

Evergreen Middle School





WELCOME TO EVERGREEN MIDDLE SCHOOL

6900 208th Ave N.E.
Redmond, WA 98053
425-936-2320
ems.lwsd.org

Evergreen Middle School staff believe in the value of a caring learning environment committed to student achievement, social emotional learning and personalization. As a school community, we strive to engage all students in positive school experiences and celebrate their growth in both academic achievement and social development.

Evergreen Middle School, in partnership with parents, has been serving the needs of students for more than 30 years. The success of our students is the result of academic rigor, a safe learning environment, standards-based teaching, and collaborative relationships within the Evergreen community.

We look forward to a fun, exciting school year.

Kristian Dahl, Principal, kdahl@lwsd.org

Stuart Prince, Associate Principal, stprince@lwsd.org

Angela Morrison, Associate Principal, amorrison@lwsd.org

Contact information

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www.lwsd.org

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The complete course catalog may be accessed at <http://ems.lwsd.org>.

Counseling Center

Counselors assist middle school students in the following areas:

- Scheduling/registration
- Setting personal goals
- Academic/career planning
- Conflict resolution
- Provide counseling for personal problem solving, decision making, and communication
- Encourage and support students in the search for academic success
- Scheduling “staffing” (with parent, student and teacher) meetings
- Referrals to Guidance Team

Call the Counseling Center to request an appointment:
425-936-2326

Special Education

Special Education courses at Evergreen provide specially designed instruction in basic skill areas. Students who qualify for special education services in the areas of math, reading or written language are offered regularly scheduled courses in a small group setting. A research-based curriculum in each course provides remediation in that basic skill area. The aim of this remediation is to offer students strategies and skills which will help them be successful in the general education classroom and strive toward district and state standards.

Contact: Lauren Gullitti, lgullitti@lwsd.org

Extended Literacy and Math Classes

Additional classes and learning resources are available for identified students who need assistance in the areas of reading/writing and mathematics. Students are identified using criteria including standardized state test scores, classroom grades and teacher input. These students will be identified through the transition process with elementary staff and middle school teachers. Individual Student Learning Plans are developed and monitored by teachers, counselors, and administrators.

Contacts

Extended Literacy: Susan Jackson, sjackson@lwsd.org

Math: Kendall Galbraith, kgalbraith@lwsd.org

6th Grade

- 2 Semesters English 6
- 2 Semesters Social Studies 6
- 2 Semesters 6th Grade Math
- 2 Semesters Science
- 1 Semester Fitness
- 2 Semesters Electives

7th Grade

- 2 Semesters English 7
- 2 Semesters Social Studies 7
- 2 Semesters 7th Grade Math or Algebra
- 2 Semesters Science
- 1 Semester Fitness
- 3 Semesters Electives

8th Grade

- 2 Semesters English 8
- 2 Semesters U.S. History 2/Washington State History
- 2 Semesters 8th Grade Math, Algebra or Geometry
- 2 Semesters Science
- 1 Semester Fitness
- 1 Semester Health
- 2 Semesters Electives

- Elective classes are great opportunities to try new content areas, skills and creative tools within the school day.
- Students are provided an opportunity to list five preferences from our elective class category. This list changes slightly from year to year and elective classes can be added or cancelled after the registration cycle.
- Students will receive a total of three electives. A full year class will count as two electives.
- Students should give careful consideration to their preferences, as students will be required to keep their classes if indicated as a preference.

Reminder: These are preferences and EMS cannot guarantee placement in electives due to a combination of teacher availability, space availability, enrollment capacity, and how these factors fit into a specific child's daily schedule. Counselors will do their best to meet as many preferences as possible.

6th Grade

English 6/Social Studies 6

1 Year

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

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

Essential Understandings

- Communication enables us to gain and share information about self, others, and the world
- A variety of strategies, tools, and technologies enhance effective communication
- Audience and purpose influence choices in form, style, and presentation
- Cooperation and collaboration support communication and learning
- The past influences the present and the future
- Societal and environmental forces cause change
- Human and physical characteristics define regions

Critical Content

- Common Core Literacy Standards
- Study skills
- Collaboration skills
- Research skills
- Listening skills
- Current events
- Writing process (prewrite, rough draft, editing/revising, publishing)
- Elements of Writing (ideas, organization, word choice, sentence fluency, conventions, presentation)
- Forms of writing: paragraphs, summaries, multi-paragraph essays, poetry
- Grammar and vocabulary
- Six traits of an effective reader (reading strategies, comprehension, context, interpreting, synthesizing, evaluating)
- Elements of literature (setting, characters, plot, conflict, theme, point of view)
- Forms of literature: novels, plays, short stories, poetry
- Maps, charts, graphs

Major Assignments/Projects/Assessments

- Essays
- Novels
- Tests/quizzes
- Student self reflection
- State assessment: SBA
- Opportunities for extended learning are provided in LA/SS classes to extend the current learning and offer additional challenges to interested students

7th Grade

English 7/Social Studies 7 (US History 1)

1 Year

Course Description

This seventh grade class combines the Language Arts curriculum with the U.S. History curriculum. The Language Arts component will place an emphasis on writing and revision skills, grammar, vocabulary, and reading skills. Emphasis is on writing as a process utilizing various writing strategies. The timeline of the United States history begins with The Revolutionary War and through The Civil War. Reading and writing skills will be emphasized in instruction throughout the year as essential tools for developing lifelong learning.

As in previous grades, students use the lenses of history, economics, civics, and geography and apply important social studies skills, as they read, research, explore, and learn about the world around them and their place in it.

Essential Understandings

- Communication enables us to gain and share information about self, others, and the world
- A variety of strategies, tools, and technologies enhance effective communication
- Audience and purpose influence choices in form, style, and presentation
- Cooperation and collaboration support communication and learning
- The past influences the present and the future

Critical Content

- Common Core Literacy Standards
- Study skills
- Collaboration skills
- Research skills
- Listening skills
- Current events
- Writing process (prewrite, rough draft, editing/revising, publishing)
- Six + One Traits of Writing (ideas, organization, word choice, sentence fluency, conventions, presentation)
- Forms of writing: paragraphs, summaries, multi-paragraph essays, letters, poetry
- Grammar and vocabulary
- Six traits of an effective reader (reading conventions, comprehension, context, interpreting, synthesizing, evaluating)
- Elements of literature (setting, characters, plot, conflict, theme, point of view)
- Forms of literature: novels, short stories, poetry
- Maps, charts, graphs

Major Assignments/Projects/Assessments

- Essays
- Novels
- Tests/quizzes
- Student portfolios
- Student self-reflection
- State assessment: SBAC
- Opportunities for extended learning are provided in LA/SS classes to extend the current learning and offer additional challenges to interested students

8th Grade

English 8

1 Year

Course Description

Effective communication is a fundamental tool for lifelong success. Reading and writing are essential skills for all types of communication. In 8th grade Language Arts, emphasis is placed on becoming accomplished readers with the skills required to discover meaning in both informational and literary text. Students will learn techniques and strategies for becoming competent readers skilled at vocabulary, grammar, comprehension and critical thinking. Questions and strategies based on the 6 Traits of Reading and Bloom's Taxonomy enable students to obtain the skills needed to read "between the lines" and "beyond the lines" of literary texts. Additionally, students will discover valuable methods for presenting their thoughts effectively and efficiently in writing.

Essential Understandings/Critical Content

- Communication enables us to gain and share information about self, others, and the world
- Common Core Literacy Standards
- A variety of strategies, tools, and technologies enhance effective communication
- Audience and purpose influence choices in form, style, and presentation
- Effective communication requires the use of conventions
- Common Core State Standards in Reading and Writing

Major Assignments/Projects/Assessments

- A minimum of three multi-paragraph writing assignments
- Socratic Seminars
- Collaborative work
- High School and Beyond Career Unit
- 6 Trait Reading Comprehension and Bloom's Taxonomy
- In depth self-reflection on academic growth and achievement throughout the school year
- Opportunities for extended learning
- State assessment: Smarter Balanced Assessment in Reading and Writing

U.S. History 2/Washington State History

1 Year

Course Description

Eighth grade U.S. History is the study of the United States from the late 1800s to the present. Emphasis is placed on the complex development of the country. Units on immigration, social and economic change, becoming a world power, wars, and modern society are combined with Washington State History to develop an understanding of how the United States of America has been shaped and molded during the last century and a half. This is a continuation of the US History taught in seventh grade.

Essential Understandings/processes and skills

- LWSD Power Standards in Social Studies
- Common Core Literacy Standards
- Study skills
- Note taking
- Research skills
- Writing process
- Writing forms – paragraphs, multi-paragraph essays, letters
- Novels and primary/secondary sources
- Listening/speaking skills
- Grammar, conventions, and vocabulary building
- Textbook reading skills
- Interpretation of information using maps, charts, and graph
- Using technology

Major Assignments/Projects/Assessments

- Persuasive format assignment
- Individual and group projects
- Exams: short and extended answers
- Opportunities for extended learning are provided in LA/SS classes to extend the current learning and offer additional challenges to interested students

6th, 7th and 8th Grades

Extended Literacy 6

Grade 6, 1 Year

Extended Literacy 7

Grade 7, 1 Year

Extended Literacy 8

Grade 8, 1 Year

Course Description

ELA Prep classes in literacy are available for identified students who need assistance in the areas of reading and/or writing. Students are identified using criteria including standardized state test scores, classroom grades and teacher input. These students will be identified through the transition process with elementary and middle school teachers. Writing assignments are designed to strengthen multi-paragraph essay structure, focusing on detailed use of evidence to construct strong, logical compositions. Writing assignments will include literary analysis, persuasive, compare/contrast, and timed expository essays. Students will continue to develop their mastery of conventions such as grammar, punctuation, vocabulary and structure. Curriculum is similar to other language arts classes with some modifications of reading levels and learning styles based on individual students. Study skills are integrated throughout the curriculum.

Essential Understandings/Critical Content

The essential understandings and critical content are established by the district reading and writing Power Standards for 6th through 8th, which are available on the Lake Washington School District website, in addition to the Common Core State Standards for English Language Arts.

Major Assignments/Projects/Assessments

- Writing projects each quarter
- Independent reading
- Assessments in reading and writing
- Conferences each quarter to look at progress in reading and writing and set individual goals using weekly assessment data
- Novel studies throughout the year
- Lexile Reading Inventory (BRI) Fall/Spring

6th, 7th, and 8th Grades

6th Grade Math

District-adopted curriculum: Glencoe Math Course 1

Course Description

In this course students focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking by describing and summarizing numerical data sets. Students also build on their work with area by reasoning about relationships among shapes to determine area, surface area and volume.

7th Grade Math

District-adopted curriculum: Glencoe Math Course 2

Course Description

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

8th Grade Math

District-adopted curriculum: Glencoe Math Course 3

Course Description

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

Algebra 1

Prerequisites

Algebra aptitude test, math grades, state assessment

District-adopted curriculum: Big Ideas Algebra 1

Course Description

Algebra 1 formalizes and extends the mathematics that students learned in the middle grades. The course focuses on five critical areas: (1) develop fluency writing, interpreting, and translating between various forms of linear equations and inequalities, and simple exponential functions, and using them to solve problems; (2) compare and contrast linear and exponential functions, translate between different representations, use function notation, and interpret arithmetic sequences as linear functions and geometric sequences as exponential functions; (3) using regression techniques to describe linear relationships quantitatively and make judgments about the appropriateness of linear models; (4) extend the laws of exponents to rational exponents, see structure in and create quadratic and exponential expres-

sions, and solve equations, inequalities and systems of equations involving quadratic expressions; and (5) compare quadratic, linear, and exponential functions to model phenomenon. They also identify the real solutions of quadratic equations as the zeroes of a related quadratic function and expand their experience to more specialized functions – absolute value, step, and those that are piecewise-defined. The Mathematical Practice Standards apply throughout the course, and together with the content standards allow students to experience math as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Geometry

Prerequisites

Algebra 1

District-adopted curriculum: Big Ideas Geometry

Course Description

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

Math Prep 6

Grade 6, 1 Year

Math Prep 7

Grade 7, 1 Year

Math Prep 8

Grade 8, 1 Year

Prerequisites

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

Course Description

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

6th Grade Science

District Adopted Curriculum: McGraw Hill Integrated iScience Course 1

Course Description

Students in sixth grade science develop understanding of key concepts to help them make sense of life, earth and physical science. The ideas build upon students' science understanding from earlier grades and from the disciplinary core ideas, science and engineering practices, and crosscutting concepts. The cycling of matter and energy within systems and relationships between living and non-living components of systems are recurring themes in the sixth grade year.

The science strands/modules include: Nature of Science and Growth Mindset, Impact of the Water Cycle, Impact of Weather Systems on Living Things, Humans Depend on Natural and Synthetic Resources, the Cycling of Energy and Matter in Plants, and Cycling of Energy and Matter in an Ecosystem.

7th Grade Science

District Adopted Curriculum: McGraw Hill Integrated iScience Course 2

Course Description

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

The science strands/modules include: Climate Change, Fields of Force and Non-Contact Forces, Geologic Change, Chemical Reactions, Chemical Reactions in Living Things, and Heredity.

8th Grade Science

District Adopted Curriculum: McGraw Hill Integrated iScience Course 3

Course Description

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

The science strands/modules include: Natural Selection and Adaptations, Evidence for Evolution, Newtons Laws and Kinetic Energy, Wave Properties and Their Application in Technology, Seasons, Moon Phases, and Eclipses, and Gravitational Forces and Scale in the Universe.

6th, 7th and 8th Grades

Fitness 6

Grade 6, 1 Semester

Fitness 7

Grade 7, 1 Semester

Fitness 8

Grade 8, 1 Semester

Course Description

Fitness provides the opportunity for all students to be successful regardless of their fitness or skill level. Activities are presented in a way that encourages positive attitudes, good sportsmanship and great effort on the part of the students. Students develop competence in skillful movement in game situations and in a variety of recreational activities. This fitness class will provide knowledge and activities which explore fitness at a personal level. Students will learn fitness concepts and sport activities that promote a lifelong healthy lifestyle. Two days each week will be devoted to individual exercise. One of the days will be running/speed walking and the second day will be a fitness-based workout. Students will be expected to read the rules for each game or sport they participate in and be able to answer the anticipatory guide questions.

Essential Understandings/Critical Content

- Understands safety rules and procedures in team and individual activities
- Demonstrates sportsmanship and cooperation during all fitness class activities
- Fitness activities produce life-long physical wellness

Major Assignments/Projects/Assessments

- President's Physical Fitness Assessments
- Classroom Based Assessment Fitness Plan
- Fitness goal setting

Other

- Fitness students are required to purchase a school fitness t-shirt

8th Grade

Health

1 Semester

Course Description

This course places a strong emphasis on personal responsibility as well as the idea that healthy choices promote lifelong wellness.

Standards (Essential Understandings/Critical Content)

- Students will explore how personal behaviors relate to each wellness component (physical, social, emotional, mental)
- Students will explore causes of stress, both positive and negative, as well as the application of healthy ways to manage stress.
- Students will explore the relationship of nutrition and nutrients to body composition and physical performance
- Students will explore the stages of human growth and development
- Students will explore the concepts of prevention and control of disease
- Students will explore skills to live safely and reduce health risks

Major Assignments/Projects/Assessments

- Students will be assessed by written assignments, assessments, projects, and life skills (being prompt, being prepared, being respectful, being responsible, class participation, and showing pride in their work)

Students experiment and create using a variety of media, genres, and styles, as they develop skill and techniques. They work with teacher guidance, and independently to create artwork that is evidence of an understanding of the elements of art, principles of design, and the creative process. They explore and discover how visual arts influence history and culture.

6th and 7th Grade

World Art (Art 1)

1 Semester

Prerequisites

None

Course Description

Travel through time and space in World Art. See the art of other cultures, historical times, and specific artists. Understand artworks through the study of the "Elements of Art and Design." Create individual pieces in the spirit of the artist, or culture. Observe, create, understand and learn about art.

Essential Understandings/Critical Content

At the conclusion of the class students will have basics that will allow them to:

- Explain and apply the concepts of visual art, using arts vocabulary
- Apply techniques from various artists, cultures and/or times
- Develop work using a creative process with instructor assistance
- Explain how aesthetic choices are influenced by culture and history

The student will gain:

- Confidence
- Appreciation for arts
- Skills
- A different look at history

Major Assignments/Projects/Assessments

- Paintings, drawings, collage, small sculptures
- Readings and written responses
- Written assessment of the understanding of the "Elements of Art"

Other

- This class includes a fee

7th and 8th Grades

Drawing and Painting 1

1 Semester

Prerequisites

None

Course Description

Create a deeper understanding of art concepts and techniques of various artists and two dimensional artworks. Develop personal style, individual expression and problems solving within a defined set of lessons. Participate in the critiquing process. Draw with a paintbrush, get dirty with charcoal, paint a mural on the sidewalk and so much more.

Essential Understandings/Critical Content

- Analyze and interpret works of visual art concepts and vocabulary
- Refine and extend arts skills and techniques
- Articulate how visual art differs according to style and culture
- Express ideas and feelings through the arts in a variety of forms and styles

Major Assignments/Projects/Assessment

- Ink painting as a study of Asian culture
- Acrylic paint in large format
- Create a superhero or AI (Artificial Intelligence)

Other

- This class includes a fee

Drawing and Painting 2

1 Semester

Prerequisites

Drawing and Painting 1

Course Description

Students will create and evaluate artworks they have conceived. They will be able to analyze art concepts and techniques of various artists and/or two dimensional artworks. They then will be able to apply that analyzation to their own work. Developing personal style, individual expression and problems solving within a defined set of lessons. Participate in the critiquing process. Drawing, painting and creating new and innovating works of art.

Essential Understandings/Critical Content

- Refines and extends arts skills and techniques
- Transfers understandings from one artistic style to a larger group of artworks
- Develops work using a creative process independently
- Analyzes how cultural and historical perspectives influence personal artistic choices

Major Assignments/Projects/Assessments

- In-depth study of specific artist or artwork
- Create two or three two dimensional works of art with different materials
- Large group project

Other

- This class includes a fee

Ceramics/Pottery 1

1 Semester

Prerequisites

None

Course Description

Learn to work with clay, apply glazes and use a kiln. Develop the ability to create large free-standing pieces. Understand all the techniques needed to create a well-formed work of ceramic art. Study other ceramic artists and apply their techniques to your art. Get dirty!

Essential Understandings/Critical Content

- Gain basic skills in clay working
- Be able to design and create an individual piece
- Apply the “Elements of Art” and learned techniques to critiques
- Know the limitations and difficulties of working with clay, glazes and the kiln

Major Assignments/Projects/Assessments

- Tile
- Bell
- Molded dish
- Cup with handle
- Wall hanging
- Whistle
- Box
- Functional Wear
- Creature cup

Other

- This class includes a fee

Ceramics/Pottery 2

1 Semester

Prerequisites

Ceramics/Pottery 1

Course Description

Apply previous knowledge of clay, glazes and the kiln to develop larger free standing piece. Use all the firing, surface, and glaze techniques to create a new and unique ceramic artwork. Study other ceramic artists and apply their techniques to your art. Get dirty!

Essential Understandings/Critical Content

- Gain advanced skills in clay working
- Be able to design and create an individual piece
- Apply the “Elements of Art” and learned techniques to critiques
- Know the limitations and difficulties of working with clay, glazes and the kiln

Major Assignments/Projects/Assessments

- To be decided with instructor and artist

Other

- This class includes a fee

Yearbook

1 Semester

Prerequisites

Graphic Arts is recommended prior to taking Yearbook.

Course Description

This class is an extension of Graphic Arts and is focused on creating a completely student designed yearbook for the current academic year. Students will learn how to develop a theme, use online software, use the “Principles and Elements of Design” to create a variety of two-dimensional art projects relating to yearbook pages, and will incorporate digital photography and journalism skills.

Essential Understandings/Critical Content

- Study of elements and principles of visual arts
- Study of design
- Effective communication
- Journalism
- Photography
- Copyright Laws

Major Assignments/Projects/Assessments

- Poster
- Photography Projects
- Practice two-page layout
- Digitally altered photos

Other

- This class includes a fee

Graphic Arts

1 Semester

Prerequisites

None

Course Description

Learn how to use Publisher and apply that knowledge to create advertisements, flyers, your own logo and more! Learn digital photography to take some of the most interesting photographs then expand your Photoshop skills to design unique photographs worthy of a gallery. Learn to design a two-page layout using templates as they are created for the yearbook. Then take Yearbook the following semester and join the staff that will be helping design the yearbook for that academic year.

Essential understandings/Critical Content

- Understanding the principles and elements of design
- Digital photography
- Effective communication
- Photoshop

Major Assignments/Projects/Assessments

- Design posters
- Color wheel project
- Various elements of design projects
- Photography Project

Other

- This class includes a fee

7th and 8th Grade

AVID

Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long course. Each week, students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, strengthen metacognitive development, analytical reading and writing, communication skills, and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization and reading to support their academic growth. Students will increase awareness of their personal contributions to their learning, as well as their involvement in their school and community. Students will refine study skills and test-taking, note-taking, and research techniques.

6th, 7th and 8th Grades

Drama 1

1 Semester

Prerequisites

None

Course Description

Drama is an elective class that is designed to increase your ability to think critically and communicate through performance. Communication skills are important and will help you become a better reader, writer, speaker, and listener. In Drama, emphasis is placed on using both facial and vocal expression, gestures, and movement as an art form. Daily theatre exercises help to boost student confidence when speaking in public.

Essential Understandings/Critical Content

- Analyzes and interprets character, setting, dialogue and action development in scripted works
- Analyzes and interprets plot, script and theme of scripted works
- Refines and extends vocal, movement, emotional and sensory recall to create a character in a scripted or visual performance
- Extends focus techniques work for role in a scripted or visual performance

Major Assignments/Projects/Assessments

- Create a Tableaux with an ensemble
- Perform a pantomime
- Write a short script to perform
- Design promotional materials for a production
- Perform a monologue

7th and 8th Grades

Body Conditioning & Weight Training (Fitness & Conditioning 1)

1 Semester

Prerequisites

Must have earned an "A" in most recently completed fitness class.

Course Description

Fitness & Conditioning provides the opportunity for all students to be successful regardless of their aerobic fitness levels or prior experience in weight training. Activities are presented in a way that encourages positive attitudes, goal setting and great effort on the part of the student. Videos will be used during class time to show proper weight lifting

techniques, as well as to educate the students in the areas of nutrition and life-long wellness. Aerobic exercise will also play an important roll in the Fitness Class. Every Wednesday the students will be running and graphing their results and progress with the emphasis on improvement. Written assignments will be given as well as lectures and quizzes to further the student's knowledge in the area of healthy lifestyles.

Essential Understandings/Critical Content

- Understand safety rules and procedures in weight training and body conditioning activities
- Demonstrate sportsmanship and cooperation during all class activities
- Weight training and body conditioning activities produce life-long physical wellness

Major Assignments/Projects/Assessments

- Narrative writing assignments
- Fitness goal setting
- Practical assessments on class activities

Other

- Body Conditioning & Weight Training students are required to purchase a school fitness t-shirt

Team Sports

1 Semester

Prerequisites

Must have earned an "A" in most recently completed fitness class.

Course Description

The Team Sports class provides the opportunity for all students to be successful regardless of their personal fitness or skill level. Sports and games are presented in a way that encourages positive attitudes, good sportsmanship and great effort on the part of the students. This class will provide knowledge and activities which explore fitness at a team level. Students will learn fitness concepts and team sports that promote a lifelong healthy lifestyle. Aerobic exercise will also play an important roll in the team sports class. Every Wednesday the students will be running and graphing their results and progress with the emphasis on improvement. Students will be required to learn the rules, scoring and other important aspects of each sport so they can play and officiate their own games.

Essential Understandings/Critical Content

- Understand safety rules and procedures in team sports
- Demonstrate sportsmanship and cooperation during all class activities
- Understand that fitness activities produce life-long physical wellness

Major Assignments/Projects/Assessments

- Narrative writing assignments
- Fitness goal setting
- Practical assessments during team sports and games

Other

- Team Sports students are required to purchase a school fitness t-shirt

6th Grade

Independent Living (formerly Foods/Clothes 1)

1 Semester

Course Description

If you want to learn to cook, sew, and other useful life skills, this activity based class is for you. This semester class will teach beginning cooking skills while students prepare nutritious breakfasts, snacks, and sweets. Students will explore their passions and values, while practicing leadership skills. Finance, child care and interior design will be introduced through interactive lessons and projects. Students will hand and machine sew projects and learn about textiles. This course includes both independent and small group work.

Essential Understandings/Critical Content

- Food safety & sanitation
- Nutrition & Food preparation
- Effective use of communication skills
- Demonstrate leadership in group work
- Cooperate with people from different backgrounds
- Basic sewing skills
- Independent living concepts

Major Assignments/Projects/Assessments

- Planning and preparing for foods labs
- Kitchen safety and sanitation presentations
- Cooking labs and student demonstrations
- Passion and values exploration
- Child care/development- baby sitter basics class
- Hand and machine sewing opportunities
- Financial literacy
- Dream bedroom design project

Other

- Weekly computer use
- Dietary restrictions will be accommodated as needed
- LWSD culinary competition eligible
- This class includes a fee

7th and 8th Grades

Food Fundamentals (Foods 1)

1 Semester

Course Description

This CTE course offers many opportunities for cooking new and familiar foods. This class will have the opportunity to plan and prepare foods from all food groups such as breads, stir-fry, pasta, mozzarella cheese, pizza, crème brulee, student's choice and more. Students will learn safety and sanitation, basic nutrition, and explore the science of food in this lab heavy class. The food industry will be discussed and various cultural foods will be examined and demonstrated by students. Students will exhibit initiative, organization, creativity, independence, and personal responsibility.

Critical Content

- Kitchen safety and sanitation
- Facts about nutrients and food groups
- Food preparation and equipment use skills
- Meal planning
- Careers in foods
- Personal culture in relation to foods

Major Assignments/Projects/Assessments

- Weekly or more foods labs
- WA state food worker card test
- Writing and altering recipes
- Famous chef research project and presentation
- Cultural cooking demonstrations

Other

- Weekly computer use
- Dietary restrictions will be accommodated as needed
- LWSD culinary competition eligible
- This class includes a fee

International Foods (Foods 2)

1 Semester

Prerequisites

Completion of Independent Living (formerly Food/Clothes 1) OR Food Fundamentals with a "B" grade or higher, or proof of equivalent experience approved on a case by case basis.

Course Description

This CTE course will explore foods and cooking practices at an advanced level. Students will review safety & sanitation before diving into learning about food from all around the world. This class will provide opportunities for students to share their personal background through lab demonstrations and presentations. Students will work primarily in groups to cook a variety of international foods such as pad Thai, curry, crepes, sushi, enchiladas, student's choice and much more! This project based class will allow student's to practice and improve their leadership skills, collaboration, creativity, responsibility, and confidence.

Critical Content

- Review of kitchen safety and sanitation
- Advanced food preparation and equipment use skills
- Meal planning & recipe creation
- Personal culture in relation to foods
- Country study

Major Assignments/Projects/Assessments

- Weekly or more foods labs
- WA state food worker card test
- Demonstration Presentation

Other

- Weekly computer use
- Dietary restrictions will be accommodated as needed
- LWSD culinary competition eligible
- This class includes a fee

6th and 7th Grades

Leadership 1

1 Semester

Prerequisites

None

Course Description

Leadership 1 provides an opportunity to learn, develop and discover leadership skills and attitudes. Personal growth is experienced as well as becoming proficient in planning and implementing high quality activities. Students involved in this program will have the opportunity to increase their understanding and/or effectiveness in the following processes: communication skills, group processes, managerial skills, self-awareness, human relations skills, emotional intelligence and develop a stronger identity and purpose in school and in the world. This class requires school and/or community service.

Requirement

Skills integrated into this course include:

- Character development
- Public speaking
- Group/collaboration
- Negotiation and decision making
- Self-awareness and increased self-esteem
- Values of positive reinforcement, trust, and honest communication

Critical Content

- Leadership traits and skills
- Responsibilities and leadership development
- Group projects, implementation and evaluation

Major assignments/Projects/ Assessments

- Oral presentations
- Skill evaluation and reflection
- Community service

Major Assessment Tools

- Group evaluation
- Classwork
- Self-assessment
- Reflection
- Participation
- Citizenship
- Discussion
- CharacterStrong Leadership curriculum

8th Grade

Leadership 2

1 Semester

Prerequisites

Must be in eighth grade

This class will work with students who are interested in working with administration, counselors, and teachers to plan and implement the activities throughout the year.

Course Description

Leadership 2 teaches advanced leadership skills. There is increased opportunity to become proficient in goal setting, decision making,

communications, public speaking, project planning, and negotiation. This is a continuation of Leadership 1 and participants in this class are expected to take a lead role in implementing school activities. This class requires school or community service.

Requirement

ASB elected representatives are expected to enroll in Leadership for a full year. Skills integrated into this course include:

- Goal setting
- Negotiation and decision making
- Project planning and meeting deadlines
- Public speaking
- Computer used for research and assignments
- Leadership strategies
- Group work/collaboration

Critical Content

- Leadership traits and skills
- Responsibilities and leadership development
- Individual project planning, implementation and evaluation

Major assignments/Projects/Assessments

- Leadership notebook
- Oral projects
- Summary writing
- School activities
- Community service

Major Assessment Tools

- Participation
- Mini video presentations and lessons
- Journal responses
- Reflections
- Group projects

Peer Tutor/Student Aide Program

1 Semester

Prerequisites

Teacher signature

Course Description

Student Aides support student learning in the Transition Program. This elective is designed for responsible and caring students who wish to gain skills in serving as positive role models and peer mentors by assisting students in the Transition Program. Subjects that students in the Transition Program need support with include reading, math, writing, social skills, functional life skills, and helping others in elective classes (fitness, art, computer).

Essential Understandings/Critical Content

The essential understandings for this course are based on the students' role in the peer tutor program

Major Assignments/Projects/Assessments

- Daily attendance/participation
- Daily journal

6th, 7th and 8th Grades

Beginning Band

Full Year/Two Semesters

For students who have had no previous music reading or band experience, and wish to learn beginning instruments. Students learn reading strategies for music, and develop fundamental skills in tone, technique, and expressiveness. We will work out of Essential Elements for Band Books 1 and 2. Students also evaluate recorded performances of themselves and others through written concert reviews. Beginning instruments offered include Flute, Clarinet (leads to Saxophone, Oboe, and Bassoon), Trumpet (can lead to French Horn), Trombone, and Baritone (can lead to Tuba); Percussion starts on a Mallet or another wind instrument.

Requirements

Provide own instrument, or rent from music shop or the school (depending upon instrument). **Participation in evening concerts is required.** All participants in this music course are required to purchase an ASB card.

Critical Content

- The Evergreen Performance Music goals are to expand your experience of music performance, styles, history, theory, and enjoyment through level-appropriate literature. Students experience and practice the fundamentals, skills, and techniques of music

Major Projects and Assessments

- All bands have at least ONE evening concert per quarter
- Each band will attend at least one performance festival per year
- Individual playing "progress checks" will occur in class, following music performance rubrics
- Daily lessons help to develop goal-setting techniques
- Daily informal evaluations and feedback on students' development
- By March, Beginning Band is usually at the same level as Concert Band. They will play their last two concerts together.

Concert Band

Full Year/Two Semesters

Prerequisites

1-2 previous years of band experience

For students who have had 1-2 years of band experience. Music reading and instrumental rehearsal and performance skills are improved by focusing on several method books and appropriate literature in various musical styles. We will work out of Essential Elements for Band Books 1 and 2. Students also evaluate recorded performances of themselves and others through written concert reviews, developing writing skills. We have several performances in the school and community, as well as festival appearances. Marching band experience is offered.

Requirements

Regular practice and provide own instrument, or rent from music shop or school (depending upon instrument). **Participation in evening concerts is required.** All music students are required to purchase an ASB card.

Critical Content

- The Evergreen Performance Music goals are to expand your experience of music performance, styles, history, theory, and enjoyment through level-appropriate literature. Students experience and practice the fundamentals, skills, and techniques of music

Major Projects and Assessments

- All bands have at least ONE evening concert per quarter
- Each band student will submit one recorded test per semester with scales, rhythms and excerpts
- Each band member will complete one enrichment project per quarter (lessons, concert reports, etc.)
- Each band will attend at least one performance festival per year
- Individual playing evaluations will occur in class, following music performance rubrics
- Weekly practice journals or alternatives to help to develop goal-setting techniques
- Daily informal evaluations and feedback on students' development

Concert Choir (Chorus 1)

Full Year

Prerequisites

None

Course Description

If you can talk, you can sing! You just have to sign up so that your voice and love for singing will develop as well as your self-confidence. Join this group of students who come together to sing, laugh, and learn, creating an unforgettable musical experience daily. If you were in choir last year, come join another fun-filled year in Chorus! Your experience is SO valuable in making this group great and taking it to the next level. (Students have performing opportunities in large group concert, solo, and small ensemble music.) Beyond music, this class helps prepare you to perform/speak in front of others, get more comfortable with being in front of others, and as always to be OK with making a fool of yourself in front of others.

Requirements

- Evening concert attendance is required**
- ASB membership
- Daily at home practice
- Participation in fundraisers may be necessary to help fund field trips

Major Assignments/Projects/Assessments

- At least one evening concert performed each quarter
- Touring and adjudicated performances throughout the school year
- One group composer report project
- Periodic singing tests both recorded and live
- Major Assessment Tools
- Rehearsal and concert participation
- Understanding and demonstrating accurate vocal techniques and how they relate to various styles of music
- Understanding and demonstrating the Major scale formulas using solfege beginning on any given tonic note
- Student conductors are chosen by their demonstration of positive rehearsal behavior, organizational skills, and vocal ability during rehearsals and performances

Guitar 1

1 Semester

Prerequisites

This class is for the beginning guitarist. It is not intended as an advanced course for experienced players. No prior knowledge of music or guitar is needed.

Course Description

I see guitar as coming from two major influences: Classical (Western/Spain) and The Blues. Students will learn both the melody side of guitar playing (melodies, solos, multi-part ensembles) and the accompanying side (chords, strumming, singing). Right-hand technique will include finger picking, playing with a flat pick (used in rock, country, bluegrass, popular, folk, blues). Left-hand techniques will begin with easy open position chords and melodies in first position. We will also introduce many of the influential and important guitar artists in all genres. Improvisation and some song-writing techniques will be discussed.

Requirements

- Guitar for at home practice (one will be provided for in class practice). A very limited amount of basic guitars may be available for student loan for a fee of \$100 (first come, first served)
- Our book *Essential Elements for Guitar* by Bob Morris/Will Schmidt
- Most learning is done in-class practice; Quality in-class work and behavior is required.

Major Assignments/Projects/Assessments

- Regular Playing assessments of progress
- Some music writing
- Group guitar personality report

Orchestra 1

Full Year

Prerequisites

Open to 6th grade students and beginners

Course Description

Students in String Orchestra will learn more advanced techniques on their instrument in a class setting. Emphasis will be on ensemble playing as well as building on the student's individual skill level. Regular concerts and regular individual practice will be part of the curriculum.

Requirements

- Evening concert attendance is required
- ASB membership
- Daily at home practice
- Participation in fundraisers may be necessary to help fund field trips
- *Essential Elements for Strings* Book 2

Major Projects and Assessments

- Orchestra will have at least one concert per quarter
- Individual playing and evaluations will occur in class, following rubrics developed for music performance
- Daily informal evaluations and feedback on students' development
- One group composer project

Other

- It is highly suggested to purchase a Smart Music subscription for better practice at home, easier playing tests, and quicker assessments

7th and 8th Grades

Symphonic Band

Full Year/Two Semesters

Prerequisites

Successful completion of Concert Band, or 2-3 years of instrumental experience or director's permission.

This class provides continued focus on developing reading strategies and performance skills through increasingly advanced literature, solo and chamber music, and numerous performance opportunities. We will work out of *Essential Elements for Band* Book 2, and *Standards of Excellence* Book 3, and will have completed the common scales. Performance evaluations through written reviews and rubric-scored tests help students develop self-evaluation and strategize for improvement. Marching Band and small group experience is offered.

Requirements

Provide own instrument or rent from music shop or the school (depending upon instrument). **Participation in evening concerts and festivals is required.** *All music students are required to purchase an ASB card.*

Critical Content

- The Evergreen Performance Music goals are to expand your experience of Music Performance, Styles, History, Theory, and Enjoyment through level-appropriate literature. Students experience and practice the fundamentals, skills, and techniques of music

Major Projects and Assessments

- All bands have at least ONE evening concert per quarter.
- Each band student will submit one recorded test per semester with scales, rhythms, and excerpts
- Each band member will complete one enrichment project per quarter (lessons, concert reports, etc.)
- Each band will attend at least one performance festival per year.
- Individual playing evaluations will occur in class, following music performance rubrics
- Weekly practice journals or alternatives to help to develop goal-setting techniques
- Daily informal evaluations and feedback on students' development

8th Grade

Wind Ensemble

Full Year/Two Semesters

Prerequisites

High level of music and rhythmic reading skills 2-3 years of instrumental experience, completion of Symphonic Band, or audition or director's permission.

This class provides continued focus on developing reading strategies and performance skills through increasingly advanced literature, solo and chamber music, and numerous performance opportunities. We will work out of *Standards of Excellence* Book 3 and *Foundations for Superior Performance*, and will have completed all 10 major and minor scales by completion of the course. Critical evaluations through written reviews and rubric-scored tests help students develop and refine self-evaluation, and strategize for improvement. Marching band and small group experience is offered.

Requirements

Provide own instrument or rent from music shop or the school (depending upon instrument). **Participation in evening concerts and festivals is required.** All music students are required to purchase an ASB card.

Critical Content

- The Evergreen Performance Music goals are to expand your experience of Music Performance, Styles, History, Theory, and Enjoyment through level-appropriate literature. Students experience and practice the fundamentals, skills, and techniques of music

Major Projects and Assessments

- All bands have at least one evening concert per quarter.
- Each band student will submit one recorded test per semester with scales, rhythms, and excerpts
- Each band member will complete one project per quarter (lessons, concert reports, etc.)
- Each band will attend at least one performance festival per year.
- Individual playing evaluations will occur in class, following music performance rubrics
- Weekly practice journals or alternatives help to develop goal-setting techniques
- Daily informal evaluations and feedback on students' development

6th, 7th and 8th Grades

Jazz Band/Jazz Lab

Open to All Grades and Instruments

7:00-7:45 a.m. (possible change) Days to be determined.

Prerequisites

One to two years of Band experience, and must be in another performance class (some exceptions may be made for guitar and piano players, and for legitimate schedule conflicts).

This class is an extension of performance skills developed in the larger Band/Orchestra class. All instruments are welcomed! Students will be placed in the appropriate ensemble, depending upon their level of experience. Students will learn jazz performance skills and improvisation, and become familiar with the styles of Jazz, Latin, Rock, and Funk, and the important performers in Jazz. Performances include many concerts in the school, community, and jazz festivals.

Requirements

Furnish own morning transportation and provide own instrument.

Regular attendance is required! Participation in evening concerts and extracurricular festivals (1-2) is required.

Critical Content

- The Evergreen Performance Music goals are to expand your experience of Music Performance, Styles, History, Theory, and Enjoyment through level-appropriate literature. National Standards for Music
- Evergreen's Music Department focuses on the National Standards for Music Performance

Major Projects and Assessments

- Each band will attend at least one performance/festival/outside performance per year
- Individual playing evaluations will occur in class, following music performance rubrics

- Daily informal evaluations and feedback on students' development
- Regular work in solo writing and performing

Science Electives

Exploratory Elective: Survival Science

Grade 6-8, 1 Semester

Survival Science takes skills and knowledge students have learned and gives them an opportunity to apply these skills to real world survival situations. They will develop the skills to improvise, react, and effectively manage survival situations of varying degrees of difficulty. Skills will include; shelter building, fire building, first aid and applied human physiology, emergency management, orientation, creation and use of emergency kits.

Other

- \$15.00 fee

6th and 7th Grades

Technology 1 (General Tech 1)

1 Semester

Course Description

Tech 1 is an entry-level technology course. It is designed to take the student through basic to intermediate uses of technology. Some of the skills that will be covered in the class include networking basics, operating system usage, graphics design, word processing, desktop publishing, Internet use, HTML, file formats and beginning multimedia design. This class meets Career and Technical Education (CTE) requirements.

Essential Understandings/Critical Content

- Writing/Publishing
 - Use/improve Level Two skills
 - Use advanced format, such as tabs
 - Introduce import/export functions
 - Convert text formats
 - Import/place graphs
- Graphics
 - Discriminate between paint/draw
 - Recognize graphics formats
 - Integrate graphics in work
 - Use paint/draw functions
 - Use layout/design to improve aesthetics
 - Use variety of graphics applications
- Multimedia
 - Link external resources
 - Embed resources
 - Create product to support learning
 - Apply tools to support learning
- Presentation
 - Include external links
 - Develop product for audience outside classroom
 - Use presentation equipment
 - Incorporate design principles
- System
 - Select appropriate hardware/software to complete task
 - Troubleshoot, solve hardware/software problems
 - Use, access file management systems
 - Use alternate toolbars

- Use correct file name formats
- Make informed choices among technology systems
- Network
 - Access file systems/servers
 - Upload, understand connectivity
 - Differentiate Internet/Intranet
 - Use network to share files
- Research
 - Introduce middle school resources
 - Use, evaluate resources w/research
 - Use in search techniques
- Communication
 - Understand limits of written communication
 - Routinely, efficiently use online resources
- Ethics
 - Respect copyright
 - Distinguish appropriateness of content and language
 - Understand viruses
 - Respect configuration settings
 - Exhibit legal, ethical behaviors
 - Demonstrate ethical/appropriate use of resources

Major Assignments/Projects/Assessments

- Photoshop
- Rotoscope Project

Other

- This class includes a fee
- Large capacity removable storage such as USB drive highly recommended

7th and 8th Grades

Technology 2 (General Tech 2)

1 Semester

Prerequisites

Tech 1

Course Description

Tech 2 is an intermediate to expert level technology course, It is designed to pick up where Tech 1 leaves off. Some of the skills that will be covered in the class include working with Photoshop, video compositing, video editing, 3-D animation, and video special effects. A new addition to the course this year will be a unit exploring robotics and programming. At the completion of the course, students should be comfortable in more advanced methods of computer and technology use.

Critical Content

- Writing/Publishing
 - Design and layout
 - Merge information
 - Use import/export functions
- Graphics
 - Discriminate between paint/draw
 - Recognize graphics formats
 - Integrate graphics in work
 - Use paint/draw functions
 - Use layout/design to improve aesthetics
 - Use variety of graphics applications
- Multimedia
 - Link external resources

- Embed resources
- Create product to support learning
- Apply tools to support learning
- Explore a variety of multimedia authoring software
- Create a product to meet self-defined criteria
- Presentation
 - Include external links
 - Develop product for audience outside classroom
 - Use presentation equipment
 - Incorporate design principles
 - Integrate multiple applications
 - Extend audience beyond school
 - Use animation, video, outside links
- System
 - Select appropriate hardware/software to complete task
 - Troubleshoot, solve hardware/software problems
 - Use, access file management systems
 - Use alternate toolbars
 - Use correct file name formats
 - Make informed choices among technology systems
 - Use alternate toolbars
- Network
 - Access file systems/servers
 - Upload, understand connectivity
 - Differentiate Internet/Intranet
 - Use network to share files
- Research
 - Use, evaluate resources w/research
 - Routinely, efficiently use online resources
- Communication
 - Understand limits of written communication
 - Routinely, efficiently use online resources
- Ethics
 - Respect copyright
 - Distinguish appropriateness of content and language
 - Understand viruses
 - Respect configuration settings
 - Exhibit legal, ethical behaviors
 - Demonstrate ethical/appropriate use of resources
- Robotics
 - Construction skills
 - Communications skills
 - Classroom to work environment connections
 - Problem solving
 - Make connections between classroom skills and skills for working/living
 - Solve problems
 - Evaluate information
 - Set and work toward standards of quality
 - Gather information through listening/observing
 - Use tools/equipment to access/process/present information
 - Use a variety of tools for different kinds of work
 - Operate portable tools, power tools and hand tools

Major Assignments/Projects/Assessments

- Photoshop
- Web Site Project
- Rotoscope project
- Video Compositing
- 3-D animation
- Robotics

Other

- This class includes a fee
- Large capacity removable storage such as USB drive highly recommended

Digital Media

1 Semester

Course Description

Media and video productions is a course designed to take students through the process of creating a “full-length” video production. Students will start with planning and script-writing and then move through the process of moving their ideas from paper to film. They will learn camera operation, video terminology and filming techniques. They will also experience storyboarding, graphic design, web-site development and video editing. Their final project will include a teaser trailer, official trailer, “full-length” movie and support materials appropriate to a contemporary video production.

Critical Content

- Writing/Publishing
 - Design and layout
 - Merge information
 - Use import/export functions
- Graphics
 - Discriminate between paint/draw
 - Recognize graphics formats
 - Integrate graphics in work
 - Use paint/draw functions
 - Use layout/design to improve aesthetics
 - Use variety of graphics applications
- Multimedia
 - Link external resources
 - Embed resources
 - Create product to support learning
 - Apply tools to support learning
 - Explore a variety of multimedia authoring software
 - Create a product to meet self-defined criteria
- Presentation
 - Include external links
 - Develop product for audience outside classroom
 - Use presentation equipment
 - Incorporate design principles
 - Integrate multiple applications
 - Extend audience beyond school
 - Use animation, video, outside links
- System
 - Select appropriate hardware/software to complete task
 - Troubleshoot, solve hardware/software problems
 - Use, access file management systems
 - Use alternate toolbars
 - Use correct file name formats
 - Make informed choices among technology systems
 - Use alternate toolbars
- Network
 - Access file systems/servers
 - Upload, understand connectivity
 - Differentiate Internet/Intranet
 - Use network to share files
- Communication
 - Understand limits of written communication
 - Routinely, efficiently use online resources
- Ethics

- Respect copyright
- Distinguish appropriateness of content and language
- Understand viruses
- Respect configuration settings
- Exhibit legal, ethical behaviors
- Demonstrate ethical/appropriate use of resources

Major Assignments/Projects/Assessments

- Movie review website
- Children’s book project
- Script for teaser trailer
- Storyboards for teaser trailer
- Script for official trailer
- Storyboards for official trailer
- Script for final movie
- Storyboards for final movie
- Movie poster
- Movie website
- Teaser trailer
- Official trailer
- Final movie

Other

- This class includes a fee
- Large capacity removable storage such as USB drive highly recommended

6th Grade

Computer Literacy

1 Semester

Course Description

Middle school students have daily access to LWSO provided laptops and the powerful technology that comes with it. The focus of this class is to provide students with an opportunity to build their basic technology and keyboarding skills with an emphasis on applying these skills to improve their academic achievement in all other classes.

Students will work to increase their touch type speed and accuracy. They will become more familiar with how to use their laptop and learn basic and more advanced skills with Microsoft programs like Word, PowerPoint, Excel, OneNote and will be guided through some basic and more advanced uses of PowerSchool. There will be a focus on Digital Citizenship. This one semester class is open to all sixth grade students.

Critical Content

- Touch type keyboarding
 - Standard 2.2.1 – Develop skills to use technology effectively
- Hardware and software applications
 - Standard 1.1.1 – Generate ideas and create original works for personal and group expression using a variety of digital tools
 - Standard 1.3.2 – Locate and organize from a variety of sources and media
 - Standard 2.2.2 – Use a variety of hardware to support learning
 - Standard 2.3.1 – Select and use common applications
 - Standard 2.3.2 – Select and use online applications
 - Standard 2.4.1 – Formulate and synthesize new knowledge

- Writing skills
 - Standard 1.2.1 – Communicate and collaborate to learn with others
 - Standard 2.1.2 – Practice ethical and respectful behavior

Students who opt out of this required course will be placed in it if there are no other elective options that work in the student's schedule.

6th, 7th, and 8th Grades

Woodworking 1

1 Semester

Prerequisites

None

Course Description

Destined to be your favorite hour of the day, Woodworking 1 will provide you with the basic skills needed to produce quality woodworking projects. From classic chess boards to Adirondack chairs, we'll make a huge variety of projects while safely using hand and power tools.

Essential Understandings/Critical Content

- Personal Safety
- Basic woodworking
- Orthographic Projection
- Planning
- Following instructions

Major Assignments/Projects/Assessments

- Machine Safety
- '1 x 4' project
- Whistle
- Cell Phone Holder
- Tools & Machines
- Independent woodworking projects
- Project evaluations & project progress

Other

- This class includes a fee
- Extra costs contingent on individual project choice

7th and 8th Grades

Woodworking 2

1 Semester

Prerequisites

Woodworking 1 or equivalent

Course Description

A continuation of an Evergreen favorite, Woodworking 2 will expand your woodworking skills and enhance your craftsmanship. Students will work individually or in small groups to plan and produce finely crafted projects. Build "anything you want to build" (within your abilities and budget).

Essential Understandings/Critical Content

- Personal safety
- Advanced woodworking
- Drafting
- Planning & Orthographic Projection

Major Assignments/Projects/Assessments

- Joiner-E Project
- Machine safety

- Project plan
- Project evaluations & project progress
- Advanced woodworking projects
- Woodworking portfolio

Other

- This class includes a fee
- Extra costs contingent on individual project choice

Woodworking 3

1 Semester

Prerequisites

Woodworking 2 or equivalent

Course Description

Advanced woodworking is a special opportunity for the experienced and motivated woodworker to explore woodworking in depth. Woodworking 3 students will work independently on fine woodworking projects. Original design, varied finish techniques, joinery options and woodworking design history will be incorporated in projects that will feature something 'special.'

Essential Understandings/Critical Content

- Personal Safety
- Advanced woodworking
- Drafting
- Planning & orthographic projection
- Elements of design

Major Assignments/Projects/Assessments

- Project evaluations & project progress
- Advanced woodworking projects
- Woodworking portfolio
- Woodworking poster
- Project design and plan

Other

- This class includes a fee
- Extra costs contingent on individual project choice

8th Grade

French 1

Full Year

CADR

Prerequisites

Good study skills and strong language arts skills.

This class is a first year high school level course. Students are expected to allow for a minimum of 30 minutes of homework/review each night. Students must purchase a workbook to be used in class.

Course Description

This course is equivalent to one year of beginning high school world language. It emphasizes communicative activities taught in concept based units. The district adopted curriculum, *Bien Dit*, provides the basis of the course. Language acquisition is developed through the natural sequence of listening, speaking, reading, and writing. Understanding and appreciation of Francophone culture develop as students study and experience it firsthand. The course demands good study skills with daily homework and classroom accountability. Students may enroll in French provided they have strong language arts abilities and disciplined study skills.

Critical Content/Process and Skills

- Language Structures
 - Present tense
 - Agreement between parts of speech
 - Sentence patterns, possessives, interrogatives
- Contextual Topics
 - Numbers, time
 - School, colors, family
 - Weather, seasons, feelings and emotions
 - Appearance, characteristics, foods, pastimes, clothing
 - Sports, vacations, home, health, community
- Communicative Functions
 - Exchanging greetings, farewells, and courtesies
 - Expressing agreement and disagreement
 - Expressing likes and dislikes, giving and following directions, making requests
 - Expressing ownership, describing people, places, and things
 - Expressing feelings and emotions
- Cultural Goals
 - Appropriate forms of addressing people
 - School systems
 - Meals, regional foods
 - Types of shopping
 - Festivals, family celebrations

Major Assignments and Projects

- Daily homework reinforces classroom learning
- Grammar and vocabulary quizzes assess pace of learning
- Chapter tests assess listening, speaking, reading, and writing proficiency
- Oral presentations assess fluency, knowledge, and proficiency
- Rubrics provided for all assignments

Other

- This class includes a fee

Spanish 1

Full Year

CADR

Prerequisites

Good study skills and strong language arts skills. This class is a first year high school level course. Students are expected to allow for a minimum of 20-30 minutes of homework/review each night.

Course Description

The goal of this course is to introduce the students to the study of the Spanish language, stressing the four basic skills: reading, writing, listening, and speaking. The skills will be learned in an immersion environment by listening to Spanish, speaking Spanish and acquiring vocabulary and grammar in context. The students will also engage in games and conversations in order to practice speaking. Culture will be studied by exploring music, everyday customs, history and geography.

Power Standards

Communication (reading, writing, listening and speaking)

1. Engages in conversations, provides and obtains information, expresses feelings and emotions, and exchanges opinions
2. Explains and interprets spoken and written Spanish on a variety of topics

3. Presents information, concepts, and ideas in Spanish to an audience of listeners or readers on a variety of topics

Cultures

4. Demonstrates an understanding of the relationship between practices and perspectives of Hispanic cultures
5. Demonstrates an understanding of the relationship between products and perspectives of Hispanic cultures
6. Reinforces and furthers their knowledge of other disciplines through Spanish
7. Acquires information and recognizes the distinctive viewpoints that are only available through the Spanish language and its cultures
8. Demonstrates understanding of the nature of language through comparisons between Spanish and English
9. Demonstrates understanding of the concept of culture through comparisons between Hispanic cultures and their own
10. Uses Spanish both within and beyond the school setting
11. Shows evidence of becoming life-long learners by using Spanish for personal enjoyment and enrichment

Critical Content

- Vocab for Everyday and School Life
- Present tense verb system including irregular verbs
- Introduction to past tense system with the preterite form including a few irregular verbs
- Basic sentence structure

Assessments

- Oral presentation and written projects
- Quarterly speaking proficiency test
- Quarterly writing proficiency tests
- Quarter culture projects to practice culture, comparisons, connections and community
- Vocab Practice in the journals

Textbooks/Supplemental Materials/Teaching Resources

- Schmitt, Conrad. ¡Así Se Dice! Level 1 ed. Columbus: Glencoe/McGraw-Hill.
- <http://estudio.quia.com/books> our online site for book, workbook, and audio activities. You will be emailed a username and password.

7th and 8th Grade

Study Skills

1 Semester

In Study Skills students will focus on learning skills that will help them maximize their learning. Strategies that will be focused on include: organizational skills, goal setting, note taking, calendaring, prioritizing, test taking skills and self-advocacy. Student use of electronic academic tools will also be taught. This includes the use of Power-School Learning and accessing online grade-book data. Any student is welcome to sign-up for this class, however priority will be given to students that are recommended by Evergreen staff members.

6th, 7th and 8th Grades

General Math 6, 7 and 8

1 Year

Prerequisites

Individualized Education Program (IEP)/Special Education Placement

Course Description

LWSD has adopted Glencoe Math Curriculum for the Middle School as the curriculum for sixth, seventh, and eighth grade resource. This rigorous program is adapted to meet the essential learnings.

Essential Understandings/Critical Content

The units are based on the following mathematical content: fractions, percent, integers, problem solving, Pythagorean Theorem, linear functions, inequalities, and probability.

Major Assessments

Students will also be assessed regularly in math fluency and problem solving (Curriculum Based Measurement). This data will be used to set individual goals using assessment data and to conference with students each quarter to look at their progress in fluency and problem solving. The ALEKS program and modified assessments provide on-going assessment of student achievement.

Functional Math

1 year

Prerequisites

Individualized Education Program (IEP)/Special Education Placement

Course Description

Individual curriculum based on the student's IEP goals to fill in gaps in learning. The overall objective is to increase the students' skill set so they can access SDI Math for their grade level.

Essential Understandings/Critical Content

The units are based on the following mathematical content: fractions, problem solving, everyday math life-skills

Major Assessments

Students will also be assessed regularly in math fluency and problem solving (Curriculum Based Measurement). This data will be used to set individual goals using assessment data and to conference with students each quarter to look at their progress in fluency and problem solving. The ALEKS program and modified assessments provide on-going assessment of student achievement.

English

1 Year

Prerequisites

Individualized Education Program (IEP)/Special Education Placement

Course Description

Resource English/Language Arts replaces the general education curriculum for students that qualify for specially designed instruction in basic reading, comprehension and/or written expression.

Essential Understandings/Critical Content

The essential understandings for this course are based upon students' IEP goals and present levels.

Major Assignments/Projects/Assessments

- Multi-paragraph writing each quarter
- Independent reading projects
- Novel studies

Social Skills/Organization

1 Year

Prerequisites

Individualized Education Program (IEP)/Special Education Placement

Course Description

Social Skills/Organization is a class for students who qualify for SDI in social skills, organization, behavior, and/or communication. In Social Skills, we work on self-regulating behaviors, perspective taking, initiating conversation, joining a group, and many other areas to become better social thinkers. Organization skills are included in this class according to their IEP.

Essential Understandings/Critical Content

The essential understandings for this course are based on the students individual education plans and goals.

Academic Support

1 Year

Prerequisites

Individualized Education Plan (IEP)/Special Education Placement

Course Description

Resource English/Language Arts support for students that qualify for specially designed instruction in reading, written expression, and/or organization. Students are also placed in a general education LA/SS class. Organization support is provided in alignment with IEP goals. This class replaces one year-long elective.

Essential Understandings/Critical Content

The essential understandings for this course are based on the students' individual education plans and goals.

Major Assignments/Projects/Assessments

- Multi-paragraph writing each quarter
- Novel studies

Functional English Block

1 Year

Prerequisites

Individualized Education Plan (IEP)/Special Education Placement

Course Description

Functional English Block is a replacement block class to support reading and writing IEP needs. Students will develop skills and strategies to be better readers and writers. Students will also develop their reading comprehension, fluency, decoding, spelling, grammar, essay writing, and much more! This class is also designed to provide tools for academic success in all classes.

Essential Understandings/Critical Content

The essential understandings for this course are based on the students' individual education plans and goals

Community Training/Transition Class

1 year

Prerequisites

Individualized Education Program (IEP), placement in the Transitions Program

Course Description

This course is designed to provide students with functional skills in the areas of: math, reading, writing, life skills, social skills, adaptive, behavior, and organization. All instruction is individualized per student need as indicated on the IEP.

Essentials/Critical Content

Each course is individualized to meet the students at their various ability levels and to address each student's IEP goals. Students work in small groups or individually with special education staff and peer tutor support.

Projects and Assessments

The Transition program runs the "Eagle Espresso" on Friday mornings. Students help prepare, deliver, and accept payment from teachers who have ordered espresso drinks. Communication, social, job, and money skills are all part of this project.

Most of the students in this class take part in an alternate assessment, the Washington Access to Instruction and Measurement (WA-AIM) as indicated in the IEP.