TMS 2020-2021 6TH GRADE COURSE CATALOG

TIMBERCREST
Middle School

Office Hours:
7:30 AM – 3:30 PM

Main Office: 408-6900
Attendance: 408-6910

PRINCIPAL:
Kristi Hannigan 408-6905

ASSISTANT PRINCIPAL/ATHLETIC DIRECTOR
Winnie McCulloch 408-6925

COUNSELOR:
Ann McGowan 408-6920
7th Grade

Dierdre Flaherty 408-6924
6th Grade

Alon Patashnik 408-6921
8th Grade

OFFICE MANAGER:
Terri Weir 408-6901

MAIN OFFICE/ASB SECRETARY:
Kristie Brower 408-6903

STUDENT INFO. SPECIALIST/REGISTRAR:
Maureen Wilson 408-6918

ATTENDANCE SECRETARY:
Donna Wagner 408-6910

NURSE:
Cary Thompson 408-6906

KITCHEN MANAGER:
Nanette Connor 408-6908

QUESTIONS ABOUT….
ATHLETICS 408-6925
BUSES 408-7900
CHANGE OF ADDRESS 408-6918
EXTENDED ABSENCES 408-6910
WAIVERS 408-6918

W.E.B. Program

Where Everybody Belongs!

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

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

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

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

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

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

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

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

Q: What does the daily schedule look like?

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

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

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

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

2019-2020 Assignments:
- Ann McGowan, amcgowan@nsd.org  425/408-6920 – 7th grade
- Dierdre Flaherty, dflaherty@nsd.org  425/408-6924 – 6th grade
- Alon Patashnik, Apatashnik@nsd.org  425/408-6921 – 8th grade

Note: Counselors follow class as they move grades.

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

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

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

WEB – Where Everyone Belongs – is a program specifically designed to help students’ transition into middle school.
- The process starts in the spring of 5th grade with classroom visits and campus tours.
6th graders are grouped with selected 8th grade peer mentors.
- First day of school is for 6th grade only (and WEB leaders).
- 6th graders will spend their first day at middle school with their WEB group and walk through their individual class schedule and classroom locations. The day will include a variety of fun orientation activities.
- WEB activities continue throughout the school year.

**Q: What about backpacks, lunch and school supplies?**

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

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

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

**Q: What is the Electronics Policy?**

- Cell phones and other electronic devices are discouraged from being brought to school and may not be used at school during the school day. This means that the device(s) must be inaudible and put away and not visible (in students’ hands) upon arrival at TMS and stay away until the end of the school day.
- Personal electronic devices may not be used in classrooms *except with teacher permission* or anywhere on campus.
Q: **What do I need to do if my child is absent, late to school, or needs to leave early?**

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

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

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

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

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

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

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

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

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

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

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

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

• Timbercrest has a number of clubs that meet regularly. Club offerings vary from year to year. The only requirement for participation is an ASB card. 2019-20 Clubs include: French, Magic Card, Learn to Code, GSA, Math, Robotics.
• National Junior Honor Society has very specific requirements students must meet to qualify. Please see the NJHS link on our Timbercrest website for detailed information and forms.

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

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

Q: What sports are offered at TMS?
• Tennis, Soccer, Volleyball, Cross Country, Basketball, Wrestling, and Track.
• Sixth grade sports are non-cut and include: Basketball, Cross Country, Soccer, Track, Wrestling, Girls Volleyball. See website for schedules.

Q: How do I register for sports?
To participate, all forms must be completed online at: https://northshore-wa.finalforms.com/
• Online registration process must be completed. The parent/guardian must complete their part online at Final Forms, and the student must log into their district email to complete the forms. (Please note that incoming 6th graders will receive their final forms initial email mid-August).
• Turn in a current physical completed by your child’s physician to the office (physicals are good for 2 years).
• Purchase an ASB card.
• Pay Player fees.
• Student must maintain academic eligibility during the entire season.
• For assistance with registration contact Kristie Brower - kbrower@nsd.org.
Health Fitness Uniform FAQ’s

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

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

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

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

Q: How much does it cost?
- T-Shirt - $7.00
- Shorts - $9.00
- Cinch Sack - $5.00
- Full Set - $20.00

Q: What if we can’t afford the uniform or provide for the dress code requirements?
- Scholarships are available. Please contact Brigitte Wheeler at bwheeler@nsd.org
Grading System

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

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

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

NSD Diploma

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

Example: Required credits for math – 3.0, no more than 1.5 credits in math can be taken outside of NSD and still receive a comprehensive NSD high school diploma.
➢ **Progress Reports**  
Mid-term progress reports and/or 6th grade quarterfinal grades are issued the middle of each semester and mailed to all students. The mid-term grade report is informational only. Parents/guardians and students can access grades through ParentVUE and StudentVUE on the Timbercrest website to monitor current class progress.

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

➢ **Potential Failure Notice**  
Twice each semester, parent/guardian’s will be notified via telephone and/or email if their student is at risk of failing a class.

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

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

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

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

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

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

➢ **Summer School**  
Summer school course(s) must be complete prior to the beginning of the following school year for students that choose to take a summer course to cover a prerequisite and advance to the next level of that course, i.e. Algebra I taken during the summer to advance to geometry.
CHALLENGE ENGLISH/LANGUAGE ARTS – GRADE 6

Course length: Yearlong

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

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

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

Course Length: Yearlong

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

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

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

Note: Students who enroll by choice in an advanced E/LA class do so with the understanding that novels will be more sophisticated and will be read at a higher level of maturity than novels in the general education English/Language Arts course. Alternate reading assignments are not provided for students enrolled in these choice E/LA courses.
CHALLENGE ANCIENT & MEDIEVAL WORLD HISTORY – GRADE 6
Course length: Yearlong

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

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

ADVANCED ACADEMICS PROGRAM (AAP) ANCIENT & MEDIEVAL WORLD HISTORY – GRADE 6
Course length: Yearlong

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

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

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

MATH 6 – GRADE 6  
*Course length: Yearlong*

*Equipment:* A basic calculator is required.

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

SCIENCE

CHALLENGE INTEGRATED SCIENCE – GRADE 6  
*Course length: Yearlong*

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

ADVANCED ACADEMICS PROGRAM (AAP) INTEGRATED SCIENCE – GRADE 6  
*Course length: Yearlong*

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

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

All of Timbercrest Middle School Health/Fitness classes require a PE uniform. A purchased Health/Fitness uniform, which is optional, is available for purchase. Costs are as follows: if purchased separately - $7.00 T-shirt, $9:00 short, or $20.00 – Full set or student provided charcoal grey crew neck T-shirt, black short (minimum 7 inch inseam). No logo allowed on T-shirt or shorts. Athletic shoes provided by student.

HEALTH/FITNESS 6

Course length: One Semester - Required

GOALS: Health Fitness is a required semester class focusing on the concepts of health and fitness and how they relate to a teenager for a healthy lifestyle. Emphasis is on the need for physical activity, balanced nutrition, the FITT principle, healthy relationships, goal setting, communication, appropriate decision-making, and stress management. Students will be in the classroom and in an activity-based setting. Cardiorespiratory activities will be a minimum of one day per week. Sports/activities vary depending on season, weather, and available teaching areas.
SKILLS: Critical thinking and problem solving for a healthy lifestyle, continued development of physical skills for lifetime participation in a variety of sport fitness, and rhythmic activities, and knowledge and application of rules for various individual sports, team sports, and cardio-respiratory monitoring activities.

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

SPECIAL EDUCATION SERVICES

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

➢ **General Education Classes with Accommodations** – Special Education students can participate in general education classes with accommodations. An accommodation is an adjustment to the learning environment or in the delivery of instruction. The difference is “how” we teach. Accommodations do not change the course expectations and are provided without impacting the course for the class.

➢ **General Education Classes with Modifications** – Special Education student can participate in general education classes with modifications. A modification is a change in what is expected from a student. The difference is in “what” we teach. It is altering the content, performance criteria, or instructional level. Modifications require a change in the course code and will no longer meet the college Hec B requirements.

➢ **Learning Center (LC) Classes** – Learning Center classes are exclusively for students in special education. Learning Center courses replace general education core content classes in Math and Language Arts. These classes have combinations of altered content knowledge, conceptual difficulty, educational goals and instructional methods different than those applied in general education classes. These classes have Special Education course codes.

➢ **Academic Lab Classes** – Academic Lab classes are exclusively for students in Special Education. These classes are designed to allow students to receive specially designed instruction as outlined on their IEP, including reading, writing, math, and social skills.

➢ **Co-Teaching Classes** – Timbercrest offers co-taught classes. While there can be varying models, these classes are generally taught by both a highly qualified general education teacher as well as a Special Education teacher in a specific subject area such as Science, Math, Language Arts, or Social Studies. If the Special Education student in this class has accommodations, they will have a general education course code. If they have modifications, they will have a Special Education course code.

➢ **Aspire** – Timbercrest has a specially designed program for students that require support in the area of behavior, social skills and social-emotional needs. Courses offered in this program are noted with Special Education Course codes.
Mid Level Classes – Mid-Level classes are exclusively for students in Special Education. These classes are designed for students with significant academic delays and possible cognitive and adaptive skill delays. These classes are meant to replace core content classes in Math and Language Arts. Students access alternative curriculums and smaller classes in order to gain knowledge and skills in these areas. Special Education students need to participate in science and social studies taught by Highly Qualified teachers and access the general education curriculum (can be modified). The only exceptions are students with intellectual impairments that will have IEP determined diploma requirements.

LEARNING CENTER ENGLISH – Grades 6 - 8
Course Length: Yearlong
Prerequisite: IEP Plan/teacher recommendation.
This course emphasizes improving basic reading and writing skills. Vocabulary is developed through Greek and Latin roots. The class instruction is guided and formed by state standards using general education curriculum and IEP goals. In addition, supplemental materials are used to help develop skills.

LEARNING CENTER MATH – Grades 6 - 8
Course Length: Yearlong
Prerequisite: IEP plan/teacher recommendation.
Students will practice basic math skills and facts and work toward increasing fluency. The class instruction is guided and formed by both state standards using corresponding grade level curriculum, and IEP goals.

ACADEMIC LAB – Grades 6 - 8
Course Length: Yearlong
Prerequisite: IEP Plan/teacher recommendation.
This course is designed to address IEP goals and objectives. Instruction also supports basic skill remediation. Students will be assigned to an academic lab with a 1) reading/writing focus, or 2) math focus based on student’s IEP.

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

Using District provided curriculum, students learn skills that support their social emotional wellbeing and promotes their success in academics. Focus is placed on social awareness, self-awareness, self-management, relationship skills, and responsible decision-making in the context of the school environment. Students are provided opportunities to collaborate with peers, work in groups, engage in problem solving strategies, and clarify expected behaviors in different environments through role-play and discussions.
MID-LEVEL AND ASPIRE MATH 6-8
Course Length: Yearlong
Students work on basic math skills, facts and increasing math fluency with the use of district provided curriculum. Class instruction is provided in small groups based on current math assessment placement and individual needs and are IEP directed.

ELECTIVE COURSES

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

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

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

ELECTIVE - FINE ARTS

ELECTIVE WHEEL COMPONENTS – GRADE 6
The elective components consist of a series of 9-week courses designed to provide students with exposure to a variety of subjects. These may consist of: Performance Arts, Visual Arts, STEM, World Cultures, and Fitness-related classes. This exploratory class is an opportunity to cultivate undiscovered interests, and create opportunities for students to make informed decisions about elective offerings in seventh and eighth grade. The make-up of the actual content covered in the Elective Wheel will vary and is dependent on staff expertise and availability.
CHOIR – All Grades  
*Course Length: Yearlong*
ASB Card fee

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

CONCERT BAND - GRADE 6  
*Course Length: Yearlong*
ASB Card fee

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

ORCHESTRA – GRADE 6  
*Course Length: Yearlong*
ASB Card Fee

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

<table>
<thead>
<tr>
<th>CO2027 – Grade 6</th>
<th>Elective Offerings</th>
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<tr>
<td><strong>Required Courses</strong></td>
<td><strong>Exploratory Wheel</strong></td>
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<td>Challenge English/Language Arts 6</td>
<td><em>Health Fitness</em>&lt;br&gt;6 Quarter Long Exploratory components</td>
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<td>Challenge Ancient &amp; Medieval World History</td>
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<tr>
<td>Math 6</td>
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<td>Health Fitness</td>
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**COUNSELING ACTIVITIES:**
- Anti-Bullying & Harassment
- W.E.B. Activities
- Middle School Preview Night
- Career Counseling

*Learning Center students only

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**Middle School Mathematics**

5th
Math 5 (Grade 5 Math Expressions)

6th
Math 6
End of grade 6: Students may opt to take Algebra Readiness Assessment

7th
Math 7
Self-select 7th Grade Challenge Math

8th
Math 8
Algebra 1

9th
Algebra 1
Geometry

Grade 5 EAP (Math 7)
Grade 6 AAP (Math 8) (former EAP students)
Algebra 1 (double acceleration)
Geometry (double acceleration)
Alg2-Trig

*Grade 5 HiCap students in regular classroom (Grade 5 Math Expressions with supplements)*

*applicable only to HiCap math students receiving math instruction in the regular 5th grade classroom.*

Updated By: NSD Instructional Department 1/2018