

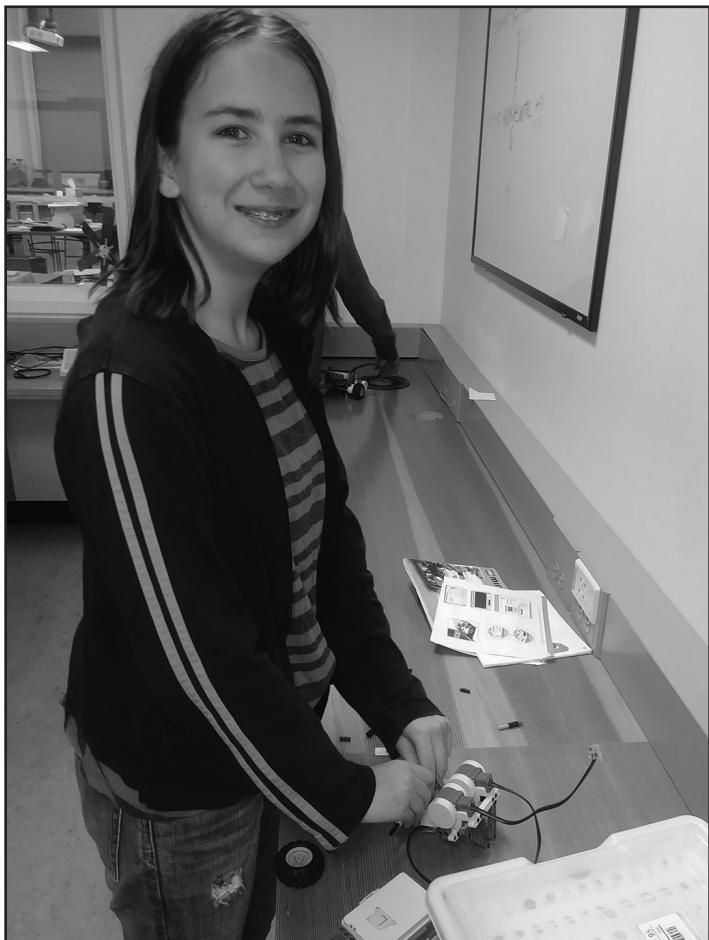
Finn Hill Middle School



**2019-2020
Course Catalog**

PRINCIPAL'S message

Finn Hill Middle School 2019-20 course catalog



Welcome to Finn Hill Middle School!

The administration, faculty, and staff welcome you to Finn Hill Middle School, the “Home of the Falcons.” We are starting our 56th year at Finn Hill and are excited to welcome our new 6th grade students and welcome back our returning 7th and 8th grade students. We are confident that we have developed an academic and extracurricular environment that will challenge and excite each and every student.

Our new 6th graders will be experiencing the six-period day, changing classrooms and teachers several times during the day. This transition from elementary to middle school is a major step in every student’s educational experience and we have established several programs to make that move easier. In January, we welcome all 5th grade students at A.G. Bell, Juanita, Sandburg, and Thoreau to Finn Hill during the school day. Students learn about our school and our course offerings. The students have an opportunity to hear from teachers, students, and staff, ask questions, explore elective offerings, and tour their new school. We also host a Parent and Student Information Night in January for all students and parents. This event allows families to explore our campus and learn about middle school curriculum. This course catalog supports each student in determining their required and elective course of study as they register for the 2019-2020 school year.



In the fall, students will be invited to an orientation hosted by the Finn Hill administrators and 8th grade student WEB leaders. The WEB (Where Everyone Belongs) program connects incoming 6th graders with 8th grade leaders to help with their transition. Sixth grade students will be assigned to a Falcon Time period with their WEB leaders. Falcon Time is a personalization period during the school day where students interact with the same teacher for the entire time they are at Finn Hill. In addition, we encourage students to become more involved in the Finn Hill community by participating in sports or clubs that meet during Falcon Time or after school on the Finn Hill campus. Participation in sports or clubs is one way to meet new friends and extend the Finn Hill experience.

Parents, there are many opportunities for you to become involved at Finn Hill Middle School. You can join the FHMS PTSA, chaperone dances and field trips, assist in the office, supervise students in the morning or afternoon, or help at special events and activities.

For further assistance with the registration process, please contact the counseling office at 425-936-2340 and ask for the registrar or the counselor.

Again, welcome to Finn Hill Middle School and best wishes for a most successful school year. We look forward to working with you!

Victor J. Scarpelli Jr.
Principal

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Meet the Counselors

Your counselors, Ms. Larson, Ms. Lee, and Ms. Doughty, regularly work with students on a variety of academic, personal, and social issues at Finn Hill Middle School. We encourage you to stop by and say hello if you have not already. Our goal is to help you reach success in all areas so don't hesitate to ask questions or seek guidance if this would be helpful. Some of the services our counseling department provides are below:

- Scheduling Assistance
- Conflict Resolution
- Review academic concerns
- Counsel on Bullying/Harassment issues
- Explore Family Communication Concerns
- Counsel on Friendship Issues
- Identify Volunteer Opportunities

Please call the Main Office if you would like to speak with or schedule an appointment with a counselor.

Our counselors work with families based on the first letter of their last name, listed below in parentheses.

Ms. Larson (A - K)

Ms. Lee (L - P)

Ms. Doughty (Q - Z)

Student Activities

A complete program of activities for students will be developed during the year. The various activities will be organized in areas of interest as determined by students and teachers. All activities will be planned through the Associated Student Body and House of Representatives (elected during Falcon Time), WEB leaders, leadership elective classes, and faculty advisors.

Some of the activities which may be planned are: theme days, dances, school service projects and student assemblies. Assemblies will be planned during Falcon Time so that daily classes are not interrupted.

Special Education

Students with an Individualized Education Plan (IEP) are enrolled in classes to accommodate the IEP. Some classes are specifically designed for support in mathematics, reading, and writing. Usually, time will be given each week to assist in school-to-work skills of timely work completion, organization of notebook, and keeping an up-to-date planner. Teachers in this department are available to assist with scheduling of classes.

Student Government

The Student Council is the governing body of Finn Hill Middle School. There will be an elected representative and alternate to the House of Representatives elected from every Falcon Time group. This representative has the responsibility to provide communication between the students he/she represents and the House of Representatives.

The purpose of the House of Representatives is to propose, discuss, and vote on legislation and ASB budget issues for the good of the school, with an emphasis on cultural, athletic, recreational, and social activities. The final actions of the Student Council are subject to the approval of the principal and associate principal.

Attendance

Students are expected to attend school regularly. Sickness is considered a valid excuse for absences. Students may also be excused for reasons other than illness if the reasons are justifiable (this would not include sleeping in or missing the bus). Missing 10 or more school days during the semester is considered excessive and students (and their parent/guardian) may have to meet with the district's attendance specialist and follow prescribed actions.

Students will be allowed to make up all missed assignments at the discretion of the teacher. Due dates for assignments will be determined by the teacher. Students must coordinate with their teacher to complete this work.

Absence from school or class without the knowledge and consent of either the parents or school authorities is considered truancy. Unexcused absences may result in school consequences and mandatory appearance by student and parent/guardian in front of the Community Truancy Board. Accumulation of numerous excused absences may result in requiring the student to bring a doctor's note for any absence.

Absences are excused by a parent notifying the school either by phone or by written note. If your child has visited the doctor/dentist/orthodontist please provide a note. Our attendance line is always accessible 425-936-2341 or parents may contact our office at 425-936-2340. Students may also bring a note signed by their parent or guardian following their absence.

New Students Enrolling in Finn Hill Middle School

Transcripts and test scores from the sending school will be used to place new students in appropriate classes, as well as math placement tests if needed.

Finn Hill Requirements

6th Grade

- 1 year Language Arts 6
- 1 year Social Studies 6
- 1 year Mathematics
- 1 year Science
- 1 year 6th Grade Quarterly "Q" Elective (or music)
- 1 semester of 6th Grade Fitness
- 1 semester of Computer Literacy and Study Skills

7th Grade

- 1 year Language Arts 7
- 1 year U.S. History I
- 1 year Mathematics
- 1 year Science
- 1 semester 7th Grade Fitness
- 1 semester Health
- 2 semesters Electives (see course descriptions)

8th Grade

- 1 year Language Arts 8
- 1 year U.S. History II/WA State History
- 1 year Mathematics
- 1 year Science
- 1 semester 8th Grade Fitness
- 3 semesters Electives (see course catalog)

6th Grade

English 6

1 year

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

Social Studies 6

1 year

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

7th Grade

English 7

1 year

In this class, students explore plot and character development, analyze the theme in a text, and learn vocabulary in context, both in fiction and non-fiction. Students are also expected to read outside of class time. Writing emphasizes depth of thinking and analysis, especially in reflecting on one's own learning. Longer writing is primarily argumentative. Students are assessed on quizzes, projects, and their daily work and participation.

7th Grade U.S. History I

1 year

In this class, students explore plot and character development, analyze the theme in a text, and learn vocabulary in context, both in fiction and non-fiction. Students are also expected to read outside of class time. Writing emphasizes depth of thinking and analysis, especially in reflecting on one's own learning. Longer writing is primarily argumentative. Students are assessed on quizzes, projects, and their daily work and participation.

Major Assignments and Projects

- Individual and group projects
- Passion Project
- Several multi-paragraph writing assignments
- Exams: short answer, extended answer, multiple choice, true/false
- Writing reflections/portfolio

8th Grade

English 8

1 year

This course focuses on meeting the requirements of the state in the areas of both reading and writing. Students will gain strategies for reading comprehension, annotation and analysis through the reading of short stories, poetry, and a variety of novels. Students will focus on writing in the areas of narrative, expository and argumentative in connection with the concurrent reading.

8th Grade U.S. History II/WA State History

1 year

This course focuses on American History from Reconstruction to present. Each semester focuses on a specific theme, including Reform, America in Conflict, and Civil Rights. Washington State History will be incorporated into units throughout the school year, and semester grades will be used to determine the Washington State History check-off requirement for high school graduation. If this check-off is not earned, students will have to complete work in high school to meet the requirement. Our curriculum incorporates non-fiction reading and analysis, and expository writing. Students will also engage in work with current events throughout the year in order to connect the past to the present. There is a course fee of \$11 for the yearly subscription to our current event magazine.

6th, 7th, and 8th Grades

Safety Net Literacy

SN English 6

SN English 7

SN English 8

1 year

By state criteria, this course provides additional instruction for students who were not proficient on their last state test score in reading and/or writing. Each student will have a learning plan based on their state testing that will be updated quarterly in sequence with the report card. The purpose of the class is to assist the student in the acquisition of grade-level skills through additional reading and writing instruction.

Essential Understandings

- Communication (written and verbal) enable us to gain and share information about self, others and the world.
- A variety of strategies, tools and technologies enhance effective communication
- Audience and purpose influence choices in form, style and presentation

Resources/Technology

- Various reading materials at an individualized instructional-level materials
- MyAccess (web-based writing analysis program)

6th Grade

6th Grade Science

District Adopted Curriculum: McGraw Hill Integrated iScience Course 1
Students in 6th grade science develop understanding of key concepts to help them make sense of life, earth and physical science. The ideas build upon students' science understanding from earlier grades and from the disciplinary core ideas, science and engineering practices, and crosscutting concepts. The cycling of matter and energy within systems and relationships between living and not-living components of systems are recurring themes in the 6th grade year.

The major units for 6th grade science are:

Nature of Science and Growth Mindset, which is linked to current scientific research in Information Processing.

The Impact of the Water Cycle through The Roles of Water in Earth's Surface Processes, Structure & Properties of Matter, Definitions of Energy, and Interdependent relationships in Ecosystems.

Impact of Weather Systems on Living Things with the addition of Weather & Climate and Conservation of Energy & Energy Transfer. Defining and Delimiting Engineering Problems and Developing Possible Solutions are also introduced here.

Humans Depend on Natural and Synthetic Resources by studying Earth's Materials & Systems, Natural Resources (ESS3.A), Structure & Properties of Matter, and Chemical Reactions.

The Cycling of Energy and Matter in Plants, students learn about Structure & Function, Growth & Development of plants, Organization of Matter & Energy Flow in Organisms, Energy in Chemical Processes & Everyday Life, and the Cycle of Matter and Energy Transfer in Ecosystems.

The Cycling of Energy and Matter in an Ecosystem with the addition of Ecosystems Dynamics, Functioning, & Resilience, Biodiversity & Humans, and Optimizing the Design Solutions.

7th Grade

7th Grade Science

District Adopted Curriculum: McGraw Hill Integrated iScience Course 2
Students in 7th grade science develop understanding of key concepts to help them make sense of life, earth and physical science. The ideas build upon students' science understanding from earlier grades and from the disciplinary core ideas, science and engineering practices, and crosscutting concepts. While 7th grade maintains the themes of matter and energy flow within and between systems, the year is divided into larger isolated systems and the processes that occur within those systems over time.

The major topics taught in 7th grade science are:

Fields of Force and Non-Contact Forces, where students combine the ideas of Definitions of Energy, Types of Interactions, and Relationship Between Energy and Forces.

The Roles of Water in Earth's Surface Processes and Earth's Materials and Systems in Geologic Change. These concepts are explored through The History of Planet Earth, Plate Tectonics and Large-Scale System Interactions, and Natural Hazards.

Structure and Properties of Matter and Chemical Reactions as they work on Developing Possible Solutions and Optimizing the Design Solution. These ideas are given additional context when applied to Chemical Reactions in Living Things, which focuses on Energy in Chemical Processes and Everyday Life. Structure and Function and Organization for Matter and Energy Flow in Organisms are included here.

Heredity, where students investigate Growth and Development of Organisms, Variation of Traits, and Inheritance of Traits. These ideas will be revisited and expanded upon in the eighth-grade year.

8th Grade

8th Grade Science

District Adopted Curriculum: McGraw Hill Integrated iScience Course 3

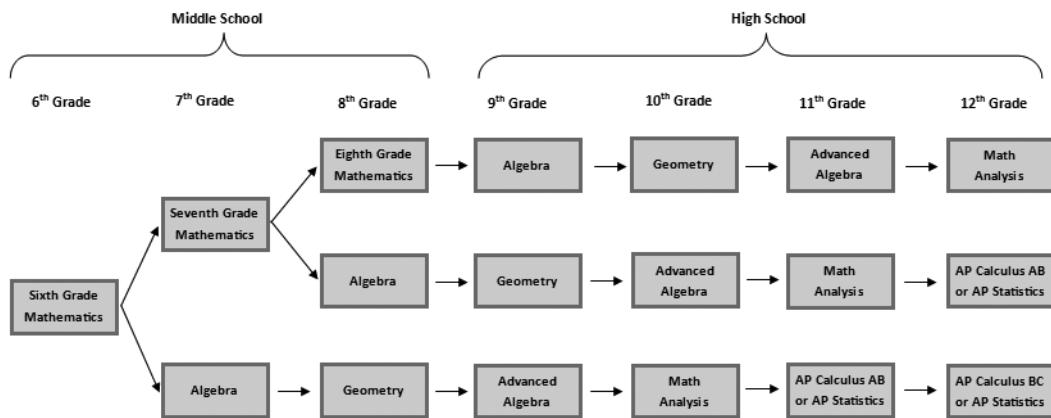
Students in 8th grade science develop understanding of key concepts to help them make sense of life, earth and physical science. The ideas build upon students' science understanding from earlier grades and from the disciplinary core ideas, science and engineering practices, and crosscutting concepts. 8th grade continues the story of matter and energy flow within and between larger isolated systems and the processes that occur within those systems over time. The major topics are:

Physical Science - This includes forces and motion, wave properties, electromagnetic radiation, and the applications in technology.

Earth and Space Science - This includes Sun-Earth-Moon systems, the Solar System, and the Universe

Life Science - This includes evidence of common ancestry and diversity, natural selection, and adaptations

Engineering - This includes defining and delimiting engineering problems, developing possible solution, and optimizing the design solution



NOTE: Finn Hill follows the LWSD developed curriculum guides that align our adopted curriculum to the Washington state standards.

All Lake Washington middle school mathematics courses are designed to teach and assess:

- Reading and writing of mathematical procedures.
- Reading and writing of mathematical explanations.
- Analyzing, displaying, reading, and interpreting data sets using graphs, charts, and tables.
- Reading of texts and other mathematics curriculum materials.

Math Placement Testing

Algebra is the advanced math placement offering to seventh and eighth grade students who qualify according to district criteria.

Advanced Math Placement Criteria:

- Algebra aptitude test (in May)
- Academic achievement
- Level 4 on 6th grade state testing

6th, 7th, and 8th Grades

6th Grade Math

1 Year

District-adopted curriculum: Glencoe Math Course 1

Course Description

In this course students focus on five critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; (4) developing understanding of statistical thinking by describing and summarizing numerical data sets; and (5) developing and applying understanding of geometric relationships and properties.

7th Grade Math

1 Year

District-adopted curriculum: Glencoe Math Course 2

Course Description

In this course students build on their understanding from 6th grade by focusing on four critical areas: (1) develop understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers (explain the rules for adding, subtracting, multiplying, and dividing with negative numbers) and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

8th Grade Math

1 Year

District-adopted curriculum: Glencoe Math Course 3

Course Description

In this course instructional time focuses on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation and solving linear equations and systems of equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

Algebra 1

1 Year

CADR

Prerequisites

Algebra aptitude test, math grades, state assessment

District-adopted curriculum: Big Ideas Algebra 1

Course Description

Algebra 1 formalizes and extends the mathematics that students learned in the middle grades. The course focuses on five critical areas: (1) develop fluency writing, interpreting, and translating between various forms of linear equations and inequalities, and simple exponential functions, and using them to solve problems; (2) compare and contrast linear and exponential functions, translate between different representations, use function notation, and interpret arithmetic sequences as linear functions and geometric sequences as exponential functions; (3) using regression techniques to describe linear relationships quantitatively and make judgments about the appropriateness of linear models; (4) extend the laws of exponents to rational exponents, see structure in and create quadratic and exponential expressions, and solve equations, inequalities and systems of equations involving quadratic expressions; and (5) compare quadratic, linear, and exponential functions to model phenomenon. They also identify the real solutions of quadratic equations as the zeroes of a related quadratic function and expand their experience to more specialized functions, including but not limited to absolute value functions. The Mathematical Practice Standards apply throughout the course, and together with the content standards allow students to experience math as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Geometry

1 Year

CADR

Prerequisites

Algebra I

District-adopted curriculum: Big Ideas Geometry

Course Description

In Geometry, students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. The course focuses on six critical areas: (1) using previous experience with rigid motions, students develop notions about what it means for two objects to be congruent, establish triangle congruence based on these rigid motions along with formal constructions, and use this as a familiar foundation for the development of formal proof, solving problems and proving theorems about triangles, quadrilaterals, and other polygons; (2) build a formal understanding of similarity, using earlier experience with dilations and proportional reasoning, and apply similarity to right triangle trigonometry and the Pythagorean Theorem, and use the Laws of Sines and Cosines to find missing measures; (3) work with the geometry of two- and three-dimensional objects, as well as shapes of cross-sections and the result of rotating a two-dimensional object about a line; (4) build on the previous work with the Pythagorean Theorem to find distances and use a rectangular coordinate system to verify geometric relationships, including properties of special right triangles and quadrilaterals, slopes of parallel and perpendicular lines, and the connection of geometric and algebraic definitions of the parabola; (5) prove basic theorems about circles, and use coordinate geometry to find equations of circles and determine intersections between lines and circles or parabolas, or between two circles; and (6) compute and interpret theoretical and experimental probabilities of compound events to make informed decisions, and make use of geometric probability models whenever possible. The Mathematical Practice Standards apply throughout the course, and together with the content standards allow students to experience math as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Extended Math 6

Grade 6, 1 Year

Extended Math 7

Grade 7, 1 Year

Extended Math 8

Grade 8, 1 Year

Prerequisites

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

Course Description

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

6th Grade

6th Grade Fitness (Fitness 6)

1 semester

Students in grade six will combine fundamental skills into more complex movement forms in modified game, rhythmic, and recreational activities. Students assess their health-related fitness status and set reasonable and appropriate goals for development, maintenance, and improvement.

Fitness Level I | Power Standards

- Develops motor skills and movement concepts as developmentally appropriate.
- Acquires the knowledge and skills to safely participate in a variety of developmentally appropriate physical activities.
- Understands the components of health-related fitness and interprets information from feedback, evaluation, and self-assessment in order to improve performance.
- Understands the components of skill-related fitness and interprets information from feedback, evaluation, and self-assessment in order to improve performance.

Activities/Challenges

- Individual, team sports, recreational activities emphasizing lead up games and skill practice.
- Emphasis on social interaction, sportsmanship, conflict resolution, goal setting and team building and class participation. Fitness testing and goal setting

7th Grade

Fitness

1 semester

In grade seven, students continue to develop competence in modified versions of various games and recreational activities. They can apply similar concepts from one sport or movement setting to another. Students continue to develop responsible personal and social behaviors by demonstrating decision-making skills, conflict-resolution skills, appropriate etiquette, and respect for others. Students achieve and maintain personal fitness standards and set reasonable and appropriate goals for improvement or maintenance of health-related fitness.

Fitness Level I | Power Standards

- Develops motor skills and movement concepts as developmentally appropriate.
- Acquires the knowledge and skills to safely participate in a variety of developmentally appropriate physical activities.
- Understands the components of health-related fitness and interprets information from feedback, evaluation, and self-assessment in order to improve performance.
- Understands the components of skill-related fitness and interprets information from feedback, evaluation, and self-assessment in order to improve performance.

Activities/Challenges

- Individual, team sports, recreational activities emphasizing both competitive and noncompetitive activities.
- Emphasis on social interaction, sportsmanship, conflict resolution, goal setting and team building and class participation.
- Fitness testing and goal setting

7th Grade Health

1 semester

7th grade students acquire the skills to live safely and reduce health risks. Health I explains the relationship of nutrition and food nutrients to body composition and physical performance. Student will learn the foundations of health and analyze personal behaviors. Stages of growth and development will be explained in this semester long course. Students will be taught the concept of prevention and control of disease.

Health I | Power Standards

- Explains the relationship of nutrition and food nutrients to body composition and physical performance.
- Explains the foundations of health and analyzes personal behaviors.
- Explains the stages of growth and development.
- Explains the concepts of prevention and control of disease.
- Acquires skills to live safely and reduce health risks.

8th Grade

Fitness

1 semester

In Grade 8, students demonstrate 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.

Fitness Level I | Power Standards

- Develops motor skills and movement concepts as developmentally appropriate.
- Acquires the knowledge and skills to safely participate in a variety of developmentally appropriate physical activities.
- Understands the components of health-related fitness and interprets information from feedback, evaluation, and self-assessment in order to improve performance.
- Understands the components of skill-related fitness and interprets information from feedback, evaluation, and self-assessment in order to improve performance.

Activities/Challenges

- Individual, team sports, recreational activities emphasizing both competitive and noncompetitive activities.
- Emphasis on social interaction, sportsmanship, conflict resolution, goal setting and team building and class participation.
- Fitness testing and goal setting
- Analyzes personal fitness information to develop and monitor a fitness plan.

6th, 7th and 8th Grades

Language Arts/Reading (SDI Funct. Eng.)

1 year

Individualized Education Plan (IEP) required. This is an individualized program that includes reading, writing, spelling, vocabulary and phonics, with an emphasis on application of these skills.

Essential Understandings

- Create quality products and presentations to communicate information
- Use of the writing process
- Learn to spell, utilizing phonetics and word structures
- Use of a proofreading guide, to edit student's own writing
- Use of a variety of text forms (recount, letters, procedure, books, reports, signs, posters and displays)
- Use of a variety of strategies, to construct meaning from different reading materials
- Use of a variety of phonic/word-attack strategies
- Ability to re-tell, discuss, and interpret what is read or viewed

Activities/Challenges

- Journal writing
- Spelling lessons
- Cooperative groups
- Vocabulary and spelling building activities
- Creative writing - narrative
- Report writing - expository, process, persuasive
- Reading program
- Book Studies
- Grammar activities

Assessment Tools

- Teacher-created and/or program tests
- Grading rubrics
- Benchmarking and progress monitoring
- Curriculum based measurements

Resources/Technology/Materials

- Use of computers for research, word processing, and graphics
- Use of library resources
- My Access writing program
- Step Up to Writing; 6+1 Writing Traits
- INSIDE Language, Literacy and Content (National Geographic School Publishing)
- SRA Morphographic Spelling
- PowerSchool Learning

Math Lab (SDI General Math)

1 year

Individualized Education Plan (IEP) required. This class addresses fluency, calculation, and math reasoning.

All Lake Washington middle school mathematics courses are designed to teach and assess:

- Reading and writing of mathematical procedures,
- Reading and writing of mathematical explanations,
- Reading of texts and other mathematics curriculum materials,
- Responding to short answer and extended response questions using SBA-like scoring guides.

Core Processes – Computation and understanding of whole numbers, fractions, and decimals

Students will increase accuracy in computation of numbers, both whole and fractional, and compare and order numbers, both whole and fractional. Students will gain a real world understanding of numbers, their use in the world and application to real world situations.

Core Processes – Reasoning, problem solving, and communication

Students refine their reasoning and problem-solving skills as they move more fully into the symbolic world of algebra and higher level mathematics. They demonstrate the ability to understand and communicate mathematical ideas, to make generalizations, to draw conclusions, and to verify the reasonableness of solutions to problems.

Activities/Challenges

Daily assignments addressing overall math concepts, problem solving, and math fluency. The class primarily uses the McGraw Hill Math Curriculum and integrates collaborative class work with ALEKS individualized computer practice.

Resources/Technology

- ALEKS
- Computers
- Calculators
- PowerSchool Learning
- Cognitive Tutor

Assessment Tools

- Chapter tests
- Quizzes
- Curriculum based measurements
- Benchmarking and progress monitoring
- ALEKS progress monitoring

Study Skills - IEP Students (SDI Organization)

1 year

This daily class is designed for students who are on an IEP and qualify for specially-designed instruction in work completion, study social skills, behavior and/or organizational skills. In addition to receiving specially-designed instruction in study and organizational strategies, time will be designated for the application of these skills in the students' content-area assignments/projects.

Essential Understandings

- Independently organize materials and workspace.
- Planning, prioritizing tasks and managing time.
- Ways to communicate with teachers to self-advocate.
- Demonstrating self-control by using appropriate behaviors in all settings.
- Initiating tasks and problem solving.
- Strategies to for increasing working memory to work towards increasing independent task completion.
- Demonstrate flexibility by adjusting to different teachers, rules, routines and group members.
- Self-monitor by assessing performance on tasks/activities.

Critical Content/Process and Skills

- Demonstrate quality in the workplace by showing pride in work
- Assume responsibility for assigned tasks
- Effective emailing
- Approaching and discussing needs with teachers
- Organization of materials
- Study Skills
- Time management
- Breaking assignments down into smaller parts
- Self-advocacy skill training, and application

Resources/Technology

- Laptops - file organization and management
- PowerSchool & OneNote - Accessing and utilizing teacher materials, assignments and resources.
- Students will be given computer access for checking grades, tracking assignments, research, word processing, graphics, presentations, and to find sources and texts.

Assessment Tools

- Weekly grade, planner, and binder checks
- Rubrics to assess organization, planning, self-advocacy, flexibility, self-monitoring, task initiation, self-control, and working memory
- Curriculum based measurements

Social Skills and Organization - IEP Students (SDI Organization/Social/Emotional, Behavior)

1 year

This daily class is designed for students who are on an IEP and qualify for specially-designed instruction in work completion, study social skills, behavior and/or organizational skills. In addition to receiving specially-designed instruction in study and organizational strategies, time will be designated for the application of these skills in the students' content-area assignments/projects

Essential Understandings

- Independently organize materials and workspace.
- Planning, prioritizing tasks and managing time.
- Ways to communicate with teachers to self-advocate.
- Demonstrating self-control by using appropriate behaviors in all settings.
- Initiating tasks and problem solving.
- Strategies to for increasing working memory to work towards increasing independent task completion
- Demonstrate flexibility by adjusting to different teachers, rules, routines and group members.
- Self-monitor by assessing performance on tasks/activities.

Critical Content/Process and Skills

- Demonstrate quality in the workplace by showing pride in work
- Assume responsibility for assigned tasks
- Effective emailing
- Approaching and discussing needs with teachers
- Organization of materials
- Study Skills
- Time management
- Breaking assignments down into smaller parts
- Self-advocacy skill training, and application
- Cooperative Learning
- Fostering appropriate Peer Relationships

Resources/Technology

- Laptops - file organization and management
- Powerschool & OneNote - Accessing and utilizing teacher materials, assignments and resources.
- Students will be given computer access for checking grades, tracking assignments, research, word processing, graphics, presentations, and to find sources and texts.
- Second Step - Social/Emotional Learning
- Zones of Regulation - Emotional Control
- Mind Up - Social Emotional Learning and Brain Development

Assessment Tools

- Weekly grade and planner checks.
- Rubrics to assess organization, planning, self-advocacy, flexibility, self-monitoring, task initiation, self-control, and working memory
- Curriculum based measurements

Electives Available to 6th Graders

6th Grade Exploratory Q (Elect Explore 1)

1 year

The Finn Hill Middle School 6th grade Exploratory Q is a year-long elective that integrates our students' learning experiences by building upon and utilizing the skills taught in core subject areas. This supports the belief of the LWSD that reading, writing, math, critical thinking, and other skills should not be taught in isolation but applied in the context of real experiences. Students have the opportunity to receive an introduction to many different educational subject areas by attending each of the following courses for a 10 week rotation (not necessarily in the following order):

Art

This 10 week course will introduce students to the basic skills and concepts of art. They will use these skills/concepts to create cartoons, 3D drawings, and one glass fusing project. Students will explore and experiment with various types of media and work independently, and cooperatively. They will also participate in self and peer evaluation.

Life Skills

The main focus of this 10 week Family and Consumer Science course is to give students experiences in all areas of Family and Consumer Science and help them discover areas of interest. They will learn and practice the skills needed for preparing food and planning meals, including food safety and sanitation. They will also explore content in the areas of budgeting, career exploration, childcare and babysitting skills, and basic sewing skills.

STEM

This 10 week course introduces students to the engineering process through hands-on learning experiences. Topics covered are aerodynamics with rockets, sketching, measurement, and structural design. Throughout the quarter, students will participate in a variety of engineering challenges and have opportunities to sharpen their creative skills..

Yoga and Mindfulness

This 10 week class will teach students the foundations of mindfulness, how to practice it, and the benefits it can have on social, mental, intellectual and physical health. Students will learn various yoga poses, breathing techniques, and reflective practices to help connect and regulate a stronger sense of self awareness, emotional awareness, observational reflection, stress management, focus and concentration, empathy and self-esteem.

This year long Exploratory Queue course has a \$25 fee that covers all four classes in the rotation.

Computer Literacy and Study Skills

In this semester long course, students integrate both the learning of critical middle school success strategies, along with knowledge of computer applications and best digital practices. Students will learn how to navigate and organize digital drives and explore Internet protocol. Digital citizenship practices working both collaboratively and individually. Students will also explore Microsoft Office including PowerPoint, Word, Publisher, and Excel. There is an additional focus in speed and accuracy of typing. Students will learn personal organization; goal setting; using a planner; reading for success; how to write papers; preparing for a test; test-taking skills; setting up a study center at home, stress-reducing activities and much more.

Music

6th Grade Band (Concert Band)

1 year

Enrollment in 6th grade band is open to all 6th graders interested in learning to play a brass, woodwind, or percussion instrument or currently playing an instrument. The focus of 6th grade band is the development of individual and ensemble performance skills in preparation for entering 7th/8th grade Concert Band. We will perform music from a broad range of musical styles and genres including classical, marches, popular songs, and movie themes. There are many exciting performance opportunities in band including quarterly evening concerts, performances at school assemblies, and field trip performances to places such as Redmond Town Center and band festivals at other schools.

Assessments

- Weekly practice logs
- In class playing tests
- Music theory test/quizzes
- SmartMusic® recording projects
- Concert performances
- Written self and peer evaluations
- Written concert review/evaluation

Resources/ Technology

- Various band method books
- Concert literature
- Listening examples
- Electronic tuner
- Metronome
- Music theory and rhythm study software
- SmartMusic® software

6th Grade Concert Choir

1 year

Emphasis will be placed on musical development through singing, music theory and music reading. This development will be achieved using a variety of musical styles and comprehension of solid vocal technique and music performance skills. Concert attendance is required.

Essential Understandings

- Knowledge of note names and rhythms.
- Knowledge of basic music theory, sight singing skills, breath support, pitch, balance, blend, tone and group skills.

Activities/Challenges

Method book exercises, periodic checks and tests, music selections, breathing exercises, sight singing exercises, teacher/student demonstrations, individual/group analysis, listening, performance preparation.

Resources/Technology

Sight singing methods, various music selections, various recordings, performances and field trips.

6th Grade Concert Orchestra on next page >

ELECTIVE courses - 6th, 7th & 8th Grades

Finn Hill Middle School
2019-20 course catalog

6th Grade Concert Orchestra (Orchestra 2)

1 year

Prerequisite

Must play one of the standard orchestra instruments or permission by instructor.

Course Fees

There is a rental fee for use of school-owned instruments and an expense for concert attire.

Requirements

Attendance at all public performances.

Graduation Content Requirement

Fine Arts

Course Description

This course is designed to prepare you for admission into Chamber Orchestra. Emphasis is placed on tonal production, improving fingering and bow technic, while gaining more advanced knowledge of theory and music history. Performance literature ranges from moderate difficulty to advanced level depending on the overall ability of the group. At least 3 concerts are given at school each year, with additional outside performances. Students are expected to maintain a practice schedule outside of class. This course may be repeated for credit.

Electives Available to 7th & 8th Graders

Art

Glass Fusing

1 Semester

Want to learn how to make cool projects out of glass? This class will show you how to do this. You will begin by learning how to make molds out of clay so you can mold your glass into plates, bowls, etc. You will also learn a little history about glass and some basic art skills so you can create interesting works of art. Students will work independently and cooperatively and be involved in self and peer assessments. *There will be a \$25 lab fee and students will need to supply some of their own supplies during the semester.*

Manga

1 Semester

Want to learn how to draw your own original manga? This class will cover all the basic drawing skills and techniques used to create manga characters and create your own comic book. Some of the basic skills covered are one and two point perspective, optical perspective, drawing the human anatomy, and color theory. A variety of different mediums will be used throughout the semester. Students must provide some of their own supplies during the semester. There is also a \$20 supply fee.

Major Assignments and Projects

- One panel manga art, manga strip
- Comic book, calendar, animal, greeting cards

Assessment Tools

- Art grade sheet
- Self and teacher evaluation

Resources/Technology

- Manga books, manga in magazines, books and newspapers
- Procedures and instruction
- Information, process

Digital Photography (Photography 1)

1 Semester

This class is an introduction to digital photography. Besides learning how to operate a camera, students will discover that photography is an art form and tool for communication. By learning some basic art skills, students will be able to compose and shoot better pictures. Classroom projects will include experimenting with photo editing and learning a variety of ways to display and present student work. Students will be expected to spend some time outside of class taking photographs. Students also need to have some basic knowledge about using a computer. Because this is a digital camera course, you will need to have access to a computer outside of class to evaluate, edit, transfer, and store your photos.

Requirements

It is recommended that students supply their own digital camera (point and shoot models are good). A limited number of school-owned cameras are available for students who may be unable to supply their own camera. *There will also be a \$20 lab fee for materials.* Estimated costs for other supplies/projects will be around \$10 to \$20. A list will be passed out the first week of class.

Major Assignments and Projects*

- Photo journal
- Exhibits
- Class book
- Cards/calendar

*Projects will vary with skill level

Assessment Tools

- Art grade sheet
- Self, teacher evaluation

Resources/Technology

- Adobe online education
- Lynda.com
- Photography books
- Web
- Adobe Elements 8
- Lightroom

Drawing and Cartooning 1

1 Semester

Learn how to draw by using the right side of your brain. The basic principles and elements of art will be taught by drawing upside down, using a Plexiglas view-finder and other drawing activities. Some basic skills covered will be the human anatomy, linear and optical perspective, light and dark values, ink pen techniques and color theory. These skills will be used to produce and create self-portraits, still life compositions, and paintings. A variety of different mediums will be used throughout the semester. *Students must provide some of their own supplies and a \$20 supply fee will be charged.*

Major Assignments and Projects

- Self-portraits
- Still life compositions
- Abstract paintings
- Perspective drawing
- Ink pen drawings

Assessment Tools

- Art grade sheet
- Self and teacher evaluation

Resources/Technology

- *Drawing on the Right Side of the Brain*
- Procedures and instruction
- Information and process

Pottery

1 Semester

Students will make pots, plates, vases, bowls, creatures and other objects out of clay. Basic hand building techniques, vocabulary and glazing skills will be taught so students can create a variety of different kinds of pottery. A \$20 lab fee will be charged and students must provide their own pottery tools for this class.

Essential Understandings

- Responds to the creative work of others.
- Uses the arts and humanities as creative and universal means of communication.
- Expresses thoughts, feelings, opinions and ideas clearly.

Major Assignments and Projects

- Introduction to tools/use, clay properties, function and vocabulary
- Slab, coil, pinch, and mold usage will be taught
- Some basic sculpture techniques will also be covered

Assessment Tools

- Art grade sheet
- Self, teacher evaluation

Family and Consumer Science

Culinary Arts

1 Semester

This is a STEM (Science, Technology, Engineering, Math) approved course

Throughout our lives we develop a relationship with food! As we develop our skills in the kitchen, we are able to become more creative in the food dishes we choose to prepare. In this course you will have the opportunity to step up your previous skills to the next level by planning and preparing your own meals, and demonstrating your consumer awareness through grocery and product selection. You will also become familiar with the various careers in the food industry. In this class you will prepare an impressive variety of foods. Students exhibit initiative, organization, creativity, independence and personal responsibility. Topics covered include use of small and large appliances, lab planning and preparation skills, use of class time, measuring/mixing equipment/skills, teamwork, leadership, and organizational skills. A \$25 lab fee will be charged for supplies.

Major Assignments and Projects

- Planning and preparing in groups for labs
- Cooking and nutrition planning
- Recipe book
- Online assessments
- Group/individual projects and presentations

International Foods

1 Semester

This is a STEM approved course

Cooking experience required.

Prepare and sample the cuisines of Germany, Italy, France, China, Japan and many more! You will explore different cultures of the world by creating their foods, crafts and studying traditions. Discover what has influenced the diet and how people prepare food within their culture. We will focus on European, Asian, and Middle Eastern cultures.

Prerequisite

None

A \$25 lab fee will be charged for supplies.

Major Assignments and Projects

- Planning and preparing in groups for labs
- Cooking
- Recipe book
- Country presentation, culture report
- Heritage project

Major Assessments and Projects

- Term quiz
- Process evaluation
- Demonstration/video worksheets

Resources/Technology

Microsoft Word, PowerPoint and Publisher

Business and Marketing

1 Semester

This is a STEM approved course

This business course is designed to take students into the real world of business by learning key concepts related to selling, promoting, and distributing of goods and services and then applying those skills in a "real world" laboratory by developing their own small business. This will be accomplished through examining various styles of business models, studying advertising strategies (including marketing goods and services), and applying problem-solving techniques. A \$20 lab fee will be charged for supplies for this course.

Major assignments and projects

- Examining types of Businesses
- Excel uses for personal finances
- Excel uses for managing business
- Stock Market
- Economics
- Local businesses
- Marketing plans
- Career Planning
- Resumes and Interviews
- Introduction to LWSD Teen Startup Challenge

Independent Living

1 Semester

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. In this course students will learn about the challenges that young people face when starting out of their own. They will learn about managing finances for the present and the future, planning for career changes, managing their home and food needs, selecting insurance, and how cooperate and work with a diverse population. Independent Living is an exploratory course that focuses on the knowledge, attitudes, and skills needed to successfully live independently. There is a \$20 lab fee for this course that helps to pay for food used in labs.

Leadership

Leadership

1 Semester

Instruction and practical experience in discovering their strengths/weaknesses, goal setting, working in small/large groups, working with and how to deal with difficult people, making a difference at home and at school, responsibilities as leaders, positive and negative attitudes, and project planning. Time spent in discussions about skills learned and developed. Note taking and project planning and public speaking will be required.

Activities/Challenges

- Communication skills – one-way and two-way communication, “I” messages, public speaking
- Assembly planning – Spirit, MLK, Veterans’ talent show, pep rallies.
- Advertising for activities/events – creating posters, flyers, invitations
- Public speaking
- Community service – six hours per quarter

Resources/Technology

- *Leadership Designs for Middle Level Students*, community guest speakers, videos

Media and Performing Arts

Drama 1

1 Semester

Seventh and eighth graders begin to examine scripts, learn basic acting techniques and explore aspects of technical theatre. Reading scripted materials, students will analyze characters, study dialogue, and stage movements. Through research, creative thinking, problem solving, and improvisation, students acquire not only the knowledge and skills to be successful in theatre, but also begin to develop the self-discipline required to accomplish long- and short-term goals. Projects may include: Rehearse as an ensemble to bring a poem to life in a performance; collaborate with partners to perform a scripted scene; develop a character for a solo performance; discover the various parts of a stage and the various jobs within the theatre business; collaborate as a group.

Activities/Challenges

- Students will read scripts in different ways, looking for character development and interaction and the effect of the setting on the action.

- Students will explore a role, learning how to take on the essence of a character.
- Students will block a scene—deciding where characters should be at any given time, and each character's motivation for moving from place to place, as well as how to create a set that supports the players' actions.
- At the end of the semester, students will perform (for a live audience) scenes that demonstrate these skills.

Technology

- Students will research roles, costumes, and information about their characters using netbooks and other technology resources.

Annual/Journalism

1 Semester

The goal of our class is for students to learn what journalism is, as well as how journalistic writing, photography and design are used to make quality publications. This is a project-based learning class. Some of the topics we will cover are: Journalism & the First Amendment; Interviewing techniques Photojournalism & Basics of Photography; News Writing; Captions & Headlines; Gathering the News; Editing & Proofing; and Layout & Design. You will publish the news using both paper and digital media delivery formats!

Music

Concert Band

1 year

Concert Band is an advanced instrumental ensemble open to students with previous experience on wind instruments. Students will work from a variety of exercise materials and method books and will prepare a broad and varied range of performance repertoire. In addition to rehearsal and performance, band students will read from several sources on a variety of musical topics including music history, composer biographies and music theory. Writing assignments will focus on concert reviews, self and peer evaluation, and other related music topics. Concert Band will perform at four required concerts and will also perform at several out of school band festivals and concerts.

Major Assessments

- Weekly practice records
- In class playing tests
- Music theory test/quizzes
- Quarterly recording projects
- Concert performances
- Written self and peer evaluations
- Written concert review/evaluation

Resources/Technology

- Various band method books
- Concert literature
- Listening examples
- Electronic tuner
- Metronome
- Music theory and rhythm study software
- Music Reading
- SmartMusic® software

ELECTIVE courses - 7th & 8th Grades

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Concert Choir

1 year

Emphasis will be placed on musical development through singing, music theory and music reading. This development will be achieved using a variety of musical styles and comprehension of solid vocal technique and music performance skills. Concert attendance is required.

Essential Understandings

- Knowledge of note names and rhythms.
- Knowledge of basic music theory, sight singing skills, breath support, pitch, balance, blend, tone and group skills.

Activities/Challenges

Method book exercises, periodic checks and tests, music selections, breathing exercises, sight singing exercises, teacher/student demonstrations, individual/group analysis, listening, performance preparation.

Resources/Technology

Sight singing methods, various music selections, various recordings, performances and field trips.

Orchestra 2

1 year

Prerequisite

Must play one of the standard orchestra instruments at the Intermediate level or above and/or permission by instructor.

Course Fees

There is a rental fee for use of school-owned instruments and an expense for concert attire.

Requirements

Attendance at all public performances.

Graduation Content Requirement

Fine Arts

Course Description

This course is designed for the Intermediate to advanced musician. Students should be able to play Major and minor scales in two octaves. Emphasis is placed on tonal production, improving fingering and bow technic, while gaining more advanced knowledge of theory and music history. Performance literature ranges from moderate difficulty to advanced level depending on the overall ability of the group. At least 3 concerts are given at school each year, with additional outside performances. Students are expected to maintain a practice schedule outside of class. This course may be repeated for credit.

Beginning Guitar

1 Semester

This class is for the beginning guitarist. It is not intended as an advanced course for experienced players. Students will learn basic techniques, note reading, scales, chords, and strumming/accompaniment patterns.

Daily class activities will include group and individual instruction, practice time, and periodic solo and group performances.

Students need to provide their own acoustic guitar and book (Essential Elements for Guitar, by Will Schmidt). A limited number of school-owned instruments are available for students who may be unable to get their own guitar.

Critical Content

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

Course Objectives

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

Jazz Band

1 year

Students must audition or have instructor approval to enroll in Jazz Band. Students in Jazz Band must also be concurrently enrolled in Concert Band. Students will use method books, play-along improvisation recordings and sheet music to explore a variety of jazz styles. There are four school concerts per year as well as several out of school performances. Students are responsible for any work missed while on trips. This class meets before school at 7:00 a.m.

Major Assessments

- Weekly practice records
- In class playing tests
- Music theory test/quizzes
- Quarterly recording projects
- Concert performances
- Written self and peer evaluations
- Written concert review/evaluation

Resources/Technology

- Various jazz method books
- Concert literature
- Listening examples
- Electronic tuner
- Metronome
- Music theory and rhythm study software

STEM (Science, Technology, Engineering, Mathematics)

Game Design and Programming (Computer App. 1)

1 Semester

This is a STEM approved course

Students will learn programming and creative skills to design and develop various 2-dimensional video games. Students will work independently and cooperatively to generate various styles of games. Each student will create a minimum of four games including; Mouse Click, Pong, Scrolling Planes, Maze, and Platform style games.

Major Assignments

- A variety of games will be developed
- Peer assessments
- Revisions will also be assessed
- Student generated research on game design and the history of gaming.

Assessment

Rubrics will be used for game assessments.

Introduction to Robotics (Robotics Foundations)

1 Semester

This is a STEM approved course

Learn about computer science while driving a robot! This class is designed for girls and boys who have an interest in the basics of computer science – learning about computer programming through the use of a robot. Classroom projects will include learning how to instruct a robot to make music, dance, take pictures, and navigate an obstacle course. Students will work independently as they master the fundamentals of programming and design to make their robot perform. *There will be a \$5 lab fee.*

Essential Understandings

- Positive work behaviors and demonstrate health and safety practices.
- Project management skills, solving problems using critical thinking and prepare and present documentation of project plans including attention to detail, layout, measurement and accuracy.
- Design and produce a portfolio to showcase their creative solutions
- Identify and demonstrate leadership skills and explore career opportunities in Science, Technology, Engineering and Math.

Out There Science (Elective)

1 Semester

Science with a twist! In this experiment-driven class, students will explore a variety of science topics that we do not have time to explore during regular science classes. This is a “hands-on” science class with an emphasis on weekly experimentation focused on helping students develop new ways of looking at the world through the collection and interpretation of data, making predictions, and posing hypotheses! Experiments and Field Trips will help us explore chemistry, ecology, biology, and more! Here is a partial list of the possible topics to be covered during the semester:

- How the sun works through solar prints
- Solar cooking using solar ovens

- Entomology (find out what is living in “The Crash”)
- Electrolysis and Making Water (Hydrogen Balloons)
- Native Plant dyes and tie dye
- Dissecting
- Forensics (especially fingerprinting)
- Solid Waste/Water Quality
- Chemical composition of soap
- Bacteria
- Worm Bins
- Tide Pools in Puget Sound
- Salmon in our Streams

Activities/Challenges

- Students will use the scientific method (systematic observation, measurement, and experiment, and the formulation, testing, and modification of hypotheses) to make sense of the world around them
- Students will work independently, in pairs, and in teams, to conduct experiments and analyze results

There is a \$20 lab fee for this course.

Sci-Ma-Tech I (STEM Design & Modeling)

1 Semester

This is a STEM approved course

This project-oriented class gives students an introduction to today's technology. Students will explore Science, Technology, Engineering, and Math skills in this hands-on course that focuses on the process of design and developments. Instruction includes sketching, measurement, woodshop safety, and use of common woodworking machines. Projects include, but are not limited to a travel board game, truss bridge, CO₂ dragsters and slow coasters. *There is a \$15 lab fee to cover materials and supplies used throughout the semester.*

Essential Understandings

- Growth and change influence work and learning
- Goals and standards influence quality of work
- Ability to adapt and function in a changing world requires continuous learning
- Work production and performance involves using and combining a variety of resources and tools

Major Assignments and Projects

- CO₂ cars
- Travel game project
- Truss Bridge
- Paper Rockets

Assessment Tools

- Safety test questions on shop tools and project sheets
- Evaluations of projects/work within a portfolio

Resources/Technology

Nonfiction (text) General Woodworking

Sci-Ma-Tech II/III (STEM Design & Modeling 2/3)

1 Semester

This is a STEM approved course

Prerequisite

Sci-Ma-Tech I

This project oriented class builds on techniques learned in Sci-Ma-Tech I. Students will explore basic mathematical and physical science

principals and apply them to the classroom. SMT II Projects include but are not limited to Clock Design, Mousetrap Powered Vehicles. SMT III projects include open design using CNC, Computer Numerical Control, Simple Machines, and Flight Challenge. There is a \$15 lab fee to cover materials and supplies used throughout the semester.

Major Assignments and Projects

- Mousetrap vehicles
- Clock Design
- Propeller planes
- Slow coasters
- Paper rockets

Computer Aided Design and Manufacturing

1 Semester

This is a STEM approved course

This is an introductory course that demonstrates the integration of Computer-Aided-Design (CAD) and Computer-Aided-Manufacturing (CAM). It is a study of modern prototyping and machining methods, teaching the use of Rhinoceros software. Computer numerical control systems (CNC) is becoming a big part of today's society. Manufacturing warehouses are moving from having large storehouses of parts to housing machines that can quickly produce orders. Students will work individually and in cooperative groups to design and build devices for hypothetical customers. Students will manufacture their designs using a 2-D laser engraver, 2-D router, or 3-D printer. There is a \$20.00 course fee to pay for manufacturing supplies for this class.

World Languages

8th Grade World Languages (Spanish I)

1 year

CADR

Eighth graders may enroll in Spanish provided they have strong language arts abilities and disciplined study skills. Washington state's four-year, public universities require a minimum of two years of a World Language to be taken prior to admission. Three years are recommended and required by some colleges and universities.

This course is equivalent to one year of beginning high school world language. It emphasizes communicative activities taught in concept based units. The district adopted curriculum, *Paso A Paso*, provides the basis of the course. Language acquisition is developed through the natural sequence of listening, speaking, reading, and writing. Understanding and appreciation of Hispanic culture develop as students study and experience it first hand. The course demands good study skills with daily homework and classroom accountability. This course is not appropriate for Spanish speakers. Students must achieve at least a C grade and obtain teacher recommendation to advance to Spanish II. A workbook fee of \$20 will apply.

Major Assignments and Projects

- Homework reinforces classroom learning.
- Grammar and vocabulary quizzes assess pace of learning.
- Chapter tests assess listening, reading, and writing proficiency.
- Chapter oral presentations assess fluency, knowledge, and proficiency.
- Students will incorporate technology into language learning through Webquests and other internet activities
- End-of-year assessment demonstrates level of achievement.

Assessment Tools

- The topical essay (for each chapter) rubric evaluates completeness, correctness, and comprehensibility.
- The oral presentation rubric evaluates vocabulary, culture, communication, fluency, grammar, and pronunciation.
- The end of the year assessment covers chapters 1-9 and evaluates reading, writing, and listening comprehension.

8th Grade World Languages (French I)

1 year

CADR

French 1 fulfills LWSD graduation requirements, it is a yearlong class designed to develop basic proficiencies in the four skills of communication: listening, speaking, reading, and writing. The content will include vocabulary common to daily needs, basic grammatical structures, and development of sensitivity to an acceptance of cultural differences. This is a rigorous course requiring strong study, listening, and writing skills. The students will be able to write short paragraphs in the present tense, read short selections, and answer questions in French.

The course demands good study skills with daily homework and classroom accountability. Students must achieve at least a C grade and obtain teacher recommendation to advance to French II. A workbook fee of \$20 will apply.

Major Assignments and Projects

- Homework reinforces classroom learning.
- Grammar and vocabulary quizzes assess pace of learning.
- Chapter tests assess listening, reading, and writing proficiency.
- Chapter oral presentations assess fluency, knowledge, and proficiency.
- Students will incorporate technology into language learning through Webquests and other internet activities
- End-of-year assessment demonstrates level of achievement.

Assessment Tools

- The topical essay (for each chapter) rubric evaluates completeness, correctness, and comprehensibility.
- The oral presentation rubric evaluates vocabulary, culture, communication, fluency, grammar, and pronunciation.
- The end of the year assessment covers all chapters and evaluates reading, writing, and listening comprehension.

Peer Mentoring

8th Grade Peer Mentor – Transition

1 semester

Prerequisite

Teacher and counselor permission.

Through this experience, students will have the opportunity to interact and work with students who have developmental disabilities. Under teacher supervision, students will "coach" students in class and school activities and act as peer models. Students will be introduced to special education terminology and values, and to some instructional strategies. This is a good way to explore career options in special education and related fields: teacher, para-educator, occupational and physical therapist, speech and language pathologist, school nurse, assistive technology specialist, job coach. Peer Mentoring is offered both semesters.

Sports Information

We highly encourage students to participate in extra-curricular activities. Our sports' seasons for the 2019-20 school year are below.

Season 1 (September - October):

Cross Country (Boys and Girls)
Tennis (Boys)
Basketball (Boys)

Season 2 (October - December)

Badminton (Girls)
Soccer (Boys)

Season 3 (February - March)

Basketball (Girls)
Wrestling (Boys and Girls)

Season 4 (April - June)

Track (Boys and Girls)
Tennis (Girls)
Volleyball (Girls)

After School Sports/Policies

Parents and students must fill out and provide the requisite signatures on the Sports Clearance card (yellow) and Drug/Alcohol contract. The Sports Clearance card contains the physical examination data to be filled in by the doctor. This physical is valid for two years.

On the Sports Clearance card there is a place to sign stating the student has adequate medical insurance coverage. If there is no personal coverage accident insurance may be purchased through the school. Forms are available in the student office.

Any student involved in interscholastic sports must have purchased an ASB card and paid the required sports fee.

To be assured of the opportunity to participate on the first day, all forms should be turned in prior to the first day of practice. Deadlines for turning in completed forms and first practice dates are printed on the Sports Clearance form.

Students must maintain a grade point average of 2.0 and not be failing any classes to participate on a school athletic team. A student whose grade point average drops below 2.0 or is failing a class will be put on probation for one week and will have the chance to raise the grade point average to the required standard. If the grade point is not raised the student is to remain off the team until the grade point has been raised.

Sports Participation Fee

Due to the rising costs associated with the support of the district's athletics program, fees will be collected on a per sport basis with both individual and family caps. The family caps will apply for brothers/sisters who attend the same school. Fees must be paid at the time of turnout and will be so noted on the clearance form approved by the school bookkeeper or secretary. Parents of students who are unable to afford the fee should contact the ASB Secretary or athletic director at their school.

Contact Information

Finn Hill Middle School
Victor Scarpelli, Jr. - Principal
8040 N.E. 132nd Street
Kirkland, WA 98034
425-936-2340
fhms.lwsd.org

Lake Washington School District

Superintendent
Dr. Jane Stavem

Board of Directors

Eric Laliberte — Director, District One
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Siri Bliesner — Director, District Five

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