

2020 - 2021

TIMBERCREST MIDDLE SCHOOL



COURSE CATALOG

WE ARE.....

RESPECTFUL • RESPONSIBLE
• INCLUSIVE

WE ARE THE WOLVES

Welcome From The Pack

The middle school experience is extremely important; Students are developing their interests and academic habits, as well as finding their way socially.

Through the dedicated work of teachers and staff, we are committed to providing an intentional and strong academic experience. Students are challenged in classes designed to expand their knowledge and skills while developing the academic habits needed to carry them through high school and post-secondary education. Timbercrest offers a wide variety of courses that allow students to explore and discover areas of interest they may want to pursue in high school and beyond.

Our counselors are available to guide and support your child and assist them as they establish a pathway based on their college and career plans.

We believe every student at Timbercrest is unique and has something to offer. Students are encouraged to share their imagination, talent, leadership and other skills by participating in a school club or sport. Extra curricular activities help to develop a good work ethic, promote a dedication to service and teamwork and provide a forum for building lifelong friendships.

Timbercrest is a community committed to respect, responsibility and inclusiveness

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TIMBERCREST Middle School

Office Hours:

7:30 AM – 3:30 PM

Main Office: 408-6900
Attendance: 408-6910

PRINCIPAL:

Kristi Hannigan 408-6905

ASSISTANT PRINCIPAL/ATHLETIC DIRECTOR

Winnie McCulloch 408-6925

COUNSELOR:

Ann McGowan 408-6920
7th Grade

Dierdre Flaherty 408-6924
6th Grade

Alon Patashnik 408-6921
8th Grade

OFFICE MANAGER:

Terri Weir 408-6901

MAIN OFFICE/ASB SECRETARY:

Kristie Brower 408-6903

STUDENT INFO. SPECIALIST/REGISTRAR:

Maureen Wilson 408-6918

ATTENDANCE SECRETARY:

Donna Wagner 408-6910

NURSE:

Cary Thompson 408-6906

KITCHEN MANAGER:

Nanette Connor 408-6908

QUESTIONS ABOUT....

ATHLETICS 408-6925

BUSES 408-7900

CHANGE OF ADDRESS 408-6918

EXTENDED ABSENCES 408-6910

WAIVERS 408-6918

W.E.B. Program

Where **E**verybody **B**elongs!

Built on the belief that older students can help younger students succeed, W.E.B. trains members of the current seventh grade class to be W.E.B. Leaders during their eighth grade year. W.E.B. leaders are motivators, mentors and role models who will guide sixth grade students to discover what it takes to be successful in middle school.

As a W.E.B. leader, students attend training, participate in orientation day at the start of the 2020 school year, and will be assigned a small group of students they will work with throughout the school year. W.E.B. Leaders also participate in putting on events held before and after school for all sixth grade students. Students may be asked to tour new students enrolling at Timbercrest, help with registration or present lessons in classes.



As a W.E.B. leader you will:

- Act as a role model for sixth graders
- Help increase academic success by supporting peers
- Develop leadership skills
- Help develop new relationships
- Teach students that by working together they can be successful
- Help create a supportive and positive atmosphere on our campus

Being a part of W.E.B. is a great opportunity to be a leader at Timbercrest!

PE/HEALTH UNIFORM

Q. What is the required dress code for Health Fitness?

- With no exceptions, the following dress code is required of all Health/Fitness students.
 - A purchased Timbercrest uniform, or
 - Student provided charcoal grey T-shirt (no logos, no V-neck, no sleeveless) and black shorts with a minimum 7-inch inseam or black sweat pants. No logo on shorts or pants and no yoga pants. Student's name is required on front or back of the T-shirt (first initial and last name – hand written is okay.)

If it is cold outside, personal jackets and sweatshirts will be allowed for warmth/dry purposes.

Q: Why dress code and uniform requirements for Health/Fitness?

- The uniform brings a positive level of consistency to our department and our students. We currently have regulations on the dress code in our classes for fitness reasons, but with the streamline uniform requirements, we are confident the students will have an increased sense of equality, ownership, and community. This will create a more inclusive environment and support those that may otherwise be left out due to socioeconomic status, clothing choices, and/or lack of proper athletic clothing.

Q: How do I order the uniform?

- Uniforms can be purchased at the main office at the beginning of the school year (cash or check payable to TMS ASB) or online through Touchbase (schoolsales.nsd.org) The online store will open on August 10, 2020. Purchased PE clothes will be passed out during PE class.

Q: How much does it cost?

- | | |
|-----------------------|--------------------|
| • T-Shirt - \$7.00 | Shorts - \$9.00 |
| • Cinch Sack - \$5.00 | Full Set - \$20.00 |

Q: What if we can't afford the uniform or provide for the dress code requirements?

- Scholarships are available. Please contact Brigitte Wheeler at bwheeler@nsd.org

TIMBERCREST FAQs

The transition to middle school can be both an exciting and uncertain experience for students and parents. Here are some FAQ's to help you navigate.

Q: How do I stay up to date on what is happening at Timbercrest?

- Check the TMS website frequently! The website is updated daily/weekly with announcements, school calendar, Daily Bulletin, news and school resources. Go to: www.nsd.org/timbercrest.
- Read the **Pack Report** – Timbercrest's bi-monthly e-newsletter. You will automatically be subscribed to receive the newsletter in August based on the email address(s) provided on registration materials. Updates can be made through ParentVue web portal. The Pack Report can also be downloaded from the Timbercrest website.
- Download the Northshore School District App to view news, calendars, menus and more.

Q: What does the daily schedule look like?

- School start and end times as well as bell schedules are available on the website at <https://timbercrest.nsd.org/our-school/middle-school-schedules>

Q. What if I have concerns about my child's progress in school, or any other student issues?

- Open and direct communication is promoted at Timbercrest.
- Contact the teacher or staff member directly.
- Parents and students have access to view attendance, grades, etc. through ParentVue. Parents and students can easily communicate with teachers within the portal.
- Counselors are available on campus to support students' emotional, social, and academic needs.
- Additional resources are available – math help (am) and homework help (pm).

Q. Who is my student's counselor and how can I reach them?

2019-2020 Assignments:

- Ann McGowan, amcgowan@nsd.org 425/408-6920 – 7th grade
- Dierdre Flaherty, dflaherty@nsd.org 425/408-6924 – 6th grade
- Alon Patashnik, Apatashnik@nsd.org 425/408-6921 – 8th grade

Note: Counselors follow class as they move grades.

Q: How do I get a username and password to access ParentVue?

- Email our Registrar, Maureen Wilson at mwilson@nsd.org

Q: How does Timbercrest help 6th graders make the transition?

WEB – Where Everyone Belongs – is a program specifically designed to help students' transition into middle school.

- The process starts in the spring of 5th grade with classroom visits and campus tours.

- 6th graders are grouped with selected 8th grade peer mentors.
- First day of school is for 6th grade only (and WEB leaders).
- 6th graders will spend their first day at middle school with their WEB group and walk through their individual class schedule and classroom locations. The day will include a variety of fun orientation activities.
- WEB activities continue throughout the school year.

Q: What about backpacks, lunch and school supplies?

- There are no lockers at Timbercrest, except in the PE locker room where students enrolled in PE can store their items during their PE class.
- Students involved in after school athletics, need to make arrangements with their coach or PE teacher to store their gear during the school day.
- Students need a backpack that they can take from class to class.
- Typically, students don't need to carry textbooks. Many textbooks are available online.
- Students who bring lunch need to carry it with them throughout the day.
- Various lunch options can be purchased in the cafeteria.
- Prepayments for lunch can be set up through PayPams on the NSD website, or by sending a check or cash with your student to be given to the kitchen manager. PayPams will charge a \$1.95 per payment processing fee. Downloading the PayPam app. is a great way to monitor and add funds to your student's account.
- School supplies – Less is more for the first day of school. Typically a binder or set of folders (one for each subject), paper, a couple composition books, and pencils will be enough. There is a general Supply List posted on the Timbercrest website for all grades and all subjects. Teachers will communicate specific material requirements within the first 1-2 weeks of school. Students will receive a student planner/agenda the first week of school.
- Families needing financial assistance can request a backpack with basic school supplies from their student's counselor.

Q: What is an ASB card, and does my child need it?

- The ASB (Associated Student Body) card is required for all students choosing to participate in any extra-curricular school activity. This includes all clubs, athletics, Honor Society, theater productions, Jazz Band, etc. The money collected is used to pay officials at sporting events, buses for transportation, uniforms, materials for use by clubs, etc. The cost is \$25 per school year and can be purchased through the Timbercrest online store at <https://schoolsales.nsd.org> or through the main office.

Q: What is the Electronics Policy?

- Cell phones and other electronic devices are discouraged from being brought to school and may not be used at school during the school day. This means that the device(s) must be inaudible and put away and not visible (in students' hands) upon arrival at TMS and stay away until the end of the school day.
- Personal electronic devices may not be used in classrooms (***except with teacher permission***) or anywhere on campus.

Q: What do I need to do if my child is absent, late to school, or needs to leave early?

- Report an absence (within 48 hours of absence.....complete one of the following)
 - call the Attendance line @ 425-408-6910
 - send an email to tmsattendance@nsd.org
 - send a note in with student when they return to school.
- Request early dismissal or late arrival (complete one of the following)
 - Send a signed note with student to bring to Attendance desk. Student may then sign themselves in or out at the Attendance desk and meet parent/guardian in parking lot or return to class.
 - Send an email to tmsattendance@nsd.org with the requested dismissal time and then come in to the office to sign student out.
 - Call the Attendance line @425-408-6910 with the requested dismissal time and then come in to the office to sign student out.
- Pre-Arranged absences – student will miss more than 3 consecutive school days.
 - Student/Parent/Teachers complete Pre-Arranged Absence form (online or at Attendance desk) and returns completed form to Attendance desk prior to scheduled absence.

Q: If my child is absent, how can they request their homework?

- Homework can be obtained by:
 - Checking teachers' websites.
 - Emailing teachers
 - Contacting a fellow student from class
 - Upon returning to class, obtain assignments from teachers.

Q: How can my child obtain a pass to ride another bus?

- Students will receive their bus assignment from the Transportation Dept. in August.
- Students wishing to change their assigned bus or stop location, will need to complete and submit a "Request Bus Stop Change Form" which can be found on the NSD website under Transportation.
- No bus passes can be approved until the bus loads are determined and the Transportation Department has given approval (usually late October).
- To ride another bus on a particular day, students must request a pass. Many buses are full and do not accept bus passes. Most buses limit the number of extra riders. Bus pass requests are good for that day only.
- To obtain a bus pass, students must bring a note signed by their parent/guardian to the Main Office no later than 10:30 AM. We cannot accept bus pass requests by phone or email. The request must include:
 - First and last name of the student requesting the pass
 - Name of the student they will ride with
 - Stop location of the student they will ride with

- Bus number
- Signature of parent/guardian
- Student's pick up their bus pass from the main office. Passes will be ready for pickup at lunchtime.

Q: If my child is transported to school by private vehicle, is there a particular location for drop off/pick up?

- The front parking lot is used for all student arrival/departures.
- Please use the drop off/pick up line.
- Once in the drop off/pick up line, stay in tight formation and please keep moving.
- Do not use the second lane to drop off/pick up as this creates a safety concern for students crossing through the parking lot.
- If your son/daughter is not ready to be picked up, please park in the parking lot until they are ready to be picked up in the drop off/pick up lane.
- Do not pick up/drop off in the back or side entrance to the school.
- Please DO NOT park in the bus loading zone at any time.
- Please avoid parking on the street as this causes congestion and limits bus access.

Q. What if I need to deliver an item or a message to my student?

- Student deliveries are brought to the main office. We will notify your student that they have an item to pick up. Messages are delivered to your student's teacher to relay to your child.

Q. What if my student needs to take medication during the school day?

- State law mandates several requirements for medications to be administered at school. This applies to all medications including prescription/emergency and over-the-counter medications such as inhalers, Epipens and Ibuprofen. Requirements include:
 - Written authorization from a licensed health care provider including specific instructions.
 - Completed Medication Authorization form on file in the health room
 - If any medication adjustments in dosing or frequency are made, parents must notify the school nurse and a new order (Medication Authorization form) must be completed.
 - Advanced planning with the school nurse is needed for students who need access to medications during field trips, after school sports, clubs and activities where students may not have access to school stored medications in the health room after school hours.

Q. Does Timbercrest offer and Clubs for students? Can you sign up for National Junior Honor Society?

- Timbercrest has a number of clubs that meet regularly. Club offerings vary from year to year. The only requirement for participation is an ASB card. 2019-20 Clubs include: French, Magic Card, Learn to Code, GSA, Math, Robotics.

- National Junior Honor Society has very specific requirements students must meet to qualify. Please see the NJHS link on our Timbercrest website for detailed information and forms.

Q. Can I visit during the school day?

- We are a closed campus. Visits to classrooms during the school day must be pre-arranged with the classroom teacher and approved by an administrator. Volunteers must be cleared through Washington State Patrol. Volunteer forms are available on our website, the district website and in the TMS main office. Completed forms are turned into the Timbercrest main office and require 48 hours to process. Each NSD school maintains their own database of cleared volunteers.
- **ALL VISITORS MUST SIGN IN** (in the main office) and wear a Visitor badge while on campus.

Q. What role can a parent play in supporting the entire school?

- Join PTSA – The cost is \$15 per person.
 - At the beginning of the school year, we raise money through our one fundraiser, “Pass the Hat”, to support special school programs and classroom needs through grants.
 - We connect parents to the school through volunteering.
 - We publish a Student Directory.
- Support the ASB fundraisers
- Volunteer – complete volunteer forms (on the NSD and TMS website). Volunteer clearance (Washington State Patrol background check) is good for two years.

Q: What sports are offered at TMS?

- Tennis, Soccer, Volleyball, Cross Country, Basketball, Wrestling, and Track.
- Sixth grade sports are non-cut and include: Basketball, Cross Country, Soccer, Track, Wrestling, Girls Volleyball. See website for schedules.

Q: How do I register for sports?

To participate, all forms must be completed online at: <https://northshore-wa.finalforms.com/>

- Online registration process must be completed. The parent/guardian must complete their part online at Final Forms, and the student must log into their district email to complete the forms. *(Please note that incoming 6th graders will receive their final forms initial email mid-August).*
- Turn in a current physical completed by your child’s physician to the office (physicals are good for 2 years).
- Purchase an ASB card.
- Pay Player fees.
- Student must maintain academic eligibility during the entire season.
- For assistance with registration contact Kristie Brower - kbrower@nsd.org.

GRADING POLICY, TERMS & DEFINITIONS

➤ Grading System

The minimal passing mark/grade is D = 1.0. Students in grades six through twelve will be graded with the 11-point system of:

Alpha Mark	Grading Scale	GPA Point Value
A	93% - 100%	4.0
A-	90% - 92.9%	3.7
B+	87% - 89.9%	3.3
B	83% - 86.9%	3.0
B-	80% - 82.9%	2.7
C+	77% - 79.9%	2.3
C	73% - 76.9%	2.0
C-	70% - 72.9%	1.7
D+	67% - 69.9%	1.3
D	60% - 66.9%	1.0
F	59% and lower	0.0
P (Pass)		No Points
CR (Credit)		No Points
NC (No Credit)		No Points



➤ Credit

.5 credit is earned for each semester class in which the student has a passing grade. A minimum of 24.00 credits is required for graduation – grades 9 – 12. Credit earned in grades 6, 7 and 8 do not apply toward high school credit with the exception of Spanish 100, algebra, geometry and algebra II/trigonometry. Sixth, seven and eighth grade students in these courses must request this credit be added to their transcript, but have until their senior year in high school to make this request. Classes receiving a “P” (Pass) grade will not be computed into the students GPA (Grade Point Average).

➤ NSD Diploma

To preserve the integrity of the comprehensive high school diploma, 85% of the required credits for graduation shall be earned through the student’s comprehensive high school course offerings. No more than 50% of the graduation requirements in any discipline may be obtained from approved accredited sources outside the Northshore School District. Students who earn more than 15% of the total required credits or more than 50% of the required credits in any discipline from outside sources, and who complete all district requirements for graduation, shall receive a diploma from one of the District’s Alternative High School programs.

Example: Required credits for math – 3.0, no more than 1.5 credits in math can be taken outside of NSD and still receive a comprehensive NSD high school diploma.

CLASS REGISTRATION

➤ **Progress Reports**

Mid-term progress reports and/or 6th grade quarterfinal grades are issued the middle of each semester and mailed to all students. The mid-term grade report is informational only. Parents/guardians and students can access grades through ParentVUE and StudentVUE on the Timbercrest website to monitor current class progress.

➤ **Report Cards**

Report cards are mailed home for 6th grade quarterfinal grades and for all grade levels at the end of each semester.

➤ **Potential Failure Notice**

Twice each semester, parent/guardian's will be notified via telephone and/or email if their student is at risk of failing a class.

➤ **Requirement**

A class you must take in order to meet sixth, seventh, or eighth grade requirements. Some students with IEP's (Individualized Education Plan) may have specially designed alternative core courses.

➤ **Elective**

A class selected based on need and interest. Elective classes are subject to change or deletions due to low registrations counts or changes in staffing. Students are required to list alternative elective choices. Alternate choices must be different than their preferred selected choices.

➤ **Prerequisite**

A class or requirement that must be met before you are eligible for a class, i.e. prerequisite to Geometry is Algebra I.

➤ **Schedule Changes**

It is critical that the choices made by students during registration are considered to be final. Courses offered and staffing for the following year are based on the choices students make during the registration process. Schedule changes may be made on a limited basis for the following reasons:

- A student does not have the skills to continue in the class
- Incomplete schedule
- Duplicate classes, i.e. two math classes
- IEP/ELL placement
- Administrative withdrawal is requested
- Medical reasons

Semester course changes may be allowed within the first ten (10) days of a semester without penalty, but are subject to seat availability and administrative approval. Changes after the tenth day maybe considered when extenuating circumstances exist. After the tenth (10th) day, dropped courses will be graded "F". Schedule change requests must be submitted in writing from a parent/guardian, email is acceptable.

➤ **Summer School**

Summer school course(s) must be complete **prior to the beginning** of the following school year for students that choose to take a summer course to cover a prerequisite and advance to the next level of that course, i.e. Algebra I taken during the summer to advance to geometry.

LANGUAGE ARTS

CHALLENGE ENGLISH/LANGUAGE ARTS – GRADE 6

Course length: Yearlong

This course builds upon previous learning of the Common Core State English/Language Arts (ELA) Standards in elementary school, prepares students for the Smarter Balanced State Assessments, and establishes the skills necessary for a successful progression of learning to the next grade level of ELA course work.

The sixth grade ELA SpringBoard curriculum extends the development of reading, composition, and speaking skills. Sixth grade Springboard instructional materials center upon the theme of **Change**. Using Advanced Placement (AP) strategies, students are taught to analyze complex fiction and nonfiction from a variety of genres, including longer literary studies of a class novel and a Shakespearean play, and includes a selection of novels students can choose for independent reading. Sixth graders stretch their composition skills by responding to analytical writing prompts. Students actively participate in text-based class discussions and study vocabulary to expand their writing, reading, and speaking skills. Each unit culminates in two comprehensive Embedded Assessments.

ADVANCED ACADEMICS PROGRAM (AAP) ENGLISH/LANGUAGE ARTS - GRADE 6

Course Length: Yearlong



Students must qualify for placement by participating in the EAP program in elementary school or through the NSD highly capable screening and testing process. This is not a self-select course; students will be individually scheduled for this course.

This course builds upon previous learning of the Common Core State English/Language Arts (E/LA) Standards in elementary school, prepares students for the Smarter Balanced State Assessments, and establishes the skills necessary for a successful progression of learning to the next grade level of E/LA course work.

The 6th grade E/LA SpringBoard curriculum extends the development of reading, composition, and speaking skills. 6th grade instructional materials center upon the theme of Change. Using Advanced Placement (AP) strategies, students are taught to analyze complex fiction and nonfiction from a variety of genres, including longer literary studies of novels and a Shakespearean play, and includes a selection of novels students can choose for independent reading. 6th graders stretch their composition skills by responding to AP style writing prompts. Students actively participate in text-based class discussions and study vocabulary to expand their writing, reading, and speaking skills. Each unit culminates in two comprehensive Embedded Assessments.

Note: Students who enroll by choice in an advanced E/LA class do so with the understanding that novels will be more sophisticated and will be read at a higher level of maturity than novels in the general education English/Language Arts course. Alternate reading assignments are not provided for students enrolled in these choice E/LA courses.

ENGLISH/LANGUAGE ARTS – GRADE 7*Course Length: Yearlong*

This course builds upon previous learning of the Common Core State English/Language Arts (E/LA) Standards in sixth grade, prepares students for the Smarter Balanced State Assessments, and establishes the skills necessary for a successful progression of learning to the next grade level of E/LA course work.

The seventh grade E/LA SpringBoard curriculum extends the development of reading, composition, and speaking skills. Seventh grade course materials center upon the theme of **Choice**. Using Advanced Placement (AP) strategies, students are taught to analyze complex fiction and nonfiction from a variety of genres, including longer literary studies of a novel and a Shakespearean play. Seventh graders stretch their composition skills by responding to analytical writing prompts. Students actively participate in text-based class discussions and study vocabulary to enhance their writing, reading, and speaking skills. Each unit culminates in two comprehensive Embedded Assessments.

CHALLENGE ENGLISH/LANGUAGE ARTS – GRADE 7*Course Length – Yearlong*

Students may register for this course through the Self-Select process. This course builds upon previous learning of the Common Core State English/Language Arts (E/LA) Standards in sixth grade, prepares students for the Smarter Balanced State Assessments, and establishes the skills necessary for a successful progression of learning to the next grade level of E/LA course work.

The seventh grade E/LA SpringBoard curriculum extends the development of reading, composition, and speaking skills. Seventh grade course materials center upon the theme of **Choice**. Using Advanced Placement (AP) strategies, students are taught to analyze complex fiction and nonfiction from a variety of genres, including longer literary studies of a novel and a Shakespearean play. Seventh graders stretch their composition skills by responding to analytical writing prompts. Students actively participate in text-based class discussions and study vocabulary to enhance their writing, reading, and speaking skills. Each unit culminates in two comprehensive Embedded Assessments.

In addition to the course description below, students taking this course must exhibit strong writing skills, have excellent reading comprehension, and be self-motivated in completing class work. The Challenge 7th Grade E/LA class may move at a faster pace and include additional novels to be read independently by the student.



ADVANCED ACADEMICS PROGRAM (AAP) ENGLISH/LANGUAGE ARTS – GRADE 7*Course length: Yearlong*

Students must qualify for placement by participating in the EAP program in elementary school or through the NSD highly capable screening and testing process. This is not a self-select course; students will be individually scheduled for this course.

This course builds upon previous learning of the Common Core State English/Language Arts (E/LA) Standards, prepares students for the Smarter Balanced State Assessments, and establishes the skills necessary for a successful progression of learning to the next grade level of E/LA course work.

The 7th grade E/LA SpringBoard curriculum extends the development of reading, composition, and speaking skills. 7th grade instructional materials center upon the theme of Choice. Using Advanced Placement (AP) strategies, students are taught to analyze complex fiction and nonfiction from a variety of genres, including longer literary studies of novels and a Shakespearean play, and includes a selection of novels students can choose for independent reading. 7th graders expand their composition skills by responding to analytical writing prompts. Students actively participate in text-based class discussions and study vocabulary to expand their writing, reading, and speaking skills. Each unit culminates in two comprehensive Embedded Assessments.

ENGLISH/LANGUAGE ARTS – GRADE 8*Course length: Yearlong*

This course builds upon previous learning of the Common Core State English/Language Arts (E/LA) Standards, prepares students for the Smarter Balanced State Assessments, and establishes the skills necessary for a successful progression of learning to the next grade level of E/LA course work.

The eighth grade E/LA SpringBoard curriculum develops reading, composition, and speaking skills. Eighth grade instructional materials center on the theme of **Challenge**. Using Advanced Placement (AP) strategies, students are taught to analyze complex fiction and nonfiction from a variety of genres, including a longer literary study of a class novel and a Shakespearean play. Eighth graders stretch their composition skills by responding to analytical writing prompts. Students actively participate in text-based class discussions and study vocabulary to enhance their writing, reading, and speaking skills. Each unit culminates in two comprehensive Embedded Assessments.

CHALLENGE ENGLISH/LANGUAGE ARTS – GRADE 8*Course length: Yearlong*

Prior enrollment in Challenge E/LA 7 is not a prerequisite. Students may register for this course through the Self-Select process. This course builds upon previous learning of the Common Core State English/Language Arts (E/LA) Standards in seventh grade, prepares students for the Smarter Balanced State Assessments, and establishes the skills necessary for a successful progression of learning to the next grade level of E/LA course work.

The eighth grade E/LA SpringBoard curriculum develops reading, composition, and speaking skills. Eighth grade instructional materials center on the theme of **Challenge**. Using Advanced Placement (AP) strategies, students are taught to analyze complex fiction and nonfiction from a variety of genres, including a longer literary study of a class novel and a Shakespearean play. Eighth graders stretch their composition skills by responding to analytical writing prompts. Students actively participate in text-based class discussions and study vocabulary to enhance their writing, reading, and speaking skills. Each unit culminates in two comprehensive Embedded Assessments.

In addition to the eighth Grade English/Language Arts course description above, students taking this course must exhibit strong writing skills, have excellent reading comprehension, and be self-motivated in completing class work. The Challenge eighth Grade E/LA class may move at a faster pace and include additional novels to be read independently by the student.

ADVANCED ACADEMICS PROGRAM (AAP) ENGLISH/LANGUAGE ARTS – GRADE 8

Course length: Yearlong

Students must qualify for placement by participating in the Advanced Academics Program (AAP)/Highly Capable English in seventh grade or through the NSD highly capable screening and testing process. This is not a self-select course; students will be individually scheduled for this course.

This course builds upon previous learning of the Common Core State English/Language Arts (E/LA) Standards, prepares students for the Smarter Balanced State Assessments, and establishes the skills necessary for a successful progression of learning for advanced level E/LA course work.

The 8th grade E/LA curriculum extends the development of reading, composition, and speaking skills. 8th grade SpringBoard materials center on the theme of Challenge. Using Advanced Placement (AP) strategies, students are taught to analyze complex fiction and nonfiction from a variety of genres, including longer literary studies of novels and a Shakespearean play, and includes a selection of novels students can choose for independent reading. The curriculum includes composition skills responding to AP style writing prompts. Students actively participate in text-based class discussions and study vocabulary to enhance their writing, reading, and speaking skills. Each unit culminates in two comprehensive Embedded Assessments. Students who enroll by choice in an advanced E/LA class do so with the understanding that novels will be more sophisticated and will be read at a higher level of maturity than novels in the general education English/Language Arts course.



SOCIAL STUDIES

CHALLENGE ANCIENT & MEDIEVAL WORLD HISTORY – GRADE 6

Course length: Yearlong

Sixth grade Ancient and Medieval World History is a yearlong course covering the history of the world from its beginnings to 1450 CE. During this year at least six major world civilizations will be studied in-depth focusing on deepening students understanding of the Earth and its peoples through the study of history, geography, politics, culture, and economic systems from different regions of the world. Students will analyze the interactions among various cultures, emphasizing their enduring contributions and the link between the contemporary and ancient worlds.

This course addresses the Common Core State Standards for History, prepares students for the Smarter Balanced State Assessments, and establishes social studies skills necessary for a successful progression of learning to the next grade level of Social Studies course work.

ADVANCED ACADEMICS PROGRAM (AAP) ANCIENT & MEDIEVAL WORLD HISTORY – GRADE 6

Course length: Yearlong

Students must qualify for placement by participating in the EAP program in elementary school or through a highly capable screening and testing process. This is not a self-select course; students will be individually scheduled for this course.

6th grade Ancient and Medieval World History is a yearlong course covering the history of the world from its beginnings to 1450 CE. During this year at least six major world civilizations will be studied in-depth focusing on deepening students understanding of the Earth and its peoples through the study of history, geography, politics, culture, and economic systems from different regions of the world. Students will analyze the interactions among various cultures, emphasizing their enduring contributions and the link between the contemporary and ancient worlds.

This course addresses the Common Core State Standards for History, prepares students for the Smarter Balanced State Assessments, and establishes social studies skills necessary for a successful progression of learning to the next grade level of Social Studies coursework.

WASHINGTON STATE HISTORY – GRADE 7

Course length: Yearlong

Note: Passing one semester of Washington State History is a high school graduation requirement.

Students will use maps, charts and other geographical tools as they explore the five themes of geography. Other units include Native Americans in the Pacific Northwest, European Exploration and early settlement of Washington, the journey from territory to statehood, and Washington State's

industrial growth. State government, economics and trade in the modern state and the world will also be studied. This course addresses the Common Core State Standards for History, prepares the students for the Smarter Balances State Assessments, and establishes the skills necessary for a successful progression of learning to the next grade level of Social Studies coursework.

CHALLENGE WASHINGTON STATE HISTORY – GRADE 7

Course length: Yearlong

Note: Passing one semester of Washington State History is a high school graduation requirement.

Students may register for this course through the Self-Select process. Students will use maps, charts and other geographical tools as they explore the five themes of geography. Other units include Native Americans in the Pacific Northwest, European Exploration and early settlement of Washington, the journey from territory to statehood, and Washington State's industrial growth. State government, economics and trade in the modern state and the world will also be studied. This course addresses the Common Core State Standards for History, prepares the students for the Smarter Balanced State Assessments, and establishes the skills necessary for a successful progression of learning to the next grade level of Social Studies coursework

In addition to the course description above, students taking this course will participate in at least one major performance based project that will require outside research and work time. As a result, the course may move at a faster pace. This course requires a high-level of reading, writing, listening, discussing and critical thinking skills. Students must have strengths in these core skills and be self-motivated to meet the high expectations of this class.

ADVANCED ACADEMICS PROGRAM (AAP) WASHINGTON STATE HISTORY – GRADE 7

Course length: Yearlong

Note: Passing one semester of Washington State History is a high school graduation requirement.

Students must qualify for placement by participating in the EAP program in elementary school or through a highly capable screening and testing process. This is not a self-select course; students will be individually scheduled for this course.

Please refer to the Challenge Social Studies 7-Washington State History course description above. This course is designed to meet the graduation requirements of Washington State. Historical topics are explored through multiple textbooks and supplementary readings, including speeches, short stories and documents. The readings and subsequent dialogue are designed to encourage and develop high-level discourse on issues important to Washington state.



US HISTORY – GRADE 8

Course Length: Yearlong

Eighth grade US History is a yearlong course covering the history of the United States from pre-exploration to 1877. Major units of study include: Colonial Era, Revolution, Constitution and the early nation, the Westward Movement, the Civil War, and Reconstruction. Historical topics are explored through the use of primary documents, scholarly readings, experiential exercises and simulations while fostering citizenship and democratic ideals. Eighth graders will complete the eighth grade social studies Classroom Based Assessment (CBA) in the spring. This course addresses the Common Core State Standards for History, prepares the students for the Smarter Balanced State Assessments, and establishes the skills necessary for a successful progression of learning to the next grade level of Social Studies course work.

CHALLENGE U.S. HISTORY – GRADE 8

Course length: Yearlong

Note: Students may register for this course through the Informed Self-Select process. Prior enrollment in seventh grade Challenge Social Studies is not required.

Eighth grade US History is a yearlong course covering the history of the United States from pre-exploration to 1877. Major units of study include: Colonial Era, Revolution, Constitution and the early nation, the Westward Movement, the Civil War, and Reconstruction. Historical topics are explored through the use of primary documents, scholarly readings, experiential exercises and simulations while fostering citizenship and democratic ideals. Eighth graders will complete the eighth grade social studies Classroom Based Assessment (CBA) in the spring. This course addresses the Common Core State Standards for History, prepares the students for the Smarter Balanced State Assessments, and establishes the skills necessary for a successful progression of learning to the next grade level of Social Studies coursework.

In addition to the description above, the Challenge U.S. History course requires participation in at least one major performance based project that requires outside research and work time. As a result, this course may move at a faster pace. Eighth graders also complete the eighth grade Social Studies Classroom Based Assessment (CBA) in the spring. This course requires a high-level of reading, writing, listening, discussing and critical thinking skills. Students must have strengths in these skills and be self-motivated to meet the high expectations of this class.



ADVANCED ACADEMICS PROGRAM (AAP) UNITED STATE HISTORY – GRADE 8

Course length: Yearlong

Students must qualify for placement by participating in the Advanced Academics Program (AAP)/Highly Capable Washington State History/World Geography in seventh grade or through a highly capable screening and testing process. This is not a self-select course; students will be individually scheduled for this course.

This course requires participation in at least one major performance based project that will require outside research and work time. This course requires high-level reading, writing, and listening, discussing and critical thinking skills. Students must be self-motivated to meet the high expectations of this class. One classroom-based assessment will be administered in the spring. Northshore School District social studies courses incorporate Common Core State Standards in writing and reading for history. The current performance based project is National History Day (“NHD”). NHD is a rigorous and challenging research project that requires of students a minimum of 50 hours independent work outside of the classroom. Historical topics are explored through multiple textbooks and supplementary readings, including speeches, short stories and documents. The frequent use of great documents and speeches fosters citizenship and democratic ideals. Students complete the eighth grade Social Studies Classroom Based Assessment (CBA) in the spring.



MATHEMATICS

MATH 6 – GRADE 6

Course length: Yearlong

Equipment: *A basic calculator is required.*

This course aligns to the Grade 6 Common Core State Standards for Mathematics and prepares students for the Smarter Balanced state math assessments. The course applies and extends previous understandings of numbers to the system of rational numbers. Students will understand ratio concepts and use ratio reasoning to solve problems. Students will apply and extend previous understandings of arithmetic to algebraic expressions, reason about and solve one-variable equations and inequalities, and represent and analyze quantitative relationships between dependent and independent variables. Other topics include solving real-world and mathematical problems involving area, surface area and volume, developing understanding of statistical variability, and summarizing and describing distributions. Students will continue to develop problem solving, reasoning and proof, communication, and mathematical modeling skills aligned to the Standards for Mathematical Practice.

MATH 7 – GRADE 7

Course length: Yearlong

Equipment Required: *A scientific calculator is required. The Texas Instrument TI-83 or TI-84 family of graphing calculators may be used.*

This course aligns to the Grade 7 Common Core State Standards for Mathematics and prepares students for the Smarter Balanced state math assessments. The course builds upon work done with fractions and decimals to include operations with positive and negative rational numbers. Students will extend their understanding of ratios to study proportionality, similarity, percent and probability. Students will extend their experience displaying and interpreting data to include comparing data sets, drawing conclusions and analyzing statistical studies. Other topics that will be covered are angle relationships in geometry, surface area and volume for three dimensional figures, and solving two-step linear equations and inequalities. Students will continue to develop problem solving, reasoning and proof, communication, and mathematical modeling skills aligned to the Standards for Mathematical Practice.

CHALLENGE MATH 7 – GRADE 7

Course length: Yearlong

Equipment Required: *A scientific calculator is required. The Texas Instrument TI-83 or TI-84 family of graphing calculators may be used.*

This course is designed for a student preparing to take Algebra during their 8 grade year and for the Smarter Balanced state math assessments. This course is the first year of a two-year sequence that compresses all of the Common Core State Standards for 7 grade math, 8 grade math, and Algebra 1 in two years. The course builds upon the work done with fractions and decimals to include operations with positive and negative rational numbers. Students will extend their understanding of

ratios to study proportionality, similarity, slope and probability. Students will solve a variety of linear equations and inequalities. Students will extend their experience displaying and interpreting data to include comparing data sets, drawing conclusions and analyzing statistical studies. Other topics that will be covered are linear functions, surface area and volume for three-dimensional figures, angle and line relationships in geometry, and transformations. Students will continue to develop problem solving, reasoning and proof, communication, and mathematical modeling skills aligned to the Standards of Mathematical Practice.

MATH – GRADE 8

Course length: Yearlong

Equipment Required: *A scientific calculator is required. The Texas Instrument TI-83 or TI-84 family of graphing calculators may be used.*

This course aligns to the Grade 8 Common Core State Standards for Mathematics and prepares students for the Smarter Balanced state math assessments and Algebra 1. The course builds upon the previous year's work of solving two-step linear equations and moves to solving a variety of linear equations. Students will then begin solving systems of linear equations. Students will investigate patterns of association in bivariate data. Other topics that will be covered are linear functions, angle and line relationships in geometry, transformations, Pythagorean theorem, functions, an introduction to the laws of exponents, and working with scientific notation. Students will continue to develop problem solving, reasoning and proof, communication, and mathematical modeling skills aligned to the Standards for Mathematical Practice.

ALGEBRA 1

Course length: Yearlong /1 high school credit

Prerequisite: *7- Grade Challenge Math OR Completion of an 8th Grade Accelerated Summer Math Course. Students considering this option should contact their school counselor. OR Completion of a 7th Grade Challenge Summer Math Course. Students considering this option should contact their school counselor. OR Qualifying score on Algebra Readiness Assessments*

Equipment required: *The Texas Instrument TI-83 or TI-84 family of graphing calculators is required.*

This course expands on the students understanding of using arithmetic operations and properties to include the symbolic language of algebra. Students will formalize their understanding of functions with a focus on linear functions, exponential functions and quadratic functions. Other topics that will be studied are writing equations to model linear equations, solving systems of linear equations and inequalities, solving quadratic equations with real roots, exponent laws and properties, patterns of association in bivariate data, and the Pythagorean Theorem. Students will continue to develop problem solving, reasoning and proof, communication, and mathematical modeling skills aligned to the Standards for Mathematical Practice.

GEOMETRY

Course length: Yearlong /1 high school credit

Prerequisite: Algebra 1

Equipment required: The Texas Instrument TI-83 or TI-84 family of graphing calculators is required.

This course is the second math course in the high school math sequence, following Algebra 1, and addresses the Common Core State Standards for high school mathematics. Students will formalize their reasoning skills to write proofs built on definitions, axioms, and theorems. Students will study parallel and perpendicular lines, triangle properties, quadrilateral properties, and properties of other polygons and circles. Other topics that will be studied are similar and congruent figures, right triangle trigonometry, coordinate geometry, geometric transformations, area, surface area and volume of three-dimensional figures. Students will continue to develop problem solving, reasoning and proof, communication, and mathematical modeling skills aligned to the Standards for Mathematical Practice.

ALGEBRA II - TRIGONOMETRY

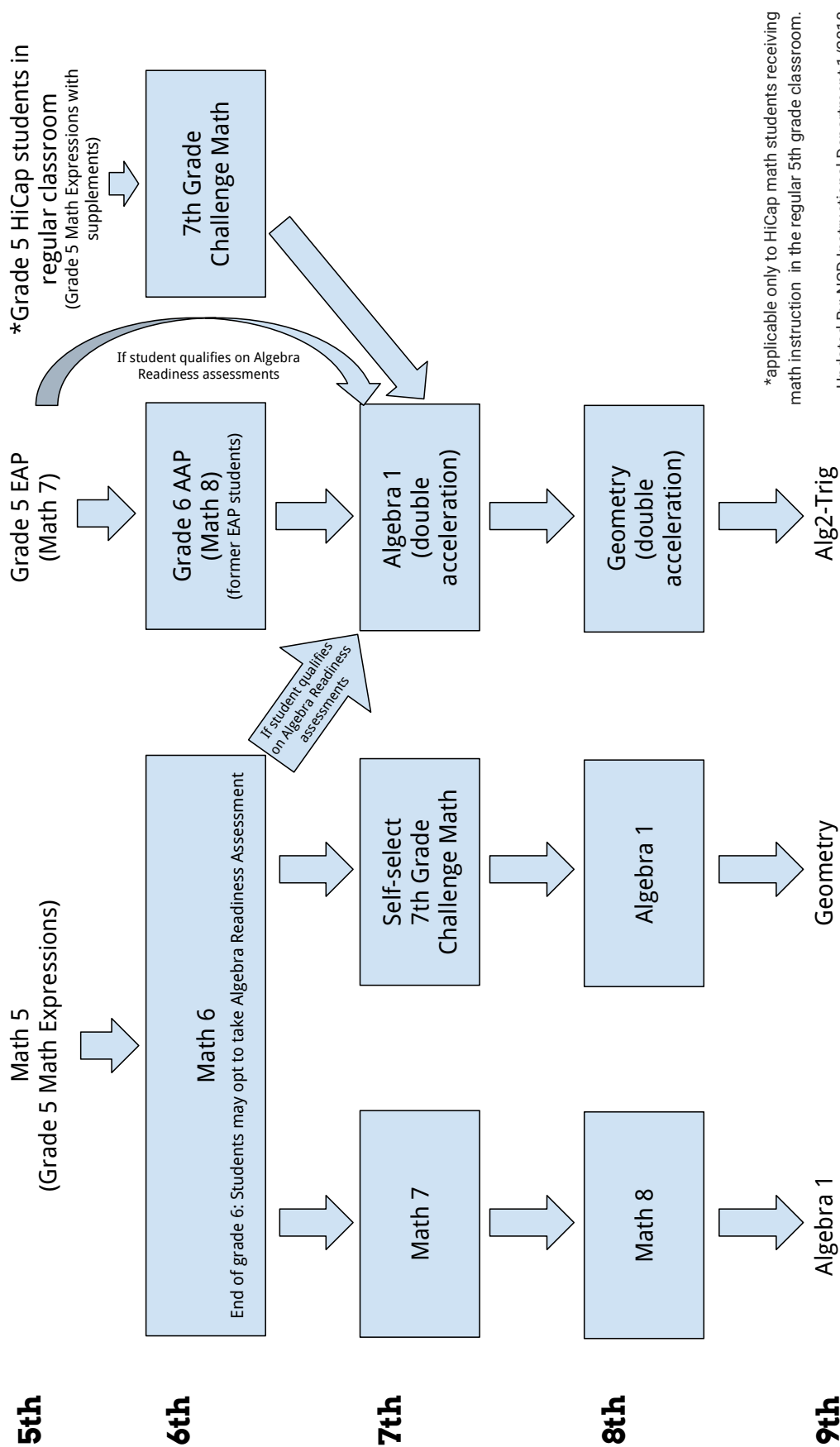
Course length: Yearlong /1 high school credit

Prerequisite: Completion of Geometry

Equipment required: The Texas Instrument TI-83 or TI-84 family of graphing calculators is required.

Diploma Category: M3 (M1) Students need to be highly self-motivated, as this course is designed for a student preparing to complete AP Prep/IB/College in the High School Precalculus Course. Students will expand their understanding of number systems to include complex numbers and will grow more proficient in their use of algebraic techniques. This course focuses on the study of functions: linear, quadratic, exponential, logarithmic, square root, cubic, and those involving inverse variation. Students will study periodic and trigonometric functions. Other topics that will be studied are combinations and permutations, probability, binomial theorem, measures of variability, and geometric and arithmetic sequences and series.

Middle School Mathematics



SCIENCE

CHALLENGE INTEGRATED SCIENCE – GRADE 6

Course length: Yearlong

Based on the Next Generation Science Standards (Washington State Student Learning Standards) performance expectations for middle school science. Students will engage in science and engineering practices as they learn about disciplinary core ideas within the realm of cells, organisms, energy and weather and climate. Students will also be learning important crosscutting concepts that include: patterns, structure and function, systems and system models.

ADVANCED ACADEMICS PROGRAM (AAP) INTEGRATED SCIENCE – GRADE 6

Course length: Yearlong

Students must qualify for placement by participating in the EAP program in elementary school or through the NSD highly capable application and testing process. This is not a self-select course; students will be individually scheduled for this course.

Based on the Next Generation Science Standards (Washington State Student Learning Standards) performance expectations for middle school science. Students will engage in science and engineering practices as they learn about disciplinary core ideas within the realm of cells, organisms, energy and weather & climate. Students will also be learning important cross-cutting concepts that include: patterns, structure and function, systems and system models. Students will engage in the same content area as 6th Grade Integrated Science with enrichment and a deeper level of complexity. Students should have the desire to continue to academically advance science courses.

INTEGRATED SCIENCE - GRADE 7

Course length: Yearlong

Based on the Next Generation Science Standards (Washington State Student Learning Standards) performance expectations for middle school science, students will engage in science and engineering practices as they learn about disciplinary core ideas through three critical strands--physical science, life science and earth/space science. Specific units of study will include electricity, waves and information transfer, genes and molecular machines, and earth's dynamic systems. Students will incorporate crosscutting concepts (e.g. patterns, systems, etc.) that support scientific understanding and are applicable across science investigations.

CHALLENGE INTEGRATED SCIENCE – GRADE 7

Course length: Yearlong

Based on the Next Generation Science Standards (Washington State Student Learning Standards) performance expectations for middle school science, students will engage in science and engineering practices as they learn about disciplinary core ideas through three critical strands--physical science, life science and earth/space science. Specific units of study will include electricity, waves and information transfer, genes and molecular

machines, and earth's dynamic systems. Students will incorporate crosscutting concepts (e.g. patterns, systems, etc.) that support scientific understanding and are applicable across science investigations.

In addition to the course description above, students taking this course must exhibit strong mathematical, verbal, and writing ability, and be self-motivated in completing class work. The Integrated Seventh Grade Science class may move at a faster pace and level of complexity, and include work to be completed independently by the student.

ADVANCED ACADEMICS PROGRAM (AAP) INTEGRATED SCIENCE – GRADE 7

Course length: Yearlong

Students must qualify for placement by participating in the EAP Program in elementary school or through a highly capable application and testing process. This is not a self-select course; students will be individually scheduled for this course.

This course is intended for students who demonstrate an outstanding aptitude and interest in science, and exhibit strong mathematical, verbal and writing ability. Students will be expected to read complex texts, and must be self-motivated and committed to investing time outside of the classroom studies.

Based on the Next Generation Science Standards (Washington State Student Learning Standards) performance expectations for middle school science, students will engage in science 10 and engineering practices as they learn about disciplinary core ideas through three critical strands-- physical science, life science and earth/space science. Specific units of study will include electricity, waves and information transfer, genes and molecular machines, and earth's dynamic systems. Students will incorporate cross-cutting concepts (e.g. patterns, systems, etc.) that support scientific understanding and are applicable across science investigations.

Students will engage in the same content area as 7th Grade Integrated Science with enrichment and a deeper level of complexity. Students should have the desire to continue to academically advanced science courses.

INTEGRATED SCIENCE – GRADE 8

Course length: Yearlong

This course is based on the Next Generation Science Standards (Washington State Student Learning Standards) performance expectations for middle school science. Students will engage in science and engineering practices as they learn about disciplinary core ideas across three critical strands— physical science, life science, and earth/space science. Specific units of study will include genes and molecular machines, space system explorations, and energy, force and motion. Students will incorporate crosscutting concepts (e.g. structure and function, cause-effect, stability and change, etc.) that support scientific understanding and are applicable across science investigations and labs.

CHALLENGE INTEGRATED SCIENCE – GRADE 8

Course length: Yearlong

This course is based on the Next Generation Science Standards (Washington State Student Learning Standards) performance expectations for middle school science. Students will engage in science and engineering practices as they learn about disciplinary core ideas across three critical strands—physical science, life science, and earth/space science. Specific units of study will include genes and molecular machines, space system explorations, and energy, force and motion. Students will incorporate crosscutting concepts (e.g. structure and function, cause-effect, stability and change, etc.) that support scientific understanding and are applicable across science investigations and labs. In addition to the course description above, students taking this course must exhibit strong mathematical, verbal, and writing ability, and be self-motivated in completing class work. The Challenge Integrated Science 8 class may move at a faster pace, increase in level of complexity, and include work to be completed independently by the student.

ADVANCED ACADEMICS PROGRAM (AAP) INTEGRATED SCIENCE – GRADE 8

Course length: Yearlong

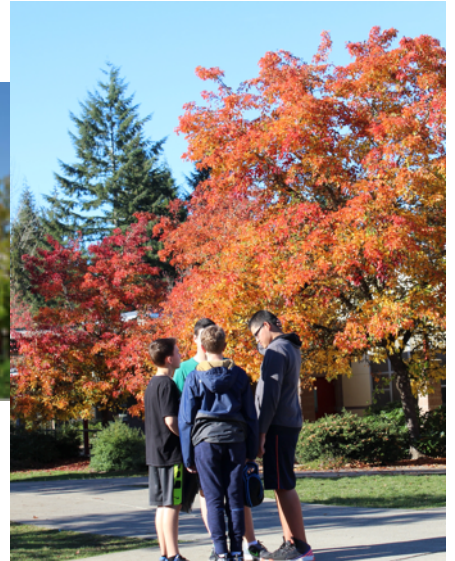
Students must qualify for placement by participating in the EAP program in elementary school or through a highly capable application and testing program, which is initiated in the fall by the District. This is not a self-select course; students will be individually schedule for this course.

This course is intended for students who demonstrate an outstanding aptitude and interest in science and exhibit strong mathematical, verbal and writing ability. Students will be expected to read complex texts, and must be self-motivated and committed to investing time outside of the classroom studies.

Based on the Next Generation Science Standards (Washington State Student Learning Standards) performance expectations for middle school science, students will engage in science and engineering practices as they learn about disciplinary core ideas across three critical strands—physical science, life science, and earth/space science. Science units will include genes and molecular machines, space system explorations, and energy, force and motion. Students will incorporate cross-cutting concepts (e.g. structure and function, cause-effect, stability and change, etc.) that support scientific understanding and are applicable across science investigations and labs.

Students will engage in the same content area as 8th Grade Integrated Science with enrichment and a deeper level of complexity. Students should have the desire to continue with academically advanced science courses.





HEALTH FITNESS

All of Timbercrest Middle School Health/Fitness classes require a PE uniform. A purchased Health/Fitness uniform, which is optional, is available for purchase. Costs are as follows: if purchased separately -

\$7.00 T-shirt,

\$9:00 short, or

\$20.00 – Full set

or student provided charcoal grey crew neck T-shirt, black short (minimum 7 inch inseam). No logo allowed on T-shirt or shorts. Athletic shoes provided by student.

HEALTH/FITNESS 6

Course length: One Semester - Required

GOALS: Health Fitness is a required semester class focusing on the concepts of health and fitness and how they relate to a teenager for a healthy lifestyle. Emphasis is on the need for physical activity, balanced nutrition, the FITT principle, healthy relationships, goal setting, communication, appropriate decision-making, and stress management. Students will be in the classroom and in an activity-based setting. Cardiorespiratory activities will be a minimum of one day per week. Sports/activities vary depending on season, weather, and available teaching areas.

SKILLS: Critical thinking and problem solving for a healthy lifestyle, continued development of physical skills for lifetime participation in a variety of sport fitness, and rhythmic activities, and knowledge and application of rules for various individual sports, team sports, and cardio-respiratory monitoring activities.

ASSIGNMENTS: Daily participation in various fitness, rhythmic, sports and classroom based activities. Includes written assignments, projects, tests, homework, etc. Students will be required to complete various assessments dealing with fitness performance and fitness comprehension.

HEALTH FITNESS 7

Course length: One Semester - Required

Health and Fitness will emphasize health-related fitness, sports' skills and lifetime activities. Students will participate in a variety of team and individual sports/activities. Grade level includes a fitness awareness program and a weekly fitness run or fitness related activity. Through participation in this course students will be working to satisfy the district and state The Class of 2022 two Health and Fitness standards.

This course may include, but is not limited to the following Team and Individual Sports/Activities:

- | | | |
|----------------|-------------------|---------------|
| ● Archery | ● Volleyball | ● Dance |
| ● Badminton | ● Track and Field | ● Disc Sports |
| ● Basketball | ● Softball | ● Fitness |
| ● Bowling | ● Soccer | ● Hockey |
| ● Conditioning | ● Organized Games | ● Lacrosse |
| ● Vzing | ● Weight Training | ● Wrestling |

HEALTH FITNESS 8

Course length: One Semester - Required

Health and Fitness will emphasize health-related fitness, sports' skills and lifetime activities. Students will participate in a variety of team and individual sports/activities. This grade level includes a fitness awareness program and a weekly fitness run or fitness related activity. Through participation in this course students will continue working to satisfy the district and state Health and Fitness.

This course may include, but is not limited to the following Team and Individual Sports/Activities:

- | | | |
|----------------|-------------------|---------------|
| ● Archery | ● Volleyball | ● Dance |
| ● Badminton | ● Track and Field | ● Disc Sports |
| ● Basketball | ● Softball | ● Fitness |
| ● Bowling | ● Soccer | ● Hockey |
| ● Conditioning | ● Organized Games | ● Lacrosse |
| ● Vzing | ● Weight Training | ● Wrestling |

SPECIAL EDUCATION SERVICES

Students in Special Education will participate in classes as determined in collaboration with their IEP (Individualized Education Program) team. Courses will be decided based upon a student's need for specially designed instruction. Some students may qualify for modifications in state assessments and modified credit expectations as noted on their IEP.

- ***General Education Classes with Accommodations*** – Special Education students can participate in general education classes with accommodations. An accommodation is an adjustment to the learning environment or in the delivery of instruction. The difference is “how” we teach. Accommodations do not change the course expectations and are provided without impacting the course for the class.
- ***General Education Classes with Modifications*** – Special Education student can participate in general education classes with modifications. A modification is a change in what is expected from a student. The difference is in “what” we teach. It is altering the content, performance criteria, or instructional level. Modifications require a change in the course code and will no longer meet the college Hec B requirements.
- ***Learning Center (LC) Classes*** – Learning Center classes are exclusively for students in special education. Learning Center courses replace general education core content classes in Math and Language Arts. These classes have combinations of altered content knowledge, conceptual difficulty, educational goals and instructional methods different than those applied in general education classes. These classes have Special Education course codes.
- ***Academic Lab Classes*** – Academic Lab classes are exclusively for students in Special Education. These classes are designed to allow students to receive specially designed instruction as outlined on their IEP, including reading, writing, math, and social skills.
- ***Co-Teaching Classes*** – Timbercrest offers co-taught classes. While there can be varying models, these classes are generally taught by both a highly qualified general education teacher as well as a Special Education teacher in a specific subject area such as Science, Math, Language Arts, or Social Studies. If the Special Education student in this class has accommodations, they will have a general education course code. If they have modifications, they will have a Special Education course code.
- ***Aspire*** – Timbercrest has a specially designed program for students that require support in the area of behavior, social skills and social-emotional needs. Courses offered in this program are noted with Special Education Course codes.
- ***Mid Level Classes*** – Mid-Level classes are exclusively for students in Special Education. These classes are designed for students with significant academic delays and possible cognitive and adaptive skill delays. These classes are meant to replace core content classes in Math and Language Arts. Students access alternative curriculums and smaller classes in order to gain knowledge and skills in these areas. Special Education students need to participate in science and social studies taught by Highly Qualified teachers and access the general education curriculum (can be modified). The only exceptions are students with intellectual impairments that will have IEP determined diploma requirements.

SPED - LEARNING SERVICES

LEARNING CENTER ENGLISH – Grades 6 - 8

Course Length: Yearlong

Prerequisite: IEP Plan/teacher recommendation.

This course emphasizes improving basic reading and writing skills. Vocabulary is developed through Greek and Latin roots. The class instruction is guided and formed by state standards using general education curriculum and IEP goals. In addition, supplemental materials are used to help develop skills.

LEARNING CENTER MATH – Grades 6 - 8

Course Length: Yearlong

Prerequisite: IEP plan/teacher recommendation.

Students will practice basic math skills and facts and work toward increasing fluency. The class instruction is guided and formed by both state standards using corresponding grade level curriculum, and IEP goals.

ACADEMIC LAB – Grades 6 - 8

Course Length: Yearlong

Prerequisite: IEP Plan/teacher recommendation.

This course is designed to address IEP goals and objectives Instruction also supports basic skill remediation. Students will be assigned to an academic lab with a 1) reading/writing focus, or 2) math focus based on student's IEP.

SOCIAL SKILLS - *Experiential Education*

Course Length: Yearlong

Prerequisite: IEP driven, students must qualify for social skills instruction based on social-emotional or behavioral IEP goals. IEP Plan/Teacher recommendation and determined by IEP team.

Using District provided curriculum, students learn skills that support their social emotional wellbeing and promotes their success in academics. Focus is placed on social awareness, self-awareness, self-management, relationship skills, and responsible decision-making in the context of the school environment. Students are provided opportunities to collaborate with peers, work in groups, engage in problem solving strategies, and clarify expected behaviors in different environments through role-play and discussions.

MID-LEVEL AND ASPIRE MATH 6-8

Course Length: Yearlong

Students work on basic math skills, facts and increasing math fluency with the use of district provided curriculum. Class instruction is provided in small groups based on current math assessment placement and individual needs and are IEP directed.

ELECTIVE COURSES

Sixth grade students will select their elective courses from two elective wheel options.

- **Exploratory Elective Wheel A consists of one-semester health/fitness and six quarter long exploratory elective components.**
- **Music Elective Wheel B consists of one-semester health/fitness, two quarter long exploratory elective components and one of the yearlong music courses.**

If you cannot find the answers you need or if you would like to have individual help in planning your course of study, please contact your counselor.



ELECTIVE - FINE ARTS

ELECTIVE WHEEL COMPONENTS – GRADE 6

The elective components consist of a series of 9-week courses designed to provide students with exposure to a variety of subjects. These may consist of: Performance Arts, Visual Arts, STEM, World Cultures, and Fitness-related classes. This exploratory class is an opportunity to cultivate undiscovered interests, and create opportunities for students to make informed decisions about elective offerings in seventh and eighth grade. The make-up of the actual content covered in the Elective Wheel will vary and is dependent on staff expertise and availability.

ART 7/8 - GRADES 7/8

Course Length: Semester

Students will work with clay, draw, paint, use pastels, pen and ink, and other materials to create masterpieces. This is a non-threatening atmosphere where students will learn skills to develop their imagination and creativity. This class is for you whether your expertise is in drawing stick figures and finger painting, a lover of cartoon drawing, or someone with serious art skills who wants to fine-tune them. Students will create foil masks, clay creations, pencil sketches, watercolor and acrylic paintings, calligraphy quotes, cubism studies, and more. Students will leave class with a portfolio of masterpieces.

ART 8 (Studio Art) – GRADE 8*Course Length: One Semester or Full Year**Prerequisite: One semester Beginning Art.*

To further develop art skills learned in Introduction to Art 7/8. Students will learn how various artists; cultures and art movements have used design and space. Students will experiment with different mediums such as pencil, charcoal, pastels, watercolor, tempera, clay, acrylic, and wire. Students will complete portrait drawings and paintings, wire sculpture, clay projects, block prints, art clocks, Multi-Cultural projects, perspective, drawings, and mosaic. Some students will be selected to work on public murals. Students will leave class with a portfolio of masterpieces.

YEARBOOK – GRADES 7/8*Course Length: One Semester*

Students will have a chance to be part of the production of the middle school yearbook. Students will take photographs and develop pages for the yearbook. They will also work on the theme and create art for the yearbook. This course will cover photography, graphic design, page layout and copy writing, editing and computer skills. *(Once the yearbook is complete, students may have an opportunity to paint a mural.)* Along with Yearbook, students will also explore and cultivate their art skills. Students will do some drawing and painting during down times when we are not producing the yearbook. The art is for artists as well as students who feel they don't have a great deal of experience in art.

DRAMA – GRADES 7/8*Course Length: Semester*

Students will develop communication skills, public speaking, and provide a basic introduction to drama and theatre. Students will be introduced to improvisation, pantomime, scene work, and character related writing. The course is divided into five units with a culminating project for each: Improvisation, pantomime, open scenes, character analysis, and duo scenes.

Note: This course cannot be repeated within the same school year.

ADVANCED DRAMA – GRADES 7/8*Course Length: Semester**Prerequisite: One semester Beginning Drama.*

This course is designed to further develop communication skills, and public speaking through drama and theatre. Students will expand their work and continue to master skills within categories of improvisation, pantomime, character analysis, scene and monologue work, along with a basic study of Theatre History. *Note: This course cannot be repeated within the same school year.*

CHOIR – All Grades*Course Length: Yearlong*

ASB Card fee

This class is for young men and women who enjoy singing and who want to develop skills in music reading, singing, and performance. Personal responsibility, dedication to the ensemble, and pursuit of excellence are emphasized. Singers are required to perform in all school concerts, festivals, the Northshore Solo and Ensemble Festival, and clinics. Grades are based upon rehearsal technique, progress in music skills, attendance, class work and participation.

**CONCERT BAND - GRADE 6***Course Length: Yearlong*

ASB Card fee

Grading based on: Home practice, attendance, section rehearsals, periodic tests and performance attendance. Most students have between 1-4 years experience. Beginners are welcome, but should contact the teacher for further information on how to get started. Students will build upon their knowledge of music concepts, vocabulary, skills and techniques as it relates to their specific instrument and their role within the large performing ensemble. This band performs at three evening concerts as well as school assemblies and festivals outside of the school. Performances are a requirement of the class and part of the student's academic grade.

SYMPHONIC BAND – GRADES 7/8*Course Length: Yearlong*

ASB Card Fee

Grading based on: Home practice, attendance, section rehearsals, periodic tests and performance attendance. Most students have between 1-4 years experience playing a music instrument. Students in the Symphonic Band have attained considerable facility on their instrument and wish to apply themselves to suitable music. Students will build upon their knowledge of music concepts, vocabulary, skills and techniques as it relates to their specific instrument and their role within the large performing ensemble. This band performs at three evening concerts, assemblies, neighboring schools, music festivals and other community events. Performances are a requirement of the class and part of the student's academic grade.

ORCHESTRA – GRADE 6

Course Length: Yearlong

ASB Card Fee

Grading based on: Home practice, attendance, section rehearsals, periodic tests and performance attendance. This class is designed for sixth grade students interested in playing violin, viola, cello, or bass in a large ensemble. Most students have some experience playing a music instrument. Students will build upon their knowledge of music concepts, vocabulary, skills and techniques as it relates to their specific instrument and their role within the large performing ensemble. Orchestra students will participate in a variety of required performances throughout the year, including three evening concerts, district music festivals, school assemblies, and community events. Performances are a requirement of the class and part of the student's academic grade.



ORCHESTRA – GRADES 7/8

Course Length: Yearlong

ASB Card Fee

Grading based on: Home practice, attendance, section rehearsals, periodic tests and performance attendance. This class is designed for seventh and eighth grade students interested in playing violin, viola, cello, or bass in a large ensemble. Most students have between 1–4 years experience playing a music instrument. Students will build upon their knowledge of music concepts, vocabulary, skills and techniques as it relates to their specific instrument and their role within the large performing ensemble. Orchestra students will participate in a variety of required performances throughout the year, including three evening concerts, district music festivals, school assemblies, and community events. Performances are a requirement of the class and part of the student's academic grade.



ELECTIVE – CAREER & TECHNOLOGY/OCCUPATIONAL EDUCATION

COMPUTER APPLICATIONS I – GRADES 7/8

Course Length: One Semester

Students will explore the many facets of basic programming language and its application to the real world with learning about careers in computer science. Students will learn how to be code in the CS environment and utilize this skill to build interactive hardware computing devices. Students will also learn the Python Coding language to create games, animations and programs. No prior computer programming experience necessary and this course applies to all who are curious about programming. Note: This course cannot be repeated.

COMPUTER APPLICATIONS II – GRADES 7/8

Course Length: One Semester

Prerequisite: Computer Applications I

This course is a continuation in the middle school computer science pathway. Students will utilize previous computer science knowledge from the Computer Applications I course to expand their learning in technology software and hardware products and using the Python Coding language, will develop more complex games, animations and programs.

FOUNDATIONS OF COMPUTER AIDED DRAFTING/DESIGN (CAD) – GRADES 7/8

Course Length: One Semester

Students will learn Rhinoceros 6, a computer aided drafting/design program develop 2D and 3D basic computer drafting skills, and develop problem solving skills while learning about current technology. Note: This course may be repeated.

EXPLORING TECHNOLOGY EDUCATION I – GRADES 7/8

Course Length: One Semester

Students will be engaged in STEM (Science, Technology, Engineering and Mathematics) projects. This is a hands-on class that will teach product design while using a variety of tools and power equipment. Projects will include computer-aided design (CAD), computer controlled manufacturing (CNC), structures and mechanisms. Students will gain an understanding of safe shop practices while learning the design process. Note: This course cannot be repeated.

EXPLORING TECHNOLOGY EDUCATION II

Course Length: One Semester

Prerequisite: Exploring Technology Education I.

Students will be engaged in STEM (Science, Technology, Engineering and Mathematics) projects while continuing to learn the design process. Projects will be hands on and constructed using a variety of materials that could include wood, metal or plastic. Units of study include energy & power, structures, CNC manufacturing and 3D modeling. Students will learn and demonstrate safe production practices through the use of tools and power equipment. *Note: This course cannot be repeated.*

ROBOTICS FOUNDATIONS I - GRADES 7/8

Course Length: One Semester

This semester course students will build and program a LEGO Mindstorm EV3 Robot to simulate real-world robots. Learn how to use light, sound, touch, and ultrasonic sensors to control the robots movement. Flowchart the robots desired movements to aid in programming and robot design. Learn and follow the engineering process to develop innovative robotic solutions, and maintain a portfolio of work for reference. *Note: This course may be repeated.*

ROBOTICS II - GRADES 7/8

Course Length: One Semester

This semester course, students will build and program a LEGO Mindstorm EV3 Robot for various design challenges. Block code the robots to aid in programming to meet specific project requirements. Applications from Robotics 1 will be used to modify the robot from the standard Rover design to create custom robots that look and act like animals, dance to a song, explore a new planet, and even read a book! *Notes: Robotics I is highly recommended, but not required before taking Robotics 2. This course may be repeated.*

LEADERSHIP - GRADE 7

Course Length: One Semester

Are you interested in developing leadership skills and qualities? Are you interested in becoming involved in school leadership activities and creating positive student leadership for 2017-18 as an upperclassman? In this course, students will learn and develop introductory leadership skills including project planning, organizational skills, verbal and non-verbal communication skills, group dynamics, public speaking and goal setting. Students will participate in planning assemblies, school activities and related local and global service projects. This course is based on the leadership skills and virtues taught in “*The Virtues Project: Simple Ways to Create a Culture of Character*” by Linda Kavelin Popov.

LEADERSHIP - GRADE 8

Course Length: One Semester

Are you interested in developing leadership skills and qualities? Are you interested in becoming involved in school leadership activities? In this course, students will learn and develop introductory leadership skills including project planning, organizational skills, verbal and non-verbal communication skills, group dynamics public speaking and goal setting. Students will participate in planning assemblies, school activities and related local and global service projects. This course is based on the leadership skills taught in *"The Leader in Me"* by Sean Covey.

PEER COACH – GRADES 7/8

Course Length: One Semester

Pass/Fail grade

Prerequisite: Teacher Permission. (See Mrs. Zehnder, Room 108)

This class provides students the opportunity to work and interact with individuals with disabilities. Students will coach special education students with moderate to severe disabilities in the classroom and be a positive and supportive role model. Students will be given specific training in instructional methods for students with disabilities within special education and mainstream settings.

SCHOOL ASSISTANTS – GRADE 8

Course Length: One Semester

Pass/Fail grade

Prerequisite: Library, Teacher, Main Office, or Attendance Office permission.

Students will be assigned to a position in the library, main office, counseling/attendance office, or within a department to work with several teachers. (i.e. English Department.) Students will learn office, classroom or library procedures. Students are expected to be responsible, courteous, helpful, and have good attendance. Students will alphabetize, file, record information and deliver messages. In addition, students assigned to the library will learn to use the circulation desk, databases, how to assist students, as well as complete assignments (bulletin boards and other tasks) that support the library program.

ELECTIVE – PHYSICAL FITNESS

PHYSICAL EDUCATION GRADES 7/8 – ALL SPORTS

Course Length: One Semester

Do you ever feel the need to get up and move? Why not break up your day with a little social and physical Activity? This class is designed for students who enjoy playing various organized games, team sports and Individual Sports. Come play and have fun!

SKILLS: The Course is designed to offer students the opportunity to participate in a wide variety of activities including: basketball, pickle ball, soccer, floor hockey, handball, flag football, softball, ultimate Frisbee, volleyball, badminton, bad ball, awesome ball, square dancing, capture the football, pin guard, scooters, handball, mat games and ping pong. Students will gain lifelong fitness experiences, develop friendships, and maybe spark an interest in a lifelong activity they may not have seen before.

ASSIGNMENTS: Daily activities, fitness activities and development of tournament brackets.

SUPPLIES: Purchased Health/Fitness uniform optional (\$15.00 for t-shirt and shorts), or student provided charcoal grey crew neck t-shirt, black short (minimum 7 inch seam). No logo allowed on T-shirt or shorts. Athletic shoes provided by student.

PHYSICAL EDUCATION 7/8 - RACQUET SPORTS

Course Length: One Semester

SKILLS: This course is an advanced introduction to racquet sports with an emphasis on basic skills, rules, and strategies for badminton, pickle ball, bad ball, tennis, and Ping-Pong. Class will set up and play several tournaments. This course will offer a more in depth racket experience not offered in the regular PE class. There is a minimum of one fitness activity per week.

ASSIGNMENTS: Daily activities, fitness activities and development of tournament brackets.

SUPPLIES: Purchased Health/Fitness uniform optional (\$15.00 for t-shirt and shorts), or student provided charcoal grey crew neck T-shirt, black short (minimum 7 inch inseam). No logo allowed on T-shirt or shorts. Athletic shoes provided by student.

PHYSICAL EDUCATION 7/8 - TEAM SPORTS

Course Length: One Semester

SKILLS: This course is designed to offer students the opportunity to participate in a wide variety of team-oriented sports. Activities include basketball, soccer, floor hockey, flag football, softball, ultimate Frisbee, volleyball, badminton, bad ball, awesome ball and capture the football. Students will increase their game planning and strategy techniques through this course. This course will offer

a more in depth experience not offered in the regular PE class. Class will have one fitness activity per week. Curriculum will vary upon the time of year the class is offered and availability of the facilities.

ASSIGNMENTS: Daily activities, fitness activities and development of tournament brackets.

SUPPLIES: Purchased Health/Fitness uniform optional (\$15.00 for t-shirt and shorts), or student provided charcoal grey crew neck T-shirt, black short (minimum 7 inch inseam). No logo allowed on T-shirt or shorts. Athletic shoes provided by student.

PHYSICAL EDUCATION 7/8 – WALK FIT/YOGA

Course Length: Semester

This course will provide students with a basic Yoga, Pilates, Zumba, and WalkFit education. They will be provided with opportunity to meet standards of rhythm and dance, FITT principle, health fitness components of muscular strength and endurance, cardiovascular fitness, and lifetime activity. Students will use a steps tracker to log steps and calories burned on a daily basis. Students will have Cardio Day with the general PE courses once per week, Walk Fit twice per week and a variety of lifetime and dance activities.

ASSIGNMENTS: Daily activities, fitness activities and development of personal fitness portfolio.

SUPPLIES: Purchased Health/Fitness uniform optional (\$15.00 for t-shirt and shorts), or student provided charcoal grey crew neck T-shirt, black short (minimum 7 inch inseam). No logo allowed on T-shirt or shorts. Athletic shoes provided by student. Students enrolled in this course will need to have sweats and a sweatshirt for walk days during inclement weather. Rain coat is optional.

SPANISH 100 – Grade 8

High School Flex/Elective Credit – (optional for 8th grade students)

Course Length: Full Year

Workbook – Approximately \$22



This course is an introduction to the basics of Spanish language and culture. Students will engage in a variety of activities ranging from speaking and conversation, listening, reading, writing to songs, skits, and movement-designed instruction. The year-end goal for students is to have gained a working vocabulary and grammar basis to facilitate communication in the Spanish language. This course will include daily assignments from the workbook, participation activities, and quizzes and tests, including semester final.

PROGRAM OF STUDIES

CO2027 – Grade 6	Elective Offerings	
Required Courses	Exploratory Wheel	Music Elective Wheel
Challenge English/Language Arts 6	<ul style="list-style-type: none"> ● <i>Health Fitness</i> ● 6 Quarter Long Exploratory components 	<ul style="list-style-type: none"> ● <i>Health Fitness</i> ● Yearlong Music Course OR *Academic Lab and 2 Quarter Long Exploratory components
Challenge Ancient & Medieval World History		
Challenge Integrated Science 6		
Math 6		
Health Fitness		

COUNSELING ACTIVITIES:

- Anti-Bullying & Harassment
- W.E.B. Activities
- Middle School Preview Night

**Learning Center students only*

CO2026 -Grade 7	Elective Offerings	
Required Courses	Semester Long	Yearlong
English/Language Arts or Challenge English/Language Arts	Intro to Art	* Academic Lab
WA State History/World Geography or Challenge WA State History/World Geography	Drama	Choir
	Exploring Computer Technology	Concert Band
Integrated Science or Challenge Integrated Science	Exploring Technology I	Orchestra
Math 7 or Challenge Math 7 (<i>Pre-Algebra</i>)	Exploring Technology II	
Health Fitness	Foundations of Computer Aided Drafting/Design (CAD)	
	Physical Education	
	Robotics Foundations	

COUNSELING ACTIVITIES:

- Anti-Bullying & Harassment
- W.E.B. Activities
- Middle School Preview Night
- *Graduation Requirement:* Naviance – Career Development

Students must meet the requirement of passing one semester of Washington State History.

** Learning Center Students only*

CO2025 – Grade 8	Elective Offerings	
English/Language Arts or Challenge English/Language Arts	Intro to Art	*Academic Lab
US History 8 or Challenge US History	❖ Studio Art	Choir
Integrated Science or Challenge Integrated Science	Drama	Symphonic Band
Math 8 or Algebra I or Geometry	Advanced Drama	Orchestra
Health Fitness	Exploring Computer Technology	Spanish 100
	Exploring Technology I	
	Exploring Technology II	
	Foundations of Computer Aided Drafting/Design (CAD)	
	Peer Coach	
	Physical Education	
	Robotics Foundations	
	Teacher/Office/Library Assistant	

COUNSELING ACTIVITIES:

- Anti-Bulling & Harassment
- Career Development
- High School Planning
- ❖ Course offered yearlong as-well-as semester only
- * Learning Center Students only

GRADUATION REQUIREMENTS

DIPLOMA REQUIREMENTS FOR GRADUATION FOR THE GRADUATING CLASSES OF 2019 AND BEYOND

The following credits and subject areas of study shall be required of each candidate for graduation.

<u>COURSE</u>	<u>CREDITS</u>
English	4
Mathematics	3
Social Studies	3
Science	3
Health and Fitness	2
Career & Technical Education	1
The Arts	2 – OR 1 Art + 1 PPR*
World Language	2 – OR 2.00 PPR*
Elective Credits	4
TOTAL CREDITS 24.00	

***PPR = Personalized Pathway Requirements:** Courses that lead to a specific post-high school career outcome chosen by the student, based on the student's interest and High School and Beyond Plan. PPR could be an extra credit of Art, two credits of World Language or credits in another area focused in the student's area of interest.

- **Mathematics:** 3.0 credits: 1.0 of Algebra I, 1.0 of Geometry, and a 3rd credit of math chosen by the student based on the student's interest and High School and Beyond Plan, and approved by the parent or guardian, or if the parent or guardian is unavailable or does not indicate a preference, the school counselor or principal.
- **Science:** 3.0 credits (2.0 credits lab science) 1.0 of Physical Science, 1.0 of Biology, and a 3rd credit of science chosen by the student based on the student's interest and High School and Beyond Plan, and approved by the parent or guardian, or if the parent or guardian is unavailable or does not indicate a preference, the school counselor or principal.
- **Social Studies:** 3.0 credits including 1.0 in World History, 1.0 in US History and 1.0 credit in Contemporary World Issues credit (.50 credit of the 1.0 Contemporary World Issues credit must fulfill the Civics requirement.) One semester in Washington State History and Constitution must be met in 7th grade as a non-credit bearing high school course. The normally prescribed sequence of the social studies curriculum is 1.0 credits each in grade 9, 11 and 12.
- **Health and Fitness:** 2.0 credits (1.0 credit in Physical Education, .50 credit in Life/Fitness, .50 credit in Health.)
- **Career and Technical Education:** (CTE) 1.0 credit that meets CTE exploratory requirements or higher.
- **The Arts:** 2.0 credits to be met in visual and/or performing arts courses, and 1.0 PPR* credit. (See above)
- **Elective Credits:** 4.0 credits chosen by the student.
- Successfully complete two courses in any combinations of AP, IB, College in the High School, Tech Prep, and/or Running Start courses unless an alternative course of student is identified through the student's High School and Beyond Plan.
- Meet all state high school assessment requirements.

Students who earn a graduation requirement credit through a Career and Technical Education (CTE) course determined (by the Instructional Support Department) to be equivalent to a non-CTE course shall not be required to earn a second credit in the non-CTE graduation requirement course. The single CTE course would meet two diploma requirements. Similarly, students who earn a graduation requirement credit through a non-CTE course determined (by the Instructional Support Department) to be equivalent to a CTE course shall not be required to earn a second credit in the CTE graduation requirement course. However, in either case only one credit would be awarded. The student would then be required to earn an additional elective credit, as total credits for graduation will not change.

To preserve the integrity of the Northshore comprehensive high school diploma, 85% of the required credits for graduation shall be earned through the student's comprehensive high school course offerings. No more than 50% of the graduation requirements in any discipline may be obtained from approved accredited sources outside the Northshore School District. Students who earn more than 15% of the total required credits or more than 50% of the required credits in any discipline from outside sources, and who complete all district requirements for graduation, shall receive a generic Northshore School District diploma.



Overview of Minimum College Admission Standards

Rev 9/2014

FOR STUDENTS ENTERING FOUR-YEAR COLLEGES OR UNIVERSITIES

College Academic Distribution Requirements (CADRs) Coursework (See details at <http://www.wsac.wa.gov/college-admissions>). Students are encouraged to take a minimum of three credits of CADR courses each year of high school, including the senior year.

Students who take college-level coursework and complete 5-quarter credits or 3 semester credits, will have earned the equivalent of one CADR credit. In addition, pre-college courses in English and math may be equivalent to CADR courses, provided they are designed to meet the same learning outcomes as the high school courses for which they substitute.

Student may meet high school requirements with courses they take in middle school, provided the courses are part of a sequence, which is successfully continued in high school, or the courses are included on the high school transcript as high school-level courses.

Previous minimum college admissions standards used the term ‘year’ to designate completion of what is now referred to as ‘one credit’ of high school coursework. The use of ‘credit’ recognized that school districts may use alternative or block scheduling that permits students to earn a full credit in a given subject area in less than an academic year.

English – 4 credits including 3 credits of college preparatory composition or literature. One credit may be satisfied by courses in drama as literature, public speaking, debate, journalistic writing, business English, English as a Second Language, or Learning Support English. Passing the state mandated high school assessment in Reading is equivalent to earning the first 2 CADR credits of high school English.

Mathematics – 3 credits - Algebra I, Geometry, and Algebra II (Intermediate Algebra), or Integrated Math I, II, and III. Passing the state mandated high school assessment in math is equivalent to earning the first 2 CADR credits of high school math (Algebra I & Geometry or Integrated Math I and II). *Note: Successful completion of math through pre-calculus meets the requirement for 3 credits of math and the senior-year math requirement (below).*

Senior Year Math-Based Quantitative Course: During the senior year of high school, students must earn a credit in a math-based quantitative course. This requirement may be met through enrollment in one of the three required math courses listed above; by completing a math-based quantitative course like statistics, applied math, appropriate career and technical courses, a senior year AP Computer Science course, or by completing an algebra-based science course taken during the senior year that would satisfy this requirement and part of the science requirement below. *Note: The senior-year math requirement does not mean a 4th credit of math is required, nor does it require a higher level of math; the intent is for seniors to take meaningful math. Exceptions: Completion of higher-level math prior to the senior year exempts students from the senior-year quantitative course requirement (e.g., pre-calculus math analysis, or calculus.)*

Science – 2 credits of laboratory science are required for admission to public baccalaureate institutions beginning summer of 2010. One credit must be in an algebra-based science course as determined by the school district. One credit must be in biology, chemistry, or physics (this course may also meet the algebra-based requirement). Principles of technology courses taught in Washington High Schools may satisfy the laboratory science requirement. *Note: Western Washington University specifies that one credit must be in an algebra-based chemistry or physics course.*

World Languages – 2 credits must be earned in the same World Language, Native American Language, or American Sign Language. Schools may award credit based on a district approved competency assessment consistent with the State Board of Education policy and American Council on the Teaching of Foreign Languages (ACTFL) Proficiency guidelines. *Note: A World Language course taken in middle school may satisfy one credit of the requirement if the second year level course is completed in high school grades 9-12.*

Social Science – 3 credits of history or other social science (e.g. anthropology, contemporary world problems, economics, geography, government, political science, psychology).

Arts – 1 credit of fine, visual, or performing arts – or 1 additional credit in other CADR academic subject areas as defined above. Acceptable course work in the fine, visual, or performing arts includes art appreciation, band, ceramics, choir, dance, dramatics performance and production, drawing, fiber arts, graphic arts, metal design, music appreciation, music theory, orchestra, painting, photography, printmaking, or sculpture. *Note: The University of Washington and Western Washington University specify one-half credit in fine, visual or performing arts. The other half may be in the arts of an academic elective.*

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

WSAC Document – Rev. 9/2014