

# Middle School Course Catalog

®

2024/2025



The student guide to middle school courses and programs designed to help build a successful future.



**Everett Public Schools**  
3900 Broadway, Everett, WA 98201  
425-385-4000 • [www.everettsd.org](http://www.everettsd.org)



# Table of Contents

## **A Message from the Superintendent 2**

Middle School Contact Information .....2

## **Middle School Information 3**

Middle School Three-Year Planner .....3

What Is Middle School About?.....4

Organization .....5

Support Networks.....6

Harassment, Intimidation and Bullying (HIB) .....6

Activities and Clubs .....7

Physical Education Information .....7

Accessing Grades and More .....8

## **Graduation Requirements & Information 9**

Graduation Requirements.....9

Graduation Toolkit .....10

Graduation Pathways .....11

High School and Beyond Planning .....12

Middle School Courses for High School Credit .....13

Course Equivalency .....14

## **Courses**

### **Course Sequences 15**

English Language Arts.....15

Math.....15

Science .....16

Social Studies.....16

Physical Education & Health .....17

STEM & CTE Electives .....17

Visual & Performing Arts .....18

Electives .....18

### **Sixth Grade Courses 19**

Sixth Grade Course Checklist .....19

Sixth Grade Course Descriptions .....20

### **Seventh Grade Courses 28**

Seventh Grade Course Checklist .....28

High School Credit Options for Seventh Grade.....29

Seventh Grade Course Descriptions.....29

### **Eighth Grade Courses 38**

Eighth Grade Course Checklist .....38

High School Credit Options for Eighth Grade .....39

Eighth Grade Course Descriptions.....39

# A Message from the Superintendent

Dear Future Everett Public Schools Graduate,

Everett Public Schools offers a strong foundation for a lifetime of learning, providing opportunities for all students to experience success beyond graduation. Working together with families and schools, students can make informed decisions concerning programs and course selections during their secondary school years. This middle school course catalog is designed to explain the basic requirements for successful steps from sixth through eighth grades and to prepare for a smooth transition into a high school program.

The faculty and staff of all district middle schools are committed to providing our students with a rich, challenging and meaningful educational journey. Academic programs are designed to offer every student the opportunity to excel and to build a strong foundation for success as they progress to high school.

Students and families are urged to review this information and to work closely with their academic advisor to develop a long-range educational plan. Various courses are available to meet each student's needs.

Wise planning and decision-making concerning programs and course selections during the secondary school years increases the probability of successfully achieving academic, career and life goals. We look forward to working with you and your child.

If you have questions about courses or your child's three-year middle school plan, please contact a teacher, counselor or administrator. They are there for you.

All the best,

Dr. Ian B. Saltzman, Superintendent



## Eisenhower Middle School

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10200 25th Ave SE  
Everett, WA 98208  
425-385-7500

## Evergreen Middle School

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7621 Beverly Lane  
Everett, WA 98203  
425-385-5700

## Gateway Middle School

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5404 Silver Firs Drive  
Everett, WA 98208  
425-385-6600

## Heatherwood Middle School

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1419 Trillium Blvd SE  
Mill Creek, WA 98012  
425-385-6300

## North Middle School

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2514 Rainier Ave  
Everett, WA 98201  
425-385-4800

# Middle School Information

## Middle School Three-Year Planner

The table below describes the six period day schedule and the typical courses students take during their three years in middle school.

	Grade 6		Grade 7		Grade 8	
<b>1</b>	English Language Arts (ELA)		English Language Arts (ELA)		English Language Arts (ELA)	
<b>2</b>	Math		Math		Math	
<b>3</b>	Science		Science		Science	
<b>4</b>	Elective*	Grade 6 History	Elective*	WA State History	Grade 8 History	
<b>5</b>	Health	Physical Education (PE)	Health	Physical Education (PE)	Elective*	Physical Education (PE)
<b>6</b>	Elective*	Elective*	Elective*	Elective*	Elective*	Elective*

**Elective\*** – AVID / Human Geography / Leadership 8 / Physical Education / Spanish / STEM & CTE Electives / Visual & Performing Arts

# What Is Middle School About?

Middle school is a time when you have more choice, freedom, and responsibility - all part of getting older. This catalog will help you understand some of the changes and choices you will experience in middle school.

## Important Middle School Terms

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### Associated Student Body (ASB)

A student representative organization that plans student activities. ASB membership is required to participate in some activities.

### Elective

Electives are classes such as art, band, choir, orchestra, robotics, technology, etc. Choices vary by middle school.

### Orientation

Orientation is typically held before the first day of school, when students are invited to tour the school, engage in activities, get supplies, and receive a class schedule.

### Period

The amount of time spent in each class or subject. Middle schools have six class periods per day.

One period = approximately 55 minutes

### Passing Time

Time between classes. This is the time to walk from one classroom to another (approximately 4 minutes).

### Progress Report

A mid-semester report that lets you and your parents and guardians know how you are doing in your classes. Progress reports show grades; however, it's important to know they are not final.

### Report Cards

Report cards are sent home at the end of each semester with the grade you have earned in each class. These grades are final.

### Transcripts

A transcript is a record that shows a record of a student's high school courses and grades. A student must have earned at least 0.5 credit of high school credit to have a transcript. Students may earn high school credit in middle school.

Look for the following icon in the catalog for high school courses that can be taken in middle school.

LOOK FOR  
THIS ICON

**H.S. CREDIT** 

### Semester

The school year is divided in half. Each half is called a semester. There are two semesters in the school year.

### Student ID Cards

ID cards are issued at all middle schools and are provided at no cost.

# Organization

Every student is different when it comes to organization. Look below to find some organizational tips to help you be more successful!

## Important Organizational Ideas

### Planner or Calendar

Keep track of your assignments in your calendar or planner to help you stay on top of your work. Make sure to include page numbers, needed materials, and due dates. Remember that even if you don't have a specific assignment due for a class, it is an expectation that you read every day.

### Organization Systems

You will typically have six classes. We recommend you have a designated section for each class, such as binders with dividers, accordion envelopes, folders, etc.

No matter what system you use:

- Put all the work for each class together in its appropriate section.
- It may be helpful to put your homework in a designated place each time you finish so you can easily find it when it is time to turn in your homework.

### 1:1 School Chromebooks

All students are issued a district Chromebook in middle school. Devices are for school use only.

- Shut down and charge your device every night.
- Check your school email daily.
- Use a digital planner or calendar to keep track of due dates and tests.
- Monitor your assignments and grades through Home Access Center or Gradebook.

### Backpack

Pack your backpack each night after you have completed your homework. Backpacks get heavy, so empty unnecessary items weekly.

## Homework Tips

### Create a designated study space

Try to find a place with the least distractions: away from the TV, cell phone, video games, etc. Turn off or mute all electronics.

### Ask for help, if needed

You can also check with your teacher to see when they have time to provide help outside of class. Extra help may be available during lunch or after school.

### Find a study buddy

If you are stuck while doing your homework you can contact your reliable, trustworthy friends to get help.

### Break up big projects into smaller steps

Create a timeline starting with an assignment due date and work backwards. Next, using your planner, schedule each piece of the project you will need to complete. If you need help doing this, ask an adult or your teacher.

### Turn in your homework

If you forget to turn in your homework, your overall grade will be negatively impacted.

- Keep your homework in a place that it is easy to find.
- Take your homework out right when you enter the class.
- When you turn in your homework, check it off in your planner.

### Prepare the night before

Pack your backpack immediately after you finish your homework. Make sure that you have all your assignments and materials necessary for the following day. Put your backpack in a place where you can easily pick it up to take it with you to school.

# Support Networks

## Ask your teachers

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If you are struggling in a class, get help right away! Contact your teacher as soon as you are confused or unsure by:

- Email
- Canvas message, or
- Staying after class to ask for more help.

\*Make sure that you tell your teacher exactly what you are struggling with when asking for help.

**Example:** “Can I get some help with fractions? I am confused about when to multiply and when to divide.”

## Talk to your parents or guardians

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Sit down with your parent or guardian and be honest about what you’re struggling with. Work together to create a plan.

## Request to speak with your counselor

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Counselors love to help students. Schedule a meeting to discuss:

- Friendship or personal issues
- Academic struggles
- Schedule questions
- Conflict resolution
- Coping strategies
- Study skills
- College and career planning

## Turn to a friend

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Friends can be a great sounding board for everyday problems, but if your problem involves safety concerns, make sure to use your adult support networks. Remember that friendships change as people grow and it is common for your friend group to also change over time.

# Harassment, Intimidation and Bullying (HIB)

Everett Public Schools maintains a safe, respectful, and secure learning environment for all students that is free from harassment, intimidation, and bullying. Everett Public Schools core values include a commitment to value differences and treat one another respectfully. In accordance with Washington state RCW 28A.300.285, harassment, intimidation, and bullying of students by other students, staff members, volunteers, parents or guardians is prohibited.

If a student has experienced harassment, intimidation, or bullying, it should be reported to school counselors, teachers, or administrators by the targeted student, their friends, family, and/or witnesses. School administrators will intervene.



## Activities and Clubs

In middle school, one of the best ways to meet new friends and try different things is to get involved! Check with your middle school to find out what opportunities are available.

### Associated Student Body (ASB)

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Most middle schools have an organization where students are elected to lead the student body. These elected students plan activities like spirit weeks, dances, and assemblies. Check with your future middle school to find out what opportunities there are to run for a leadership office.

### Clubs

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Examples of after school clubs include: school newspaper, yearbook, art club, robotics, math club, game club, chess club, science club, diversity club, drama club, GSA, jazz band, etc. Check with your future middle school to see what they offer. Joining a club is a great way to meet new people.

### Community Groups

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Many community organizations have after school clubs, sports and activities that are a fun way to stay active and meet other students.

### Homework Help

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Many schools have a homework club or study time after school. This is a great way to get help from teachers, use school computers or resources, and work with students who are doing similar assignments.

### Sports

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You become eligible for sports when you are in 7th grade. Students in 6th grade are not allowed to compete in athletic events; however, 6th graders can practice with the track, cross-country and wrestling teams.

## Physical Education Information

Physical Education (PE) is a core subject requirement that may not be waived per Board Policy 2123. Students in grades 6-8 may be excused from participating in PE for the following reasons:

1. Physical disability, with a note from the student's physician indicating the reason and length of time for the request; or
2. Religious belief, with a note indicating the religious doctrine that prevents the student's participation in PE; or
3. Participation in directed athletics, including community-based, organized athletics. Seventy five hours of community based, organized athletics qualifies for one semester of middle school PE; or participate in two school-based athletic teams to qualify for seventy five hours of participation.

# Accessing Grades and More

In middle school, it is good to get in the habit of checking your online grades at least once per week. This allows you to doublecheck that the teacher has received the work you turned in and keep track of assignments. It can take approximately two weeks for assignments to be collected, graded, and recorded online. Talk with your teacher if you have any questions or concerns.

## Gradebook

Gradebook will show a student's schedule, attendance, assignments and real-time grades. Students can set up weekly reminders to help them stay on track in turning in assignments within Gradebook.

### Step 1

Click the "A+ Grades and More" icon.



### Step 2

Click the "Info" icon.



### Step 3

Click the "EPS Gradebook" icon



## Home Access Center

Home Access Center will show demographic, attendance, and discipline information, as well as final report card grades, at the end of each semester. Once a high school credit has been earned, transcript information will appear.

### Step 1

Click the "A+ Grades and More" icon.



### Step 2

Click the "Info" icon.



### Step 3

Click the "Info" icon again and log in using your student ID and password.



# Graduation Requirements & Information

## Graduation Requirements

- Students must earn a total of 24 credits to graduate from Everett Public Schools.
- The courses students take are based on the requirements below and determined by the individual High School and Beyond Plan.
- Each semester-long class completed with a passing grade equals one-half (0.5) credit.
- A maximum of 1.0 total credit of Teacher Assistant or Office Assistant may be counted toward graduation requirements.
- Students must meet a mathematics-based quantitative course requirement during their senior year. If a student completes a higher-level math course prior to senior year, the student may be exempt from the senior-year quantitative course requirement.

- Until graduation requirements are met, students must carry six (6) classes per semester or have administrative permission for a partial schedule.
- In addition to meeting the credit requirements, students must also meet standard in Math and English Language Arts through the graduation pathways on page 5. The graduation pathway must be aligned with the individual High School and Beyond Plan.

A complete description of Everett Public Schools graduation requirements—as well as other helpful graduation resources—is available on the district website: <https://www.everettsd.org/domain/2687>.

District policy 2410 (High School Graduation Requirements) can be found at: <https://docushare.everett.k12.wa.us/docushare/dsweb/Get/Document-412/2410%20High%20School%20Graduation%20Requirements.pdf>. Washington State graduation requirements from the Office of the Superintendent for Public Instruction can be found at: <http://www.k12.wa.us/GraduationRequirements>.



## How do the 24 credit graduation requirements add up?



17

+

3

+

4

=

24 CREDITS

**Core Credits** – courses necessary for every graduate to be college and career ready

**Personalized Pathway Requirements (PPR)** – classes that further student's own interests and align with each student's High School and Beyond Plan

**Elective Credits** – exploratory classes of interest

College and Career Ready graduation requirements

## Core Credits plus Personalized Pathway Requirements (PPR)

4 English

3 Social Studies

2 Health and Fitness

1 Career and Technical Education

3 Math

2 Arts

1 Arts

1 PPR Course

3 Science

2 World Language

2 PPR Course

## Elective Credits

4 Electives, including district-required College & Career Readiness Seminar



# Graduation Toolkit



The graduation toolkit provides the latest information regarding graduation requirements. Use this toolkit to plan for your high school years and beyond.

Student Name:	Student ID #:	Date:
Graduation year:		
My Career Interest(s):		
My College or Training Interest(s):		

Subject	Credits	Course Choices
<b>English</b>	<b>4.0</b>	1.0 <input type="checkbox"/> Pre-AP English 1
		1.0 <input type="checkbox"/> Pre-AP English 2 (or equivalent)
		1.0 <input type="checkbox"/> English 3 (or equivalent)
		1.0 <input type="checkbox"/> English 4 (or equivalent)
<b>Mathematics</b>	<b>3.0</b>	1.0 <input type="checkbox"/> Algebraic Concepts: HS Math Year 1
		1.0 <input type="checkbox"/> Geometry in Application: HS Math Year 2
		1.0 <input type="checkbox"/> <b>Option A</b> (Advanced Algebraic Concepts) <input type="checkbox"/> <b>Option B</b> (One year of career-related third year mathematics course)
<b>Science</b>	<b>3.0</b>	1.0 <input type="checkbox"/> Biology and the Environment or AP Environmental Science
		1.0 <input type="checkbox"/> Physics in the Universe or AP Physics 1
		1.0 <input type="checkbox"/> Chemistry, Physics in the Universe or third-year science course
<b>Senior Quantitative</b>	<b>Non-Credit</b>	0 <input type="checkbox"/> One year of algebra-based math or science course taken in senior year <i>*If a student completes a higher-level math course prior to senior year, the student may be exempt from the senior-year quantitative course requirement.</i>
<b>Social Studies</b>	<b>3.0</b>	1.0 <input type="checkbox"/> World History (or equivalent)
		1.0 <input type="checkbox"/> United States History (or equivalent)
		0.5 <input type="checkbox"/> Civics (or equivalent)
		0.5 <input type="checkbox"/> Social Studies Elective
		0 <input type="checkbox"/> Washington State History, "MET" non-credit requirement
<b>Visual &amp; Performing Arts</b>	<b>2.0</b>	2.0 <input type="checkbox"/> <b>Option A:</b> Two years of Visual & Performing Arts <input type="checkbox"/> <b>Option B:</b> One year of Visual & Performing Arts and one year of career-related elective (PPR)
<b>Health and Fitness</b>	<b>2.0</b>	0.5 <input type="checkbox"/> Family Health
		1.5 <input type="checkbox"/> Physical Education
<b>Career and Technical Education</b>	<b>1.0</b>	0.5 <input type="checkbox"/> Career and Technical Education
		0.5 <input type="checkbox"/> Career and Technical Education
<b>World Language</b>	<b>2.0</b>	2.0 <input type="checkbox"/> <b>Option A:</b> Two years of World Language *Colleges prefer two years of same language <input type="checkbox"/> <b>Option B:</b> Two years of career-related electives (PPR)
<b>College and Career Readiness Seminar</b>	<b>0.5</b>	0.5 <input type="checkbox"/> College and Career Readiness Seminar (CCRS) or equivalent
<b>Electives</b>	<b>3.5</b>	0.5 <input type="checkbox"/> Elective #1    0.5 <input type="checkbox"/> Elective #3    0.5 <input type="checkbox"/> Elective #5    0.5 <input type="checkbox"/> Elective #7
		0.5 <input type="checkbox"/> Elective #2    0.5 <input type="checkbox"/> Elective #4    0.5 <input type="checkbox"/> Elective #6
<b>Total Required Credits</b>	<b>24.0</b>	<b>Graduation Pathway:</b> <input type="checkbox"/> English Language Arts <u>and</u> <input type="checkbox"/> Mathematics <u>or</u> <input type="checkbox"/> ASVAB <u>or</u> <input type="checkbox"/> CTE Pathway

Planning for high school graduation starts in middle school. Students must meet one math and one English Language Arts (ELA) graduation pathway aligned with their high school and beyond plan to graduate from high school. The chart below describes options available.

## MATH PATHWAY

## ELA PATHWAY

### State Assessment Math Pathway

Meet standard on the math SBA (minimum score: 2595) or meet standard on math WA-AIM (minimum score: 103)



### State Assessment ELA Pathway

Meet standard on the ELA SBA (minimum score: 2548) or meet standard on the ELA WA-AIM (minimum score: 104)

### Dual Credit Math Pathway

Complete and qualify for college credit in a year-long dual credit math course:

- Calculus
- Intro to Data Science
- Precalculus
- Running Start Math class (100-level or above)
- Statistics



### Dual Credit ELA Pathway

Complete and qualify for college credit in a year-long dual credit ELA course:

- English 4
- Running Start English class (100-level or above)
- UW English Comp: General
- UW English Comp: Humanities
- UW English Comp: Literary

### Advanced Placement Math Pathway

Earn a C+ or higher in both semesters of a qualifying Advanced Placement (AP) math course OR score a 3 or higher on a qualifying AP math exam:

- AP Calculus AB or BC
- AP Computer Science A
- AP Computer Science Principles
- AP Statistics



### Advanced Placement ELA Pathway

Earn a C+ or higher in both semesters of a qualifying Advanced Placement (AP) ELA course OR score a 3 or higher on a qualifying AP ELA exam:

- AP English Lang & Comp
- AP English Lit & Comp
- AP Macroeconomics
- AP Microeconomics
- AP Psychology
- AP US Gov & Politics
- AP US History
- AP World History

### Transition Course Math Pathway

Earn transition course credit in Bridge to College Math



### SAT/ACT Math Pathway

Meet standard on the SAT (430) or ACT (16) in math

### SAT/ACT ELA Pathway

Meet standard on the SAT (410) or ACT (14) in reading, writing, or English

### Performance-based Math Pathway

Meet state requirements and demonstrate math learning standards



### Performance-based ELA Pathway

Meet state requirements and demonstrate ELA learning standards

### ASVAB Pathway

Meet standard on the Armed Services Vocational Aptitude Battery (ASVAB) (minimum AFQT: 31)  
This pathway meets both math and ELA graduation pathways



### Career Technical Education (CTE) Pathway

Complete a qualifying sequence of career and technical education (CTE) courses  
This pathway meets both math and ELA requirements

Must earn 2.0 credits in one of the following pathways:

- Agriculture Education & Science
- Business & Marketing
- Family & Consumer Sciences
- Health Sciences
- Skilled & Technical Sciences
- Skill Center Programs (Sno-Isle Tech, Regional Apprenticeship Program (RAP))
- STEM



For more information on which middle school CTE courses qualify for a CTE Pathway: <http://tinyurl.com/2kjpbbz>

## High School and Beyond Plan

Your High School and Beyond Plan revolves around three questions: Who am I? What can I become? and How do I become that? The High School and Beyond Plan, a state graduation requirement, helps you get the most out of middle school and think about your future. You will work with your counselors and other school staff to create your own individual plan, and revise your plan each year to accommodate changing interests and your post-secondary aspirations. This plan may include interests in four-year colleges and universities, two-year community or technical colleges, apprenticeship programs, industry standard certificate programs, military training, or on-the-job training.

High School and Beyond requirements for all students:

- Begins in middle school and is updated annually through high school
- Identifies career goals, aided by a career interest inventory
- Identifies educational goals for graduation and beyond
- Develops four-year course-taking plan that meets graduation requirements and aligns with your career and educational goals and with personalized pathway
- Includes resume that includes activities, athletics, leadership, work experiences, community service
- Is completed through Naviance

## College Bound Scholarship



College Bound can help you attend and pay for the college or university that is right for you! College Bound is an early commitment of state financial aid to eligible students who fulfill the College Bound pledge. College Bound covers average tuition (at public college rates), fees, and a small amount for books at over 65 colleges, universities, and technical schools in Washington.

Students who meet one of the following requirements are automatically enrolled in College Bound:

Students who are in public school and eligible for free and reduced lunch in grade 7, 8 or newly eligible in grade 9.

Students who are in state foster care, or a dependent of the state between grade 7 and high school graduation.

More information can be found at [collegebound.wa.gov](http://collegebound.wa.gov)

## Naviance

During middle school, you will explore careers and find out more about how your skills and interests relate to your future. Naviance is an online college and career planning tool for all students in grades 6-12.

### Activities Covered

- Self-Discovery Assessments
- Personal Goal Setting
- College Research and Application Tools
- Course Planning
- Career Exploration
- High School and Beyond Plan
- Scholarships

For information or questions about Naviance, contact [naviance@everettsd.org](mailto:naviance@everettsd.org).

### How to Access Naviance

#### Step 1

Go to school or district website: [www.everettsd.org](http://www.everettsd.org)

#### Step 2

Click the "Student Tools" icon.



#### Step 3

Click the "Naviance" icon.



#### Step 4

Use your student ID and district password to login.



## Middle School Courses for High School Credit

Everett Public Schools students may receive high school credit for specific middle school courses. In this catalog, high school eligible courses are identified with this icon.

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**H.S. CREDIT** 

The following middle school courses are currently eligible for high school credit:

Algebraic Concepts	Functional Washington State History	Robotics Tech II
Coordinated Science	Geometry in Application	Spanish 1
Digital Manufacturing	Pre-AP English 1	Washington State History
Exploring Graphic Arts	Robotics Tech I	

High school credit bearing courses taken in middle school will automatically be added to the student's transcript, unless requested otherwise by the student and the student's family per Board Policy 2410. Once the middle school course has been removed, it cannot be added back to the transcript. Students and their families can request eligible courses to be removed from their high school transcript any time up through end of the student's 11th grade school year.

Students who pass Washington State History in middle school automatically earn a "MET" status on their high school transcript once students enter high school.

# Course Equivalency

Everett Public Schools adopted Board Policy 2409 to grant equivalency credit for high school credit bearing classes. Course equivalency allows a single course to satisfy more than one graduation requirement without earning duplicate credit. For the district list of approved course equivalencies visit: <https://www.everettsd.org/domain/2687>.

In this catalog, courses that are eligible for course equivalency are noted as such in the course information (along with Location, Prerequisites, and Other information).

There are two courses in middle school that are offered for high school credit and course equivalency.

Course	Equivalency #1	Equivalency #2
Coordinated Science	CTE	Science
Exploring Graphic Arts	CTE	Visual & Performing Arts



## What are course equivalencies?

Course equivalencies enable students taking Career and Technical Education (CTE) courses to satisfy two graduation requirements while earning one credit.



## How does it work?

For example, taking a Digital Photography class earns one credit toward the 24 required for graduation AND fulfills two graduation requirements. This leaves room for a student to take more elective classes.



**Approved course equivalencies »**

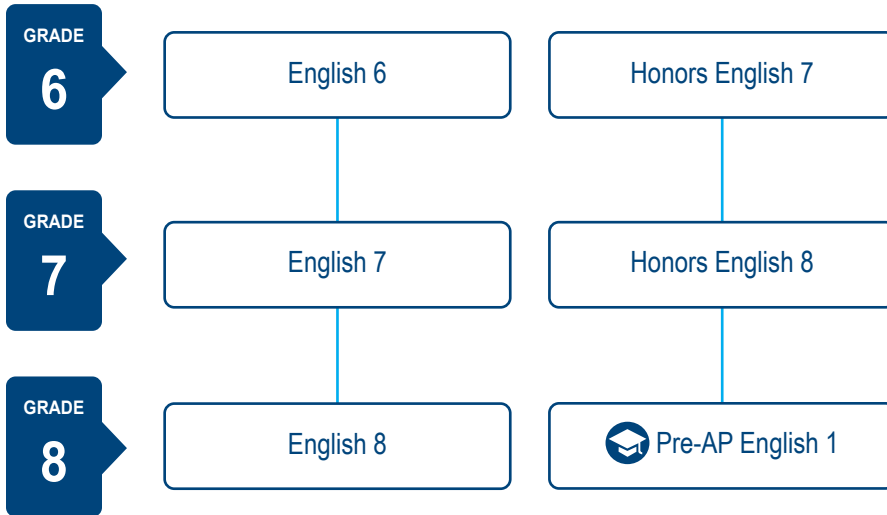
A new list of **approved course equivalencies** is created each fall. Follow the QR code to see the most current list.



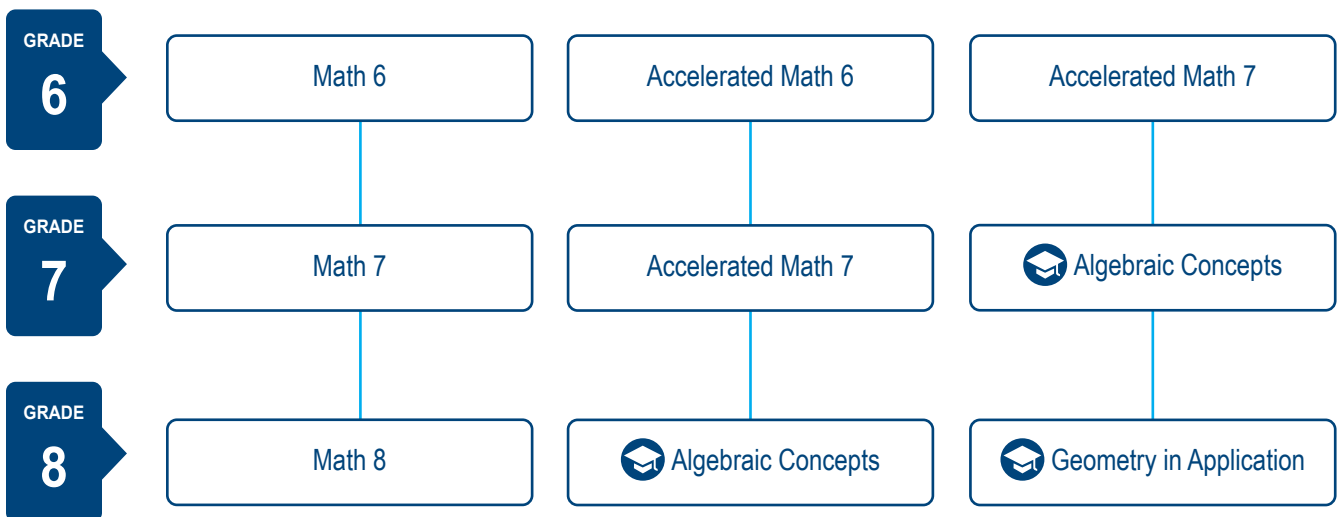


# Course Sequences

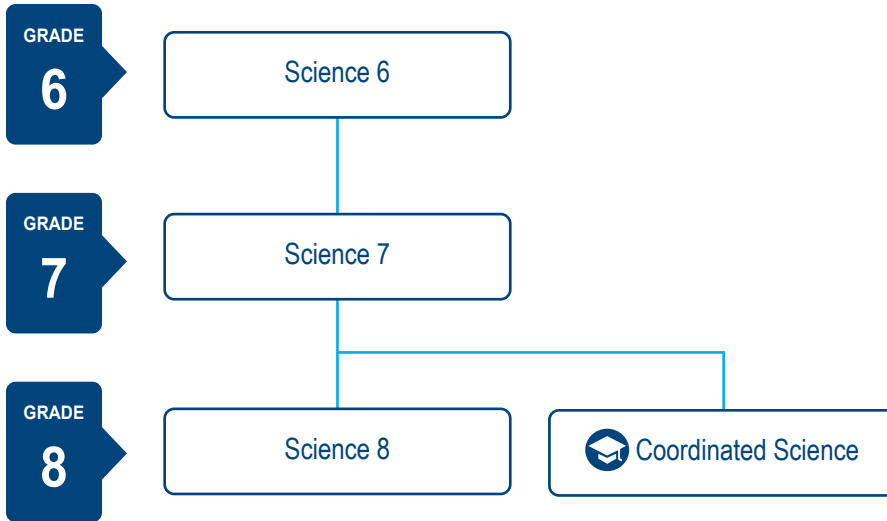
## English Language Arts



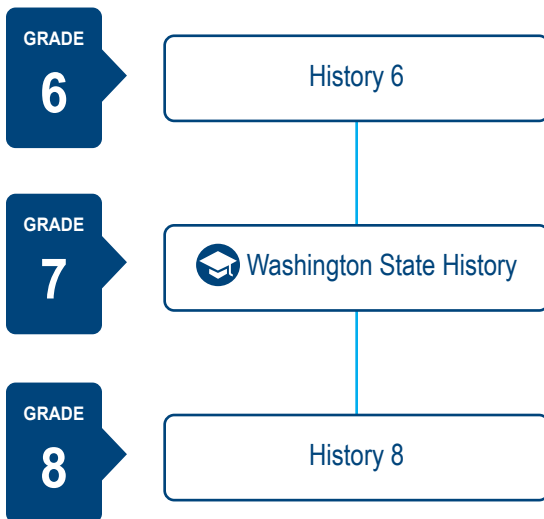
## Math



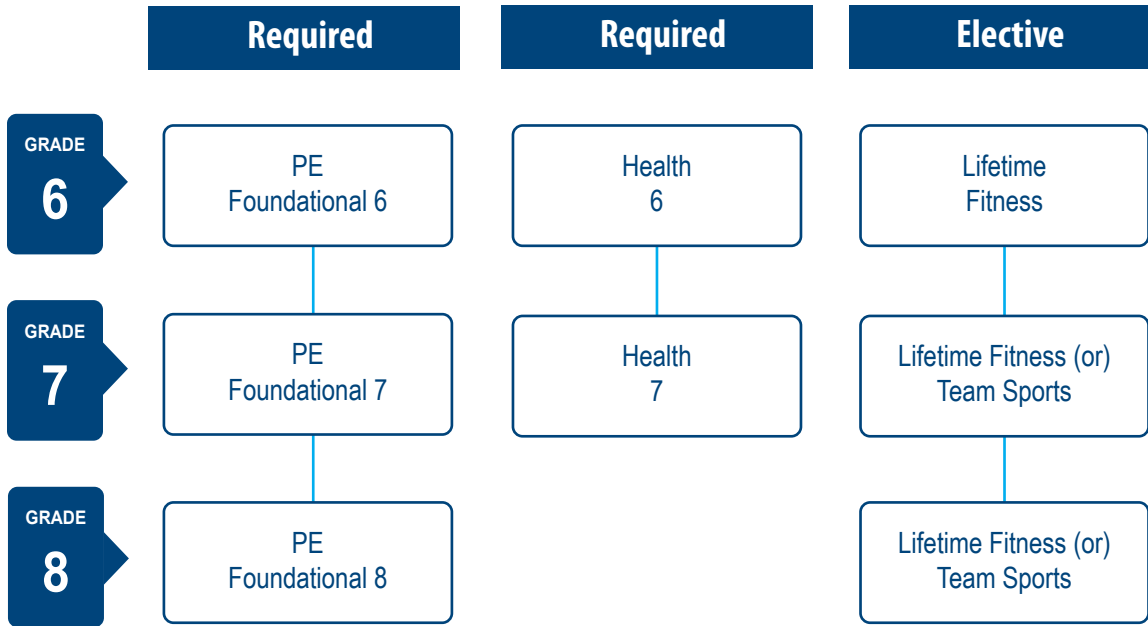
# Science



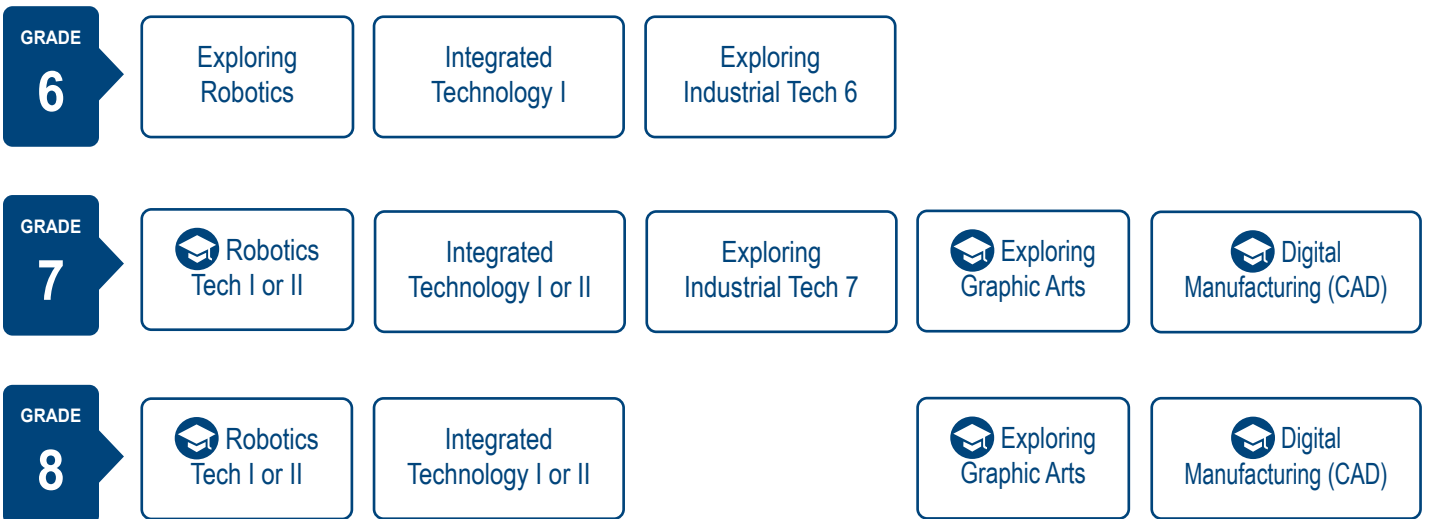
# Social Studies





# Physical Education & Health



# STEM & CTE Electives




## Visual & Performing Arts

GRADE <b>6</b>	Art 6				
GRADE <b>7</b>	Art 7	 Exploring Graphic Arts	Performing Arts	Yearbook	<b>Music</b> <ul style="list-style-type: none"><li><input type="checkbox"/> General Music</li><li><input type="checkbox"/> Band I, II, III</li><li><input type="checkbox"/> Choir I, II, III</li><li><input type="checkbox"/> Chamber Orchestra</li><li><input type="checkbox"/> Intermezzo Orchestra</li><li><input type="checkbox"/> Prelude Orchestra</li></ul>
GRADE <b>8</b>	Art 8	 Exploring Graphic Arts	Performing Arts	Yearbook	

\* Students are required to take one semester of Visual & Performing Arts each academic year.

## Electives

GRADE <b>6</b>	AVID 6			
GRADE <b>7</b>	AVID 7	Human Geography		
GRADE <b>8</b>	AVID 8	Leadership 8	PE Peer Coach	 Spanish I

# 6th Grade Course Checklist

Use the 6th grade level course selection form below to identify the necessary courses that support your personal pathway through middle school.

Required courses for all 6th grade students:			
<input type="checkbox"/> 2 semesters of English Language Arts	<input type="checkbox"/> 1 semester of Health	<input type="checkbox"/> 2 semesters of Mathematics	<input type="checkbox"/> 1 semester of Physical Education
<input type="checkbox"/> 2 semesters of Science	<input type="checkbox"/> 1 semester of Social Studies	<input type="checkbox"/> 1 semester of Visual & Performing Arts	<input type="checkbox"/> 2 semesters of additional Electives

Subject	Course Length	Course Choices
<b>Required Courses</b>		
<b>English Language Arts</b>	Two semesters (yearlong)	<input type="checkbox"/> English 6 <input type="checkbox"/> Honors English 7
<b>Health</b>	One semester	<input type="checkbox"/> Health 6
<b>Mathematics</b>	Two semesters (yearlong)	<input type="checkbox"/> Math 6 <input type="checkbox"/> Accelerated Math 6 <input type="checkbox"/> Accelerated Math 7
<b>Physical Education</b>	One semester	<input type="checkbox"/> PE Foundational 6
<b>Science</b>	Two semesters (yearlong)	<input type="checkbox"/> Science 6
<b>Social Studies</b>	One semester	<input type="checkbox"/> History 6
<b>Visual &amp; Performing Arts</b>	One semester	<input type="checkbox"/> See options below
<b>For Multilingual (ML) options, see page 24-25 For Special Education, see pages 25-27</b>		
<b>Elective Courses</b>		
<b>AVID</b>	Two semesters (yearlong)	<input type="checkbox"/> AVID 6
<b>Physical Education Electives</b>	One semester	<input type="checkbox"/> Lifetime PE
<b>STEM Electives</b>	One semester	<input type="checkbox"/> Exploring Robotics <input type="checkbox"/> Exploring Industrial Technology 6 <input type="checkbox"/> Integrated Technology I
<b>Visual &amp; Performing Arts</b>	One semester	<input type="checkbox"/> Art 6 <input type="checkbox"/> General Music
	Two semesters (yearlong)	<input type="checkbox"/> Band I <input type="checkbox"/> Band II <input type="checkbox"/> Band III
		<input type="checkbox"/> Choir I <input type="checkbox"/> Choir II <input type="checkbox"/> Choir III
		<input type="checkbox"/> Prelude Orchestra <input type="checkbox"/> Intermezzo Orchestra <input type="checkbox"/> Chamber Orchestra

# 6th Grade Course Descriptions

## English Language Arts

### English 6

691ENG

<b>Location:</b>	All middle schools
<b>Length:</b>	Two semesters (yearlong)
<b>Prerequisites:</b>	None
<b>Other:</b>	None

In English 6, students focus on building important skills and knowledge areas for college readiness, including analyzing literary works through close reading, developing awareness of how stylistic effects are achieved by a writer, engaging in the writing process in an ongoing effort to achieve stylistic maturity in narrative, explanatory and informative, and argumentative modes of writing, and using a wide-ranging vocabulary with attention to accurate denotation and purposeful connotation. Course content includes short stories, editorials, images-as-text, Shakespearean drama, and film. Students analyze literature, conduct research, and synthesize meaning from historical, cultural, and intellectual contexts while exploring the thematic concept of change.

### Honors English 7

793ENG

<b>Location:</b>	All middle schools
<b>Length:</b>	Two semesters (yearlong)
<b>Prerequisites:</b>	None
<b>Other:</b>	This course is recommended for students who score a 3 or 4 on the ELA SBA and/or have demonstrated high levels of proficiency toward the 5th grade ELA standards. Highly Capable Program students should register for this course.

In Honors English 7, students focus on developing important skills and knowledge areas for college readiness, including close reading and analysis of both literary and nonfiction texts, analyzing relationships among author's purpose and desired effects for intended audiences, writing with an attention to selecting textual evidence and organizational patterns according to audience and purpose, and developing control of language and command of conventions required for academic writing. Course content includes personal narratives, mythology, persuasive advertising, full-length novels, and Shakespearean comedy. Students analyze literature, conduct research, and synthesize meaning from historical, cultural, and intellectual contexts while exploring the thematic concept of choice.

## Mathematics

### Math 6

600MTH

<b>Location:</b>	All middle schools
<b>Length:</b>	Two semesters (yearlong)
<b>Prerequisites:</b>	None
<b>Other:</b>	None

In Math 6, instructional time focuses on four 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; and (4) developing understanding of statistical thinking. Students engage in instruction aligned to the grade level standards in mathematics.

### Accelerated Math 6

613MTH

<b>Location:</b>	All middle schools
<b>Length:</b>	Two semesters (yearlong)
<b>Prerequisites:</b>	None
<b>Other:</b>	This course is recommended for students who score a 3 or 4 on the math SBA and/or have demonstrated high levels of proficiency towards the 5th grade math standards.

In Accelerated Math 6, instructional time focuses on seven critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) developing understanding of and applying proportional relationships; (3) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (4) developing understanding of operations with rational numbers; (5) writing, interpreting, and using expressions and linear equations; (6) developing understanding of statistical thinking and drawing inferences about populations based on samples; and (7) working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume.

## Accelerated Math 7

713MTH

<b>Location:</b>	All middle schools
<b>Length:</b>	Two semesters (yearlong)
<b>Prerequisites:</b>	Successful completion of Accelerated Math 6 as part of the Highly Capable Program in 5th grade
<b>Other:</b>	None

In Accelerated Math 7, instructional time focuses on six critical areas: (1) 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 (2) Analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence; (3) Working with expressions, and analyzing and solving linear equations; (4) Solving problems using algebraic expressions and equations (5) Applying and extending previous understanding of operation to rational numbers (6) Using probability models and drawing interference about and between two populations.

## Science

### Science 6

600SCI

<b>Location:</b>	All middle schools
<b>Length:</b>	Two semesters (yearlong)
<b>Prerequisites:</b>	None
<b>Other:</b>	None

In Science 6, students articulate and use a set of norms to promote safe and equitable classroom culture that they will use as they investigate and explain phenomena. They learn how to ask different kinds of questions about the phenomenon and how to model what they figure out to explain the phenomenon. Through their investigations, they will work together to answer questions such as “Why do we sometimes see different things when looking at the same object?” or “Where do natural hazards happen and how do we prepare for them?”

## Social Studies

### History 6

HIS601

<b>Location:</b>	All middle schools
<b>Length:</b>	One semester
<b>Prerequisites:</b>	None
<b>Other:</b>	None

In History 6, students deepen their understanding of the Earth and its peoples through the study of history, geography, politics, culture, and economic systems. Students explore the location, place, and spatial organization of the world’s major regions. This exploration is then followed by looking at world history from its beginnings. Students are given an opportunity to study ancient civilizations and other major world societies deeply. Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link between the contemporary and ancient worlds. By balancing depth and breadth, teachers provide students with the opportunity to gain enduring understandings that world history has to teach us about ourselves and our world.

## Health

### Health 6

HTH601

<b>Location:</b>	All middle schools
<b>Length:</b>	One semester
<b>Prerequisites:</b>	None
<b>Other:</b>	None

Health 6 provides students with knowledge, attitudes, and skills to make health-promoting decisions. This class addresses the physical, mental, emotional, and social dimensions of health. Health is not a one-time decision but a series of decisions continuing throughout our lives. Students will begin to develop a level of comprehension and understanding in the areas of personal wellness, mental and emotional health, drugs, alcohol and tobacco, body systems and disease, nutrition, safety, and human sexuality. The health education curriculum is in place to meet the Washington State Health Education Standards.

## Physical Education

### PE Foundational 6

PED601

<b>Location:</b>	All middle schools
<b>Length:</b>	One semester
<b>Prerequisites:</b>	None
<b>Other:</b>	None

This course provides students the opportunity to learn through a developmentally appropriate, comprehensive, and sequentially planned physical education program aligned with the Physical Education Standards for Washington state. Units of activity include soccer, pickleball, basketball, fitness and circuit training, invasion games, track and field, volleyball, rhythm & dance, wamba ball and cricket, and ultimate frisbee and frisbee golf. Students will also be provided instruction in goal setting, exercise anatomy (muscles and bones), heart rate, and components of health and skill related fitness. Students will also develop social skills through cooperation, teamwork, sportsmanship, and confidence building.

## Visual & Performing Arts Electives

### Art 6

ELC671

<b>Location:</b>	All middle schools
<b>Length:</b>	One semester
<b>Prerequisites:</b>	None
<b>Other:</b>	None

In Art 6, students will learn about art through a variety of mediums including drawing, painting, clay, and modeling. Students engage in a variety of projects and reflections that are aligned to standards.

### General Music 6

ELC601

<b>Location:</b>	All middle schools
<b>Length:</b>	One semester
<b>Prerequisites:</b>	None
<b>Other:</b>	None

General Music offers students an opportunity to learn about music across genres. Students may engage in singing, playing instruments, and learn about the history of musical movements. This semester long course is intended to help students learn about music without the requirement of musical performances.

## Band I

909MUS

<b>Location:</b>	All middle schools
<b>Length:</b>	Two semesters (yearlong)
<b>Prerequisites:</b>	None
<b>Other:</b>	None

Beginning band offers students an opportunity to join band at an introductory level. This course provides students with instrument choice, introductory playing skills, as well as an introduction to reading music. Students in this course will spend time familiarizing themselves with the instrument as well as learning how to play individually and as part of a group. Students are expected to practice instruments at home on a daily basis.

## Band II

919MUS

<b>Location:</b>	All middle schools
<b>Length:</b>	Two semesters (yearlong)
<b>Prerequisites:</b>	See counselor for more information
<b>Other:</b>	None

Students are expected to have previous experience playing an instrument and have the ability to read music. The focus of this course is to build skills in relation to playing a chosen instrument, as well as reading music. Students continue to practice independently, as well as develop their ability to play as a group.

## Band III

929MUS

<b>Location:</b>	All middle schools
<b>Length:</b>	Two semesters (yearlong)
<b>Prerequisites:</b>	See counselor for more information
<b>Other:</b>	None

Students are expected to have previous experience in playing an instrument and have ability to read music. The focus of this course will be around advanced skill building in relation to playing the chosen instrument as well as reading and playing more advanced music. Students will continue to practice independently as well as develop their ability to play as a group.

## Choir I

901MUS

<b>Location:</b>	All middle schools
<b>Length:</b>	Two semesters (yearlong)
<b>Prerequisites:</b>	None
<b>Other:</b>	None

Beginning choir offers students an opportunity to join choir at an introductory level. This course provides students with an introduction to choir that includes using their voice, learning to read music and learning to sing independently and as a group. This course will offer musicians time to advance their music skills and knowledge.



## Choir II

903MUS

<b>Location:</b>	All middle schools
<b>Length:</b>	Two semesters (yearlong)
<b>Prerequisites:</b>	See counselor for more information
<b>Other:</b>	None

Students are expected to have previous experience in choir. The focus of this course will be around advancing skills in individual singing voice, reading skills, and large group choral singing.

## Choir III

907MUS

<b>Location:</b>	All middle schools
<b>Length:</b>	Two semesters (yearlong)
<b>Prerequisites:</b>	See counselor for more information
<b>Other:</b>	None

Students are expected to have previous experience in choir, the ability to read music, sing independently and sing as part of an ensemble. The focus of this course will be around advancing skills in individual singing voice, reading skills, and large group choral singing at a more advanced level.

## Prelude Orchestra

921MUS

<b>Location:</b>	All middle schools
<b>Length:</b>	Two semesters (yearlong)
<b>Prerequisites:</b>	None
<b>Other:</b>	None

Prelude orchestra offers students an opportunity to join orchestra at an introductory level. This course provides students with an introduction to orchestra. Students choose their instrument, learn basic rhythms and basic music reading skills. Students practice independently as well as with the larger Prelude group. Students are expected to practice at home each night.

## Intermezzo Orchestra

923MUS

<b>Location:</b>	Eisenhower, Gateway, Heatherwood, North
<b>Length:</b>	Two semesters (yearlong)
<b>Prerequisites:</b>	See counselor for more information
<b>Other:</b>	None

Intermezzo orchestra offers students with prior strings experience an opportunity to further advance their rhythms, music reading skills, and provides more advanced musical selections. Students will continue to practice independent skills as well as further solidify their work as an ensemble.

## Chamber Orchestra

925MUS

<b>Location:</b>	Evergreen, Gateway, Heatherwood
<b>Length:</b>	Two semesters (yearlong)
<b>Prerequisites:</b>	See counselor for more information
<b>Other:</b>	None

Chamber orchestra offers students with prior advanced strings experience an opportunity to further their rhythms, development of advanced strings skills, and advanced music reading skills. Students will continue to practice independent skills, as well as further solidify their work as an ensemble while focusing on advanced musical selections.

## Physical Education Electives

### Lifetime PE

PED925

<b>Location:</b>	All middle schools
<b>Length:</b>	One semester
<b>Prerequisites:</b>	PE Foundational 6
<b>Other:</b>	

This class is designed for students interested in improving their physical fitness through avenues outside the scope of the foundational classes, including but not limited to resistance and strength training, cardiorespiratory fitness, muscular strength, muscular endurance, and flexibility activities. Students will learn training principles, techniques, and injury prevention. Individual sports such as bowling, archery, badminton, tennis, track and field, yoga, circuit training, pickleball, and more. Students will continue developing social skills in cooperation, encouragement, and confidence building. Units may vary depending on school and equipment availability.

## STEM Electives

### Exploring Robotics

ELC641

<b>Location:</b>	All middle schools
<b>Length:</b>	One semester
<b>Prerequisites:</b>	None
<b>Other:</b>	None

In this STEM-based class, students will utilize coding and engineering to think critically, develop solutions to problems, test solutions, collect and interpret data, and demonstrate an understanding of science processes. Exploring Robotics is a foundational course in the Engineering & Advanced Manufacturing program.

## Exploring Industrial Tech 6

ELC651

<b>Location:</b>	Evergreen, Gateway
<b>Length:</b>	One semester
<b>Prerequisites:</b>	None
<b>Other:</b>	None

This course introduces students to the safety and tools of an industrial shop. Students will develop and utilize their knowledge and skills to design and produce a variety of projects. Industrial Tech is a foundational course in the Engineering & Advanced Manufacturing program.

## Integrated Technology I

ELC927

<b>Location:</b>	All middle schools
<b>Length:</b>	One semester
<b>Prerequisites:</b>	None
<b>Other:</b>	Students in grades 6-8 may take this course

This course introduces students to various areas of technology. Students will utilize skills and knowledge to create a range of projects through the semester. Integrated Technology I is a foundational course in the Computer & Information Systems program.

## Other Electives

### AVID 6

651ALT

<b>Location:</b>	Evergreen, North
<b>Length:</b>	Two semesters (yearlong)
<b>Prerequisites:</b>	See counselor for more information
<b>Other:</b>	None

This course is designed to support motivated, capable students in pursuing a rigorous course of study leading to acceptance and success in a four-year college or university. Through a variety of instructional techniques, students develop skills in higher-level thinking, writing across the curriculum, and reading strategies for accessing challenging course material. Students develop time management, notetaking, research, and organizational strategies, and other skills fundamental to success in higher-level math, social studies, English, science, and World Language courses. Students participate in college, career, and cultural exploration activities, including field trips.

## Multilingual Learner Course Options

### English 6

691ENG

<b>Location:</b>	All middle schools
<b>Length:</b>	Two semesters (yearlong)
<b>Prerequisites:</b>	None
<b>Other:</b>	None

In English 6, students focus on building important skills and knowledge areas for college readiness, including analyzing literary works through close reading, developing awareness of how stylistic effects are achieved by a writer, engaging in the writing process in an ongoing effort to achieve stylistic maturity in narrative, explanatory and informative, and argumentative modes of writing, and using a wide-ranging vocabulary with attention to accurate denotation and purposeful connotation. Course content includes short stories, editorials, images-as-text, Shakespearean drama, and film. Students analyze literature, conduct research, and synthesize meaning from historical, cultural, and intellectual contexts while exploring the thematic concept of change.

### English 6 and English Language

### Development Support I

691ENG & 913LAA

<b>Location:</b>	All middle schools
<b>Length:</b>	Two semesters (yearlong), two-period block class
<b>Prerequisites:</b>	ML team placement, students with WIDA score of 1.0 – 1.9
<b>Other:</b>	None

This combination of courses is a two-period block of English 6 and English Language Development Support I (ELD I). English 6 provides students access to literature and informational texts in English. The scope and sequence provides flexibility for students to develop proficiency toward grade level standards. ELD I offers students an opportunity to develop speaking and listening skills in English. In addition, students begin to develop reading and writing skills.

## English 6 and English Language Development Support II 691ENG & 923LAA

<b>Location:</b>	All middle schools
<b>Length:</b>	Two semesters (yearlong), two-period block class
<b>Prerequisites:</b>	ML team placement, students with WIDA score of 2.0 – 3.9
<b>Other:</b>	None

This combination of courses is a two-period block of English 6 and English Language Development Support II (ELD II). English 6 provides students access to literature and informational texts in English. The scope and sequence provides flexibility for students to develop proficiency toward grade level standards. ELD II offers students an opportunity for students with intermediate level English proficiency to develop proficiency toward grade level standards. Students develop more advanced speaking and listening skills in English. In addition, students engage in more advanced reading and writing skills.

## English Language Development Support III 925LAA

<b>Location:</b>	All middle schools
<b>Length:</b>	Two semesters (yearlong)
<b>Prerequisites:</b>	ML team placement, students with WIDA score of 3.5-4.6
<b>Other:</b>	None

This course is designed to bridge the gap for multilingual learners with advanced English proficiency to increase accessibility to grade level content standards and curriculum. This course will focus on building skills including: analyzing literary works through close reading, developing awareness of how stylistic effects are achieved by a writer, engaging in the writing process, and developing grade level academic vocabulary knowledge. Course content includes short stories, editorials, images-as-text, drama, and film. Students analyze literature, conduct research, and synthesize meaning from historical, cultural, and intellectual contexts.

## Special Education Course Options

### English 6 691ENG

<b>Location:</b>	All middle schools
<b>Length:</b>	Two semesters (yearlong)
<b>Prerequisites:</b>	IEP team placement
<b>Other:</b>	Co-taught model

In English 6, students focus on building important skills and knowledge areas for college readiness, including analyzing literary works through close reading, developing awareness of how stylistic effects are achieved by a writer, engaging in the writing process in an ongoing effort to achieve stylistic maturity in narrative, explanatory and informative, and argumentative modes of writing, and using a wide-ranging vocabulary with attention to accurate denotation and purposeful connotation. Course content includes short stories, editorials, images-as-text, Shakespearean drama, and film. Students analyze literature, conduct research, and synthesize meaning from historical, cultural, and intellectual contexts while exploring the thematic concept of change.

### Modified English 6 635ENG

<b>Location:</b>	All middle schools
<b>Length:</b>	Two semesters (yearlong)
<b>Prerequisites:</b>	IEP team placement
<b>Other:</b>	Resource Room class placement

In Modified English 6, students focus on accessing literature and informational texts. Students write narrative, informational, and argumentative essays aligned with standards. Speaking and listening and language are also areas of focus. The scope and sequence provide flexibility for students to develop proficiency towards grade level standards and meeting student-specific IEP goals. Students engage in learning with Language Live and Springboard curricular materials based on present levels of performance. Students work in large group, small group, and independent settings throughout this yearlong course.

### Math 6 600MTH

<b>Location:</b>	All middle schools
<b>Length:</b>	Two semesters (yearlong)
<b>Prerequisites:</b>	IEP team placement
<b>Other:</b>	Co-taught model

In Math 6, instructional time focuses on four 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; and (4) developing understanding of statistical thinking. Students engage in instruction aligned to the grade level standards in mathematics.

## Learning Lab 6

611STS

<b>Location:</b>	All middle schools
<b>Length:</b>	Two semesters (yearlong)
<b>Prerequisites:</b>	IEP team placement
<b>Other:</b>	None

This course is designed for students receiving special services and support with reading, writing, mathematics and/or social skills. Course work is based on individual goals and objectives.

## Skills for Success 6

600STS

<b>Location:</b>	All middle schools
<b>Length:</b>	Two semesters (yearlong)
<b>Prerequisites:</b>	IEP team placement
<b>Other:</b>	None

This course is designed for students receiving special services. Based on individual goals and objectives, students focus on adaptive and social skills required in daily life.

## Functional Courses

*Functional courses are generally designed for students in the Extended Resource Room program*

## Functional ELA 6

663ENG

<b>Location:</b>	All middle schools
<b>Length:</b>	Two semesters (yearlong)
<b>Prerequisites:</b>	IEP team placement
<b>Other:</b>	ERR class placement

This course is designed for students in the Extended Resource Room (ERR) program. Based on individual goals and objectives, this class will address reading fluency and comprehension skills, as well as functional practical writing skills to build written expression.

## Functional Math 6

663MTH

<b>Location:</b>	All middle schools
<b>Length:</b>	Two semesters (yearlong)
<b>Prerequisites:</b>	IEP team placement
<b>Other:</b>	ERR class placement

This course is designed for students in the Extended Resource Room (ERR) program. Based on individual goals and objectives, this class will address mathematical skills, such as simple calculation and calculator skills.

## Functional History 6

HIS673

<b>Location:</b>	All middle schools
<b>Length:</b>	One semester
<b>Prerequisites:</b>	IEP team placement
<b>Other:</b>	ERR class placement

This course is designed for students in the Extended Resource Room (ERR) program. Based on individual goals and objectives, this class will address foundational knowledge and skills related to World History.

## Skills for Success 6

600STS

<b>Location:</b>	All middle schools
<b>Length:</b>	Two semesters (yearlong)
<b>Prerequisites:</b>	IEP team placement
<b>Other:</b>	ERR class placement

This course is designed for students receiving special services. Based on individual goals and objectives, students focus on adaptive and social skills required in daily life.

## Adaptive Courses

*Adaptive courses are generally designed for students in the Life Skills program*

## Adaptive ELA 6

675LAA

<b>Location:</b>	All middle schools
<b>Length:</b>	Two semesters (yearlong)
<b>Prerequisites:</b>	IEP team placement
<b>Other:</b>	Life Skills class placement

This course is designed for students in the Life Skills program. Based on individual goals and objectives, students develop basic reading and writing skills required for daily life tasks.

## Adaptive Multi-Age Math

961MTH

<b>Location:</b>	All middle schools
<b>Length:</b>	Two semesters (yearlong)
<b>Prerequisites:</b>	IEP team placement
<b>Other:</b>	Life Skills class placement

This course is designed for students in the Life Skills program. Based on individual goals and objectives, students develop basic mathematical skills required for daily life tasks.

## Family & Consumer Science

ELC931

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<b>Location:</b>	All middle schools
<b>Length:</b>	One semester
<b>Prerequisites:</b>	IEP team placement
<b>Other:</b>	None

In this course, students will learn about the fundamentals of nutrition such as the four food groups, eating a balanced diet, and calorie input versus calorie output. Students will learn how to cook simple snacks following a step-by-step recipe. In addition, students will learn self-care/wellness skills that include personal hygiene, self-regulation skills, and the importance of exercise. Lastly, students will have the opportunity to learn adaptive skills, such as folding laundry, time management, and money skills, that will help them with independent living skills later in life. .

## Modified Social Communications

ELC940

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<b>Location:</b>	All middle schools
<b>Length:</b>	Two semesters (yearlong)
<b>Prerequisites:</b>	IEP team placement
<b>Other:</b>	None

This course is designed for students in the Life Skills program. Based on individual goals and objectives, students develop basic social communication skills required for daily life tasks.

## Skills for Success 6

600STS

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<b>Location:</b>	All middle schools
<b>Length:</b>	Two semesters (yearlong)
<b>Prerequisites:</b>	IEP team placement
<b>Other:</b>	None

This course is designed for students receiving special services. Based on individual goals and objectives, students focus on adaptive and social skills required in daily life.

# 7th Grade Course Checklist

Use the grade level course selection form to identify the necessary courses that support your personal pathway through middle school.

Required courses for all 7th grade students:			
<input type="checkbox"/> 2 semesters of English Language Arts	<input type="checkbox"/> 1 semester of Health	<input type="checkbox"/> 2 semesters of Mathematics	<input type="checkbox"/> 1 semester of Physical Education
<input type="checkbox"/> 2 semesters of Science	<input type="checkbox"/> 1 semester of Social Studies	<input type="checkbox"/> 1 semester of Visual & Performing Arts	<input type="checkbox"/> 2 semesters of additional Electives

Subject	Course Length	Course Choices
<b>Required Courses</b>		
<b>English Language Arts</b>	Two semesters (yearlong)	<input type="checkbox"/> English 7 <input type="checkbox"/> Honors English 8
<b>Health</b>	One semester	<input type="checkbox"/> Health 7
<b>Mathematics</b>	Two semesters (yearlong)	<input type="checkbox"/> Math 7 <input type="checkbox"/> Accelerated Math 7 <input type="checkbox"/> Algebraic Concepts *
<b>Physical Education</b>	One semester	<input type="checkbox"/> PE Foundational 7
<b>Science</b>	Two semesters (yearlong)	<input type="checkbox"/> Science 7
<b>Social Studies</b>	One semester	<input type="checkbox"/> Washington State History *
<b>Visual &amp; Performing Arts</b>	One semester	<input type="checkbox"/> See options below
<b>For Multilingual (ML) options, see page 35</b> <b>For Special Education, see pages 36-37</b>		
<b>Elective Courses</b>		
<b>Physical Education Electives</b>	One semester	<input type="checkbox"/> Lifetime PE <input type="checkbox"/> Team Sports
<b>STEM &amp; CTE Electives</b>	One semester	<input type="checkbox"/> Digital Manufacturing (CAD) * <input type="checkbox"/> Exploring Graphic Arts * <input type="checkbox"/> Exploring Industrial Tech 7 <input type="checkbox"/> Integrated Technology I <input type="checkbox"/> Integrated Technology II <input type="checkbox"/> Robotics Tech I * <input type="checkbox"/> Robotics Tech II *
<b>Visual &amp; Performing Arts</b>	One semester	<input type="checkbox"/> Art 7 <input type="checkbox"/> Exploring Graphic Arts * <input type="checkbox"/> General Music <input type="checkbox"/> Performing Arts <input type="checkbox"/> Yearbook
	Two semesters (yearlong)	<input type="checkbox"/> Band I <input type="checkbox"/> Band II <input type="checkbox"/> Band III <input type="checkbox"/> Choir I <input type="checkbox"/> Choir II <input type="checkbox"/> Choir III <input type="checkbox"/> Prelude Orchestra <input type="checkbox"/> Intermezzo Orchestra <input type="checkbox"/> Chamber Orchestra
<b>Other Electives</b>	Two semesters (yearlong)	<input type="checkbox"/> AVID 7
	One semester	<input type="checkbox"/> Human Geography

\*High school credit options, see next page.

# 7th Grade Course Descriptions

\*High School Credit Options for 7th Grade — Look for this icon **H.S. CREDIT** 

<input type="checkbox"/> Algebraic Concepts (1.0 First Year Math credit)	<input type="checkbox"/> Functional Washington State History (0.5 Washington State History credit)	<input type="checkbox"/> Washington State History (0.5 Washington State History credit)
<input type="checkbox"/> Digital Manufacturing (0.5 CTE credit)	<input type="checkbox"/> Robotics Tech I (0.5 CTE credit)	
<input type="checkbox"/> Exploring Graphic Arts (0.5 CTE and V&P Arts credit, course equivalency)	<input type="checkbox"/> Robotics Tech II (0.5 CTE credit)	

## English Language Arts

### English 7

791ENG

<b>Location:</b>	All middle schools
<b>Length:</b>	Two semesters (yearlong)
<b>Prerequisites:</b>	None
<b>Other:</b>	None

In English 7, students focus on developing important skills and knowledge areas for college readiness, including close reading and analysis of both literary and nonfiction texts, analyzing relationships among author's purpose and desired effects for intended audiences, writing with an attention to selecting textual evidence and organizational patterns according to audience and purpose, and developing control of language and command of conventions required for academic writing. Course content includes personal narratives, mythology, persuasive advertising, full-length novels, and Shakespearean comedy. Students analyze literature, conduct research, and synthesize meaning from historical, cultural, and intellectual contexts while exploring the thematic concept of choice.

### Honors English 8

893ENG

<b>Location:</b>	All middle schools
<b>Length:</b>	Two semesters (yearlong)
<b>Prerequisites:</b>	None
<b>Other:</b>	This course is recommended for students who score a 3 or 4 on the ELA SBA and/or have demonstrated high levels of proficiency in Honors English 7.

In Honors English 8, students focus on refining important skills and knowledge areas for college readiness, including using reasoning and analysis to comprehend challenging literary and informational texts, revising and editing texts for effective expression of ideas, making careful and considered use of evidence during reading and writing, and describing how word choice helps shape meaning and tone. Course content includes graphic novels, memoir, persuasive speeches, news articles, poetry, and Shakespearean comedy. Students analyze literature, conduct research, and synthesize meaning from historical, cultural, and intellectual contexts while exploring the thematic concept of challenge.

## Mathematics

### Math 7

700MTH

<b>Location:</b>	All middle schools
<b>Length:</b>	Two semesters (yearlong)
<b>Prerequisites:</b>	None
<b>Other:</b>	None

In Math 7, instructional time focuses on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational 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.

### Accelerated Math 7

713MTH

<b>Location:</b>	All middle schools
<b>Length:</b>	Two semesters (yearlong)
<b>Prerequisites:</b>	Successful completion of Accelerated Math 6 or Bridge to Accelerated 7th Grade Math Summer Program
<b>Other:</b>	None

In Accelerated Math 7, instructional time focuses on six critical areas: (1) 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 (2) Analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence; (3) Working with expressions, and analyzing and solving linear equations; (4) Solving problems using algebraic expressions and equations (5) Applying and extending previous understanding of operation to rational numbers (6) Using probability models and drawing interference about and between two populations.

## Algebraic Concepts

117MTH

LEARNING  
OPTIONS

**H.S. CREDIT** 

<b>Location:</b>	All middle schools
<b>Length:</b>	Two semesters (yearlong)
<b>High School Credit:</b>	1.0 First Year Math credit (0.5 per semester)
<b>Prerequisites:</b>	Successful completion of Accelerated Math 7
<b>Other:</b>	None

Students deepen and extend their understanding of linear relationships, contrasting them with exponential phenomena, applying linear models to data that exhibit a linear trend, and understanding of geometric knowledge. This course ties together algebraic and geometric ideas.

## Science

### Science 7

700SCI

<b>Location:</b>	All middle schools
<b>Length:</b>	Two semesters (yearlong)
<b>Prerequisites:</b>	None
<b>Other:</b>	None

In Science 7, students articulate and use a set of norms to promote safe and equitable classroom culture that they will use as they investigate and explain phenomena. They learn how to ask different kinds of questions about the phenomenon and how to model what they figure out to explain the phenomenon. Through their investigations, they will work together to answer questions such as “How can we use chemical reactions to design a solution to a problem?” or “How do changes in Earth’s system impact our communities and what can we do about it?”

## Social Studies

### Washington State History

SOC401

LEARNING  
OPTIONS

**H.S. CREDIT** 

<b>Location:</b>	All middle schools
<b>Length:</b>	One semester
<b>High School Credit:</b>	0.5 Washington State History credit
<b>Prerequisites:</b>	None
<b>Other:</b>	None

In Washington State History, students learn about the geologic, environmental, historical, economic, and current factors that created the present-day state of Washington and its people. Students study from ancient Pacific Northwest to present day and the current structure and politics of Washington state and local governments.

## Physical Education & Health

### PE Foundational 7

PED701

<b>Location:</b>	All middle schools
<b>Length:</b>	One semester
<b>Prerequisites:</b>	None
<b>Other:</b>	None

This course provides students the continuing opportunity to learn through a developmentally appropriate, comprehensive, and sequentially planned physical education program aligned with the Physical Education Standards for Washington state. Content standards emphasize meeting challenges and making decisions. The focus of this course is the application of movement skills and knowledge to individual and dual physical activities. Units of activity include soccer, badminton, basketball, fitness and circuit training, track and field, volleyball, hockey, softball, and football.

### Health 7

HTH701

<b>Location:</b>	All middle schools
<b>Length:</b>	One semester
<b>Prerequisites:</b>	None
<b>Other:</b>	None

Health 7 is designed to help students learn about their changing bodies, to help them sort out emotions and personal values, to aid them in maintaining optimum health as a lifelong process, and to show students how to take responsibility for making healthy decisions. Topics include real-life situations for teens. Units last one to four weeks and topic areas are based on teen pressures and teenage risk behaviors, as well as the Washington State Health Education Standards.

## Visual & Performing Arts Electives

### Art 7

ELC771

<b>Location:</b>	All middle schools
<b>Length:</b>	One semester
<b>Prerequisites:</b>	None
<b>Other:</b>	None

In Art 7, students learn about art through a variety of mediums including drawing, painting, clay, and modeling. Students engage in a variety of projects and reflections that are aligned to standards.



## Exploring Graphic Arts

CTE137

LEARNING  
OPTIONS

**H.S. CREDIT** 

<b>Location:</b>	All middle schools
<b>Length:</b>	One semester
<b>High School Credit:</b>	0.5 CTE and V&P Arts credit, course equivalency
<b>Prerequisites:</b>	None
<b>Other:</b>	None

In this course, students explore graphic design elements as they learn Adobe Photoshop, Illustrator, and Animate. Students publish digital media, create, and modify visual elements and design original digital art pieces. Exploring Graphic Arts is a foundational course in the Communication & Information Technology program.

## Performing Arts

ELC917

<b>Location:</b>	All middle schools
<b>Length:</b>	One semester
<b>Prerequisites:</b>	None
<b>Other:</b>	None

Students will collaboratively engage in activities such as monologues, single-act plays, improvisation, oral interpretation, spoken word, as well as original video productions. Along with acting, instruction will include film and character analysis, script writing, video and live scene production.

## Yearbook

ELC921

<b>Location:</b>	All middle schools
<b>Length:</b>	One semester
<b>Prerequisites:</b>	None
<b>Other:</b>	None

In this course, students will learn to use digital tools to produce the school's yearbook. This includes writing copy, taking pictures, using themes to plan, how to create layouts, and digital publishing.

## General Music 7

ELC701

<b>Location:</b>	All middle schools
<b>Length:</b>	One semester
<b>Prerequisites:</b>	None
<b>Other:</b>	None

General Music offers students an opportunity to learn about music across genres. Students may engage in singing, playing instruments, and learn about the history of musical movements. This semester long course is intended to help students learn about music without the requirement of musical performances.

## Band I

909MUS

<b>Location:</b>	All middle schools
<b>Length:</b>	Two semesters (yearlong)
<b>Prerequisites:</b>	None
<b>Other:</b>	None

Beginning band offers students an opportunity to join band at an introductory level. This course provides students with instrument choice, introductory playing skills, as well as an introduction to reading music. Students in this course will spend time familiarizing themselves with the instrument as well as learning how to play individually and as part of a group. Students are expected to practice instruments at home on a daily basis.

## Band II

919MUS

<b>Location:</b>	All middle schools
<b>Length:</b>	Two semesters (yearlong)
<b>Prerequisites:</b>	See counselor for more information
<b>Other:</b>	None

Students are expected to have previous experience playing an instrument and have the ability to read music. The focus of this course is to build skills in relation to playing a chosen instrument, as well as reading music. Students continue to practice independently, as well as develop their ability to play as a group.

## Band III

929MUS

<b>Location:</b>	All middle schools
<b>Length:</b>	Two semesters (yearlong)
<b>Prerequisites:</b>	See counselor for more information
<b>Other:</b>	None

Students are expected to have previous experience in playing an instrument and have ability to read music. The focus of this course will be around advanced skill building in relation to playing the chosen instrument as well as reading and playing more advanced music. Students will continue to practice independently as well as develop their ability to play as a group.

## Choir I

901MUS

<b>Location:</b>	All middle schools
<b>Length:</b>	Two semesters (yearlong)
<b>Prerequisites:</b>	None
<b>Other:</b>	None

Beginning choir offers students an opportunity to join choir at an introductory level. This course provides students with an introduction to choir that includes using their voice, learning to read music and learning to sing independently and as a group. This course will offer musicians time to advance their music skills and knowledge.

## Choir II

903MUS

<b>Location:</b>	All middle schools
<b>Length:</b>	Two semesters (yearlong)
<b>Prerequisites:</b>	See counselor for more information
<b>Other:</b>	None

Students are expected to have previous experience in choir. The focus of this course will be around advancing skills in individual singing voice, reading skills, and large group choral singing.

## Choir III

907MUS

<b>Location:</b>	All middle schools
<b>Length:</b>	Two semesters (yearlong)
<b>Prerequisites:</b>	See counselor for more information
<b>Other:</b>	None

Students are expected to have previous experience in choir, the ability to read music, sing independently and sing as part of an ensemble. The focus of this course will be around advancing skills in individual singing voice, reading skills, and large group choral singing at a more advanced level.

## Prelude Orchestra

921MUS

<b>Location:</b>	All middle schools
<b>Length:</b>	Two semesters (yearlong)
<b>Prerequisites:</b>	None
<b>Other:</b>	None

Prelude orchestra offers students an opportunity to join orchestra at an introductory level. This course provides students with an introduction to orchestra. Students choose their instrument, learn basic rhythms and basic music reading skills. Students practice independently as well as with the larger Prelude group. Students are expected to practice at home each night.

## Intermezzo Orchestra

923MUS

<b>Location:</b>	Eisenhower, Gateway, Heatherwood, North
<b>Length:</b>	Two semesters (yearlong)
<b>Prerequisites:</b>	See counselor for more information
<b>Other:</b>	None

Intermezzo orchestra offers students with prior strings experience an opportunity to further advance their rhythms, music reading skills and provides more advanced musical selections. Students will continue to practice independent skills as well as further solidify their work as an ensemble.

## Chamber Orchestra

925MUS

<b>Location:</b>	Evergreen, Gateway, Heatherwood
<b>Length:</b>	Two semesters (yearlong)
<b>Prerequisites:</b>	See counselor for more information
<b>Other:</b>	None

Chamber orchestra offers students with prior advanced strings experience an opportunity to further their rhythms, development of advanced strings skills, and advanced music reading skills. Students will continue to practice independent skills, as well as further solidify their work as an ensemble while focusing on advanced musical selections.

## Physical Education Electives

### Lifetime PE

PED925

<b>Location:</b>	All middle schools
<b>Length:</b>	One semester
<b>Prerequisites:</b>	PE Foundational 7
<b>Other:</b>	

This class is designed for students interested in improving their physical fitness through avenues outside the scope of the foundational classes, including but not limited to resistance and strength training, cardiorespiratory fitness, muscular strength, muscular endurance, and flexibility activities. Students will learn training principles, techniques, and injury prevention. Individual sports such as bowling, archery, badminton, tennis, track and field, yoga, circuit training, pickleball, and more. Students will continue developing social skills in cooperation, encouragement, and confidence building. Units may vary depending on school and equipment availability.

### Team Sports

PED927

<b>Location:</b>	All middle schools
<b>Length:</b>	One semester
<b>Prerequisites:</b>	PE Foundational 7
<b>Other:</b>	

Students in this class participate in a variety of team sports and fitness activities as an extension of the foundational class requirements. Students gain an understanding of how each activity can be used to improve and maintain health and wellness and will improve their understanding of the history, rules, offensive and defensive strategies, and roles in sports. This course also includes topics such as stress management, goal setting, recreational activities in relationship to fitness and wellness, and personal assessment of a variety of health and skill-related fitness areas. Units may vary depending on school and equipment availability.

## Digital Manufacturing (CAD)

CTE183

LEARNING  
OPTIONS**H.S. CREDIT** 

<b>Location:</b>	All middle schools
<b>Length:</b>	One semester
<b>High School Credit:</b>	0.5 CTE credit
<b>Prerequisites:</b>	None
<b>Other:</b>	None

This course introduces students to computer-aided design (CAD), learning the industry standard CAD program Fusion 360. Students gain experience with multiple methods of computer-controlled manufacturing, such as 3D printing and laser cutting. Students learn manufacturing concepts, workplace skills and habits, and safety. Students apply their knowledge to design and produce a variety of projects. Digital Manufacturing is a foundational course in the Engineering & Advanced Manufacturing program.

## Exploring Graphic Arts

CTE137

LEARNING  
OPTIONS**H.S. CREDIT** 

<b>Location:</b>	All middle schools
<b>Length:</b>	One semester
<b>High School Credit:</b>	0.5 CTE and V&P Arts credit, course equivalency
<b>Prerequisites:</b>	None
<b>Other:</b>	None

In this course, students will explore graphic design elements in digital platforms as they learn to publish digital media, create and modify visual elements, and design original digital art pieces. Exploring Graphic Art is a foundational course in the Communication & Information Technology program.

## Exploring Industrial Tech 7

ELC751

<b>Location:</b>	Evergreen, Gateway
<b>Length:</b>	One semester
<b>Prerequisites:</b>	None
<b>Other:</b>	None

This course introduces students to the safety and tools of an industrial shop. Students will develop and utilize their knowledge and skills to design and produce a variety of projects. Industrial Tech is a foundational course in the Engineering & Advanced Manufacturing program.

## Integrated Technology I

ELC927

<b>Location:</b>	All middle schools
<b>Length:</b>	One semester
<b>Prerequisites:</b>	None
<b>Other:</b>	

This course introduces students to various areas of technology. Students will utilize skills and knowledge to create a range of projects through the semester. Integrated Technology I is a foundational course in the Computer & Information Systems program.

## Integrated Technology II

ELC937

<b>Location:</b>	All middle schools
<b>Length:</b>	One semester
<b>Prerequisites:</b>	None
<b>Other:</b>	

This course expands on technologies and skills learned in Integrated Technology I. Students explore digital literacy skills, keyboarding, text-based coding, animation, video production, and more. Students utilize skills and knowledge to create a range of projects. Integrated Technology II is a foundational course in the Computer & Information Systems program.

## Robotics Tech I

CTE131

LEARNING  
OPTIONS**H.S. CREDIT** 

<b>Location:</b>	All middle schools
<b>Length:</b>	One semester
<b>High School Credit:</b>	0.5 CTE credit
<b>Prerequisites:</b>	None
<b>Other:</b>	None

This course is a project-based course in which students explore the design, programming, and construction of robots. Students work in teams, compete in robot games, and design solutions to problems in STEM activities. Robotics Tech I is a foundational course in the Engineering & Advanced Manufacturing and Computer & Information Technology programs.

LEARNING  
OPTIONS

**H.S. CREDIT** 

**Location:** All middle schools  
**Length:** One semester  
**High School Credit:** 0.5 CTE credit  
**Prerequisites:** None  
**Other:** None

This is a project-based course in which students explore the design, programming, and fabrication of robotics equipment and technology. Students work in teams, engineer solutions to problems, and recognize the role of technology in our society. Robotics Tech II is a foundational course in the Engineering & Advanced Manufacturing and Computer & Information Technology programs.

## Other Electives

### AVID 7

751ALT

**Location:** Eisenhower, Evergreen, Heatherwood, North  
**Length:** Two semesters (yearlong)  
**Prerequisites:** See counselor for more information  
**Other:** None

This course is designed to support motivated, capable students in pursuing a rigorous course of study leading to acceptance and success in a four-year college or university. Through a variety of instructional techniques, students develop skills in higher-level thinking, writing across the curriculum, and reading strategies for accessing challenging course material. Students develop time management, notetaking, research, and organizational strategies, and other skills fundamental to success in higher-level math, social studies, English, science, and World Language courses. Students participate in college, career, and cultural exploration activities, including field trips.

### Human Geography

HIS925

**Location:** All middle schools  
**Length:** One semester  
**Prerequisites:** None  
**Other:** None

In this course, students “visit” many countries to explore their physical features, cultures, history, and economic systems. The main purpose of this course is for students to broaden their understanding of the different types of geography around the world. Units include Thinking Geographically, Movement, Region, Human/Environment Interaction, and Place. Course helps to prepare students for success in AP Human Geography in high school.

### English 7

791ENG

**Location:** All middle schools  
**Length:** Two semesters (yearlong)  
**Prerequisites:** None  
**Other:** None

In English 7, students focus on developing important skills and knowledge areas for college readiness, including close reading and analysis of both literary and nonfiction texts, analyzing relationships among author’s purpose and desired effects for intended audiences, writing with an attention to selecting textual evidence and organizational patterns according to audience and purpose, and developing control of language and command of conventions required for academic writing. Course content includes personal narratives, mythology, persuasive advertising, full-length novels, and Shakespearean comedy. Students analyze literature, conduct research, and synthesize meaning from historical, cultural, and intellectual contexts while exploring the thematic concept of choice.

### English 7 and English Language Development Support I

791ENG & 913LAA

**Location:** All middle schools  
**Length:** Two semesters (yearlong), two-period block class  
**Prerequisites:** ML team placement, students with WIDA score of 1.0 – 1.9  
**Other:** None

This combination of courses is a two-period block of English 7 and English Language Development Support 1 (ELD 1). English 7 provides students access to literature and informational texts in English. The scope and sequence provides flexibility for students to develop proficiency toward grade level standards. ELD 1 offers students an opportunity to develop speaking and listening skills in English. In addition, students begin to develop reading and writing skills.

## English 7 and English Language Development Support II 791ENG & 923LAA

<b>Location:</b>	All middle schools
<b>Length:</b>	Two semesters (yearlong), two-period block class
<b>Prerequisites:</b>	ML team placement, students with WIDA score of 2.0 – 3.9
<b>Other:</b>	None

This combination of courses is a two-period block of English 7 and English Language Development Support 2 (ELD 2). English 7 provides students access to literature and informational texts in English. The scope and sequence provides flexibility for students to develop proficiency toward grade level standards. ELD 2 offers students an opportunity for students with intermediate level English proficiency to develop proficiency toward grade level standards. Students develop more advanced speaking and listening skills in English. In addition, students engage in more advanced reading and writing skills.

## English Language Development Support III 925LAA

<b>Location:</b>	All middle schools
<b>Length:</b>	Two semesters (yearlong), two-period block class
<b>Prerequisites:</b>	ML team placement, students with WIDA score o 3.5-4.6
<b>Other:</b>	None

This course is designed to bridge the gap for multilingual learners with advanced English proficiency to increase accessibility to grade level content standards and curriculum. This course will focus on building skills including: analyzing literary works through close reading, developing awareness of how stylistic effects are achieved by a writer, engaging in the writing process, and developing grade level academic vocabulary knowledge. Course content includes short stories, editorials, images-as-text, drama, and film. Students analyze literature, conduct research, and synthesize meaning from historical, cultural, and intellectual contexts.

## Special Education Course Options

### English 7 791ENG

<b>Location:</b>	All middle schools
<b>Length:</b>	Two semesters (yearlong)
<b>Prerequisites:</b>	IEP team placement
<b>Other:</b>	Co-taught model

In English 7, students focus on developing important skills and knowledge areas for college readiness, including close reading and analysis of both literary and nonfiction texts, analyzing relationships among author's purpose and desired effects for intended audiences, writing with an attention to selecting textual evidence and organizational patterns according to audience and purpose, and developing control of language and command of conventions required for academic writing. Course content includes personal narratives, mythology, persuasive advertising, full-length novels, and Shakespearean comedy. Students analyze literature, conduct research, and synthesize meaning from historical, cultural, and intellectual contexts while exploring the thematic concept of choice.

### Modified English 7 735ENG

<b>Location:</b>	All middle schools
<b>Length:</b>	Two semesters (yearlong)
<b>Prerequisites:</b>	IEP team placement
<b>Other:</b>	Resource Room class placement

In Modified English 7, students focus on accessing literature and informational texts. Students write narrative, informational, and argumentative essays aligned with standards. Speaking and listening and language are also areas of focus. The scope and sequence provide flexibility for students to develop proficiency towards grade level standards and meeting the student-specific IEP goals. Students engage in learning with Language Live and Springboard curricular materials based on present levels of performance. Students work in large group, small group, and independent settings throughout this yearlong course.

### Math 7 700MTH

<b>Location:</b>	All middle schools
<b>Length:</b>	Two semesters (yearlong)
<b>Prerequisites:</b>	IEP team placement
<b>Other:</b>	Co-taught model

In Math 7, instructional time focuses on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational 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.

## Learning Lab 7

711STS

<b>Location:</b>	All middle schools
<b>Length:</b>	Two semesters (yearlong)
<b>Prerequisites:</b>	IEP team placement
<b>Other:</b>	None

This course is designed for students receiving special services, support with reading, writing, mathematics and/or social skills. Course work is based on individual goals and objectives.

## Skills for Success 7

700STS

<b>Location:</b>	All middle schools
<b>Length:</b>	Two semesters (yearlong)
<b>Prerequisites:</b>	IEP team placement
<b>Other:</b>	None

This course is designed for students receiving special services. Based on individual goals and objectives, students focus on adaptive and social skills required in daily life.

## Functional Courses

*Functional courses are generally designed for students in the Extended Resource Room program*

## Functional ELA 7

765ENG

<b>Location:</b>	All middle schools
<b>Length:</b>	Two semesters (yearlong)
<b>Prerequisites:</b>	IEP team placement
<b>Other:</b>	ERR class placement

This course is designed for students in the Extended Resource Room (ERR) program. Based on individual goals and objectives, this class will address reading fluency and comprehension skills, as well as functional practical writing skills to build written expression.

## Functional Math 7

765MTH

<b>Location:</b>	All middle schools
<b>Length:</b>	Two semesters (yearlong)
<b>Prerequisites:</b>	IEP team placement
<b>Other:</b>	ERR class placement

This course is designed for students in the Extended Resource Room (ERR) program. Based on individual goals and objectives, this class will address mathematical skills, such as simple calculation and calculator skills.

## Functional Washington State History

SOC403

LEARNING  
OPTIONS

**H.S. CREDIT** 

<b>Location:</b>	All middle schools
<b>Length:</b>	One semester
<b>High School Credit:</b>	0.5 Washington State History credit
<b>Prerequisites:</b>	IEP team placement
<b>Other:</b>	ERR class placement

This course is designed for students in the Extended Resource Room (ERR) program. This class will address foundational components of Washington state history and is based on the Washington State Enduring Understandings and state standards, in addition to individual goals and objectives.

## Skills for Success 7

700STS

<b>Location:</b>	All middle schools
<b>Length:</b>	Two semesters (yearlong)
<b>Prerequisites:</b>	IEP team placement
<b>Other:</b>	None

This course is designed for students receiving special services. Based on individual goals and objectives, students focus on adaptive and social skills required in daily life.

## Adaptive Courses

*Adaptive courses are generally designed for students in the Life Skills program*

## Adaptive ELA 7

775LAA

<b>Location:</b>	All middle schools
<b>Length:</b>	Two semesters (yearlong)
<b>Prerequisites:</b>	IEP team placement
<b>Other:</b>	Life Skills class placement

This course is designed for students in the Life Skills program. Based on individual goals and objectives, students develop basic reading and writing skills required for daily life tasks.

## Adaptive Multi-Age Math

961MTH

<b>Location:</b>	All middle schools
<b>Length:</b>	Two semesters (yearlong)
<b>Prerequisites:</b>	IEP team placement
<b>Other:</b>	Life Skills class placement

This course is designed for students in the Life Skills program. Based on individual goals and objectives, students develop basic mathematical skills required for daily life tasks.

## Family & Consumer Science

ELC931

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<b>Location:</b>	All middle schools
<b>Length:</b>	One semester
<b>Prerequisites:</b>	IEP team placement
<b>Other:</b>	None

In this course, students will learn about the fundamentals of nutrition such as the four food groups, eating a balanced diet, and calorie input versus calorie output. Students will learn how to cook simple snacks following a step-by-step recipe. In addition, students will learn self-care/wellness skills that include personal hygiene, self-regulation skills, and the importance of exercise. Lastly, students will have the opportunity to learn adaptive skills, such as folding laundry, time management, and money skills, that will help them with independent living skills later in life.

## Modified Social Communications

ELC940

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<b>Location:</b>	All middle schools
<b>Length:</b>	Two semesters (yearlong)
<b>Prerequisites:</b>	IEP team placement
<b>Other:</b>	None

This course is designed for students in the Life Skills program. Based on individual goals and objectives, students develop basic social communication skills required for daily life tasks.

## Skills for Success 7

700STS

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<b>Location:</b>	All middle schools
<b>Length:</b>	Two semesters (yearlong)
<b>Prerequisites:</b>	IEP team placement
<b>Other:</b>	None

This course is designed for students receiving special services. Based on individual goals and objectives, students focus on adaptive and social skills required in daily life.

# 8th Grade Course Checklist

Use the grade level course selection form to identify the necessary courses that support your personal pathway through middle school.

Required courses for all 8th grade students:			
<input type="checkbox"/> 2 semesters of English Language Arts	<input type="checkbox"/> 2 semesters of Mathematics	<input type="checkbox"/> 1 semester of Physical Education	<input type="checkbox"/> 2 semesters of Science
<input type="checkbox"/> 2 semesters of Social Studies	<input type="checkbox"/> 1 semester of Visual & Performing Arts	<input type="checkbox"/> 2 semesters of additional Electives	

Subject	Course Length	Course Choices
<b>Required Courses</b>		
<b>English Language Arts</b>	Two semesters (yearlong)	<input type="checkbox"/> English 8 <input type="checkbox"/> Pre-AP English 1 *
<b>Mathematics</b>	Two semesters (yearlong)	<input type="checkbox"/> Math 8 <input type="checkbox"/> Algebraic Concepts <input type="checkbox"/> Geometry in Application*
<b>Physical Education</b>	One semester	<input type="checkbox"/> PE Foundational 8
<b>Science</b>	Two semesters (yearlong)	<input type="checkbox"/> Science 8 <input type="checkbox"/> Coordinated Science *
<b>Social Studies</b>	Two semesters (yearlong)	<input type="checkbox"/> History 8
<b>Visual &amp; Performing Arts</b>	One semester	<input type="checkbox"/> See options below
<b>For Multilingual (ML) options, see page 45-46</b> <b>For Special Education options, see pages 46-48</b>		
<b>Elective Courses</b>		
<b>Physical Education Electives</b>	One semester	<input type="checkbox"/> Lifetime PE <input type="checkbox"/> Team Sports
<b>STEM &amp; CTE Electives</b>	One semester	<input type="checkbox"/> Digital Manufacturing (CAD) * <input type="checkbox"/> Exploring Graphic Arts * <input type="checkbox"/> Integrated Technology I <input type="checkbox"/> Integrated Technology II <input type="checkbox"/> Robotics Tech I * <input type="checkbox"/> Robotics Tech II *
<b>Visual &amp; Performing Arts</b>	One semester	<input type="checkbox"/> Art 8 <input type="checkbox"/> Exploring Graphic Arts * <input type="checkbox"/> General Music <input type="checkbox"/> Performing Arts <input type="checkbox"/> Yearbook
	Two semesters (yearlong)	<input type="checkbox"/> Art 8 <input type="checkbox"/> Band I <input type="checkbox"/> Band II <input type="checkbox"/> Band III <input type="checkbox"/> Choir I <input type="checkbox"/> Choir II <input type="checkbox"/> Choir III <input type="checkbox"/> Prelude Orchestra <input type="checkbox"/> Intermezzo Orchestra <input type="checkbox"/> Chamber Orchestra
<b>Other Electives</b>	One semester	<input type="checkbox"/> Leadership 8 <input type="checkbox"/> PE Peer Coach
	Two semesters (yearlong)	<input type="checkbox"/> AVID 8 <input type="checkbox"/> Spanish 1 *

\*High school credit options, see next page.



# 8th Grade Course Descriptions

## \*High School Credit Options for 8th Grade — Look for this icon **H.S. CREDIT**

<input type="checkbox"/> Algebraic Concepts (1.0 First Year Math credit)	<input type="checkbox"/> Exploring Graphic Arts (0.5 CTE and V&P Arts credit, course equivalency)	<input type="checkbox"/> Robotics Tech I (0.5 CTE credit)
<input type="checkbox"/> Coordinated Science (1.0 Science and CTE credit, course equivalency)	<input type="checkbox"/> Geometry in Application (1.0 Second Year Math credit)	<input type="checkbox"/> Robotics Tech II (0.5 CTE credit)
<input type="checkbox"/> Digital Manufacturing (0.5 CTE credit)	<input type="checkbox"/> Pre-AP English 1 (1.0 English credit)	<input type="checkbox"/> Spanish 1 (1.0 World Language credit)

## English Language Arts

### English 8

891ENG

<b>Location:</b>	All middle schools
<b>Length:</b>	Two semesters (yearlong)
<b>Prerequisites:</b>	None
<b>Other:</b>	None

In English 8, students focus on refining important skills and knowledge areas for college readiness, including challenging literary and informational texts, revising and editing texts for effective expression of ideas, making careful and considered use of evidence during reading and writing, and describing how word choice helps shape meaning and tone. Course content includes graphic novels, memoir, persuasive speeches, news articles, poetry, and Shakespearean comedy. Students analyze literature, conduct research, and synthesize meaning from historical, cultural, and intellectual contexts while exploring the thematic concept of challenge.

### Pre-AP English 1

103ENG

LEARNING  
OPTIONS

**H.S. CREDIT** 

<b>Location:</b>	All middle schools
<b>Length:</b>	Two semesters (yearlong)
<b>High School Credit:</b>	1.0 English credit (0.5 per semester)
<b>Prerequisites:</b>	None
<b>Other:</b>	This course is recommended for students who score a 3 or 4 on the ELA SBA and/or have demonstrated high levels of proficiency in Honors English 8.

Pre-AP English 1 focuses on the close reading, analytical writing, and language skills that have immediate relevance for students across their current courses and that are most essential for their future work in high school, college, and careers. Texts take center stage in the Pre-AP English 1 classroom, where students engage in close, critical reading of a wide range of materials. The course trains the reader to observe the small details within a text to arrive at a deeper understanding of the whole. It also trains the writer to focus on crafting complex sentences as the foundation for writing to facilitate complex thinking and communicate ideas clearly.

## Mathematics

### Math 8

800MTH

<b>Location:</b>	All middle schools
<b>Length:</b>	Two semesters (yearlong)
<b>Prerequisites:</b>	None
<b>Other:</b>	None

In Math 8, 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 linear 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.

### Algebraic Concepts

117MTH

LEARNING  
OPTIONS

**H.S. CREDIT** 

<b>Location:</b>	All middle schools
<b>Length:</b>	Two semesters (yearlong)
<b>High School Credit:</b>	1.0 First Year Math credit (0.5 per semester)
<b>Prerequisites:</b>	Successful completion of Accelerated Math 7 or Bridge to Algebraic Concepts Summer Program
<b>Other:</b>	None

Students deepen and extend their understanding of linear relationships, contrasting them with exponential phenomena, applying linear models to data that exhibit a linear trend, and understanding of geometric knowledge. This course ties together algebraic and geometric ideas.

## Geometry in Application

217MTH

LEARNING  
OPTIONS

**H.S. CREDIT** 

<b>Location:</b>	All middle schools
<b>Length:</b>	Two semesters (yearlong)
<b>High School Credit:</b>	1.0 First Year Math credit (0.5 per semester)
<b>Prerequisites:</b>	Successful completion of Algebraic Concepts
<b>Other:</b>	None

The second year of high school mathematics is focused on new functions; comparing their characteristics and behavior to those functions from year 1. The link between probability and data is explored through conditional probability and counting methods, including their use in making and evaluating decisions. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. Circles, with their quadratic algebraic representations, round out the course.

## Science

### Science 8

800SCI

<b>Location:</b>	All middle schools
<b>Length:</b>	Two semesters (yearlong)
<b>Prerequisites:</b>	None
<b>Other:</b>	None

In Science 8, students articulate and use a set of norms to promote safe and equitable classroom culture that they will use as they investigate and explain phenomena. They learn how to ask different kinds of questions about the phenomenon and how to model what they figure out to explain the phenomenon. Through their investigations, they will work together to answer the questions such as “Why do things sometimes get damaged when they hit each other?” or “How are we connected to the patterns we see in the sky and space?”

### Coordinated Science

155SCI

LEARNING  
OPTIONS

**H.S. CREDIT** 

<b>Location:</b>	All middle schools
<b>Length:</b>	Two semesters (yearlong)
<b>High School Credit:</b>	1.0 Science and CTE credit (0.5 per semester), course equivalency
<b>Prerequisites:</b>	See counselor for more information
<b>Other:</b>	None

The Coordinated Science course integrates physical science, earth and space sciences, life sciences and engineering. In this laboratory, high school credit bearing course, students engage in science and engineering practices such as conducting investigations, analyzing data, developing models, constructing explanations, and designing solutions to real-world problems.

## Social Studies

### History 8

800HIS

<b>Location:</b>	All middle schools
<b>Length:</b>	Two semesters (yearlong)
<b>Prerequisites:</b>	None
<b>Other:</b>	None

In History 8, students develop a new, more abstract level of understanding of social studies concepts. The context for developing this deeper understanding in U.S. history and government is student exploration of the ideas, issues, and events from the framing of the Constitution through Reconstruction. After reviewing the founding of the United States, particularly the Constitution, students explore the development of politics, society, culture, and economy in the United States to deepen conceptual understandings in civics, geography, history, and economics. By balancing depth and breadth and having students consider course essential questions, teachers provide students with the opportunity to gain enduring understandings that U.S. history teaches us about ourselves and the world.

## Physical Education

### PE Foundational 8

PED801

<b>Location:</b>	All middle schools
<b>Length:</b>	One semester
<b>Prerequisites:</b>	None
<b>Other:</b>	None

This course provides students the continuing opportunity to learn through a developmentally appropriate, comprehensive sequentially planned physical education program aligned with the Physical Education Standards for Washington state. The focus of this course is the application of movement skills and knowledge (including defensive and offensive strategies) to team physical activities, the assessment and maintenance of physical fitness to improve health and performance, the requisite knowledge of physical fitness concepts, principles and strategies to improve health and performance, and the application of psychological and sociological concepts. Units of activity include soccer, tennis, basketball, fitness and circuit training, Olympic games, volleyball, lacrosse, golf, world games, and football and rugby.

## Art 8

ELC871

<b>Location:</b>	Evergreen, Gateway, Heatherwood
<b>Length:</b>	One semester None
<b>Prerequisites:</b>	None
<b>Other:</b>	

In Art 8, students learn about art through a variety of mediums including drawing, painting, clay, and modeling. Students engage in a variety of projects and reflections that are aligned to standards.

## Art 8 (Yearlong)

871ELC

<b>Location:</b>	Eisenhower, North
<b>Length:</b>	Two semesters (yearlong)
<b>Prerequisites:</b>	None
<b>Other:</b>	None

In Art 8 (Yearlong Course), students learn about art through a variety of mediums including drawing, painting, clay and modeling. Students engage in a variety of projects and reflections that are aligned. This course is yearlong and allows students an opportunity to expand on content and skills in preparation for high school level arts courses.

## Exploring Graphic Arts

CTE137

LEARNING  
OPTIONS

**H.S. CREDIT** 

<b>Location:</b>	All middle schools
<b>Length:</b>	One semester
<b>High School Credit:</b>	0.5 CTE and V&P Arts credit, course equivalency
<b>Prerequisites:</b>	None
<b>Other:</b>	None

In this course, students will explore graphic design elements in digital platforms as they learn to publish digital media, create and modify visual elements, and design original digital art pieces. Exploring Graphic Art is a foundational course in the Communication & Information Technology program.

## Performing Arts

ELC917

<b>Location:</b>	All middle schools
<b>Length:</b>	One semester
<b>Prerequisites:</b>	None
<b>Other:</b>	None

Students will collaboratively engage in activities such as monologues, single-act plays, improvisation, oral interpretation, spoken word, as well as original video productions. Along with acting, instruction will include film and character analysis, script writing, video and live scene production.

## Yearbook

ELC921

<b>Location:</b>	All middle schools
<b>Length:</b>	One semester
<b>Prerequisites:</b>	None
<b>Other:</b>	None

In this course, students will learn to use digital tools to produce the school's yearbook. This includes writing copy, taking pictures, using themes to plan, how to create layouts, and digital publishing.

## General Music 8

ELC801

<b>Location:</b>	All middle schools
<b>Length:</b>	One semester
<b>Prerequisites:</b>	None
<b>Other:</b>	None

General Music offers students an opportunity to learn about music across genres. Students may engage in singing, playing instruments, and learn about the history of musical movements. This semester long course is intended to help students learn about music without the requirement of musical performances.

## Band I

909MUS

<b>Location:</b>	All middle schools
<b>Length:</b>	Two semesters (yearlong)
<b>Prerequisites:</b>	None
<b>Other:</b>	None

Beginning band offers students an opportunity to join band at an introductory level. This course provides students with instrument choice, introductory playing skills, as well as an introduction to reading music. Students in this course will spend time familiarizing themselves with the instrument as well as learning how to play individually and as part of a group. Students are expected to practice instruments at home on a daily basis.

## Band II

919MUS

<b>Location:</b>	All middle schools
<b>Length:</b>	Two semesters (yearlong)
<b>Prerequisites:</b>	See counselor for more information
<b>Other:</b>	None

Students are expected to have previous experience playing an instrument and have the ability to read music. The focus of this course is to build skills in relation to playing a chosen instrument, as well as reading music. Students continue to practice independently, as well as develop their ability to play as a group.

## Band III

929MUS

<b>Location:</b>	All middle schools
<b>Length:</b>	Two semesters (yearlong)
<b>Prerequisites:</b>	See counselor for more information
<b>Other:</b>	None

Students are expected to have previous experience in playing an instrument and have ability to read music. The focus of this course will be around advanced skill building in relation to playing the chosen instrument as well as reading and playing more advanced music. Students will continue to practice independently as well as develop their ability to play as a group.

## Choir I

901MUS

<b>Location:</b>	All middle schools
<b>Length:</b>	Two semesters (yearlong)
<b>Prerequisites:</b>	None
<b>Other:</b>	None

Beginning choir offers students an opportunity to join choir at an introductory level. This course provides students with an introduction to choir that includes using their voice, learning to read music and learning to sing independently and as a group. This course will offer musicians time to advance their music skills and knowledge.

## Choir II

903MUS

<b>Location:</b>	All middle schools
<b>Length:</b>	Two semesters (yearlong)
<b>Prerequisites:</b>	See counselor for more information
<b>Other:</b>	None

Students are expected to have previous experience in choir. The focus of this course will be around advancing skills in individual singing voice, reading skills, and large group choral singing.

## Choir III

907MUS

<b>Location:</b>	All middle schools
<b>Length:</b>	Two semesters (yearlong)
<b>Prerequisites:</b>	See counselor for more information
<b>Other:</b>	None

Students are expected to have previous experience in choir, the ability to read music, sing independently, and sing as part of an ensemble. The focus of this course will be around advancing skills in individual singing voice, reading skills, and large group choral singing at a more advanced level.

## Prelude Orchestra

921MUS

<b>Location:</b>	All middle schools
<b>Length:</b>	Two semesters (yearlong)
<b>Prerequisites:</b>	None
<b>Other:</b>	None

Prelude orchestra offers students an opportunity to join orchestra at an introductory level. This course provides students with an introduction to orchestra. Students choose their instrument, learn basic rhythms and basic music reading skills. Students practice independently as well as with the larger Prelude group. Students are expected to practice at home each night.

## Intermezzo Orchestra

923MUS

<b>Location:</b>	Eisenhower, Gateway, Heatherwood, North
<b>Length:</b>	Two semesters (yearlong)
<b>Prerequisites:</b>	See counselor for more information
<b>Other:</b>	None

Intermezzo orchestra offers students with prior strings experience an opportunity to further advance their rhythms, music reading skills and provides more advanced musical selections. Students will continue to practice independent skills as well as further solidify their work as an ensemble.

## Chamber Orchestra

925MUS

<b>Location:</b>	Evergreen, Gateway, Heatherwood
<b>Length:</b>	Two semesters (yearlong)
<b>Prerequisites:</b>	See counselor for more information
<b>Other:</b>	None

Chamber orchestra offers students with prior advanced strings experience an opportunity to further their rhythms, development of advanced strings skills, and advanced music reading skills. Students will continue to practice independent skills, as well as further solidify their work as an ensemble while focusing on advanced musical selections.

## Physical Education Electives

### Lifetime PE

PED925

<b>Location:</b>	All middle schools
<b>Length:</b>	One semester
<b>Prerequisites:</b>	PE Foundational 8
<b>Other:</b>	

This class is designed for students interested in improving their physical fitness through avenues outside the scope of the foundational classes, including but not limited to resistance and strength training, cardiorespiratory fitness, muscular strength, muscular endurance, and flexibility activities. Students will learn training principles, techniques, and injury prevention. Individual sports such as bowling, archery, badminton, tennis, track and field, yoga, circuit training, pickleball, and more. Students will continue developing social skills in cooperation, encouragement, and confidence building. Units may vary depending on school and equipment availability.

### Team Sports

PED927

<b>Location:</b>	All middle schools
<b>Length:</b>	One semester
<b>Prerequisites:</b>	PE Foundational 8
<b>Other:</b>	

Students in this class participate in a variety of team sports and fitness activities as an extension of the foundational class requirements. Students gain an understanding of how each activity can be used to improve and maintain health and wellness and will improve their understanding of the history, rules, offensive and defensive strategies, and roles in sports. This course also includes topics such as stress management, goal setting, recreational activities in relationship to fitness and wellness, and personal assessment of a variety of health and skill-related fitness areas. Units may vary depending on school, and equipment availability.

## STEM & CTE Electives

### Digital Manufacturing (CAD)

CTE183

LEARNING  
OPTIONS

**H.S. CREDIT** 

<b>Location:</b>	All middle schools
<b>Length:</b>	One semester
<b>High School Credit:</b>	0.5 CTE credit
<b>Prerequisites:</b>	None
<b>Other:</b>	None

This course introduces students to computer-aided design (CAD), learning the industry standard CAD program Fusion 360. Students gain experience with multiple methods of computer-controlled manufacturing, such as 3D printing and laser cutting. Students learn manufacturing concepts, workplace skills and habits, and safety. Students apply their knowledge to design and produce a variety of projects. Digital Manufacturing is a foundational course in the Engineering & Advanced Manufacturing program.

### Exploring Graphic Arts

CTE137

LEARNING  
OPTIONS

**H.S. CREDIT** 

<b>Location:</b>	All middle schools
<b>Length:</b>	One semester
<b>High School Credit:</b>	0.5 CTE and V&P Arts credit, course equivalency
<b>Prerequisites:</b>	None
<b>Other:</b>	None

In this course, students explore graphic design elements as they learn Adobe Photoshop, Illustrator and Animate. Students publish digital media, create, and modify visual elements and design original digital art pieces. Exploring Graphic Art is a foundational course in the Communication & Information Technology program.

### Integrated Technology I

ELC927

<b>Location:</b>	All middle schools
<b>Length:</b>	One semester
<b>Prerequisites:</b>	None
<b>Other:</b>	None

This course introduces students to various areas of technology. Students will utilize skills and knowledge to create a range of projects through the semester. Integrated Technology I is a foundational course in the Computer & Information Systems program.

## Integrated Technology II

ELC927

<b>Location:</b>	All middle schools
<b>Length:</b>	One semester
<b>Prerequisites:</b>	None
<b>Other:</b>	None

This course expands on technologies and skills learned in Integrated Technology I. Students explore digital literacy skills, keyboarding, text-based coding, animation, video production, and more. Students utilize skills and knowledge to create a range of projects. Integrated Technology II is a foundational course in the Computer & Information Systems program.

## Robotics Tech I

CTE131

LEARNING  
OPTIONS

**H.S. CREDIT** 

<b>Location:</b>	All middle schools
<b>Length:</b>	One semester
<b>High School Credit:</b>	0.5 CTE credit
<b>Prerequisites:</b>	None
<b>Other:</b>	None

This course is a project-based course in which students explore the design, programming, and construction of robots. Students work in teams, compete in robot games, and design solutions to problems in STEM activities. Robotics Tech I is a foundational course in the Engineering & Advanced Manufacturing and Computer & Information Technology programs.

## Robotics Tech II

CTE133

LEARNING  
OPTIONS

**H.S. CREDIT** 

<b>Location:</b>	All middle schools
<b>Length:</b>	One semester
<b>High School Credit:</b>	0.5 CTE credit
<b>Prerequisites:</b>	None
<b>Other:</b>	None

This is a project-based course in which students explore the design, programming, and fabrication of robotics equipment and technology. Students work in teams, engineer solutions to problems, and recognize the role of technology in our society. Robotics Tech II is a foundational course in the Engineering & Advanced Manufacturing and Computer & Information Technology programs.

## Other Electives

### AVID 8

851ALT

<b>Location:</b>	Eisenhower, Evergreen, Heatherwood, North
<b>Length:</b>	Two semesters (yearlong)
<b>Prerequisites:</b>	See counselor for more information
<b>Other:</b>	None

This course is designed to support motivated, capable students in pursuing a rigorous course of study leading to acceptance and success in a four-year college or university. Through a variety of instructional techniques, students develop skills in higher-level thinking, writing across the curriculum, and reading strategies for accessing challenging course material. Students develop time management, notetaking, research, and organizational strategies, and other skills fundamental to success in higher-level math, social studies, English, science, and World Language courses. Students participate in college, career, and cultural exploration activities, including field trips.

### Leadership 8

ELC881

<b>Location:</b>	All middle schools
<b>Length:</b>	One semester
<b>Prerequisites:</b>	None
<b>Other:</b>	None

This course will emphasize skills such as goal setting, communication, and organization, along with the other skills it takes to be a good leader both in your school and community. The structure of this class will consist of group activities, planning for school and community events, individual projects and goals, service projects and civic engagement, and the learning and practicing of leadership qualities and skills both as a group and as individuals. The focus of this class will be to give you the tools you need to become great leaders.

### PE Peer Coach

PED825

<b>Location:</b>	Evergreen, Gateway
<b>Length:</b>	One semester
<b>Prerequisites:</b>	None
<b>Other:</b>	None

Peer coaches work with a maximum of one to three students to allow for small group help with kids. Coaches directly work with teacher to help students receiving Special Education services improve and reach their goals.

## Spanish I

131WLA

LEARNING  
OPTIONS

**H.S. CREDIT** 

<b>Location:</b>	All middle schools
<b>Length:</b>	Two semesters (yearlong)
<b>High School Credit:</b>	1.0 World Language credit (0.5 credit per semester)
<b>Prerequisites:</b>	None
<b>Other:</b>	None

Students communicate in Spanish through interpersonal speaking and writing, presentational speaking and writing, and interpretive reading and listening. Students learn about diverse aspects of the cultures associated with the language and gain the ability and confidence to communicate about everyday topics at a beginning level. A variety of resources are used, including written texts, songs, art works, films, and other media.

## Multilingual Learner Course Options

### English 8

891ENG

<b>Location:</b>	All middle schools
<b>Length:</b>	Two semesters (yearlong)
<b>Prerequisites:</b>	None
<b>Other:</b>	None

In English 8, students focus on refining important skills and knowledge areas for college readiness, including challenging literary and informational texts, revising and editing texts for effective expression of ideas, making careful and considered use of evidence during reading and writing, and describing how word choice helps shape meaning and tone. Course content includes graphic novels, memoir, persuasive speeches, news articles, poetry, and Shakespearean comedy. Students analyze literature, conduct research, and synthesize meaning from historical, cultural, and intellectual contexts while exploring the thematic concept of challenge.

### English 8 and English Language

#### Development Support I 891ENG & 913LAA

<b>Location:</b>	All middle schools
<b>Length:</b>	Two semesters (yearlong), two-period block class
<b>Prerequisites:</b>	ML team placement, students with WIDA score of 1.0 – 1.9
<b>Other:</b>	None

This combination of courses is a two-period block of English 8 and English Language Development Support 1 (ELD 1). English 8 provides students access to literature and informational texts in English. The scope and sequence provides flexibility for students to develop proficiency toward grade level standards. ELD 1 offers students an opportunity to develop speaking and listening skills in English. In addition, students begin to develop reading and writing skills.

## English 8 and English Language

### Development Support II 891ENG & 923LAA

<b>Location:</b>	All middle schools
<b>Length:</b>	Two semesters (yearlong), two-period block class
<b>Prerequisites:</b>	ML team placement, students with WIDA score of 2.0 – 3.9
<b>Other:</b>	None

This combination of courses is a two-period block of English 8 and English Language Development Support 2 (ELD 2). English 8 provides students access to literature and informational texts in English. The scope and sequence provides flexibility for students to develop proficiency toward grade level standards. ELD 2 offers students an opportunity for students with intermediate level English proficiency to develop proficiency toward grade level standards. Students develop more advanced speaking and listening skills in English. In addition, students engage in more advanced reading and writing skills.

### English Language

#### Development Support III 925LAA

<b>Location:</b>	All middle schools
<b>Length:</b>	Two semesters (yearlong), two-period block class
<b>Prerequisites:</b>	ML team placement, students with WIDA score of 3.5-4.6
<b>Other:</b>	None

This course is designed to bridge the gap for multilingual learners with advanced English proficiency to increase accessibility to grade level content standards and curriculum. This course will focus on building skills including: analyzing literary works through close reading, developing awareness of how stylistic effects are achieved by a writer, engaging in the writing process, and developing grade level academic vocabulary knowledge. Course content includes short stories, editorials, images-as-text, drama, and film. Students analyze literature, conduct research, and synthesize meaning from historical, cultural, and intellectual contexts.

# Special Education Course Options

# Learning Lab 8

811STS

## English 8

891ENG

<b>Location:</b>	All middle schools
<b>Length:</b>	Two semesters (yearlong)
<b>Prerequisites:</b>	IEP team placement
<b>Other:</b>	Co-taught model

In English 8, students focus on refining important skills and knowledge areas for college readiness, including challenging literary and informational texts, revising and editing texts for effective expression of ideas, making careful and considered use of evidence during reading and writing, and describing how word choice helps shape meaning and tone. Course content includes graphic novels, memoir, persuasive speeches, news articles, poetry, and Shakespearean comedy. Students analyze literature, conduct research, and synthesize meaning from historical, cultural, and intellectual contexts while exploring the thematic concept of challenge.

## Modified English 8

835ENG

<b>Location:</b>	All middle schools
<b>Length:</b>	Two semesters (yearlong)
<b>Prerequisites:</b>	IEP team placement
<b>Other:</b>	Resource Room class placement

In English Language Arts 8, students focus on accessing literature and informational texts. Students write narrative, informational, and argumentative essays aligned with standards. Speaking and listening and language are also areas of focus. The scope and sequence provide flexibility for students to develop proficiency towards grade level standards and meeting the student-specific IEP goals. Students engage in learning with Language Live and Springboard curricular materials based on present levels of performance. Students work in large group, small group, and independent settings throughout this yearlong course.

## Math 8

800MTH

<b>Location:</b>	All middle schools
<b>Length:</b>	Two semesters (yearlong)
<b>Prerequisites:</b>	IEP team placement
<b>Other:</b>	Co-taught model

In Math 8, 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 linear 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.

<b>Location:</b>	All middle schools
<b>Length:</b>	Two semesters (yearlong)
<b>Prerequisites:</b>	IEP team placement
<b>Other:</b>	None

This course is designed for students receiving special services and support with reading, writing, and/or mathematics. Course work is based on individual goals and objectives.

## Skills for Success 8

800STS

<b>Location:</b>	All middle schools
<b>Length:</b>	Two semesters (yearlong)
<b>Prerequisites:</b>	IEP team placement
<b>Other:</b>	None

This course is designed for students receiving special services. Based on individual goals and objectives, students focus on adaptive/social skills required in daily life.

## Functional Courses

*Functional courses are generally designed for students in the Extended Resource Room program*

## Functional ELA 8

865ENG

<b>Location:</b>	All middle schools
<b>Length:</b>	Two semesters (yearlong)
<b>Prerequisites:</b>	IEP team placement
<b>Other:</b>	ERR class placement

This course is designed for students in the Extended Resource Room (ERR) program. Based on individual goals and objectives, this class will address reading fluency and comprehension skills, as well as functional practical writing skills to build written expression.

## Functional Math 8

865MTH

<b>Location:</b>	All middle schools
<b>Length:</b>	Two semesters (yearlong)
<b>Prerequisites:</b>	IEP team placement
<b>Other:</b>	ERR class placement

This course is designed for students in the Extended Resource Room (ERR) program. Based on individual goals and objectives, this class will address mathematical skills, such as simple calculation and calculator skills.



## Functional History 8

873HIS

<b>Location:</b>	All middle schools
<b>Length:</b>	Two semesters (yearlong)
<b>Prerequisites:</b>	IEP team placement
<b>Other:</b>	ERR class placement

This course is designed for students receiving special services. Based on individual goals and objectives, this class will address foundational knowledge and skills related to US History.

## Skills for Success 8

800STS

<b>Location:</b>	All middle schools
<b>Length:</b>	Two semesters (yearlong)
<b>Prerequisites:</b>	IEP team placement
<b>Other:</b>	None

This course is designed for students receiving special services. Based on individual goals and objectives, students focus on adaptive/social skills required in daily life.

## Adaptive Courses

*Adaptive courses are generally designed for students in the Life Skills program*

## Adaptive ELA 8

875LAA

<b>Location:</b>	All middle schools
<b>Length:</b>	Two semesters (yearlong)
<b>Prerequisites:</b>	IEP team placement
<b>Other:</b>	Life Skills class placement

This course is designed for students in the Life Skills program. Based on individual goals and objectives, students develop basic reading and writing skills required for daily life tasks.

## Adaptive Multi-Age Math

961MTH

<b>Location:</b>	All middle schools
<b>Length:</b>	Two semesters (yearlong)
<b>Prerequisites:</b>	IEP team placement
<b>Other:</b>	Life Skills class placement

This course is designed for students in the Life Skills program. Based on individual goals and objectives, students develop basic mathematical skills required for daily life tasks.

## Family & Consumer Science

ELC931

<b>Location:</b>	All middle schools
<b>Length:</b>	One semester
<b>Prerequisites:</b>	IEP team placement
<b>Other:</b>	None

In this course, students will learn about the fundamentals of nutrition such as the four food groups, eating a balanced diet, and calorie input versus calorie output. Students will learn how to cook simple snacks following a step-by-step recipe. In addition, students will learn self-care/wellness skills that include personal hygiene, self-regulation skills, and the importance of exercise. Lastly, students will have the opportunity to learn adaptive skills, such as folding laundry, time management, and money skills, that will help them with independent living skills later in life.

## Modified Social Communications

ELC940

<b>Location:</b>	All middle schools
<b>Length:</b>	Two semesters (yearlong)
<b>Prerequisites:</b>	IEP team placement
<b>Other:</b>	None

This course is designed for students in the Life Skills program. Based on individual goals and objectives, students develop basic social communication skills required for daily life tasks.

## Skills for Success 8

800STS

<b>Location:</b>	All middle schools
<b>Length:</b>	Two semesters (yearlong)
<b>Prerequisites:</b>	IEP team placement
<b>Other:</b>	None

This course is designed for students receiving special services. Based on individual goals and objectives, students focus on adaptive/social skills required in daily life.

# Index of Courses

The following index is alphabetically sorted based on official course titles that appear on report cards and transcripts.

Pages	Course Codes	Title	Grades	High School Credit
20	613MTH	Accelerated Math 6	6	0
29	713MTH	Accelerated Math 7	7	0
26	675LAA	Adaptive ELA 6	6	0
36	775LAA	Adaptive ELA 7	7	0
47	875LAA	Adaptive ELA 8	8	0
26, 36, 47	961MTH	Adaptive Multi-Age Math	6-8	0
30, 39	117MTH	Algebraic Concepts	7-8	1.0
22	ELC671	Art 6	6	0
30	ELC771	Art 7	7	0
41	ELC871, 871ELC	Art 8	8	0
24	651ALT	AVID 6	6	0
34	751ALT	AVID 7	7	0
44	851ALT	AVID 8	8	0
22, 31, 41	909MUS	Band I	6-8	0
22, 31, 41	919MUS	Band II	6-8	0
22, 31, 42	929MUS	Band III	6-8	0
23, 32, 42	925MUS	Chamber Orchestra	6-8	0
22, 31, 42	901MUS	Choir I	6-8	0
23, 32, 42	903MUS	Choir II	6-8	0
23, 32, 42	907MUS	Choir III	6-8	0
40	155SCI	Coordinated Science	8	1.0
33, 43	CTE183	Digital Manufacturing (CAD)	7-8	.5
20, 24, 25	691ENG	English 6	6	0
24	691ENG & 913LAA	English 6 and English Language Development Support I	6	0
25	691ENG & 923LAA	English 6 and English Language Development Support II	6	0
29, 34, 35	791ENG	English 7	7	0
34	791ENG & 913LAA	English 7 and English Language Development Support I	7	0

Pages	Course Codes	Title	Grades	High School Credit
35	791ENG & 923LAA	English 7 and English Language Development Support II	7	0
39, 45, 46	891ENG	English 8	8	0
45	891ENG & 913LAA	English 8 and English Language Development Support I	8	0
45	891ENG & 923LAA	English 8 and English Language Development Support II	8	0
25, 35, 45	925LAA	English Language Development Support III	6-8	0
31, 33, 41, 43	CTE137	Exploring Graphic Arts	7-8	.5
24	ELC651	Exploring Industrial Technology 6	6	0
33	ELC751	Exploring Industrial Technology 7	7	0
23	ELC641	Exploring Robotics	6	0
27, 37, 47	ELC931	Family & Consumer Science	6-8	0
26	663ENG	Functional ELA 6	6	0
36	765ENG	Functional ELA 7	7	0
46	865ENG	Functional ELA 8	8	0
26	HIS673	Functional History 6	6	0
47	873HIS	Functional History 8	8	0
26	663MTH	Functional Math 6	6	0
36	765MTH	Functional Math 7	7	0
46	865MTH	Functional Math 8	8	0
36	SOC403	Functional Washington State History	7	.5
22	ELC601	General Music 6	6	0
31	ELC701	General Music 7	7	0
41	ELC801	General Music 8	8	0
40	217MTH	Geometry in Application	8	1.0
21	HTH601	Health 6	6	0
30	HTH701	Health 7	7	0
21	HIS601	History 6	6	0
40	800HIS	History 8	8	0
20	793ENG	Honors English 7	6	0
29	893ENG	Honors English 8	7	0

Pages	Course Codes	Title	Grades	High School Credit
34	HIS925	Human Geography	7	0
24, 33, 43	ELC927	Integrated Technology I	6-8	0
33, 44	ELC937	Integrated Technology II	7-8	0
23, 32, 42	923MUS	Intermezzo Orchestra	6-8	0
44	ELC881	Leadership 8	8	0
26	611STS	Learning Lab 6	6	0
36	711STS	Learning Lab 7	7	0
46	811STS	Learning Lab 8	8	0
23, 32, 43	PED925	Lifetime PE	6-8	0
20, 25	600MTH	Math 6	6	0
29, 35	700MTH	Math 7	7	0
39, 46	800MTH	Math 8	8	0
25	635ENG	Modified English 6	6	0
35	735ENG	Modified English 7	7	0
46	835ENG	Modified English 8	8	0
27, 37, 47	ELC940	Modified Social Communications	6-8	0
22	PED601	PE Foundational 6	6	0
30	PED701	PE Foundational 7	7	0
40	PED801	PE Foundational 8	8	0
44	PED825	PE Peer Coach	8	0
31, 41	ELC917	Performing Arts	7-8	0
39	103ENG	Pre-AP English 1	8	1.0
23, 32, 42	921MUS	Prelude Orchestra	6-8	0
33, 44	CTE131	Robotics Tech I	7-8	.5
34, 44	CTE133	Robotics Tech II	7-8	.5
21	600SCI	Science 6	6	0
30	700SCI	Science 7	7	0
40	800SCI	Science 8	8	0
26, 27	600STS	Skills for Success 6	6	0
36, 37	700STS	Skills for Success 7	7	0
46, 47	800STS	Skills for Success 8	8	0
45	131WLA	Spanish 1	8	1.0
32, 43	PED927	Team Sports	7-8	0
30	SOC401	Washington State History	7	.5
31, 41	ELC921	Yearbook	7-8	0



# Notes

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# Notes

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## **Everett Public Schools**

3900 Broadway, Everett, WA 98201  
425-385-4000 • [www.everettsd.org](http://www.everettsd.org)

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The district shall provide equal educational opportunity and treatment for all students in all aspects of the academic and activities program without regard to race, color, national origin, creed, religion, sex, sexual orientation, gender expression, gender identity, veteran or military status, the presence of any physical, sensory or mental disability or the use of a trained dog guide or service animal by a student with a disability.

Designated to handle inquiries about nondiscrimination policies are:

Title IX / Civil Rights Compliance Officer – Dr. Chad Golden, [cgolden@everettsd.org](mailto:cgolden@everettsd.org), 425-385-4100  
504 Coordinator – Dave Peters, [dpeters@everettsd.org](mailto:dpeters@everettsd.org), 425-385-4063  
ADA Coordinator – Dr. Chad Golden, [cgolden@everettsd.org](mailto:cgolden@everettsd.org), 425-385-4100