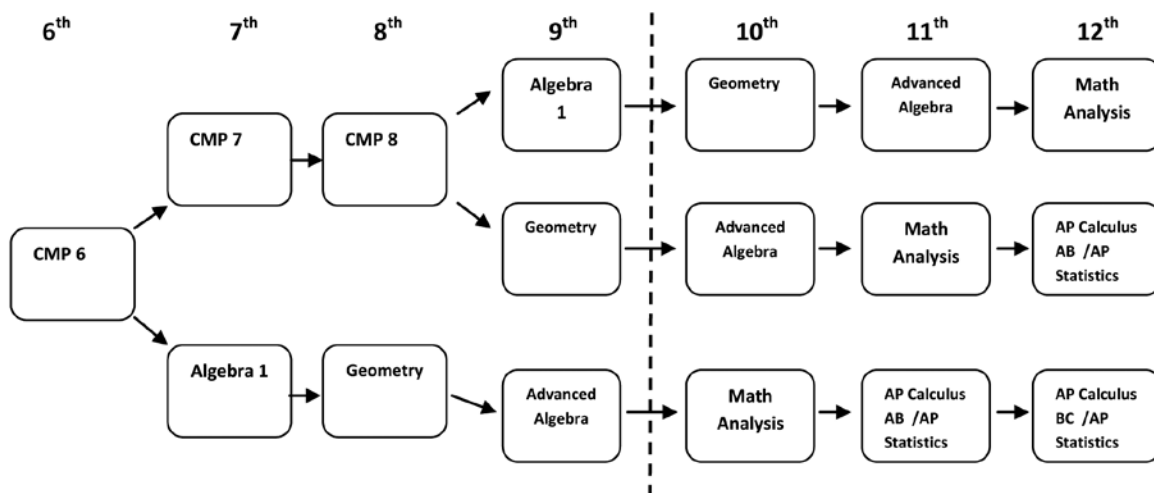
### Seventh Grade Social Studies

Seventh grade social studies is a year-long course which integrates writing, reading, speaking, listening, and technology skills with the study of US History from the Revolutionary War through the Civil War and Reconstruction. The focus is on civics, geography, cultural development and human-environmental interaction. As part of this course, students will complete the state-mandated Developed Assessment called "Constitutional Issues."

### Eighth Grade Social Studies

Eighth grade combines a fall-semester study of Washington State History and government with a spring-semester focus on twentieth century U.S. History. 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. As part of this course, students will complete the state-mandated Developed Assessment called "Causes of Conflict." Students will also complete 20 hours of service learning over the course of the year.

Lake Washington School District  
Secondary Math Pathways



\*Placement in Algebra 1 in 7<sup>th</sup> grade is determined by a score on an Algebra Aptitude Test, a score of level 4 on the 6<sup>th</sup> grade MSP, and academic experience.

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

## 6th Grade Mathematics

### Connected Math Project 6 (CMP 6)

Enrollment available for 6th grade

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

## 7th Grade Mathematics

### Connected Math Project 7 (CMP 7)

Enrollment available for 7th grade

This course builds on the content from the 6th grade Connected Math curriculum and covers the topics traditionally located in a Pre-Algebra course. Students learn to recognize and generalize patterns and relationships and apply this knowledge to increasingly more difficult problems. Topics will include proportionality and similarity, properties of geometric figures, geometric transformations, rational numbers, order of operations, solving two-step equations, graphing and writing linear equations, probability and data, problem solving, reasoning and communication. Students who have successfully completed our year-long 7th Grade Connected Math curriculum should be placed into our Algebraic focused 8th Grade Connected Math curriculum for their 8th grade mathematics course.

## Algebra 1

Enrollment available for 7th grade (for those who qualify)

This course covers mathematical ideas that will be the foundation for the remainder of the mathematical concepts encountered in middle school, high school and beyond. Specifically, students will work with data, variation and graphs, linear equations, systems of linear equations, exponents and exponential models, functions, quadratic models and an introduction to geometry.

## 8th Grade Mathematics

### Connected Math Project 8 (CMP 8)

Enrollment available for 8th grade

This course builds on the content from the 7th grade Connected Math curriculum and covers the topics traditionally located in an Algebra 1 course. This course covers: 1) Functions: an introduction to modeling with linear and other functions, 2) Pythagorean Theorem: right triangles, slope, area and irrational numbers, 3) Exponential Growth: graphing and writing exponential functions, 4) Quadratic Growth: graphing, writing and solving quadratic functions, 5) Symbolic Expressions: simplifying expressions and solving more complicated linear equations, 6) Transformational Geometry: symmetries and their relationship to algebraic properties, 7) Statistics: gathering data from samples to make predictions about populations.

## Geometry

Enrollment available for 8th grade

Geometry is defined as the branch of mathematics that deals with points, lines, planes, and solids, and examines their properties, measurement, and relations to one another in space. Topics to be studied will include: geometric constructions, properties of triangles, polygons, and circles, transformations, area and volume, and the Pythagorean Theorem. In this class we will focus on individual and group problem solving skills, inductive and deductive reasoning, and higher level thinking. Students will also review necessary Algebra Skills throughout the year so they can be successful in Algebra II.

## Science

This modular-based inquiry science course builds on physical, earth and life science concepts and processes learned in Kindergarten through fifth grade. Students investigate physical, earth and life science topics and plan and conduct their own investigations, devise data tables, analyze data, and communicate their findings. Throughout middle school students investigate physical, earth and life science topics and plan and conduct their own investigations, devise data tables, analyze data, and communicate their findings. In grades 6-8, students learn to think critically and logically to make connections between prior science knowledge and evidence produced from investigations, models and system thinking.

### 6th Grade Science Strands:

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

### 7th Grade Science Strands:

- Physical Science: Energy, Machines and Motion Module
- Earth Science: Catastrophic Events Module
- Life Science: Populations and Ecosystems

### 8th Grade Science Strands:

- Physical Science: Properties of Matter
- Earth Science: Sun-Earth-Moon Module
- Life Science: Human Body Systems

## **Fitness**

**Grades 6 - 8**

### **Level Description**

In middle school, students develop competence in skillful movement in game situations and in a variety of recreational activities. They transition from modified versions of movement forms to more complex applications across all types of activities. Students demonstrate the ability to assume responsibility for guiding their own learning as they apply their knowledge and abilities to create a practice plan to improve performance in selected physical activities. Students are able to set goals, track progress, and participate in these activities to improve health-related fitness.

## **Health**

**Grade 7**

### **Level Description**

In Health class, a strong emphasis is placed on personal responsibility and that healthy choices promote lifelong wellness. Students have an understanding of the origins and causes of diseases, including the relationship between family history and certain health risks. They begin to relate short and long-term consequences of health choices and apply health skills to specific personal, family, and community health concerns. Students learn to refine critical-thinking skills to avoid unsafe situations, analyze health information and products, and maintain healthy relationships. Students begin to investigate health in the broader context of community.

Dear RHMS Parents,

In an attempt to be proactive, we want to be sure that you are aware of 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*
- *Culinary and Design Skills*
- *Design and Storytelling*
- *Digital Media I*
- *Digital Media II*
- *Food and Culinary Foundations*
- *Food Fundamentals*
- *French I*
- *Life Skills*
- *Robotics*
- *Spanish I*
- *Visual Arts*

Once your student’s schedule has been determined, it is our expectation that all fees are paid in full by September 28, 2012. For students who enter RHMS 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,

Laurynn Evans, Principal  
Rose Hill Middle School

## Consumer Science Electives

### Food Fundamentals

#### 6th Grade – One Semester

##### Course Description:

Throughout our lives we develop a relationship with food! Food plays a significant role in how we perform in daily activities and it is important to learn and value the significance of our daily nutrition. Becoming independent in the kitchen, in the grocery store, and in meal planning is an essential skill to maintaining a healthy lifestyle. Throughout this introductory course you will acquire skills to begin to master the kitchen and provide the essential nourishment your body needs to maintain good health while enjoying the foods along the way! **There is a \$20.00 course fee which helps to pay for food used in labs.**

##### Critical Content:

- Kitchen Safety
- Equipment Use & Reading Recipes
- Health and Maintenance in the Kitchen
- Food-borne Bacteria Pathogens
- Nutrition
  - Food Pyramid Guidelines
  - Food Labels
- Awareness of foods in various cultures

##### Major Assignments/Projects:

- Foods Notebook
- Cooking Labs
  - Waffles, Biscuits, Pizza, Pastas, Tacos, Cookies, Candy, Orange Julius, Salads, Stir Fry, Chili and Cornbread, Spaghetti, Homemade Noodles, etc.
- My Pyramid: Meal Plan
- World Cultures & Foods

##### Major Assessments:

- Assignments, projects, and labs will be evaluated using designed rubrics for each specific item.

### Food and Culinary Foundations

#### 7th Grade - One Semester

##### Course Description:

As we develop our skills in the kitchen, we are able to become more creative in the food dishes we choose to make! In this course, you will have the opportunity to step up your previous skills to the next level by planning and demonstrating your own meals, and demonstrating consumer awareness through grocery shopping, cost analysis, and product selection. You will also become familiar with various careers available in the food industry. Cooking and eating.... It doesn't get any better than this! **There is a \$20.00 course fee which helps to pay for food used in labs.**

##### Critical Content:

- Review Kitchen Safety
- Equipment Use
- Nutrition
  - Nutrients/Vitamins
  - Food Labels
- Meal Planning
- Consumer Awareness
  - Grocery Shopping
  - Cost Analysis
  - Organics
- Careers in Food Production

##### Major Assignments/Projects:

- Foods Notebook
- Student Demonstrations
- Making a 5-Course Meal
- Cooking Labs
  - Cinnamon Rolls, Omelets, Muffins, Crepes, Pastas, Stir Fry, Salads, Cakes, Cookies, Lettuce Wraps, Lasagna, Chili and Cornbread, Smoothies, etc.
  - Black Boxes (Surprise Lab)

##### Major Assessments:

- Assignments, projects, and labs will be evaluated using designed rubrics for each specific item.

### Culinary and Design Skills

#### 7th & 8th Grade - One Semester

##### Course Description:

This class explores the basics of independent living. In this class you will focus cooking and eating healthy snack foods and simple meals to nourish the body! There will be a brief study of clothing care and how to maintain clothing on your own. We will also discuss living environment planning and you will have the chance use your imagination and learn what it takes to create and design your own room! **There is a \$20.00 course fee which helps to pay for food used in labs.**

##### Critical Content:

- Food Preparation
- Health and Maintenance in the Kitchen
- Healthy Eating Habits
- Fad Diets
- Gardening-Planting Vegetables and Herbs
- Basic laundering
- Basic interior design principles

##### Major Assignments/Projects:

- Foods Notebook
- Cooking Labs
  - Homemade Chips, Salsa, Guacamole, Scones, Fruit Dip, Pancakes, Eggs, Pizza, Macaroni and Cheese, Bundt Cake, Quick Breads, etc.
- World Cultures-Appetizers
- Dream Bedroom

##### Major Assessments:

- Assignments, projects, and labs will be evaluated using designed rubrics for each specific item.

### Life Skills

#### 8th Grade – One Semester

##### Course Description:

It has become increasingly important for today's younger generations to be prepared for the basic as well as unexpected challenges of living independently. The work force, family composition and society as a whole has endured rapid changes that make living well complicated. Young people starting out on their own have to deal with many practical matters. They have to manage their finances for the present and the future, plan for career changes, manage their food needs, select insurance, and learn to cooperate and work with a diverse population. Life Skills is an exploratory course which focuses on the knowledge, attitudes, and skills needed to successfully live independently. Students who successfully complete the course will fulfill an Occupational requirement for high school graduation. **There is a \$15.00 course fee which helps to pay for food used in labs.**

## Critical Content:

- Personal Well-Being: Interpersonal and Intrapersonal Relationships, Communication, Stress/Time Management
- Goal Setting, Values, and Moral Development
- Decision Making
- Career Exploration: Applying for a Job & Personal Resume, Interview skills
- Finance: Banking and Checking Accounts
- Human Development
- Nutrition, Healthy Cooking, and Fitness

## Major Assignments/Projects:

- Family Expo
- Savings Account and Checkbook
- SMART Goals
- Personal Resume
- Cooking Labs
- Student Demonstrations
- Baby Simulators
- Sewing on a Button
- Living on Your Own

## Major Assessments:

- Assignments, projects, and Labs will be evaluated using designed rubrics for each specific item.

## Fine Arts Electives

### Visual Art

#### 6th Grade – One Semester

##### Course Description:

Discover and develop the artist in you! This semester course introduces students to the elements of art: Shape, Line, Mass, Color, Texture, and Value and we explore many different art mediums. Students will see how these elements work together to create a beautiful piece of art. Several projects will enable students to “see” like an artist and develop their creativity and imagination. **There is a \$10 materials fee for this class.**

##### Major Assignments:

- Cartooning
- Landscape Painting
- Self-Portrait
- Perspective Drawing
- Sculpture
- Abstract Design
- Artist Research Report

##### Critical Content:

- Elements and principles of design
- Color theory
- Texture
- Visual expression
- Perceptual skills to create imagery

### Design and Storytelling

#### 7th Grade – One Semester

##### Course Description:

Create compelling comic book and graphic novel illustrations! Learn to storyboard and combine pictures with text. The drawing skills and storytelling principles used in comics, film/ video, and video games will be revealed as you plan, draw and polish your project from layouts

to finished inks. Whether your project’s genre is action, comedy, super hero, historical, horror, humor or romance, you’ll gain the knowledge to make it clear, compelling and entertaining! **There is a \$10 materials fee for this class.**

##### Major Assignments:

- Cartooning
- Storyboard
- Figure Drawing
- Painting
- Perspective Drawing
- Artist Research Report

##### Critical Content:

- Elements and principles of design
- Color theory
- Texture
- Visual expression
- Perceptual skills to create imagery

### Art Around the World

#### 8th Grade – One Semester

##### Course Description:

Travel the world without leaving the art room! This semester course explores different art techniques and artists from around the world. Students will create art based on the methods of various cultures. Students learn the basics of visual art through the study of the elements and principles of design. Students will gain a vocabulary for talking about and making art. Students will use several types of mediums including: pencil, ink, pastel, paint, charcoal, clay, wire, and nontraditional media. **There is a \$10 materials fee for this class.**

##### Major Assignments:

- African Mask
- Chinese Dragon Painting
- Inuit Sculpture
- Middle Eastern Mosaic
- Mola Design
- Artist Research Report

##### Critical Content:

- Elements and principles of design
- Color theory
- Texture
- Visual expression
- Perceptual skills to create imagery

### Jazz Band

#### All Grades – Two Semesters

##### Prerequisite

This course is designed for students who have successful experience in Band or Orchestra and are currently enrolled in an instrumental music classes at Rose Hill Middle School during the school day. Placement will be determined by the instructor and auditions may be necessary. *Note: Drumset and guitar players are always selected by audition.*

##### Course Description:

Jazz Band is a performance based course which expands on the skills learned in the Band/Orchestra and applies those skills to Jazz styles. The focus of this course is to study and experience different jazz styles and to perform this music at our school and in the community. Basic musical concepts are rehearsed using standard blues progres-

sions, blues scales, and charts of various styles (blues, Latin, swing, etc.). Although most students play instruments that fit the standard jazz instrumentation, all instruments are encouraged to participate. Students perform daily in class and participation in day and evening performances is required. This course is a yearlong elective.

### Critical Content

- Content taught through use of a variety of jazz styles and the book *Essential Elements for Jazz Ensemble*.
- Advanced development of instrumental performance skills with specific focus on jazz articulations, jazz notation and swing style.
- Opportunity for solo performance and improvisation.
- Opportunity for students to gain confidence in public performance, serve the school and community, develop interpersonal skills & responsibility to the ensemble, experience joy in quality music performance.

### Major assignments/Projects/Assessments:

- Performances include concerts, school and community events
- Daily rehearsal participation

### Major Assessment Tools:

- Assignments and performances evaluated using rubrics designed for each assignment
- Daily Participation points earned
- Standard classroom grade system

### Skills Integrated into this Course:

- Writing skills integrated into written reviews of concert performances
- Music notation and reading incorporates math with specific attention to numeric pattern recognition and practice
- Technology skills utilized on Netbooks using *Audacity* for recording of individuals and small groups

## Band

### All Grades – Two Semesters

#### Prerequisite

This course is designed for students with previous band experience. More than one band is offered and students are placed according to experience as determined by the instructor.

#### Course Description:

Band is a performance based course which furthers the study of a band instrument. The focus of this course is on basic instrumental technique and music reading skills in a large ensemble rehearsal setting. Students practice and perform daily in class on their band instruments. Student participation in day and evening performances is required as an extension of the classroom activities. These activities may include festivals, concerts and field trips. This course is a yearlong elective.

#### Critical Content

- Content taught through use of large ensemble literature and second year method book
- Development of basic performance skills in the areas of tone production (blend, balance, intonation), rhythm, technique, listening, large ensemble, standard musical notation and instrument care.
- Opportunity for students to gain confidence in public performance, develop self-discipline and responsibility, develop interpersonal skills & responsibility to the ensemble, experience joy in quality music performance.

### Major assignments/Projects/Assessments:

- Performances include concerts and community events
- Daily rehearsal participation
- Practice Record Completion

### Major Assessment Tools:

- Assignments and performances evaluated using rubrics designed for each assignment
- Daily Participation points earned
- Standard classroom grade system

### Skills Integrated into this Course:

- Writing skills integrated into written reviews of concert performances
- Music notation and reading incorporates math with specific attention to numeric pattern recognition and practice
- Technology skills utilized on Netbooks using *Audacity* for recording of individuals and small groups

## Beginning Band

### All Grades – Two Semesters

#### Prerequisite:

None. This course is designed for students with no previous music or band experience.

#### Course Description:

Beginning Band is a performance based course which begins the study of a band instrument for students with no prior experience. Band instruments include flute, oboe, bassoon, clarinet, bass clarinet, saxophone, trumpet or cornet, french horn, trombone, euphonium or baritone, tuba, and percussion. *Please note: piano and guitar are not instruments used in band and cannot be accommodated by this class.*

The focus of this course is on beginning instrumental technique and music reading skills taught in a sequential method. Students rehearse daily in class on their band instruments and practice is required as well as student participation in day and evening performances as an extension of the classroom activities. This course is a yearlong elective.

#### Critical Content

- Content taught through use of a beginning band book and supplemental music
- Development of basic performance skills with concentration on embouchure, hand position, posture, and music reading skills such as rhythm, technique, listening, standard musical notation and instrument care.
- Opportunity for students to gain confidence in public performance, develop self-discipline and responsibility, develop interpersonal skills & responsibility to the ensemble, experience joy in quality music performance.

### Major assignments/Projects/Assessments:

- Performances include concerts and school events
- Daily rehearsal participation
- Practice Record Completion

### Major Assessment Tools:

- Assignments and performances evaluated using rubrics designed for each assignment
- Daily Participation points earned
- Standard classroom grade system

## Skills Integrated into this Course:

- Writing skills integrated into written reviews of concert performances
- Music notation and reading incorporates math with specific attention to numeric pattern recognition and practice
- Technology skills utilized on Netbooks using *Audacity* for recording of individuals and small groups

## Guitar

### All Grades – One Semester

#### Prerequisite

All students will be required to provide their own acoustic guitar.

#### Course Description:

Guitar is a course which begins the study of guitar for students with no prior experience. The focus of this course is to develop basic guitar performance skills and understand the basics of music reading. Students will experience a variety of styles of music as they progress from novice to competent musician. Basic rehearsal concepts are used in daily practice. Students rehearse daily together in class. This course is a one semester elective.

#### Critical Content

- Content taught through use of the sequential method *Essential Elements for Guitar* as well as supplemental materials
- Development of basic fundamentals of music reading and notation
- Learn to play accompaniment using basic chords and melody using notes
- Learn proper strumming techniques and styles
- Proficiency in relative tuning procedure
- Opportunity for solo performance and group performance

#### Major assignments/Projects/Assessments:

- Daily rehearsal participation
- Skill proficiencies and playing exams
- Presentation of a famous guitar personality

#### Major Assessment Tools:

- Assignments and performances evaluated using rubrics designed for each assignment
- Daily Participation points earned
- Standard classroom grade system

#### Skills Integrated into this Course:

- Music notation and reading incorporates math with specific attention to numeric pattern recognition and practice
- Students utilize technology skill while using netbooks for creating chord progressions in *Songsmith* for play along

## Choir

### All Grades – Two Semesters

#### Prerequisite

More than one Choir is offered and placement will be determined by the instructor.

#### Course Description:

The Choir is a performance based course which furthers the study of vocal/choral technique. The focus of this course is on refining individual vocal technique and producing high quality large ensemble performance. The Choir student will expand their ability to listen, analyze, discuss and produce this art form. Students practice and perform daily in class on their band instruments. Student participa-

tion in day and evening performances is required. This course is a yearlong elective.

#### Critical Content

- Content taught through use of 2 and three-part literature for large ensemble and also including selections for small ensemble and solo performances
- Advanced development of performance skills in the areas of tone production (blend, balance, intonation), rhythm, technique, listening, and standard musical notation.
- Opportunity for students to gain confidence in public performance, develop self-discipline and responsibility, develop interpersonal skills & responsibility to the ensemble, experience joy in quality music performance.

#### Major assignments/Projects/Assessments:

- Performances include concerts, school and community events
- Daily rehearsal participation

#### Major Assessment Tools:

- In class Assignments are evaluated using rubrics designed for each assignment
- Daily Participation points earned

#### Skills Integrated into this 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.

## Orchestra

### All Grades – Two Semesters

#### Prerequisite

This course is designed for students with previous stringed-instrument experience. More than one orchestra is offered and students are placed by experience determined by the instructor.

#### Course Description:

The Red Orchestra is a performance based course which furthers the study of a stringed instrument. The focus of this course is on basic instrumental technique and music reading skills in a large ensemble rehearsal setting. Students practice and perform daily in class on their band instruments. Student participation in day and evening performances is required. This course is a yearlong elective.

#### Critical Content

Content taught through use of intermediate level literature including a variety of musical styles.

- Development of basic performance skills in the areas of tone production (blend, balance, intonation), rhythm, technique, listening, large ensemble, standard musical notation and instrument care.
- Opportunity for students to gain confidence in public performance, develop self-discipline and responsibility, develop interpersonal skills & responsibility to the ensemble, experience joy in quality music performance.

#### Major assignments/Projects/Assessments:

- Performances include concerts and community events
- Daily rehearsal participation
- Practice Record Completion

## Major Assessment Tools:

- In class assignments evaluated using rubrics designed for each assignment
- Daily Participation points earned
- Standard classroom grade system

## Skills Integrated into this 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.

## Beginning Orchestra

### All Grades – Two Semesters

#### Prerequisite

None. This course is designed for students with no previous music or stringed-instrument experience.

#### Course Description:

The Beginning Orchestra is a performance based course which begins the study of a stringed- instrument for students with no prior experience. Orchestra instruments include Violin, Viola, Cello and Bass. The focus of this course is on beginning instrumental technique and music reading skills taught in a sequential method. Students rehearse daily in class on their stringed- instruments and practice is required as well as student participation in day and evening performances. This course is a yearlong elective.

#### Critical Content

- Content taught through use of a beginning orchestra method book and supplemental music
- Development of basic performance skills with concentration on hand position, posture, and music reading skills such as rhythm, technique, listening, standard musical notation and instrument care.
- Opportunity for students to gain confidence in public performance, develop self-discipline and responsibility, develop interpersonal skills & responsibility to the ensemble, experience joy in quality music performance.

#### Major assignments/Projects/Assessments:

- Performances include concerts and school events
- Daily rehearsal participation
- Practice Record Completion

#### Major Assessment Tools:

- Assignments evaluated using rubrics designed for each assignment
- Daily Participation points earned
- Standard classroom grade system

#### Skills Integrated into this 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.

## Fitness Electives

### Strength Training and Conditioning

#### 7th and 8th Grade - One Semester

#### Course Description

Each student's strength and fitness level will be assessed at the beginning of the semester to help establish goals for the class. 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 and 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/Assessments/Activities:

- 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 Charts

### Team Sports

#### 7th and 8th Grade - One Semester

#### Course Description:

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/Assessments/Activities:

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 Guide

## Technology Electives

### Digital Media 1

#### All Grades – One Semester

#### Course Description:

Interested in Digital Photography? Learn how to take digital pictures like a pro using one of our 18 digital cameras! After learning the basics of Digital Photography you will take these images and learn how to adjust and refine them in Photoshop CS2. By using one of our 10 digital video cameras you will learn how to shoot, edit and produce video short stories that will amaze your friends and family. We will use Adobe Premier Elements 7.0 to create some awesomely epic movie magic. Interested in Animation? Just to keep things fun and interesting you will use Pivot animation software to learn the basics of sequence animation. Using your Digital Media skills you will incorporate your Pivot project into a video – how fun is that? **There will be a \$10.00 material fee for this class.**

### Digital Media 2

#### All Grades – One Semester

#### Course Description:

Digital Media 2 take your skills above and beyond what you learned on Digital Media 1. Be a part of the crew that makes the monthly video magazine “What’s Up! Rose Hill” by scripting, shooting and editing the segments that goes into this district leading program. Go above and beyond in your skills with Digital Cameras, Digital Video Cameras and Animation. **There will be a \$10.00 material fee for this class.**

## Robotics

### All Grades – One Semester

This elective course incorporates computer programming and engineering skills while working with and building robots. Students investigate math and science concepts using Python computer programming language with “Scribbler” rover robots and engage in a variety of challenges and activities that involve designing and programming LEGO NXT robots. **There will be a \$10.00 material fee for this class.**

#### Critical Content:

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

#### Skills Integrated Into Course:

- Technology: In this course, students immerse themselves in technology using our class set of laptop computers, scribbler rover robots, LEGO NXT Robots, SRV-1 Bots and the RHMS LEGO and K’NEX collection. Students will learn Python computer programming language

## World Languages Electives

### French I & Spanish I

#### 8th Grade – Two Semesters

#### Prerequisite:

French I and Spanish I require 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 or French language, stressing the four basic skills: Reading, Writing, Listening and Speaking. The skills will be learned by practicing pronunciation, studying vocabulary and grammar. The students will also engage in dialogues and conversations in order to practice speaking. Culture will be studied by exploring music, everyday customs, history and geography. **There will be a workbook fee required for these courses.**

#### Critical Content:

- Introduction to parts of speech
- Present tense verb system including irregulars
- Introduction to past and future tenses
- Basic statements and question patterns
- Thematic vocabulary
- Development of, sensitivity to, and acceptance of cultural differences

#### Major Assignments / Projects / Assessments:

- Nightly homework
- Reading and listening comprehension activities
- Quizzes and chapter tests
- Oral presentations and tests
- Written projects by theme
- Classroom participation and effort

A world language course taken in the eighth grade may satisfy one year of the university entrance requirement if the second year is completed in high school. Please refer to individual university requirements.

## ELL Language Arts

### All 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

### All Grades

At Rose Hill Middle School, 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 RHMS is called "Safety Net Class."

This class will serve students who have not met a Level III or Level IV standard on either of our state's fifth, sixth, or seventh grade MSP in the areas of math or reading. Additionally, students in these classes will also have an individual Student Learning Plan (SLP) 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 to ensure their academic success. 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.

We realize that the addition of this class may lead to the possibility 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 Measurements of Student Progress (MSP) 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 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) 936-1201 or Willows Special Services at (425) 936-1170 (birth through preschool) and request Child Find information.