SKYVIEW MIDDLE SCHOOL 2021-22 SY
6th GRADE COURSE CATALOG
Class of 2028

Table of Contents:

6th Grade REQUIRED COURSES

English

6th Grade Challenge English/Language Arts ENG600

Course Length: Full Year

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 curriculum extends the development of reading, composition, and speaking skills. 6th 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 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.

Advanced Academics Program (AAP) English/Language Arts 6 ENG655

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 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 a longer literary study of a novel and a Shakespearean play. 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.

Mid Level English 6
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 6. Students access an alternative curriculum and a smaller class in order to gain knowledge and skills.

Learning Center (LC) English 6
Prerequisite: Individualized Education Plan (IEP). IEP Teacher Permission required.

Learning Center English is exclusively for students in special education. Learning Center English replaces English 6, 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.

History

6th Grade Challenge Social Studies SSW600
Ancient and Medieval World History
Course Length: Full Year

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.

Advanced Academic Program (AAP) Ancient and Medieval World History 6 SSW655
Course Length: Full Year
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.

Science

6th Grade Challenge Integrated Science SCI600
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 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.

Advanced Academics Program (AAP) Integrated Science 6 SCI655
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, which is initiated in the fall at the District. 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 advanced science courses.

Math

6th Grade Math: Math 6_MAT600

Course Length: Full Year
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.

6th Grade AAP Math: Math 6 AAP MAT655

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

Mid Level Math 6

Course Length: Full Year
Prerequisite: Individualized Education Plan (IEP). IEP Teacher Permission required.

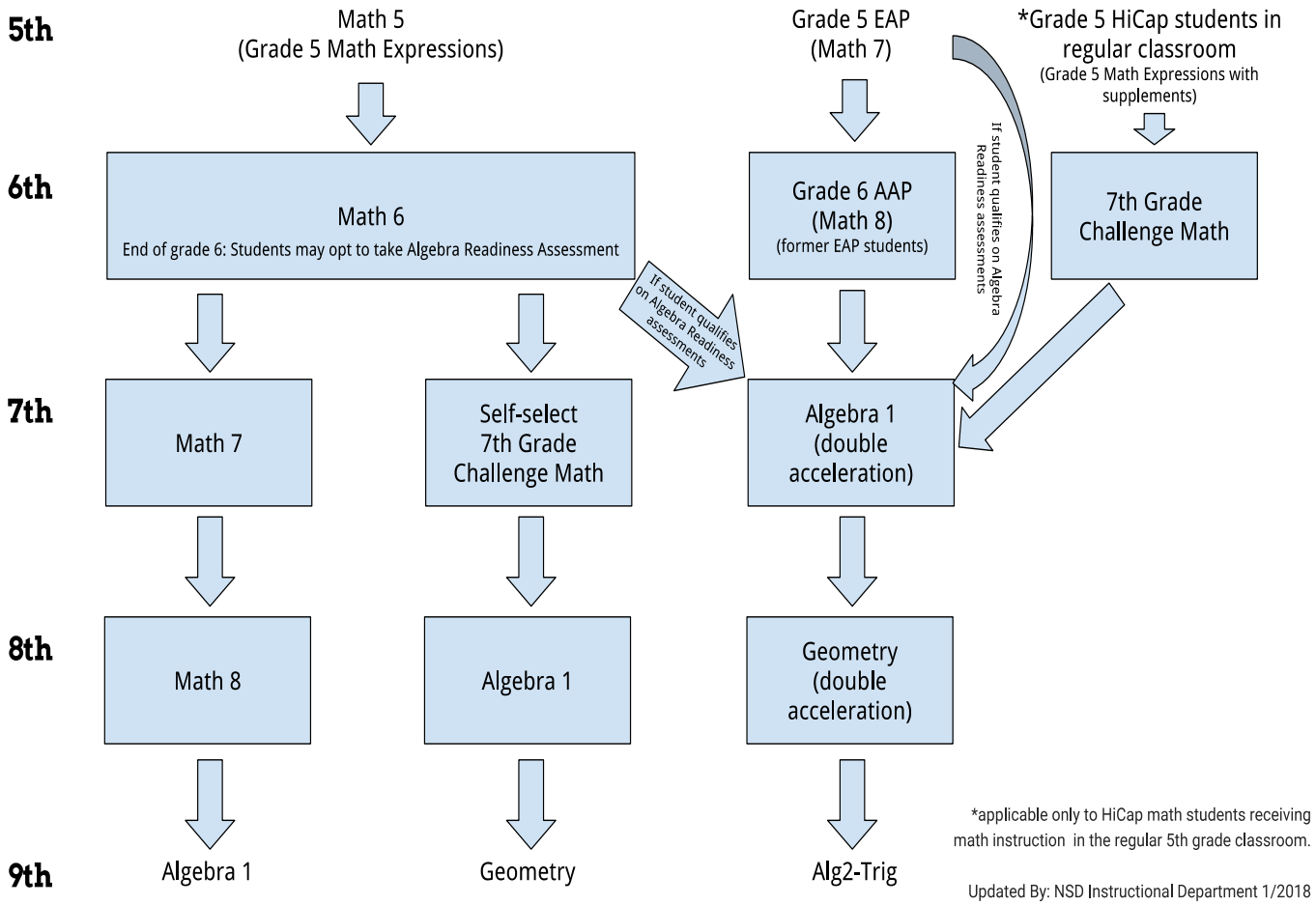
Mid-Level Math is exclusively for students in special education. This class is designed for students with significant academic delays and possible cognitive and adaptive skill delays. This class is meant to replace the core content classes in math, Math 6. Students access an alternative curriculum and a smaller class in order to gain knowledge and skills.

Learning Center (LC) Math 6

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 6, 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 6. This class has a special education course code.

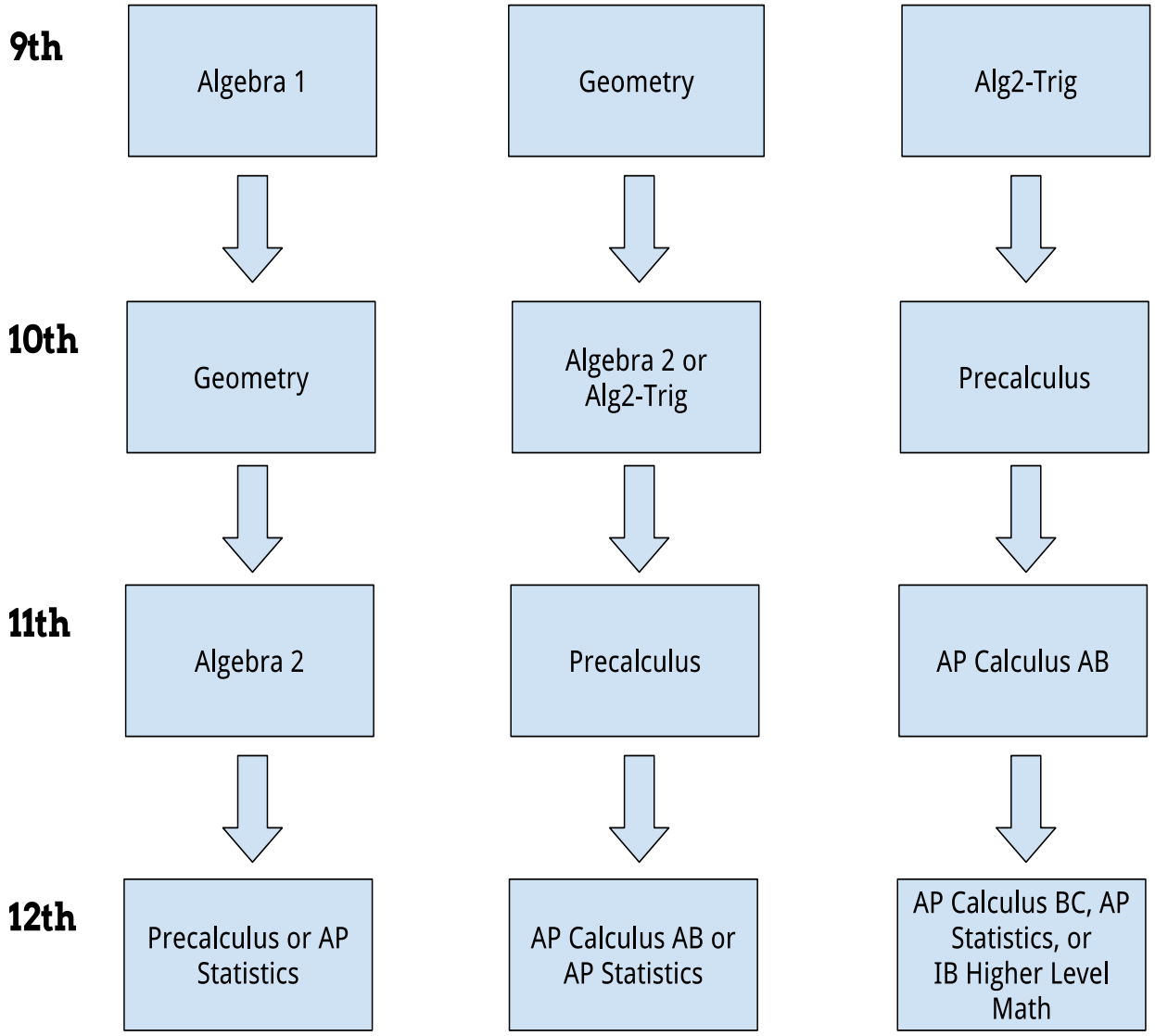
Middle School Mathematics



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

Updated By: NSD Instructional Department 1/2018

High School Mathematics



Created By: NSD Instructional Department 9/2016

6th Grade Exploratory Elective Wheels

A series of 9-week courses designed to provide students with exposure to a variety of subjects. These may include: Performance Arts, Visual Arts, STEM, Leadership, Fitness-related classes, and other exploratory topics. These courses are an opportunity to cultivate undiscovered interests, and create opportunities for students to make informed decisions about elective offerings in 7th and 8th grade. The makeup of the actual content covered in the Elective Wheel will vary and is dependent on staff expertise and availability.

Leadership: YYN650

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.

Tech Smart: TEC650

This is a foundational course focused on computer science skills that teach students how to build technology software and hardware products. Students will learn how to Code in the CS environment and utilize this skill to build interactive hardware computing devices.

Pre Tech: TEC610

Students will be engaged in S.T.E.M. (Science, Technology, Engineering & Design) projects. This is a hands-on class that will teach product design while using a variety of tools and power equipment. Projects will include computer-aided design (C.A.D.), computer controlled manufacturing (CNC), structures and mechanisms.

ART 6: ART600

Students will be able to identify and know the elements of art. The will experience techniques in 2-D and 3-D art projects, which could include: drawing, observational drawings, shading, creating texture with line and color, applying color theory, and work with clay. They will apply a creative process to visual arts and understand how arts knowledge and skills are used in the world of work, including careers in the arts.

Drama 6: DRA600

Units covered will include Improv, Pantomime and Scene work/open scenes. Approach / Theme used will include: Team/Trust/Ensemble building; Game orientation; Shorter activities; Self-confidence; and CORE (Character, Objective, Relationship and Environment) (Or CROW “where” instead of “Environment”) is the CORE of every scene.

Music 6: MUS600

Music is one of life's greatest joys. In this class we will be listening more deeply to music as well as making music together no experience required. We will learn to play ukulele, various world drums and create music using software to explore the structures of music while playing, and performing for the class, in small groups. It's a fun class where you get to choose music (or compose music) to listen to and perform.

Health/Fitness 6 PHF600

Course Length: 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.

Beginning Chorus 6: MUV630
Course Length: Full Year

This year long course provides a variety of singing opportunities for beginning singers. It is an introduction to vocal choral music and a preparatory experience for the Advanced Choir. Vocal techniques and music reading are emphasized, and students are given the opportunity to explore various musical sources and styles. Much emphasis is placed on providing a positive musical experience to students through class activities. The chorus takes a field trip to sing the national anthem for a local major or minor league sports team. The chorus often performs joint concerts with other school choirs, such as local elementary schools and North Creek High School. The Beginning Chorus has 3-4 required evening concerts, school assemblies and field trips.

Beginning Band 6: MUB500
Course Length: Full Year

Join the band! This year long course is for students who would like to learn how to play a band instrument. No previous experience is required. Students will choose an instrument and learn basic performance techniques, while working as a group to perform fun music in a variety of styles. Students will learn to read music, including basic rhythmic patterns and melodic figures, and also develop a basic understanding of musical terminology and practices. Required evening performances will be scheduled during the school year.

Concert Band 6: MUB640
Course Length: Full Year
Prerequisite: At least 1 year experience on their instrument

This intermediate level year long course is for band students who have at least one year of experience on their instruments and wish continue to develop their individual and ensemble performance skills and techniques. Topics addressed include: progressive rhythmic patterns, melodic figures in various keys, scales, tone development, common music terminology and practices, proper playing habits, and intonation. Students will rehearse and perform music in a variety of styles. Required evening performances will be scheduled during the school year.

Orchestra 6: MUO600
Course Length: Full Year
Prerequisite: At least 1 year experience on their instrument

This intermediate level year long course is for string players (violin, viola, cello, or bass) who have at least one year of experience on their instruments and wish continue to develop their individual and ensemble performance skills and techniques. Topics addressed include: progressive rhythmic patterns, melodic figures in various keys, scales, tone development, common music terminology and practices, proper playing habits, and intonation. Students will rehearse and perform music in a variety of styles. Required evening performances will be scheduled during the school year.

Courses for Students in Special Education

Students in special education will participate in classes as determined in collaboration with their IEP team. Courses will be decided based upon a student's need for specially designed instruction. Students are also expected to meet all graduation requirements including full credits, state assessments, culminating project and high school and beyond plan. Some students may qualify for modifications in state assessments and modified credit expectations as noted on their IEPs.

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 code for the class.

General Education Classes with Modifications
Special education students 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 IEPs including reading, writing, math, social skills, behavior, and study skills/organization.

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.

*Note on Science and Social Studies: special education students need to participate in Science and Social Studies courses 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.

Functional Skills and Academics (FSA) Classes
FSA classes are exclusively for students in special education. These classes are designed for students with intellectual impairments and delays in adaptive skills. These course focus on functional academics and life skills. Students access alternative curriculums and smaller classes in order to develop functional skills and independence

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 ***PPR****
World Language	2.00 credits -*OR*- 2.00 ***PPR****
Elective Credits	4.00 credits
TOTAL	**24.00 credits**

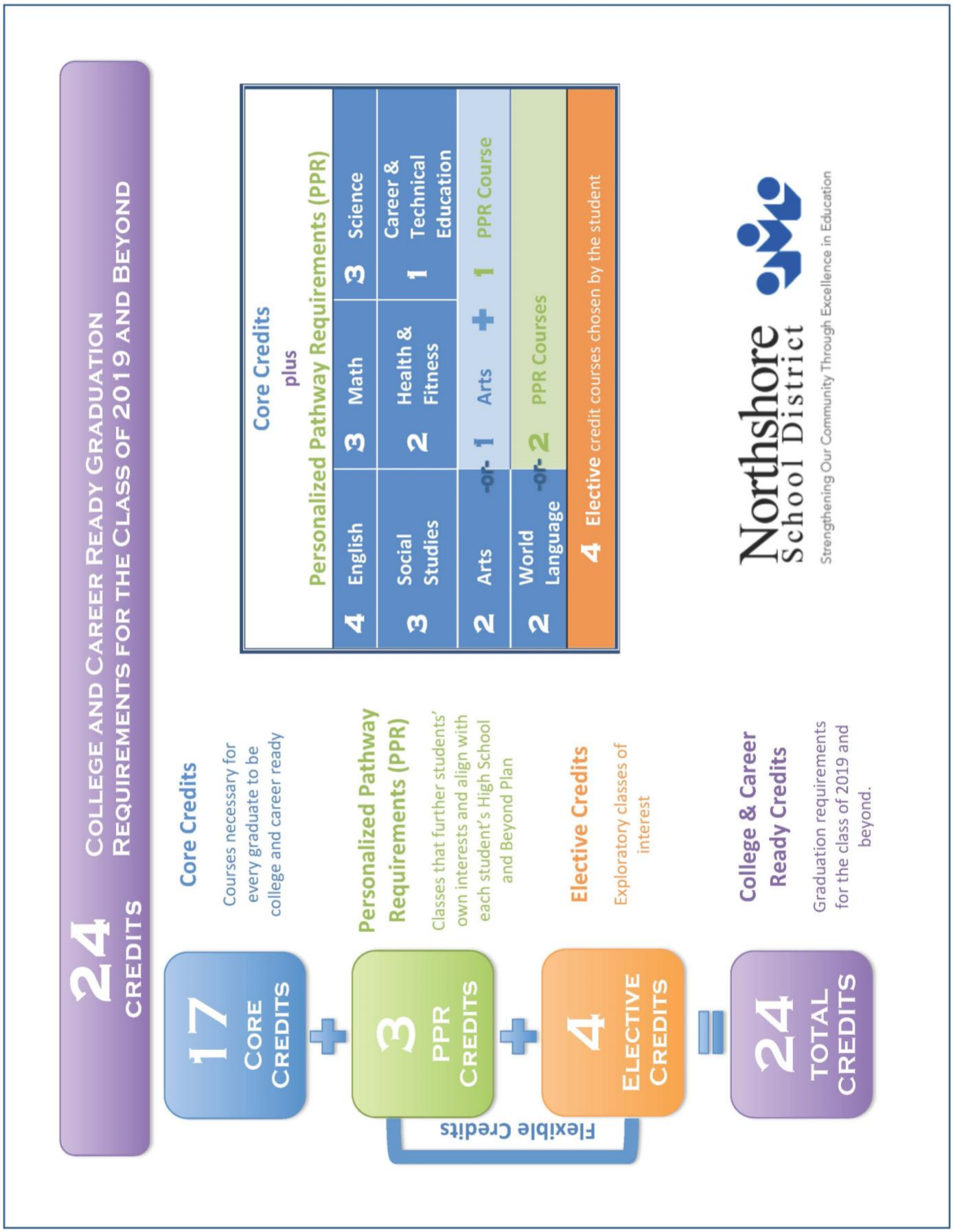
* ***PPR = Personalized Pathway Requirements: Courses that lead to a specific post-high school career outcome chosen by the student, based on the student's interest and High School and Beyond Plan. PPR could be an extra credit of Art, two credits of World Language or credits in another subject area focused 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 3rd credit of math chosen by the student based on the student's interest and High School and Beyond Plan, and approved by the parent or guardian, or if the parent or guardian is unavailable or does not indicate a preference, the school counselor or principal.
- **Science**: 3.0 credits (2.0 credits lab science): 1.0 Physical Science, 1.0 Biology, and a 3rd credit of science chosen by the student based on the student's interest and High School and Beyond Plan, and approved by the parent or guardian, or if the parent or guardian is unavailable or does not indicate a preference, the school counselor or principal.
- **Social Studies**: 3.0 credits: 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 7th 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.

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

Overview of Minimum College Admission Standards

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://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 7th and 8th 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 7th and 8th 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 8th 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/College Bound/Application*