



**SKYVIEW MIDDLE SCHOOL**  
**2020-21 7<sup>th</sup> GRADE COURSE CATALOG**  
**Class of 2026**

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**7<sup>th</sup> Grade REQUIRED COURSES**

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**English**

**Mid Level English 7 SPC700**

*Course length: Full Year*

*Prerequisite: Individualized Education Plan (IEP). IEP Teacher Permission required.*

Mid-Level English is exclusively for students in special education. This class is designed for students with significant academic delays and possible cognitive and adaptive skill delays. This class is meant to replace the core content classes in Language Arts, English 7. Students access an alternative curriculum and a smaller class in order to gain knowledge and skills.

**Learning Center (LC) English 7 SPL700**

*Course length: Full Year*

*Prerequisite: Individualized Education Plan (IEP). IEP Teacher Permission required.*

Learning Center English is exclusively for students in special education. Learning Center English replaces English 7, the general education core content class in Language Arts. Learning Center English has combinations of altered content knowledge, conceptual difficulty, educational goals and instructional methods different than those applied in general education English 7. This class has a special education course code.

**7<sup>th</sup> Grade English/Language Arts ENG700**

*Course length: Full Year*

This course addresses 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 junior high E/LA curriculum develops 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. 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.

### **7th Grade Challenge English ENG750**

*Course length: Full Year*

Students may register for this course through the informed Self-Select process. In addition to the 7th grade E/LA 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 7th Grade E/LA class may move at a faster pace and include additional novels to be read independently by the student. 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.

### **AAP English 7 ENG755**

*Course length: Full Year*

***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 6th 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 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 a longer literary studies of a class novel and a Shakespearean play, and includes a selection of novels students can choose for independent reading. 7th 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.

### **7th Grade Washington State History SSW705**

*Course length: Full Year*

*Special Note: Passing one semester of Washington State History is a state 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 Balanced State Assessments, and establishes the skills necessary for a successful progression of learning to the next grade level of Social Studies coursework.

### **7th Grade Challenge Washington State History SSW710**

*Course length: Full Year*

*Special Note: Passing one semester of Washington State History is a state 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.

### **7th grade AAP Washington State History SSW715**

*Course Length: Full Year*

*Special Note: Passing one semester of Washington State History is a state 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.

## Science

### **7th Grade Integrated Science SCI700**

*Course length: Full Year*

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 cross-cutting concepts (e.g. patterns, systems, etc.) that support scientific understanding and are applicable across science investigations.

### **7th Grade Challenge Integrated Science SCI750**

*Course length: Full Year*

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 cross-cutting 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.

### **AAP Integrated Science 7 SCI755**

*Course length: Full Year*

***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 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 7<sup>th</sup> Grade Integrated Science with enrichment and a deeper level of complexity. Students should have the desire to continue to academically advanced science courses

## Math

### **Mid Level Math 7 SPC720**

*Course length: Full Year*

*Prerequisite: Individualized Education Plan (IEP). IEP Teacher Permission required.*

Mid-Level Math is exclusively for students in special education. This class is designed for students with significant academic delays and possible cognitive and adaptive skill delays. This class is meant to replace the core content classes in math, Math 7. Students access an alternative curriculum and a smaller class in order to gain knowledge and skills.

### **Learning Center (LC) Math 7 SPL5907**

*Course length: Full Year*

*Prerequisite: Individualized Education Plan (IEP). IEP Teacher Permission required*

Learning Center Math is exclusively for students in special education. Learning Center Math replaces Math 7, the general education core content class in Math. Learning Center English has combinations of altered content knowledge, conceptual difficulty, educational goals and instructional methods different than those applied in general education Math 7. This class has a special education course code.

### **7<sup>th</sup> Grade Math MAT700**

*Course length: Full Year*

*Equipment: 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 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, 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.

### **7<sup>th</sup> Grade Challenge Math MAT755**

*Course length: Full Year*

*Equipment: 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<sup>th</sup> 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<sup>th</sup> grade math, 8<sup>th</sup> 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 for Mathematical Practice.

### **Algebra 1 MAL100**

*Course length: Full Year/1Credit*

*Prerequisite: Completion of Holt Course 3 OR*

*7<sup>th</sup> Grade Challenge Math OR*

*Completion of an 8<sup>th</sup> Grade Accelerated Summer Math Course. Students considering this option should contact their school counselor. OR*

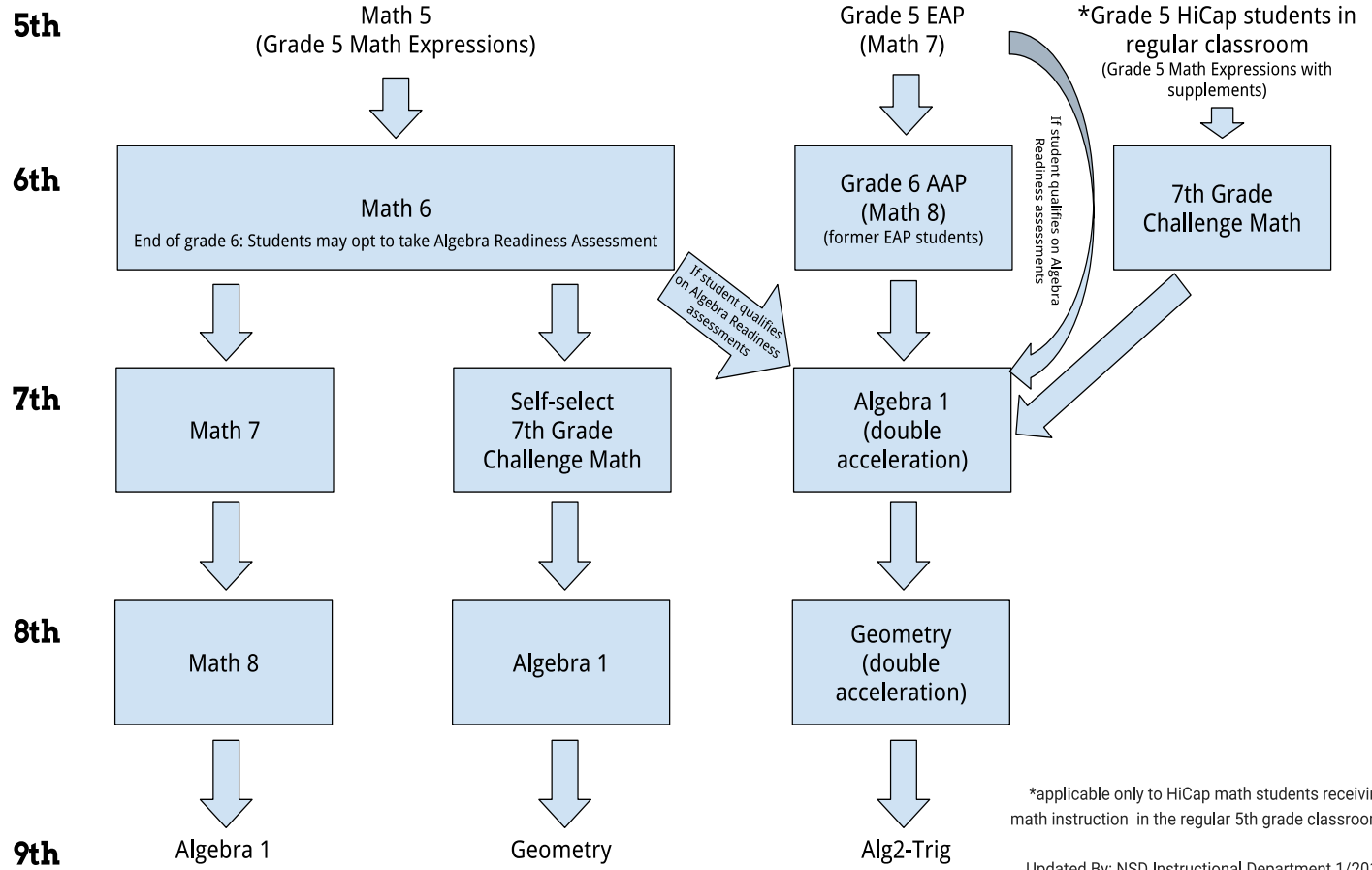
*Completion of an 7<sup>th</sup> Grade Challenge Summer Math Course. Students considering this option should contact their school counselor. OR*

*Qualifying score on Algebra Readiness Assessments*

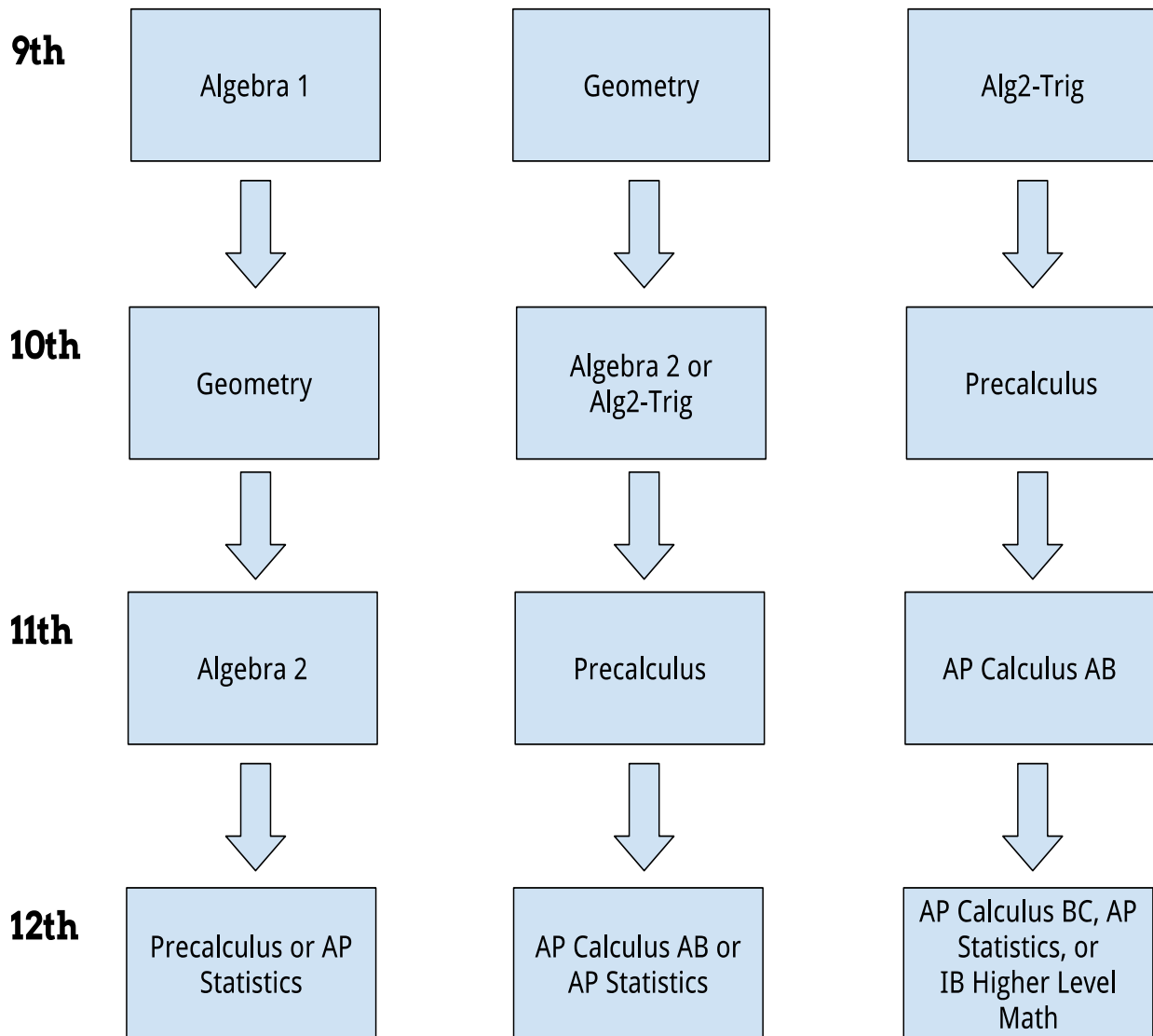
*Equipment: A scientific calculator is required. The Texas Instrument TI-83 or TI-84 family of graphing calculators is strongly recommended.*

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, arithmetic and geometric sequences, 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.

## Middle School Mathematics



## High School Mathematics



Created By: NSD Instructional Department 9/2016

## Health & Fitness

### **PE Health and Fitness – 7<sup>th</sup> ONLY PHF700** *One Semester Required Class Cannot be repeated.*

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 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    |
|                | • Weight Training | • Wrestling   |

## PE/Fitness

### **Team Sports 7/8 PTS850** *Semester Class*

*Cannot be repeated in the same year.*

This fun and exciting course will emphasize the fundamentals of teamwork and the skills necessary in racquet and team sports. This course will make sports fun while improving your ability. Activities may include, but are not limited to: Badminton, Tennis, Pickleball, Basketball, Hockey, Volleyball, Soccer, Lacrosse, Cricket, Football, Softball, Square dance and Ultimate Frisbee. Curriculum may vary depending on facility space.

### **PE Yoga/Pilates 7/8 PYP780** *Semester Class*

*Cannot be repeated in the same year.*

Students will participate in specific Yoga/Pilates and other activities, which may include, breathing techniques and variations of Yoga/Pilates poses designed to build strength and increase flexibility. The ultimate goal of this class is develop a practical understanding of how to use Yoga/Pilates and other activities to maximize your innate flexibility and strength, while protecting your body through life. We will discuss the various aspects of Yoga/Pilates and other activities; however, a large majority of class time will be spent practicing presented material. This class is open to all skill levels and is not religiously based.

### **PE Weight Training 7/8 PWT800** *Semester Class*

This course is designed to allow students the opportunity to combine cardiovascular exercise with resistance training to improve their overall fitness. Current information on nutrition, training techniques, and workout programs will be provided throughout the semester. The main focus of the class is weight training and cardiovascular training, designed to meet the specific goals of the individual (i.e., muscle tone, strength gain, reduction in body fat). Each student will be able to design a personalized exercise regimen to improve overall wellness by the completion of this course.



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## 7<sup>th</sup> and 8<sup>th</sup> Grade ELECTIVES

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### Art

#### **Art 7/8 ART780** Semester Class

*Cannot be repeated in the same year. No prerequisite. 7<sup>th</sup> graders may repeat course once during 8<sup>th</sup> grade.*

Introduces students to the elements of art, a variety of artistic styles and art history. SKILLS: Students use different art media: pencil, color pencil, pastel, paint, cut paper, etc. to create drawings, paintings, portraits, poem illustrations, collages, etc. *A \$15 art fee per semester will allow the students to keep the projects they make in class*

#### **Ceramics & 3D Art Workshop 7/8 ACE780** Semester Class

*Cannot be repeated in the same year. No prerequisite, no drawing skill needed. 7<sup>th</sup> graders may repeat course once during 8<sup>th</sup> grade.*

Introduces students to basic forming techniques of hand building, slab construction, coil construction and surface techniques including glazes, under glazes, and washes on earthenware clay bodies. Other three-dimensional media will be explored as well.

*A \$15 art fee per semester will allow the students to keep the projects they make in class.*

### Drama

#### **Drama 7/8 DRA780** Semester Class

*Cannot be repeated in the same year. No prerequisite. 7<sup>th</sup> graders may repeat course once during 8<sup>th</sup> grade.*

Create, Experience, Express, Act! Learn to love performing. No experience required. Play drama games while you learn the basic techniques of the acting world in a safe and supportive environment. Activities include trust building, improv, characterization, voice projection, duo scenes, skits with a lot of learning and a ton of fun!

## Technology and Occupational Education

### **Exploring Technology I 7/8 TEC700** *Semester Class*

Students will be engaged in STEM (Science, Technology, Engineering and Math) fabrication and engineering activities. This is a hands-on class that will focus on making products while learning a design process. Students will gain an understanding of safe shop practices while completing projects that teach a variety of tool skills. The projects will include using design software (CAD) and computer controlled machinery (CNC). Students will also explore electronics, mechanisms and structures while completing fun engineering challenges. *A shop fee of \$15.00 will allow students to keep what they have made in class.*

### **Exploring Technology II 7/8 TEC800** *Semester Class.*

*Prerequisite: Exploring Technology I TEC700*

This is a continuation of design and fabrication curriculum that were introduced in Exploring Technology I. It is a hands-on class that will teach the steps in product design. Students will learn additional safe shop practices while making projects that teach a variety of new tool skills. Projects will include using design software (CAD) and computer controlled machinery (CNC). Students will also develop a deeper understanding of electronics and mechanisms while completing new engineering challenges. *A shop fee of \$15.00 will allow students to keep what they have made in class.*

### **Computer Applications I- (7 & 8 grade) BCA 781** *Semester Class*

*Cannot be repeated in the same year.*

Students will explore the many facets of computer technology as it relates to coding, programming and engineering. The coding environment will include Python programming language and will focus on the fundamental coding concepts and problem solving. In addition, students will explore other related programming and engineering tools such as 3D modeling and laser cutting technology. This course will lay the foundational skills to advance into higher-level courses focused on computer programming and engineering design.

### **Computer Applications II- (7 & 8 grade) BCA881** *Semester Class.*

*Prerequisite: Computer Applications I : BCA780*

This course is a continuation in the middle school computer science pathway. Prerequisite for this course is Computer Applications BCA780, as students will utilize previous computer science knowledge to expand their learning.

### **Robotics 7/8 TER780** *Semester Class*

*Cannot be repeated in the same year.*

This course is designed to teach students an engineering process while they develop solutions to robot programming challenges. Students will start with guided investigations using Lego Mindstorms EV3 kits. They will plan, design, build and test their own robots. Students will learn to incorporate and program a variety of sensors while completing fun robot challenges. Students will also be introduced to mechanical movements, electronic circuits, microcontrollers, soldering techniques and CAD design for specialized robot parts.

### **CAD Lab 7/8 TEC780** *Semester Class*

*Cannot be repeated in the same year.*

Students will learn basic computer design using Rhinoceros 3D and Autodesk software programs. They will develop 2D and 3D computer engineering drawing skills while practicing a design process. Students will be able to use their computer designs to create products with 3D printers, laser cutters and vinyl cutters. *A shop fee of \$10.00 will allow students to keep what they have made in class.*

### **Multimedia Communications 7/8 AMC780** *Semester Class*

*Cannot be repeated in the same year.*

Students are introduced, in a hands-on way, to digital photography, Photoshop editing, graphic design, 3D design and printing, coding, animation, video and audio production and desktop publishing. This class allows students to explore the changing world of computers and discover their multimedia interests and natural talents.

**Principles of Leadership 7/8 YYN785** *Semester Class*

*May be repeated with teacher permission.*

Students will learn to develop and strengthen leadership abilities through the study and participation in committees, learn and implement project management, strengthen public speaking skills, and develop goal-setting skills. The planning and promotion of school activities, projects, and community service will be the core of the curriculum.

**Yearbook 7/8 ENG870** *Semester class or Yearlong class*

*Class may be repeated in the same year. No Prerequisite.*

Do you love to take photos, use Photoshop or want to help make the schools one and only yearbook? This is the class where students learn how to take great photographs, edit them and help create the school yearbook in groups of students. Students will learn layout, design, and other professional aspects of graphic design. This is an exciting class where students are responsible to meet real-world deadlines. Students see how their work results in a tangible product that whole school is excited to see.

## Music

**Concert Band MUB520**

*Course length: Full Year*

This intermediate level year long course is for band students who have at least one year of experience on their instruments and wish to continue to develop their individual and ensemble performance skills and techniques. Students will rehearse and perform music in a variety of styles. Required evening performances will be scheduled during the school year.

**String Orchestra MU0530**

*Course length: Full Year*

This intermediate level yearlong course is for string players who have at least one year of experience on their instruments and wish to continue to develop their individual and ensemble performance skills and techniques. Students will rehearse and perform music in a variety of styles. Required evening performances will be scheduled during the school year.

**Advanced Choir MUV730**

*Course length: Full Year*

This year long course is an advanced ensemble with extra community performance opportunities, trips, and concerts. The repertoire emphasis is 3-part singing, with a mix of pop, jazz and classical. Students will learn close harmony, working together as a team, leadership skills, and confidence. The chorus also auditions to sing the national anthem for a major or minor league sports team in the spring. The chorus often performs joint concerts with other school choirs, such as local elementary schools and North Creek High School. The Advanced Choir has 4-5 required evening concerts, school assemblies, field trips, and community outreach.

## Other Electives

### **Peer Tutoring YYN075**

*Course length: Full Year*

*Permission/Signature required from SPED Teacher*

**Office Aide YM0780** *Semester Class. Permission/Signature required from Office Manager*

**Library Assistant YLA780** *Semester Class. Librarian Permission/Signature required.*

### **Academic Lab 7/8 SPL678**

*Course length: Full Year*

*An Individual Education Plan (IEP) is required to take this class. IEP Teacher Permission required.*

Academic Lab is exclusively for students in special education. This course is designed to allow students to receive specially designed instruction as outlined on their IEPs, including reading, writing, math, social skills, behavior, and study skills/organization.

**ELL English Support 7/8 ELL781** *ELL Teacher Permission/Signature required.*

This course is for English Language Learners only. Students are placed in this course as needed.

## Courses for Students in Special Education

### Secondary Service Model

Name: **Learning Center (LC)**  
Locations: All middle and high schools  
Grades: Middle School 6<sup>th</sup>–8<sup>th</sup> grades; High School 9<sup>th</sup>–12<sup>th</sup> grades

Student Profile: Students that participate in LC programs frequently demonstrate success in general education settings but may need academic and/or behavior supports for specific skill development. Their academic IEP goals can be addressed utilizing core and supplemental curriculum. They may require related and/or supplementary aides and services as determined by the IEP team. They will often benefit from accommodations and modifications. Students are independent within the school environment and their post-secondary goals are often focused on college or vocational training. If students require additional behavior support, they are often responsive to consistently applied interventions as outlined in the IEP/BIP (Behavior Intervention Plan) implemented with fidelity.

Services: Special education is provided through a continuum of Learning Center services whereby specially designed instruction (SDI) can be provided in general education classrooms, co-taught general education classrooms, and/or through special education Academic Lab and core content classes. Accommodations and modifications are provided to students in all settings based on individual need and as outlined in the IEP. Students participate in all federal, state and district assessment processes with allowable accommodations and modifications. Students are working toward meeting district graduation requirements and attainment of a high school diploma.

General Education in-class support – In addition to accommodations and modifications special education certificated and classified staff deliver in class SDI support assisting with small group instruction, re-teaching, or individualized help

Co-Taught general education class – Class taught by a highly qualified general education teacher and a certified special education teacher. SDI provided by special education teacher in the general class setting. Accommodation and modifications provided as outlined in IEP. Not all schools provide co-taught classes or in all content areas.

Academic Lab – A special education class where SDI is provided to address IEP goal areas (i.e. reading, writing, math, social skills, behavior, study/organizational skills. Students may be scheduled for a full period or may receive “pull-out” services for a portion of class time. They may also receive SDI within their general education classes. Certificated and classified special education staff provides services. Students earn an elective credit for full time enrollment in an academic lab.

Special Education Class - SDI provided in core content areas of Math and Language Arts. SDI provided through adaptation of the content, delivery or methodology. Core and/or supplemental curriculums are utilized. Certificated and classified special education staff provides services. Students earn English and math credits for graduation.

Name: **Mid-Level (ML)**  
Location(s): All Secondary Schools  
Grade(s): Served: 6-12

Student profile: Students that participate in the ML program at secondary demonstrate a variety of abilities in academics, behavior, social skills, adaptive behaviors, and communication. Students are not defined by what they cannot do, but rather the supports they need to achieve their goals. Student goals are focused on academic achievement and developing the skills necessary for post-secondary success. This includes vocational skill development, social skills, self-determination, mental health and emotional regulation. Students within our ML programs require support throughout their entire school day in order to help them be successful including support during transitions, during unstructured times such as lunch and extra-curricular activities, and within general education classes. Students often need small group or individual instruction in order to gain academic skills. They may also need sensory supports and the ability to take self-initiated breaks in a quiet space.

Services: The secondary ML program will offer the following classes:

- English: using supplemental or replacement curriculum designed for students with academic goals at elementary skill levels.
- Math: using supplemental or replacement curriculum designed for students with academic goals at elementary skill levels.
- Transition Class: Learning Behaviors, Social Skills, Emotional Regulation, Pre-Vocational, Communication
- Science Academic Lab Class or Co-Teach Science: The goal is to support Gen Ed Science by providing necessary accommodations and modifications
- Social Studies Academic Lab Class or Co-Teach Social Studies: The goal is to support Gen Ed Social Studies by providing necessary accommodations and modifications.
- Any secondary special education student can access these classes as needed.

Name: **Functional Skills and Academics (FSA)**  
Grades: Middle School 6<sup>th</sup> – 8<sup>th</sup> grades; High School 9<sup>th</sup> – 12<sup>th</sup> grades

Student profile: Students that participate in the FSA program at secondary demonstrate a variety of abilities in academics, behavior, social skills, adaptive behaviors, and communication. Students are not defined by what they cannot do, but rather the supports they need to achieve their goals. Student goals are focused on functional academics and developing the skills necessary for post-secondary success. The program focuses on vocational skill development, social skills, daily living skills, functional academics, independence and emotional regulation. Students within our FSA programs require support throughout their entire school day in order to help them be successful including within their special education classes, during transitions, during unstructured times such as lunch and extra-curricular activities, and within general education classes. Students often need small group or individual instruction in order to gain skills. They may also need sensory supports and the ability to take self-initiated breaks in a quiet space. Students often require speech/language therapy and some require motor skill development or nurse support. They may need assistance with activities of daily living. These students can be successful in electives and school activities.

Services: Instruction is provided (within small groups or individually) within FSA classes including:

- English – utilizing replacement curriculum
- Math – utilizing replacement curriculum
- Independent Living/Social Skills
- Pre-Vocational
- Science Equivalent – redesigned to meet the needs of these students
- Self-help/Self Advocacy Skills/Adaptive Skills

Frequent communication between parents and school is important. Additionally, school teams will often work with outside agencies including DDA and DVR as necessary.

Adult support is available for transitions, personal care, adaptive skills, behavioral support, extracurricular activities and individualized instruction.

## 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.  
Students will complete **17 Core** plus **3 Personalized Pathway\*** plus **4 Elective** credits.

Subject	Credits
English	4.00 credits
Mathematics	3.00 credits
Science	3.00 credits
Social Studies	3.00 credits
Health/Fitness	2.00 credits
Career & Technical Education	1.00 credit
The Arts	2.00 credits -OR- 1.00 Arts + 1.00 <i>PPR*</i>
World Language	2.00 credits -OR- 2.00 <i>PPR*</i>
Elective Credits	4.00 credits
<b>TOTAL</b>	<b>24.00 credits</b>

*\* 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 subject area focused in the student's area of interest.*

- Each whole number above indicates a year course of study. An example is: Mathematics with 3.00 credits means three years of study required.
- Mathematics:** 3.0 credits: 1.0 Algebra I, 1.0 Geometry, and a 3<sup>rd</sup> 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 Physical Science, 1.0 Biology, and a 3<sup>rd</sup> 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: 1.0 World History, 1.0 US History, and 1.0 credit in Contemporary World Issues (.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 7<sup>th</sup> grade as a non-credit bearing high school course. The normally prescribed sequence of the social studies curriculum is 1.00 credits each in grades 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: 1.0 credit to be met in visual and/or performing arts courses, and 1.0 *PPR\* (see above)* credit.
- World Language:** 2.0 *PPR\* (see above)* credits.
- Elective Credits:** 4.0 credits chosen by the student.
- Successfully complete two courses in any combination of AP, IB, College in the High School, Tech Prep, **and/or** Running Start, unless an alternative course of study is identified through the student's High School and Beyond Plan.
- Complete the 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.

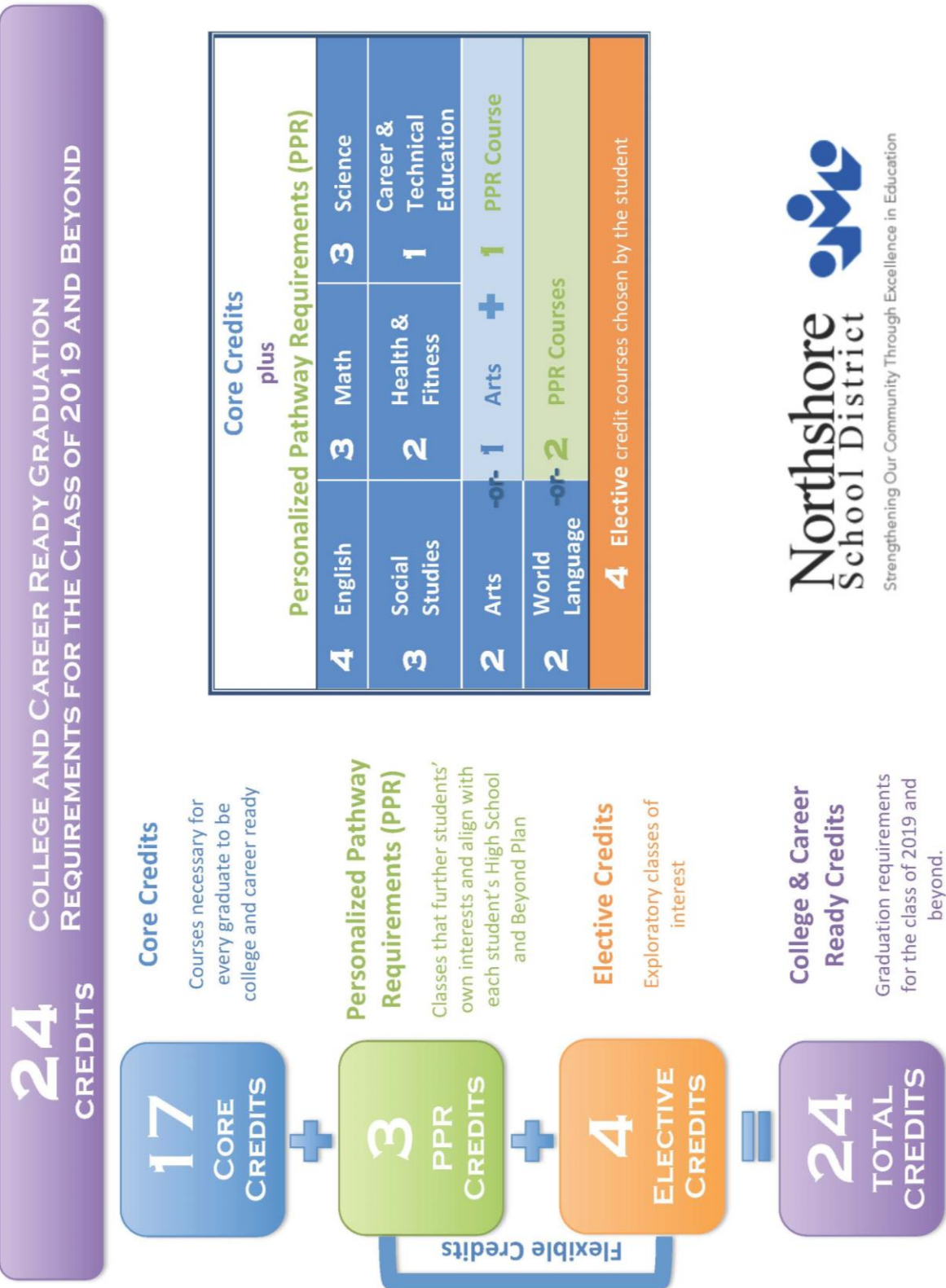
To preserve the integrity of the Northshore comprehensive high school diploma, 85% of the required credits for graduation shall be earned through the student's comprehensive high school course offerings. No more than 50% of the graduation requirements in any discipline may be obtained from approved accredited 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.

3/31/16

Northshore School District is committed to developing programs and courses operated in conformity with all Federal and State laws prohibiting discrimination based on race, color, national origin, disability, gender, sex, sexual orientation, religion, or military service.



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





## Minimum Washington Baccalaureate College/University Entrance Requirement

### Overview of Minimum College Admission Standards

Revised 09/2014

#### The Washington Student Achievement Council Sets Minimum Standards

The Washington Student Achievement Council (WSAC) has responsibility to: *establish minimum admission standards for four-year institutions, including a requirement that coursework in American Sign Language or an American Indian Language, shall satisfy any requirement for instruction in a language other than English that the board or the institutions may establish as a general undergraduate admissions requirement.* (RCW 28B.77.020, Section 7.a)

#### Freshmen Admission Policy

This overview of freshmen admission requirements applies to all applicants to the public four-year colleges who enter directly from high school, and students who enter college with fewer than 40 credits of college-level coursework or equivalent.

Running Start and other dual-credit earning students, including those who have earned more than 40 quarter hours of college-level credit, who enter a public baccalaureate institution directly from high school, must meet **minimum college admission standards**:

- **2.0 Minimum GPA**
- **Official SAT/ACT test scores** sent directly to the college or university (*Fee waivers for these tests are available – consult with your high school counselor*).
- **CADRs** – (College Academic Distribution Requirements)

#### College Academic Distribution Requirements (CADR)

CADRs reflect the minimum number of credits required in six subject areas that students must earn to be eligible for routine admission consideration by four-year public baccalaureate institutions.

CADRs guide students to take high school courses which will prepare them for college-level coursework. High school courses meeting CADRs are determined by the school district and are noted on the student's transcript with a "B" designation.

CADRs are not the same as high school graduation requirements, which are determined by the SBE and local school districts.

Students who plan to attend a four-year college or university should be aware of both their high school graduation requirements and the CADRs.

Meeting the minimum college admission standards does not guarantee admission to a public baccalaureate institution. Therefore, students are encouraged to go beyond meeting minimum college admission standards to improve their chances for gaining entry to a public baccalaureate institution.

Students should obtain admission information directly from the institution they wish to attend.

#### Holistic Review of Applications for Admission

Currently, each of the public baccalaureate institutions employs a holistic review process for at least a portion of their applicants. Holistic review is an additional means of ensuring student access, and may include a review of many factors beyond GPA, SAT/ACT scores and completion of CADRs, which indicate evidence of the student's preparedness for college.

In cases where students do not meet the minimum college admission standards, the policy provides for alternative admission policies which may be more appropriate for certain students. Each student is encouraged to contact the admissions office of the institution they wish to attend if they have questions.

#### Further Details

K-12 and college personnel who advise students on admission to public four-year colleges and universities should review the detailed version of the College Academic Distribution Requirements at:

<http://www.wsac.wa.gov/college-admissions>

#### Relevant Legislation

[RCW 28A.230.097](#) (AP computer science)  
[RCW 28B.77.020](#) (setting admissions standards)  
[WAC 392.415.070](#) (designating CADRs on high school transcripts)

*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-Revised 09/2014

## 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.

Students may meet high school requirements with courses taken 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' recognizes 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. **Exception:** 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 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 coursework 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, print making, 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 or in 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-Revised 09/2014

## Washington Community and Technical College Information

[http://www.sbctc.ctc.edu/public/a\\_index.aspx](http://www.sbctc.ctc.edu/public/a_index.aspx)

<http://checkoutacollege.com/SiteSearch.aspx>

Useful information about the Washington State Community and Technical College system including:

- Admission requirements
- Application process
- Locations of the 34 community and technical colleges
- Programs offered
- Transfer to a Baccalaureate institution
- Earning credit for courses taken in high school

## The College Bound Scholarship Program (for eligible 7<sup>th</sup> and 8<sup>th</sup> graders)

<http://www.readysetgrad.org/college/college-bound-scholarship-program>

The College Bound Scholarship promises tuition (at public rates to the **68 eligible Washington state institutions**) and a small book allowance for **income-eligible** students who sign up in the seventh or eighth grade, work hard in school, stay out of legal trouble and successfully apply to a higher education institution when they graduate. It is a commitment to 7<sup>th</sup> and 8<sup>th</sup> graders whose families are unable to pay for college. Eligible students apply for the College Bound Scholarship Program, which promises annual college tuition (at public institution rates) and a small book allowance. **The deadline for application to this scholarship program for eligible students is June 30 of the student's 8<sup>th</sup> grade year.**

As a College Bound student, a College Bound Scholarship applicant pledges to:

- Do well in middle school and high school, and graduate with a cumulative high school grade point average of 2.0 or higher on a 4.0 scale.
- Be a good citizen in school and in your community, and not be convicted of a felony.
- Apply for financial aid by completing the Free Application for Federal Student Aid (FAFSA) in a timely manner in your senior year of high school.

For more information and a link to the online application: <https://fortress.wa.gov/wsac/portal/Programs/CollegeBound/Application>