

2023- 2024
WELCOME CLASS OF 2028
8TH GRADE COURSE DESCRIPTION BOOK

NORTHSHORE MIDDLE SCHOOL



Vision Statement:

**Northshore Middle School
strives to be a united
community where each student
becomes a lifelong learner, an
innovative problem solver, and a
positive contributor to our
global society.**



Mission Statement

At Northshore Middle School we provide a challenging, equitable, and empowering educational program that prepares each student for success in high school and beyond.

To achieve this mission, we are committed to:

- Fostering a caring, nurturing environment in which each student is known; has a sense of belonging; and feels emotionally, socially, intellectually, and physically safe and supported.
- Implementing rigorous, engaging, culturally and developmentally responsive instruction that cultivates academic growth and critical thinking.
- Igniting a passion for knowledge and vision of success within each student.

This Course Description Book includes step-by-step instructions for students to select their 8th grade courses through the Course Request tab in StudentVue. Students will use this book and the course registration tutorial from their class to help them select their courses online.

PLEASE NOTE: A parent's signature is required at the top of the CSS form & turned in to their teacher, in order for the student to be registered for classes.

2023-2024 COURSE SELECTION DEADLINES:

- **March 20 & 21:** Counselors will present registration materials (CSS) in English classes.
- **March 20:** Online Course Selection window opens for students to enter course selections.
- **March 29 @ 11:59 p.m.:** Online COURSE REQUEST SELECTION CLOSES.
- **March 30 & 31:** CSS forms w/parent signatures due to English teachers.

Welcome to Northshore Middle School!

Strengthening Our Community Through Excellence in Education

Dear Titan Families,

Welcome to the 2023-2024 school year! We are looking forward to a great year ahead. Middle school is an exciting time of enormous growth, change, and exploration. It is an extremely important time during your student's school career, as they transition from elementary to secondary. With the challenges and uncertainties our community has faced these last few years, one thing that remains constant is our school's deep commitment to ensuring a supportive, safe, inclusive environment for every student. This will stand firm no matter what.

These four pillars are at the core of our middle school program:

- Developmental responsiveness: We embrace the nature of young adolescents and use it in the design and implementation of our programs and instruction.
- Challenging: We believe in the ability of all students to achieve at high levels, think critically, and engage actively in learning.
- Empowering: We provide students the knowledge and skill to be responsible, take ownership of their learning, and take charge of their future.
- Equitable: We advocate for the right of all students to learn at high levels in challenging, relevant, student-centered classrooms. Every student's voice matters.

Additionally, as a middle school, our focus is on educating the whole child. We strive to ensure that every child's cognitive and affective needs are met so that they can thrive academically and socially. Relationships are a key component of how we achieve this. We are committed to ensuring that every student is known by at least one adult who guides them and advocates for them. Furthermore, students are encouraged to explore, take academic risks, and develop a growth mindset.

Our Titan staff is committed to fostering the potential of all students. At Northshore, we care about kids. With each and every student, we strive to build up their strengths, support them when they struggle, and guide them on their path to success.

We hope that you will find this registration guide informative and helpful as you plan for next year's schedule. If you have any questions about registration or specific courses, please ask. Your counselor is a great resource to assist in planning for middle school and beyond.

Again, welcome to Northshore Middle school. We are glad that you are here!



NORTHSHORE MIDDLE SCHOOL

Office Hours 7:30 a.m. – 3:30 p.m.

MAIN OFFICE

425-408-6700

24 HR. ATTENDANCE

425-408-6710

Principal: Tiffany Rodriguez
Dean of Students: Navarre Kerr

408-6700
408-6733

Assistant Principal: Vicki Sherwood 408-6725

Office Manager: Leah Gilbert
Registrar: Rebecca Mullinnix
Library: Milena Aleksandrova

408-6701
408-6718
408-6711

ASB: Terri Burns 408-6703
Attendance: Leann Bachmeier 408-6710

COUNSELORS:

Kristie Olson (A-G) 408-6720

Kendra Lowe (H-O) 408-6736

Chase Stevens (P-Z)

408-6736

QUESTIONS ABOUT....

Address Change: 408-6718
Athletics: 408-6703
Bus/Transportation: 408-7900
HiCap/AAP: 408-7713

Lunch Program 408-6708
Nurse: 408-6706
Student Schedules: Counselors (above)
Waivers 408-6000

PROGRAM OF STUDIES AT A GLANCE

6th Grade:

1 st SEMESTER	2 nd SEMESTER
English	English
Math	Math
Science	Science
Social Studies	Social Studies
Health Fitness or Elective Wheel	Health Fitness or Elective Wheel
Elective Wheel (2 quarters)	Elective Wheel (2 quarters)
4 Exploratory Wheel Quarters above OR:	
1 Full Year of Band, Orchestra, or Choir	

7th Grade:

1 st SEMESTER	2 nd SEMESTER
English	English
Math	Math
Science	Science
Washington State History	Washington State History
Health Fitness or Semester Elective	Health Fitness or Semester Elective
Semester Elective	Semester Elective
2 Semester Elective Courses above OR:	
1 Full Year of Band, Orchestra, or Choir	

8th Grade:

1 st SEMESTER	2 nd SEMESTER
English	English
Math	Math
Science	Science
U.S. History	U.S. History
Health Fitness or Semester Elective	Health Fitness or Semester Elective
Semester Elective	Semester Elective
2 Semester Elective Courses above OR:	
1 Full Year of Band, Orchestra, Choir, or World Language	

Calendar of Events Class of 2028



- **March 20 & 21:** Counselors will present registration materials (CSS) in English classes.
- **March 20:** Online Course Selection window opens for students to enter course selections.
- **March 29 @ 11:59 p.m.:** Online **COURSE REQUEST SELECTION CLOSES.**
- **March 30 & 31:** CSS forms w/parent signatures due to English teachers.
- **August (TBD): Jump Start Day** (back-to-school event @ NMS, all grades. School photos, Student ID & ASB card, Yearbook orders, Fall sports sign-up, classroom fees, ParentVue)
- **September 6: 1st DAY OF SCHOOL:** Student Schedules distributed on first day of school.

Development Stages of Your Student



Middle school is a time when students learn to use their minds well while building the essential foundations for higher-level thinking, organizational skills, and successful relationships. NMS staff members choose to work with this age group - early adolescence is a time of discovery and a significantly greater capacity for complex thinking. Middle school provides opportunities to forge one's own identity, to learn new social roles, and to develop a personal code of ethics to guide one's own behavior.

Eighth grade is the **year** where students build a sense of competency in the skills learned in seventh grade. Since students are not in transition, neither coming nor going from the middle school, they have stability as they strive for competence and confidence. Eighth graders have a strong desire to be seen by adults as capable. Adults will encourage risk taking in learning as students grow in their ability to do abstract reasoning and formal operations, and as they continue to build study habits and successful organizational routines.

Eighth graders will be called upon to do more self-evaluation of their work, as they develop a sense of what it means to meet standard. Their growing ability to think through both sides of an issue or solution to a problem makes the eighth grade a prime time for the study of democracy, the US Constitution, and the Bill of Rights.

Eighth graders will take the Smarter Balanced Assessments for English Language Arts and Math, and the MSP for Science.



Where Everybody Belongs! **(WEB)**

Built on the belief that **students can help other students succeed**, WEB trains members of the 8th grade class to be WEB Leaders. As positive role models, WEB Leaders are motivators, mentors and role models who will guide 6th graders to discover what it takes to be successful in middle school.

WEB is a full year commitment which begins with a spirited and interactive orientation at the start of the school year. After a general assembly, the WEB Leaders lead their group of nine to ten 6th graders through a series of fun and positive activities designed to help them get to know each other, as well as learn important campus information. These activities also spark discussion and thought regarding the upcoming responsibilities, choices, and challenges of being in middle school. The goal of the day is to welcome the 6th graders to their new campus and encourage them to think about the path that they will take during the upcoming years.

There will be additional social activities for the WEB Leaders and their groups to reconnect and further strengthen friendships outside the classroom. The goal of the yearlong WEB transition program is to provide a structure in which students make real connections with each other. Through this program students learn that people at school care about them and their success.

Objectives:

- To empower 8th graders as role models for 6th graders
- To increase academic success through support of peers
- To develop leadership skills in students on our campus
- To allow successful older students to pass positive traditions to younger students
- To introduce students to a variety of individuals at our school within positive situations
- To teach students that by working together they can be successful and enjoy one another
- To help create a supportive and positive atmosphere on our campus

Outcomes:

- Personalize education and connect students to school and each other
- Positively enhance climate and atmosphere
- Reduce 6th grade absences
- Increase 6th grade academic achievement
- Reduce the 6th grade suspension rates
- Reduction in truancy



8th Grade Course Descriptions

Schedule Change Policy

Courses and staffing for the school year are based on the choices students make during the registration process. As of June 15th, schedule changes for year-long classes will not be granted unless they meet one of the following conditions:

- A student does not have the skills to continue in a year-long class.
- A student has an incomplete schedule.
- There are duplicate classes or obvious errors in the schedule.
- IEP or ELL qualifications change during the course of the year.
- Extenuating circumstances approved by the principal.
- Students interested in taking a Summer Math course to advance a level in Math, must complete the course BEFORE the start of the next school year and provide a grade report showing proof of completing and passing the course.

CORE COURSES (Required)

All 8th graders will have the opportunity to experience challenging curriculum with scaffolds and supports in place to help their success. Challenge ELA, Social Studies, and Science classes are designed to meet the needs of all learners, as the curriculum allows for differentiated supports and enrichment opportunities to be embedded into learning. Each student will be met where they are, challenged appropriately, and supported in their learning so they can grow and be successful.

Advisory

Course length: Full Year

Advisory is an essential component of the middle school experience. The purpose of Advisory is to provide students access to an adult who is their advocate and guarantee that every student has at least one trusted adult at school. In Advisory, students will build connections with other students and their teacher, receive academic support, engage in lessons about social emotional learning, and participate in community building activities.

Advisory is a multigrade, 30-minute class, which is graded pass/fail based on meeting the attendance expectations (currently 60% attendance required for passing).

English/Language Arts

CHALLENGE ENGLISH 8 (ENG850A & ENG850B)

Course length: Full Year

This course addresses the Common Core State English/Language Arts (E/LA) Standards, prepares students for the Smarter Balanced State Assessments, and establishes the skills necessary for a successful progression of learning to the next grade level of E/LA course work. The middle school E/LA curriculum develops reading, composition, and speaking skills. Eight grade course 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 studies of a novel and a Shakespearean play. The curriculum includes composition skills responding to AP style writing prompts. Students actively participate in test-based class discussions and study vocabulary to enhance their writing, reading, and speaking skills. Each unit culminates in two comprehensive Embedded Assessments.

(AAP) ADVANCED ACADEMIC PROGRAM ENGLISH/LANGUAGE ARTS 8

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 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.

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 curriculum extends the development of reading, composition, and speaking skills. 8th grade Spring Board 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 studies 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 AP style writing prompts. Students actively participate in text-based class discussions and study vocabulary to enhance their writing, reading, and speaking skills. Each unit culminates in two comprehensive Embedded Assessments.

Math – (Student's next level Math course is already preselected in online course selection)

MATH 8 (MAT800A & MAT800B)

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 (Course Code: MAL100A & MAL100B)

Length/Credit: Full Year High School Academic Transcript Credit

Prerequisite:

- *Completion of Holt Course 3 OR*
- *7th Grade Challenge Math OR*
- *Completion of an 8th Grade Accelerated Summer Math Course. Students considering this option should contact their school counselor. OR*
- *Completion of an 7th Grade Challenge Summer Math Course. Students considering this option should contact their school counselor. OR*
- *Qualifying score on Algebra Readiness Assessments*

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

This course expands on the students understanding of using arithmetic operations and properties to include the symbolic language of algebra. Students will formalize their understanding of functions with a focus on linear functions, exponential functions and quadratic functions. Other topics that will be studied are writing equations to model linear equations, solving systems of linear equations and inequalities, solving quadratic equations with real roots, exponent laws and properties, arithmetic and geometric sequences, patterns of association in bivariate data, and the Pythagorean Theorem. Students will continue to develop problem solving, reasoning and proof, communication, and mathematical modeling skills aligned to the Standards for Mathematical Practice.

GEOMETRY (Course Codes: MGE100A & MGE100B)
Length/Credit: Full Year High School Academic Transcript Credit

Prerequisite: Algebra 1

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.

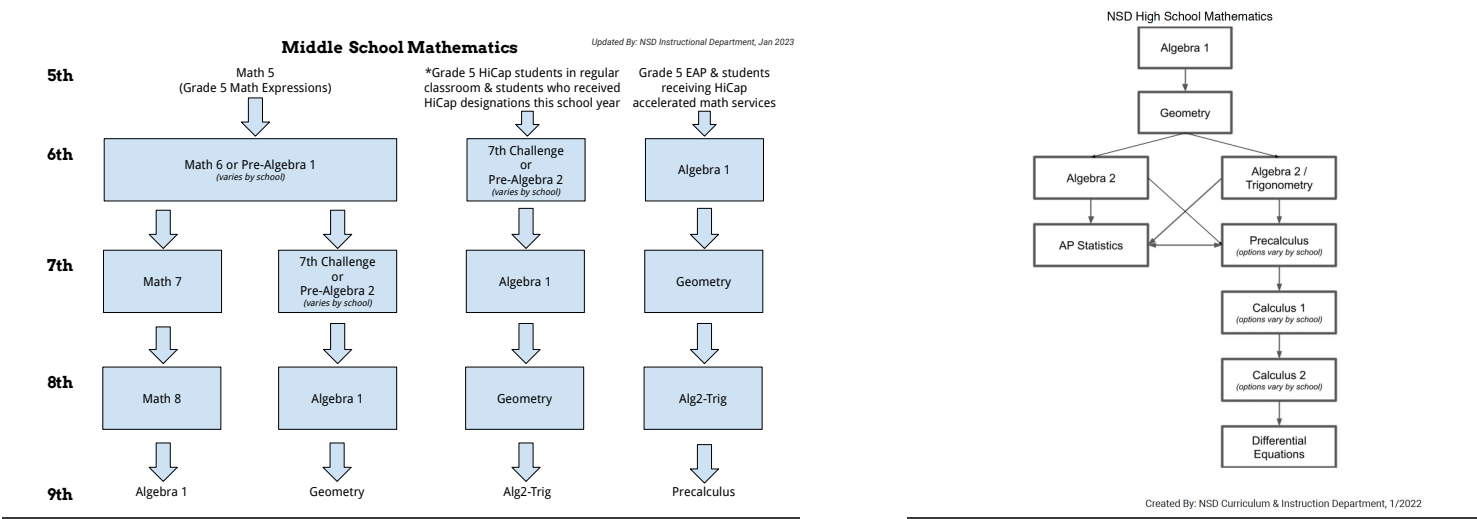
ALGEBRA II/TRIGONOMETRY (MAL180A & MAL180/B)
Length/Credit: Full Year High School Academic Transcript Credit

Prerequisite: Completion of Geometry

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.

Northshore School District Math Progression



Science

CHALLENGE INTEGRATED SCIENCE 8 (SCI805A & SCI805B)

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.

(AAP) ADVANCED ACADEMIC PROGRAM INTEGRATED SCIENCE 8

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 8th Grade Integrated Science with enrichment and a deeper level of complexity. Students should have the desire to continue with academically advanced science courses.

Social Studies

CHALLENGE UNITED STATES HISTORY (SSS855A & SSS855B)

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 course work.

(AAP) ADVANCED ACADEMIC PROGRAM (AAP) / UNITED STATES HISTORY 8

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 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.

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 performance based project is National History Day (“NHD”). NHD is a rigorous and challenging research project that requires of 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.

Health and Fitness

HEALTH AND FITNESS 8 (PHF800)

Course length: One Semester (Required & already preselected in online course selection)

Requirements: 1) Composition book, 2) NMS uniform: Light gray crew-neck t-shirt, navy or black basketball style shorts (7-9-inch inseam) and tennis shoes. Sweats are recommended, but not required. Uniforms can be purchased in the NMS Main Office.

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.

Archery	Volleyball	Dance
Badminton	Track and Field	Disc Sports
Basketball	Softball	Fitness
Bowling	Soccer	Hockey
Conditioning	Organized Games	Lacrosse

ELECTIVES

Elective Student Request Policy

The following full year and single semester elective descriptions are for electives that NMS intends to offer in the next academic school year. NMS staff will attempt to fulfill student requests; however, final elective course availability depends on student enrollment and school staffing. NMS cannot guarantee that a student will receive any particular elective request.

FULL YEAR ELECTIVES

Course Length: Yearlong

CADET BAND (MUB700A & MUB700B)

Prerequisite: None.

Requirement: Parents provide instruments, and purchase uniform supplies and ASB card at NMS.

Goals: To build on the foundation acquired in elementary school music classes by continuing the year-to-year progression of proper skills, technique, and methods to better understand and appreciate music and music performance. To prepare students for performance of current and future levels of literature.

Assignments: Rehearsal activity will include technique building, review of basic skills, vocabulary, music theory, development of sight-reading, and preparation of performance literature. Attention will be given toward building responsibility, reliability, and respect toward the individual and group. Performances are required.

CONCERT BAND (MUB510A & MUB510B)

Prerequisite: 1-year prior experience, and/or director approval.

Requirement: Parents provide instruments, and purchase uniform supplies and ASB card at NMS.

Goals: To continue the year-to-year progression of proper skills, technique, and methods in order to better understand and appreciate music and music performance. To prepare students for performance of current and future levels of literature.

Assignments: Rehearsal activity will include technique building, review of basic skills, vocabulary, and music theory, development of sight-reading and preparation of performance literature. Attention will be given toward building responsibility, reliability, and respect toward the individual and group. Performances are required.

SYMPHONIC BAND (MUB520A & MUB520B)

Prerequisite: 2-year minimum prior experience, or audition and director approval.

Requirement: Parents provide instruments, and purchase uniform supplies and ASB card at NMS.

Goals: To continue the year-to-year progression of proper skills, technique, and methods in order to better understand and appreciate music. To prepare students for performance of current and future levels of literature.

Assignments: Technique building, review of basic skills, vocabulary, music theory, and identification with various composers and arrangers, and preparation of performance literature. Attention will be given toward building responsibility, reliability, and respect toward the individual and the group. Performances are required which can include evening concerts, at-school performances, community programs, league contests and festivals. Performance at the district solo/ensemble contest may be required. Enrollment is required for participation in Jazz Band.

CHOIR 8 (MUV830A & MUV830B)

Prerequisite: None

Requirement: ASB Card

Goals: To continue the year-to-year progression of proper skills, technique and methods to better understand and appreciate music and music performance. To prepare students for performance of literature for this ensemble and performance of future levels of literature.

Assignments: Rehearsal activity will include technique building, review of basic skills, vocabulary and music theory, development of sight-reading and preparation of performance literature. Attention will be given toward building responsibility, reliability and respect toward the individual and group. Performances are required.

CONCERTANTE ORCHESTRA (ORCHESTRA 6) (MUO600A & MUO600B)

Prerequisite: None.

Requirement: Parents provide instruments, strings, and rosin, as well as purchase uniform supplies and ASB card at NMS.

Goals: To continue the progression of proper skills, technique and methods in order to better understand and appreciate music and music performance. To prepare students for performance of current and future levels of literature.

Assignments: Rehearsal activity will include technique building, review of basic skills, vocabulary, music theory, and development of sight-reading and preparation of performance literature. Attention will be given toward building responsibility, reliability, and respect toward the individual and group. Performances are required. As students become confident in their abilities, they will perform in three concerts throughout the school year. Home practice is an expected part of the class, as is class participation.

OVERTURE ORCHESTRA (ORCHESTRA 7) (MUO700A & MUO700B)

Prerequisite: Minimum one-year middle school orchestra and/or director permission.

Requirement: Parents provide instruments, strings, and rosin, as well as purchase uniform supplies and ASB card at NMS.

The Overture Orchestra class is designed for students who have had 2-3 years playing experience. Students wishing to learn to play string Bass, Cello, Viola, or Violin for the first time should sign up for the Concertante Orchestra above, or talk with Ms. Cramer. As students become confident in their abilities, they will perform in three concerts throughout the school year. Home practice is an expected part of the class, as is class participation.

Goals: To continue the progression of proper skills, technique, and methods to better understand and appreciate music and music performance. To prepare students for performance of current and future levels of literature.

Assignments: Rehearsal activity will include technique-building, review of basic skill vocabulary, music theory, development of sight-reading, and preparation of performance literature. Attention will be given toward building responsibility, reliability and respect toward the individual and the group. Performances are required.

SYMPHONIC ORCHESTRA (ORCHESTRA 8) (MUO800A & MUO800B)

Prerequisite: Minimum two-year middle school orchestra and/or director permission.

Requirement: Parents provide instruments, strings, and rosin, as well as purchase uniform supplies, and ASB card at NMS.

The Advanced Orchestra class is designed for students who have had 3 or more years of playing experience. Students wishing to learn to play string Bass, Cello, Viola, or Violin for the first time should sign up for Concertante Orchestra, or talk with ms. Cramer. As students become confident in their abilities, they will perform in three concerts throughout the school year. Home practice is an expected part of the class, as is class participation.

Goals: To continue the progression of proper skills, technique, and methods in order to better understand and appreciate music and music performance. To prepare students for performance of current and future levels of literature.

Assignments: Rehearsal activity will include technique building, review of basic skills, vocabulary, music theory, development of sight-reading, and preparation of performance literature. Attention will be given toward building responsibility, reliability, and respect toward the individual and the group. Performances are required.

World Language

SPANISH 100 (WLS100A & WLS100B)

Length/Credit: Full Year High School Academic Transcript Credit

The 8th grade Spanish program at NMS is designed for the student who anticipates pursuing world language study in the fourth and fifth year of Spanish at Inglemoor High School. After completion of the 8th grade Spanish course, students can apply to receive one full high school credit in world language.

Goals: Pronunciation of the language; ability to exchange oral and written information about self and others in the present tense; appreciation of the different cultures; development of a basic vocabulary; students will learn about and be involved in skits, cultures, cuisine, songs and films. This 8th grade Spanish course will cover the same objectives as 100 level high school Spanish.

SEMESTER ELECTIVES

Course Length: Half Year

ART 7/8 (ART780)

Prerequisite: None

Note: This course cannot be repeated within the same school year.

Art 7/8 introduces students to the elements and principles of art and design, as well as the creative process. Students will study a diverse range of artists and art movements in addition to hands-on projects. Art projects will include a variety of experiences so as to allow students to experiment with materials and methods. We will explore a variety of mediums which may include graphite, pen and ink, charcoal, various paints, printmaking, colored pencils, oil pastel and mixed media. This class is designed to be taken one semester per school year and can be taken as a 7th grader and/or 8th grader. Students will not repeat the same projects as we are on an A/B curriculum schedule.

CERAMICS (ACE780)

Prerequisite: None

Note: This course cannot be repeated

Ceramics 7/8 introduces students to the various stages of clay as well as three main techniques for hand building, (pinch, coil, and slab). Using the creative process, students will explore the art and science of clay and glaze, the history of ceramics as an art medium, and the various tools used in these processes. Some projects will focus on learning technique while others are more open-ended, allowing students to creatively apply what they've learned. Ceramics is designed to be taken one semester only in 7th or 8th grade and cannot be repeated without teacher approval

COMPUTER SCIENCE I (BCS700)

Prerequisite: None.

Note: This course cannot be repeated

This course provides an introduction to coding in Python. Students will explore the many facets of basic programming and applications to the real world with learning about careers in computer science. Students completing this course will be able to create games, animations and other programs in Python. No prior computer programming experience is necessary, and this course applies to all who are curious about programming.

COMPUTER SCIENCE II (BCS800)

Prerequisite: Computer Science I (BCS700), or teacher approval

This course is a continuation in the middle school computer science pathway. Prerequisite for this course is BCS700, **or applicable programming experience**, as students will utilize previous computer science knowledge to expand their learning.

CREATIVE COOKING (HFC700)

Requirement: Students must be willing to work in a fast paced, group-based environment with all members of the class, where cleaning and cooking are expected from every student.

Develop essential cooking and baking skills in this fast paced, semester class. Utilize safe cooking techniques to serve delicious meals like omelets for teachers, compete in class challenges, and participate in the Food Truck competition. You will learn the fundamentals of cooking and baking with dairy, proteins, produce, breads, and desserts. Let's get cooking!

DRAMA 7/8 (DRA780)

Prerequisite: None.

Compose your own one acts, monologues and dialogues. Use face, body, voice, and action plus good vocal skills to gain confidence speaking on stage. Cast yourself as the lead in stories you write and perform. Theater games and improv too!

Skills: Creative thinking, problem solving, improvisation, pantomime, script writing, emotional expression, speaking skills, movement, character development and staging.

Assignments: Skits, scenes, monologues created by the students and their peers.

EXPLORING TECHNOLOGY I (TEC700)

Prerequisite: None.

Note: This course cannot be repeated

Students will be engaged in STEM (Science, Technology, Engineering and Math) design and fabrication activities. This is a hands-on class that focuses on making fun projects while learning the design process. Projects and activities are geared toward exposing students to a range of technologies including wood fabrication, electricity and electronics, engineering design principles, and computer-based technologies. Students will gain an understanding of safe shop practices while completing projects that incorporate a variety of hand and machine tool skills.

EXPLORING TECHNOLOGY II (TEC800)

Prerequisite: Exploring Technology I

Students will be engaged in STEM (Science, Technology, Engineering and Math) projects while learning the design process. Students will have the opportunity to work with a variety of technologies and process that include some or all of the following: Computer Aided Design (CAD), wood fabrication, electricity and electronics projects, mechanical structures, and CNC output devices (eg. Laser cutting, CNC vinyl cutting). The scientific underpinnings of the projects are often explored as part of the design and fabrication process.

GOURMET FOODS (HFG800)

Requirement: Students must be willing to work in a fast paced, group-based environment with all members of the class, where cleaning and cooking are expected from every student.

Explore the world of food in this fast-paced semester class! Try new cuisines, experience cultures unlike your own, and grow in confidence in the kitchen. Spend time learning about the basics of cooking and baking through an introduction to cooking dairy, proteins, produce, and desserts. Enjoy classics like pasta and pizza while tasting new recipes like semifreddo, paella, and more! End the semester with an international food festival competition with your peers to show off your new skills. Bon appetit!

NMS CAFÉ (HFC900)

Prerequisite: Application required – see counselor. Student must have completed prior course (Creative Cooking or Gourmet Foods) with a B+ or better final grade and obtain teacher's approval.

Requirement: Students must be willing to work in a fast paced, group-based environment with all members of the class, where cleaning and cooking are expected from every student.

A culminating course for 8th grade cooking students, NMS Cafe provides real life opportunities to run a weekly store front utilizing their culinary skills and business savviness. Students will plan, budget, prepare, display, sell, and advertise for the Cafe.

OFFICE/TEACHER/LIBRARY ASSISTANT 8 (YTA780)

Prerequisite: Application required - contact Counselor

Pass/Fail grade only

Goals: Students will learn office procedures. Students will be assigned to assist in a classroom, main office, attendance/counseling office, or library.

Skills: Students are expected to be responsible, courteous, helpful, and have good attendance. Students will alphabetize, file, record information, and deliver messages. Students will work on Homework or read a library book, if not needed for office duties.

PEER TUTOR CONTAINED LEARNING CENTER (CLC) 8 (YYN075)

Prerequisite: Application required - contact Counselor

Goals: To become familiar with the way typical children learn and how learning disabilities affect this learning.

Skills: Students will learn to work with and better understand their peers who have special needs. They will use this knowledge to mentor students with disabilities in the CLC classroom. The students will be responsible for teaching CLC student academics, daily living, and social skills

PHYSICAL EDUCATION 7/8 (PPE780)

Requirements: NMS uniform: light gray crew-neck t-shirt, navy or black basketball style shorts (7-9-inch inseam) and tennis shoes. Sweats are recommended, but not required. Uniforms can be purchased in the NMS Main Office.

Goals: This course is designed to offer students the opportunity to participate in a wide variety of team and individual sports. Activities may include basketball, soccer, floor hockey, flag football, softball, golf, tennis, archery, disc sports, bowling, ultimate Frisbee, volleyball, badminton and capture the flag. There is a minimum of one cardio-respiratory fitness activity per week. A minimum of 2 block days will focus on game play. Curriculum will vary upon the time of year the class is offered and availability of the facilities.

Assignments: Daily participation in a variety of activities, and a weekly activity log.

ROBOTICS FOUNDATIONS (TER780)

Prerequisite: None.

This course is designed as an introductory STEM (Science, Technology, Engineering and Math) class where students learn engineering, technical and programming skills through hands on projects and experiences. The core of the class centers around students working with the Lego EV-3 robotic platform. Students work with interactive multimedia curriculum and instructions in order to build and program their robots to meet fun challenges. These activities require students to develop skills and strategies to solve problems. Other technologies may be explored in addition to the EV-3 platform depending on time and class pacing and needs. Additional potential activities include Micro:bit microprocessors, Arduino microprocessors, TeacherGeek Bug electronics lab project and others.

SERVICE LEARNING/LEADERSHIP (YYN805)

Requirements: Community Service Projects

Elected ASB Officers may be required to sign up for at least one semester.

In this course, students will develop and apply principles of exemplary leadership via active service to our community. Students will participate in democratic, collaborative processes and projects to plan school-related activities that will enhance school culture and climate. This class will frequently work in the classrooms of our neighboring Woodmoor Elementary School, assisting younger students while developing and practicing leadership skills taught in class. Students will develop and implement service events to impact local and/or international communities. Throughout the course, students will learn practical tips for communicating effectively through email, visual formats, and public speaking, and develop personal life skills in the following areas: Leadership, Excellence, Acceptance, and Determination.

YEARBOOK/JOURNALISM (ENG870)

Yearbook/Journalism is a course designed to develop students' skills in the production of the school yearbook and yearbook specific journalism. Students learn basic principles of yearbook production and develop skills that include writing copy, story lines, captions and headlines; digital photography; desktop publishing and using appropriate technology tools for media production.

SPECIAL EDUCATION

The Special Education Department at Northshore Middle School provides a continuum of special education services, based on individual student need, as determined by the Individual Educational Plan (IEP). Students, who qualify to receive services from the Special Education Department, receive individualized, appropriate instruction in qualifying areas such as reading, math, written expression, social skills, organization, and life skills. Students also access general education classes throughout the day, with or without support, as determined by individual student needs.

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.

CO-TEACHING CLASSES

Some schools offer co-taught classes. While there are varying co-teaching 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.

BEHAVIOR SUPPORT CLASSROOM (ALSO CALLED ASPIRE)

Some schools have specially designed behavior programs for students that require support in the areas of behavior, social skills and social-emotional needs. These programs are currently located at Canyon Park, Timbercrest, Northshore, Woodinville, Bothell, and Inglemoor. Courses offered in these programs 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 skills below grade level, needs for more social and emotional instruction and possible cognitive and adaptive skill deficits. These classes are meant to replace core content classes in Math, Language Arts, and an elective. 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.*

SECONDARY FUNCTIONAL SKILLS AND ACADEMICS (FSA)

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

Special Education scheduling questions? Please call or email your child's current case manager.

LEARNING CENTER:	Amy Dussault	425-408-6780	adussault@nsd.org
	Lisa Granat	425-408-6780	lgranat@nsd.org
	Sarah Scharke	425-408-6767	sscharke@nsd.org
	Garrett Smith	425-408-6759	rsmith@nsd.org
	Robin Smith	425-408-6744	gsmith@nsd.org
MID-LEVEL:	Sean Bills	425-408-6741	sbills@nsd.org
	Hannah McCausland	425-408-6741	hmccausland@nsd.org
ASPIRE:	Becky Berger	425-408-6782	rberger@nsd.org
FSA:	Corey Wackerly	425-408-6781	cwackerly@nsd.org