



**SKYVIEW MIDDLE SCHOOL 2021-22 SY**  
**8<sup>th</sup> GRADE COURSE CATALOG**  
**Class of 2026**

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

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**English**

**Mid Level English 8 SPM800**

*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 8. Students access an alternative curriculum and a smaller class in order to gain knowledge and skills.

**Learning Center (LC) English 8 SPL800**

*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 8, 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 8. This class has a special education course code.

**8<sup>th</sup> Grade English ENG800**

*Course Length: Full Year*

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

The 8th grade E/LA SpringBoard curriculum develops reading, composition, and speaking skills. Eighth grade instructional materials center on the theme of **Challenge**. Using Advanced Placement (AP) strategies, students are taught to analyze complex fiction and nonfiction from a variety of genres, including a longer literary study of a class novel and a Shakespearean play. Eighth graders stretch their composition skills by responding to analytical writing prompts. Students actively participate in text-based class discussions and study vocabulary to enhance their writing, reading, and speaking skills. Each unit culminates in two comprehensive Embedded Assessments.

### **8th Grade Challenge English ENG850**

*Course length: Full Year*

Prior enrollment in Challenge E/LA 7 is not a prerequisite. This course builds upon previous learning of the Common Core State English/Language Arts (E/LA) Standards in 7th 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 8th grade E/LA SpringBoard curriculum develops reading, composition, and speaking skills. Eighth grade instructional materials center on the theme of **Challenge**. Using Advanced Placement (AP) strategies, students are taught to analyze complex fiction and nonfiction from a variety of genres, including a longer literary study of a class novel and a Shakespearean play. Eighth graders stretch their composition skills by responding to analytical writing prompts. Students actively participate in text-based class discussions and study vocabulary to enhance their writing, reading, and speaking skills. Each unit culminates in two comprehensive Embedded Assessments.

In addition to the 8th Grade English/Language Arts course description below, students taking this course must exhibit strong writing skills, have excellent reading comprehension, and be self-motivated in completing class work. The Challenge 8th Grade E/LA class may move at a faster pace and include additional novels to be read independently by the student.

### **AAP English/Language Arts 8 ENG855**

*Course length: Full Year*

***Students must qualify for placement by participating in the Advanced Academics Program (AAP)/Highly Capable English in 7th grade or through the NSD highly capable screening and testing process. This is not a self-select course; students will be individually scheduled for this course.***

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

The 8th grade E/LA SpringBoard curriculum extends the development of reading, composition, and speaking skills. Eighth grade instructional materials center on the theme of **Challenge**. Using Advanced Placement (AP) strategies, students are taught to analyze complex fiction and nonfiction from a variety of genres, including longer literary study of novels and a Shakespearean play, and includes a selection of novels students can choose for independent reading. The curriculum includes composition skills responding to analytical writing prompts. Students actively participate in text-based class discussions and study vocabulary to enhance their writing, reading, and speaking skills. Each unit culminates in two comprehensive Embedded Assessments.

## History

### **8th Grade United State History SSS800**

*Course Length: Full Year*

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

### **8th Grade Challenge United State History SSS855**

*Course Length: Full Year*

Prior enrollment in Challenge Social Studies 7-Washington State History is not required. Eighth grade US History is a yearlong course covering the history of the United States from pre-exploration to 1877. Major units of study include: Colonial Era, Revolution, Constitution and the early nation, the Westward Movement, the Civil War, and Reconstruction. Historical topics are explored through the use of primary documents, scholarly readings, experiential exercises and simulations while fostering citizenship and democratic ideals. Eighth graders will complete the eighth grade social studies Classroom Based Assessment (CBA) in the spring. This course addresses the Common Core State Standards for History, prepares the students for the Smarter Balanced State Assessments, and establishes the skills necessary for a successful progression of learning to the next grade level of Social Studies coursework.

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

### **AAP United State History 8 SSS860**

*Course Length: Full Year*

***Note: Students must qualify for placement by participating in the Advanced Academics Program (AAP)/Highly Capable Washington State History/World Geography in 7th grade or through a highly capable screening and testing process. This is not a self-select course; students will be individually scheduled for this course.***

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

## Science

### **Integrated Science 8 SCI800**

*Course Length: Full year*

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

### **Challenge Integrated Science 8 SCI805**

*Course Length: Full year*

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

In addition to the course description above, students taking this course must exhibit strong mathematical, verbal, and writing ability, and be self-motivated in completing class work. The Challenge Integrated Science 8 class may move at a faster pace, increase in level of complexity, and include work to be completed independently by the student.

### **Advanced Academics Program (AAP) Integrated Science 8 SCI810**

*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 program, which is initiated in the fall by the District. This is not a self-select course; students will be individually schedule for this course.**

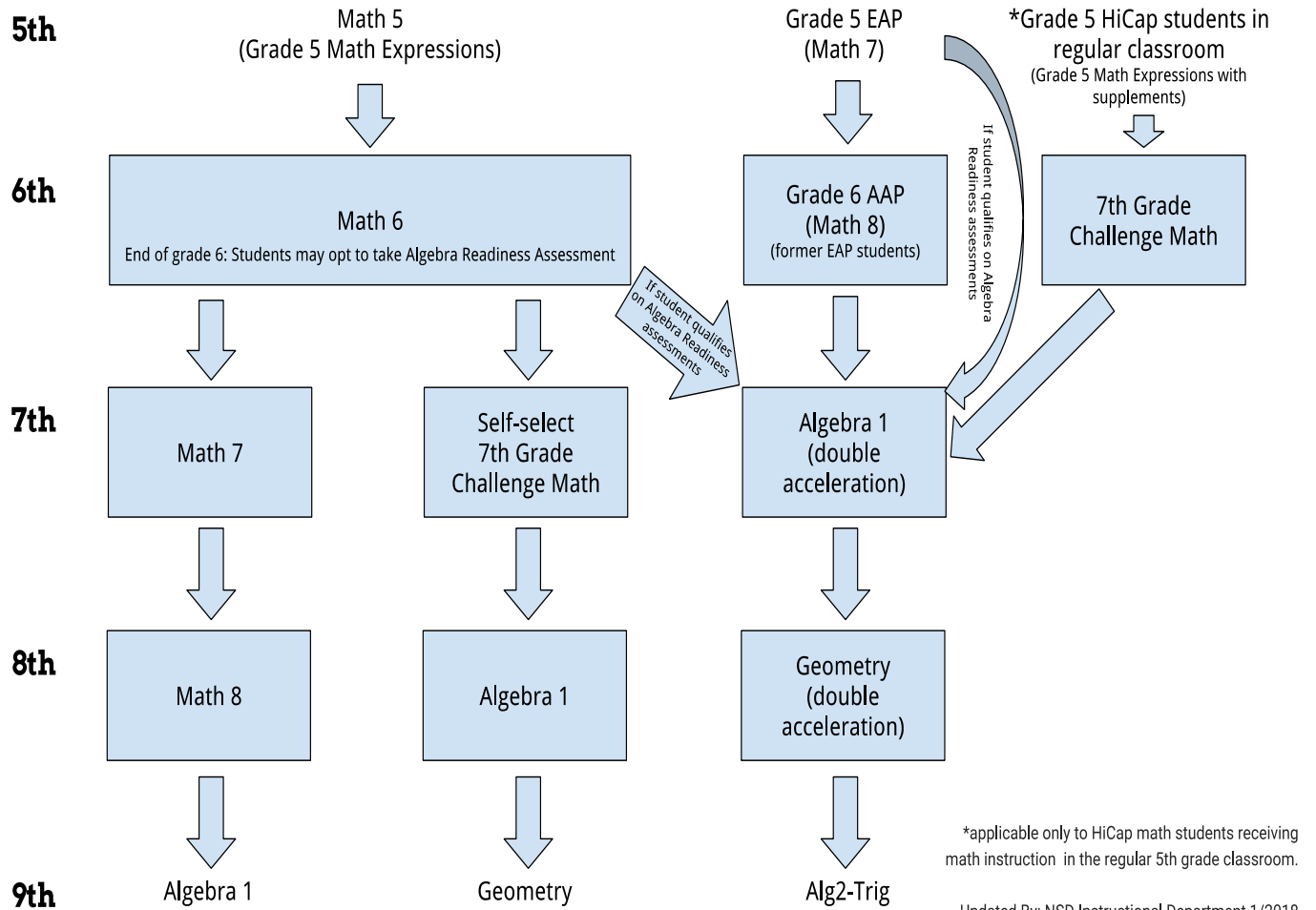
This course is intended for students who demonstrate an outstanding aptitude and interest in science and exhibit strong mathematical, verbal and writing ability. Students will be expected to read complex texts, and must be self-motivated and committed to investing time outside of the classroom studies.

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

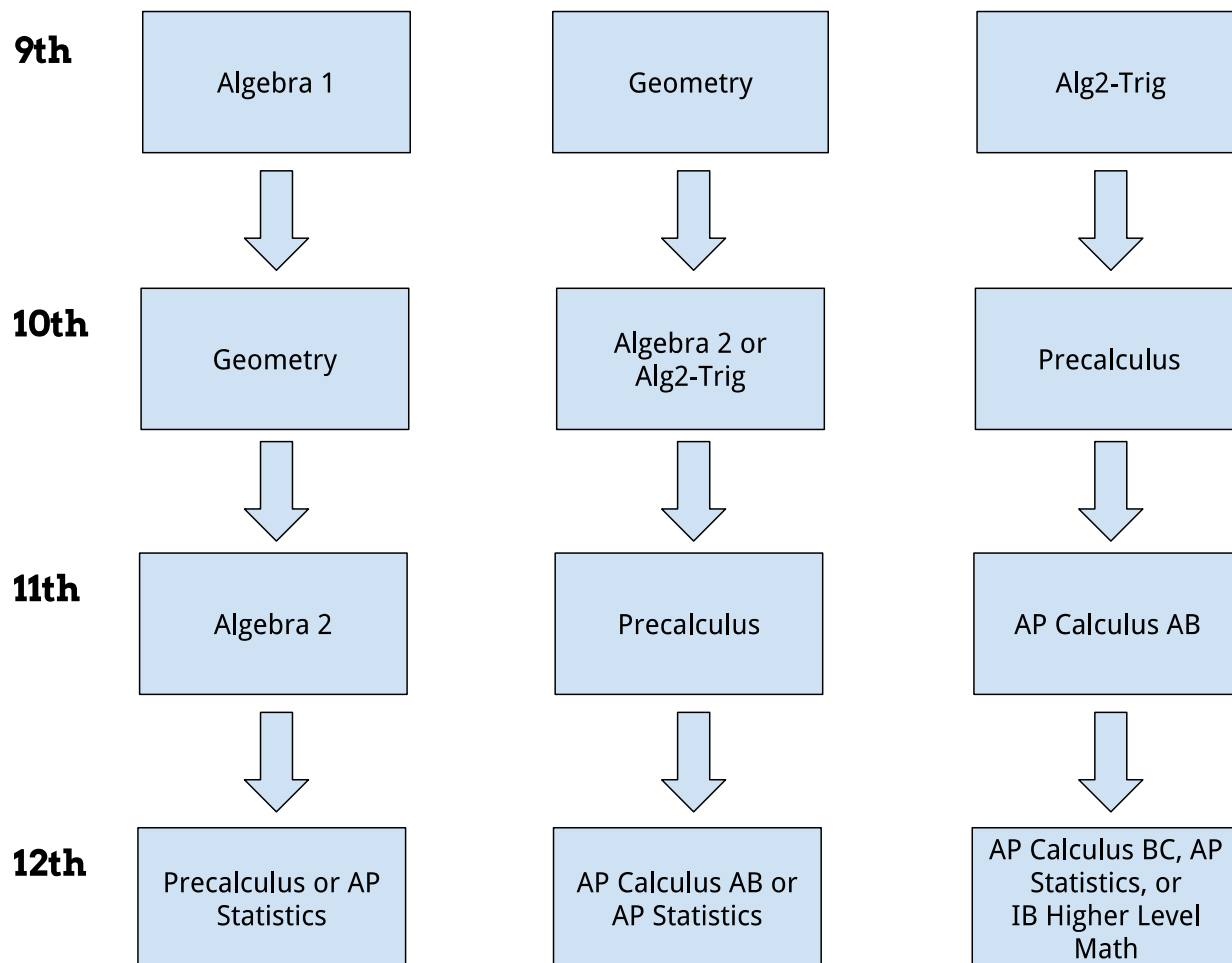
Students will engage in the same content area as 8<sup>th</sup> Grade Integrated Science with enrichment and a deeper level of complexity. Students should have the desire to continue with academically advanced science courses.

# Math

## Middle School Mathematics



## High School Mathematics



Created By: NSD Instructional Department 9/2016

**Mid Level Math 8 SPC820**

*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 8. Students access an alternative curriculum and a smaller class in order to gain knowledge and skills.

**Learning Center (LC) Math 8 SPL5908**

*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 8, 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 8. This class has a special education course code.

**8th Grade Math MAT800**

*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.

**Algebra 1 MAL100**

*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*

*Length/Credit: Full Year/1 Credit*

*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.

**Geometry MGE100**

*Prerequisite: Algebra 1*

*Length/Credit: Full Year/1 Credit*

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

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

**Algebra II/Trigonometry**

*Prerequisite: Completion of Geometry*

*Length/Credit: Full Year/1 Credit*

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

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



## Health & Fitness

**PE Health and Fitness – 8<sup>th</sup> ONLY PHF800** *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. This grade level includes a fitness awareness program and a weekly fitness run or fitness related activity. Through participation in this course students will continue working to satisfy the district and state Health and Fitness 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   |

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

### 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.

## 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 Science 1- (7 & 8 grade) BCS700** 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 Science 2- (7 & 8 grade) BCS800** *Semester Class.*

*Prerequisite: Computer Science 1: BCS700*

This course is a continuation in the middle school computer science pathway. Prerequisite for this course is Computer Applications BCS700, 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.*

**Video Productions 7/8 TEV800** *Semester Class*

*Cannot be repeated in the same year.*

Students will learn the basics of video production while planning, filming, and editing a variety of individual and group projects. Students will engage our school community as they create projects such as morning bulletins, promotional videos and assembly presentations as well as document our arts, drama, music and sports events. Student will be responsible for meeting some real-world deadlines and then experience how their work results in a tangible product the whole school will be excited to see.

**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 MUV830**

*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.

## Additional Course/Electives

### **Spanish 100 WLS100**

*Course length: Full Year*

Students considering Spanish 100 as 8<sup>th</sup> graders are encouraged to use an informed decision-making process. Spanish 100 is a high school level course, preparing students to take Spanish 200 the following school year. Students successfully completing this course may choose to include the course, grade, and elective credit on their high school transcript.

Spanish 100 is a high school level course introducing the students to the Spanish language. The class covers four chapters in the first year series of Accion. By the end of the year, students will have gained a working vocabulary and grammar base to facilitate communication in Spanish. There is a \$20 workbook fee for students taking this course.

### **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

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.

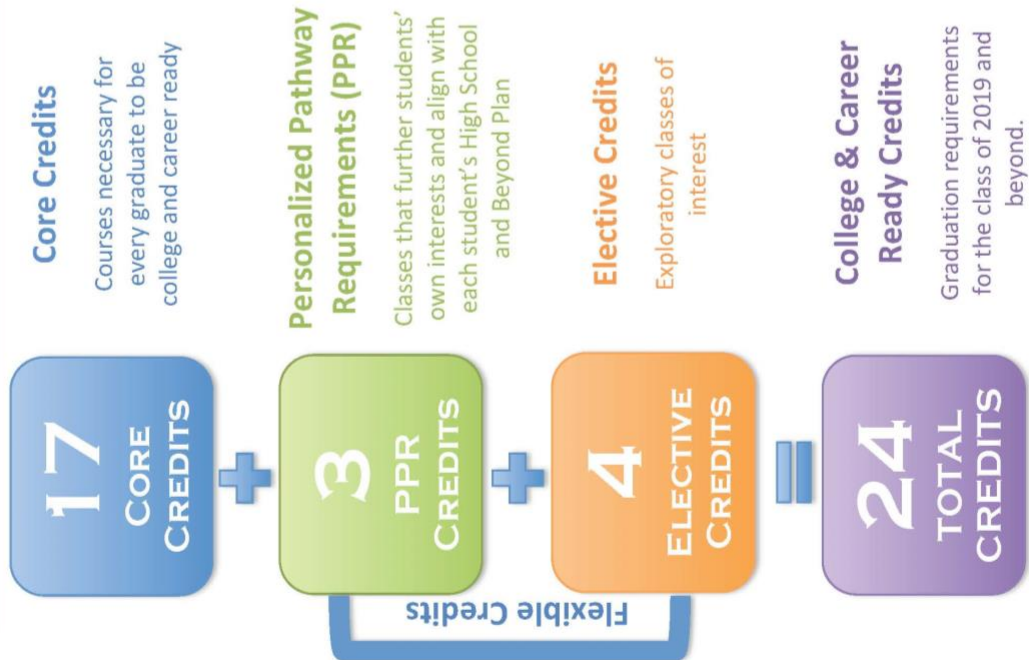
### **Functional Skills and Academics (FSA) Classes**

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

## 24 CREDITS

### COLLEGE AND CAREER READY GRADUATION REQUIREMENTS FOR THE CLASS OF 2019 AND BEYOND



Core Credits plus Personalized Pathway Requirements (PPR)					
4	English	3	Math	3	Science
3	Social Studies	2	Health & Fitness	1	Career & Technical Education
2	Arts	-or- 1	Arts	+	1 PPR Course
2	World Language	-or- 2	PPR Courses		
4 Elective credit courses chosen by the student					



## 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 <b>PPR*</b>
World Language	2.00 credits -OR- 2.00 <b>PPR*</b>
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.



## 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/College Bound/Application](https://fortress.wa.gov/wsac/portal/Programs/CollegeBound/Application)

## 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.*

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## 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