HILLSBORO SCHOOL DISTRICT



2026-27 MIDDLE SCHOOL COURSE CATALOG

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Evergreen

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2026-27
Middle School Course Catalog

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HILLSBORO SCHOOL DISTRICT

MESSAGE FROM THE DISTRICT

Dear HSD students and parents,

The faculty and staff of all HSD middle schools are committed to providing our students with a rich, challenging and meaningful educational experience. Academic programs are designed to offer every student the opportunity to excel and to build a strong foundation for success as they progress to high school.

This course guide is an essential tool for making the important educational decisions that lie ahead for you. Please review the guide so that you are informed of course descriptions and requirements, as well as preparing for high school. Carefully consider the course selections and program decisions that you will be making. These decisions will shape the foundation you build for your future.

We encourage you to seek the advice of counselors and teachers as you work through your course selection process. We look forward to partnering with you during your middle school career.



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cognia®

HSD is the first K-12 school district in Oregon to receive full systems (districtwide) accreditation by Cognia, a non-profit, non-partisan, international organization of education quality assurance professionals.

The Hillsboro School District recognizes the diversity and worth of all individuals and groups. It is the policy of the Hillsboro School District that there will be no discrimination or harassment of individuals or groups based on race, color, religion, gender, sexual orientation, gender identity, gender expression, national origin, marital status, age, veterans' status, genetic information or disability in any program, service, or activity for which the District is responsible. The District will comply with the requirements of state and federal law concerning non-discrimination and will strive by its action to enhance the dignity and worth of all persons.

Scan the QR code for facts and figures about HSD or visit our website.

www.hsd.k12.or.us
503.844.1500

GENERAL INFORMATION

Introduction

The programs at the Hillsboro School District middle schools build on the successes of elementary education and, in turn, prepare pupils for a successful experience in high school. To best meet the needs of young adolescents, we strive to make our educational programs appropriate to this age group.

- Students are taught by teachers who collaboratively plan lessons and utilize similar methods of student management and assessment.
- The curriculum is student-centered and highly adaptable to the developmental needs of the students.
- Students are challenged with an integrated curriculum.
- Equal emphasis is given to the intellectual, social-emotional, and physical needs of students.

Steps to Success

Meeting in new surroundings, with new teachers and peers, often leads to anxiety for students. To help in the transition, parents and students should note these tips:

1. Organization is key! Students need to continue their development of study skills. A daily planner is issued and is a useful tool for success.
2. At home, a regular study time is important. A quiet place should be provided for nightly homework.
3. Good nutrition and adequate sleep are important for the growing, changing learner.
4. Keep communication lines open! Families are encouraged to email or call teachers, counselors, and administrators to ask questions or to voice concerns. Please keep contact information updated with your school.
5. ParentVue is an excellent tool to monitor student progress throughout the year.

Using This Catalog

This course catalog contains information on course offerings and special District programs. It has been prepared to help students plan their schedule. Students and parents should use the catalog for planning both long- and short-range goals. Page 5 includes the high school diploma requirements to support students' long-term goals.

This course catalog is designed to help you make wise selections from the courses offered at Hillsboro School District middle schools. Take the time to review the handbook carefully.

When requesting courses for next year, students and parents should keep the following in mind:

- All courses and programs offered are contingent upon adequate funding.
- All courses offered are dependent on enrollment. If an insufficient number of students request a course, it will not be taught.

Course Selections

Courses are divided into two types: required and elective. ***Required*** courses are those a student must pass to meet the state of Oregon and Hillsboro School District requirements. ***Elective*** courses are designed to build skills in areas of study that meet the student's needs as well as the pursuit of individual interests.

Required courses are a full school year and elective courses may vary in length. Some extend for the full school year and others are only a single term in length. Attention should be given to choosing elective courses. When making these choices, students should talk with their parents and teachers. Careful thought should be given to personal goals, interests, and strengths. Please contact a school counselor for assistance in program planning.

Each school provides a variety of courses that may be taught in Spanish as part of the dual language program offerings at that school.

Not all courses are offered at every middle school. Please see the course selection form for specific information on each individual school.

High School Courses for Eighth-Graders

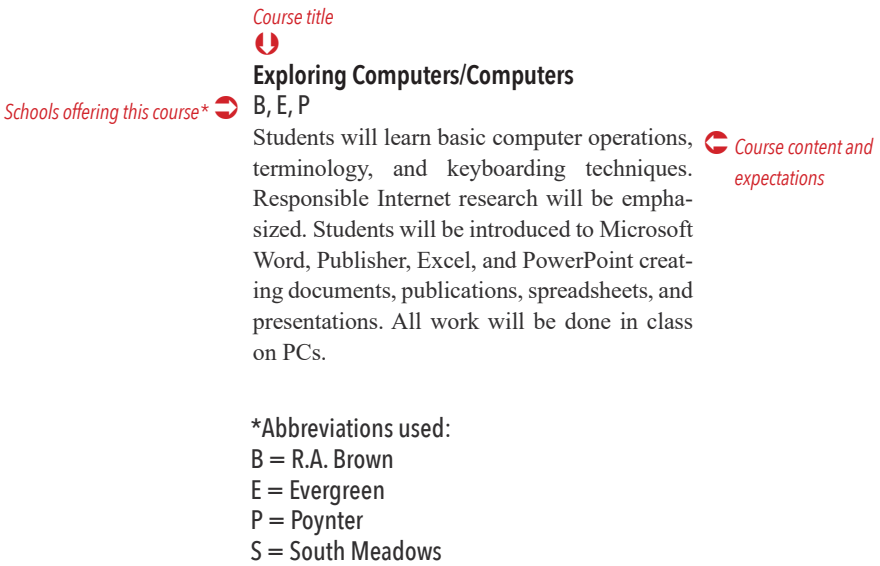
The District encourages students to perform at the highest level possible in their course work. Recognizing that some middle school age students are able to master existing high school curriculum, it is the policy of the District to allow eighth grade students who are qualified to take designated high school classes/courses. High school credit may be granted. Credits taken before ninth grade will not be used to reduce below 24 the units of credit to be completed in Grades 9 through 12 for high school graduation except in special circumstances approved by the principal and in accordance with Board policy IKFA - Early Graduation.

World Language Proficiency Exam

Eighth-grade students may take a district-approved world language proficiency assessment, for example, STAMP, in Arabic, Chinese, French, German, Japanese, Russian or Spanish. This assessment will assist in placing students in the correct world language class appropriate to their assessed level of proficiency. Each school site offers at least one opportunity each school year for students to take the world language proficiency exams. For more information or to register for the world language proficiency-based exam, please see your counselor or an administrator.

Understanding a Course Description

Courses are organized by subject categories within this catalog. Each course description provides the following information:



Counseling Procedures

Course Selection/Planning

Students are advised to plan ahead and request courses carefully. A significant amount of time and effort is devoted to giving students their first-choice electives (or alternates). The offering and staffing of elective courses will be dependent on the requests made during spring registration. The courses listed in the catalog are based on the information available at the publish date in spring of 2025. While every effort is made, it is possible that students may get an elective that was not originally selected.

Students will receive guidance on course planning throughout the school year, including:

- Classroom guidance
- Xello planning activities
- Course Selection presentations
- Individual and small group planning as needed
- Counseling websites
- Family nights

Things to Remember

- *PLEASE CHOOSE CAREFULLY.* Your schedule is created based on your course requests and availability.
- All students need to request a minimum of seven classes.
- Students who do not complete their course selection sheet will have classes chosen for them based on class availability.
- It is the expectation of the State of Oregon and our district that students engage in a full and complete educational experience. New legislation has required our district to ensure most students are taking a full day of classes each day.

Schedule Correction Procedures

Schedule corrections will only be considered for the following reasons:

- Student needs to take a required course for advancement to high school
- Student was placed in an inappropriate course/skill level
- Student has a "see counselor" note or incomplete schedule

Schedule corrections will not be made for:

- Lunch requests
- Teacher requests
- Changing unwanted electives
- Requests to be with peers

It is possible that a student may have received electives they did not request. This is due to limited space in classes or a schedule conflict making it impossible to fill a schedule hole with a requested class.

Course Corrections and Changes

The master schedule, including how many sections of each course is offered, is based on the student course requests made during spring of the previous school year. Due to this, schedule and course changes are difficult to make because often there are not available spaces in the course.

All course corrections and changes are subject to review and approval by an administrator. Please visit the school counseling center for information about the procedures and forms specific to each school.

Preparing for High School

Students also should consider how middle school coursework prepares them for high school courses, diploma requirements, and career and college pathways. The following page lists the requirements to graduate. The full high school course catalog may be viewed at: **https://hsd.k12.or.us/courses**.

HIGH SCHOOL DIPLOMA REQUIREMENTS

Hillsboro School District diplomas satisfy the Oregon State Board of Education's rigorous statewide graduation requirements for students. The chart below displays the ***MINIMUM*** course and credit requirements needed to graduate with the student's desired diploma *(see note 1)*

Subject Area/Required Elements	Chancellor's Diploma	Standard Diploma	Modified Diploma	Extended Diploma
English **(LA)**	4 credits	4 credits	3 credits	2 credits
Mathematics **(MA)**	4 credits (including Algebra 1 level or higher)	3 credits (Algebra 1 level or higher)	2 credits	2 credits
Science **(SC)**	3 credits	3 credits	2 credits	2 credits
Social Science **(SS)**	3 credits	3 credits	2 credits	3 credits (history, geography, economics or civics)
Science/Social Science (additional)	1 credit			
Physical Education **(PE)**	1 credit	1 credit	1 credit	1 credit
Health **(HE)**	1 credit	1 credit	1 credit	1 credit
Career and College Development	0.5 credit	0.5 credit	2.5 credits	
Senior Project **(SP)**	0.5 credit	0.5 credit	0.5 credit	
Applied Arts, Career Technical Education, or World Language **(AA/CTE/WL)**	3 credits (including 2 credits of same world language)	3 credits	1 credit	1 credit (art or world language)
Electives **(EL)**	5 credits	5 credits	9 credits	
Proficiency in Essential Skills: *reading, writing and mathematics (see note 2)*	required	required	required (modifications allowed)	exempt
Chancellor's Diploma: Academic credits are met through courses in	English, mathematics, science, social science, applied arts, career technical education, and world language			
Number of required academic credits	18 credits			
Minimum number of required academic credits in advanced-level coursework (designated as Advanced Placement, International Baccalaureate, dual credit courses)	4 credits			
Minimum grade in every required academic course	C *(see note 3)*			
Required cumulative, unweighted GPA in academic courses	3.0 GPA unweighted			
Required unweighted GPA in **all** coursework	3.0 GPA unweighted			
TOTAL CREDITS REQUIRED	**26**	**24**	**24**	**12**

NOTES:

1) It is the expectation of the State of Oregon and our district that students engage in a full and complete educational experience. New legislation has required our district to ensure most students are taking a full day of classes each day. Students should work with their counselor for work experience, internships, and other off campus experiences as applicable.

2) Essential Skills mastery is typically obtained through satisfactory scores on the SBAC, ACT, PSAT, SAT or AP tests. Alternatively, students may produce work samples to show mastery. More information about Essential Skills may be found at: **bit.ly/2DfYHcR**
   * The assessment of Essential Skills Policy is suspended by the ODE through 2027-2028.

3) Students who receive two or more proficiency-based credits in world language with STAMP test scores meet this requirement.

CAREER & COLLEGE PATHWAYS

hsd.k12.or.us/ccp

Aware, Eligible and Prepared

Graduation may seem far away, but it is never too early to get on the right track. Through the Career and College Pathways (CCP) program, Hillsboro School District is committed to ensuring all students are aware of their career and college options, eligible for those options, and prepared for success in their post-secondary choices.

Becoming aware involves early exposure to careers and colleges, interest mapping, guidance lessons, and the completion of national standardized tests. In addition, students need to understand high school graduation requirements and the requirements for entering certain vocations, two-year community colleges, four-year public and private colleges, and even the military.

Becoming eligible involves students completing the necessary steps to engage in the post-secondary option of their choosing. This includes meeting the requirements of college entrance, developing a plan that details the steps needed to reach their future goal, planning for how to pay college tuition or support themselves with gainful employment, and applying to at least one post-secondary institution or job consistent with application requirements and deadlines.

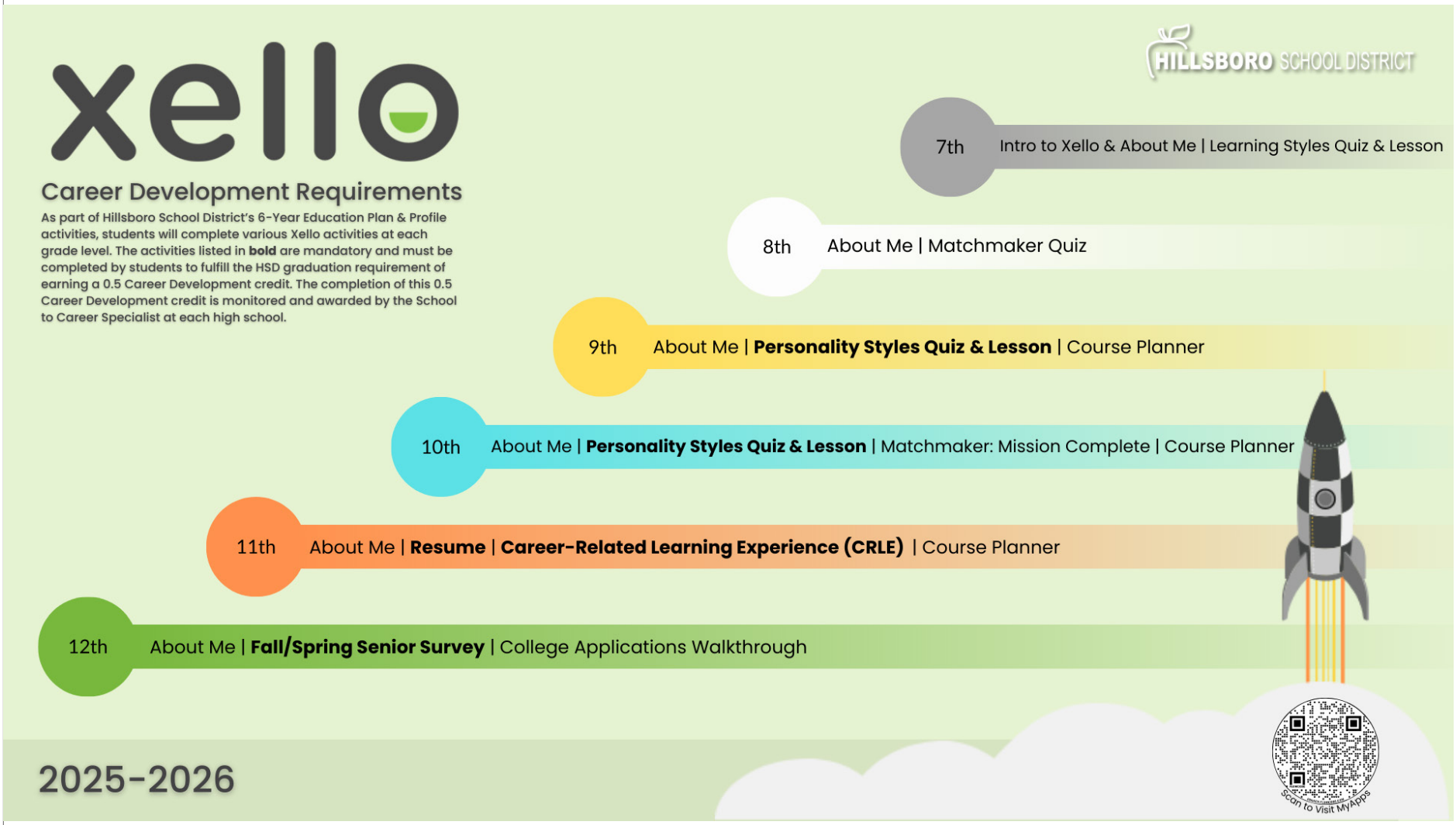
Becoming prepared involves not only learning academic subjects, but also the development of "habits of mind" that lead to success in post-secondary learning or employment. Students will need to have foundational understanding in a wide array of disciplines, study and work habits necessary for school and workplace performance, and a pattern of life skills that will ensure readiness for independent living.

5 Key Indicators

for career and college readiness

- ACT and SAT testing taken by beginning of 12th grade
- Completion of 3+ College Level Opportunity courses by graduation (AP, IB, dual credit)
- Completion of a Career and College Pathway course sequence by graduation
- Participation in one or more work-based learning opportunities by graduation
- Completing the Free Application for Federal Student Aid (FAFSA) and/or the Oregon Student Aid Application for college in 12th grade

Career and College Readiness: This roadmap describes the expectations of and activities for HSD students to prepare for career and college.



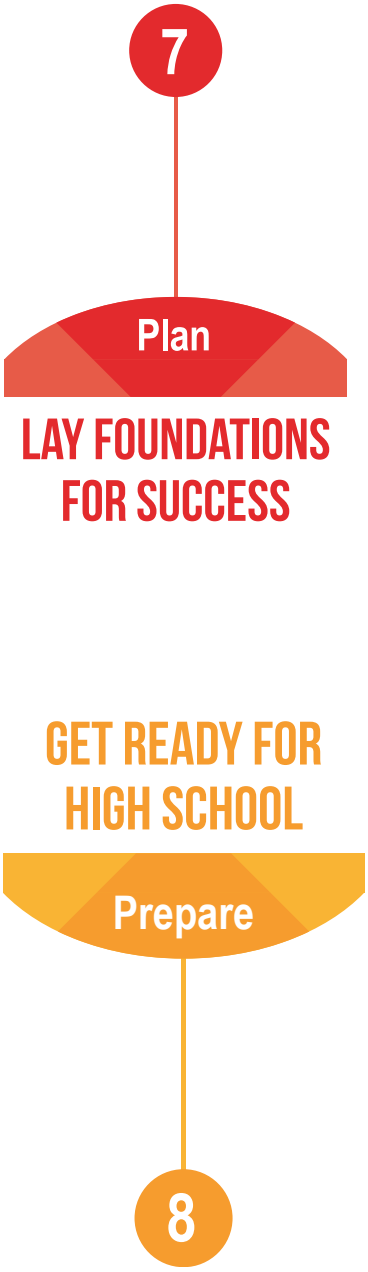
CAREER & COLLEGE PLANNING TIMELINE



Talk with your school and career/college counselors if you have any questions about any of these steps in the process or need further assistance in progressing toward your future.

Roadmap to Success:

Navigating to High School and Beyond



Middle school is important because you are laying the foundation in a lot of subjects and forming study habits. Developing certain skills now will make it easier to adjust to the challenges of high school, career, and college later—and will lead to more post-secondary options. Here are some things you and your parents can do to make the most of this time.

SPEAK UP Let everyone know what your post-secondary plans are and need their help. Create a group of people around you who want to help you succeed.

Mentors—teachers, family or friends who can give you guidance and help you develop new skills.

Counselors—for planning what classes to take and getting you started in exploring post-secondary options.

Friends/peers—find others that want to push themselves too so you have study partners and can motivate and challenge each other.

PUSH YOURSELF Working a little harder today will make getting into and success in college easier.

Build strong study habits—study at the same time each day. Even if you don't have homework every night, use the time to review notes. If sitting down to work is part of your normal routine, you'll approach it with less dread. Also, you'll become a pro at using time productively.

Learn how to set short-term goals—take challenging and interesting classes to prepare for high school. If you have concerns about the amount or type of homework you have, ask your family, friends, teachers, counselor for help.

Do Xello—Do Xello career/college lessons and activities with your counselor and teachers to start exploring potential careers and colleges that might be a good fit for you.

GET INVOLVED! Take part in extracurricular activities offered at your school or out in the community.

Youth sports—football, soccer, basketball, baseball, softball, cheer, etc.

Programs/classes such as Introduction to High School and AVID

Clubs—MESA, Chess Club, TRiO, Homework Club, etc.

EVALUATE YOURSELF Start noticing the things you're good at and the things you like to do. Recognizing these things can help you choose classes to take and may help you discover careers that would be really good fits for you.

PREPARE YOURSELF Learn how to calculate GPA and what high school requirements are so that you're prepared when you get to high school.

Think about college as an important part of your future. Discuss your thoughts and ideas with your family and with people at school.

Dual Language Program

All four of our comprehensive middle schools offer dual language learning opportunities in English and Spanish. As Hillsboro School District's dual language program has grown from elementary school to middle school to high school, course offerings have been designed to best meet the needs of our students.

All four schools are committed to offer at least two core courses in Spanish based on staffing. One of these courses is Spanish Language Arts aligned to the Language Arts Oregon State Standards. These courses look very much like an English language arts class, but are taught in Spanish using authentic Spanish literature.

In addition to aligning to state standards, all courses center themes from the Three Pillars of Dual Language Program: Bilingualism and Biliteracy, Academic Achievement and Socio-Cultural Competence.

Native Spanish students, students who received Spanish literacy in elementary school, Heritage Spanish students, and/or students who were previously in a dual language program who wish to enter the program at the middle school level are encouraged to meet with their counselor to determine if they meet the entry criteria.

Dual Language Program Goals

The goals of the program are:

- Develop high levels of proficiency in Spanish and English
- Develop bilingualism, biliteracy and biculturalism
- Develop positive cross-culture attitudes and behaviors
- Provide authentic opportunities for service in Spanish-speaking communities in the region
- Provide students with the cognitive skills required to excel in high school, college and the workplace.

Middle school students in Dual Language will receive a certificate of recognition at the end of eighth grade. Those who demonstrate biliteracy in at least two domains are awarded a gold medal at the end of the year. Students who finish a four-year sequence of the Dual Language Program instruction in high school are eligible for HSD Bilingual recognition at graduation if they score intermediate proficiency in at least two domains. They may also be eligible for the State Seal of Biliteracy and Multiliteracy. In order to earn the State Seal, students need to demonstrate a score of at least high intermediate levels (6 or higher on the ACTFL rubric) in reading, writing, speaking, and listening in two or more languages. Students may demonstrate this through a state approved assessment (AP, IB, STAMP, WorldSpeak, etc.) or via a student work portfolio. Please note that the State Seal of Biliteracy and Multiliteracy is available to any district student who meets the state requirements.

PATHWAY TO STATE SEAL OF BILITERACY AND MULTILITERACY

Elementary School

Recognition

Students in Dual Language and in Spanish Literacy receive a certificate at the end of 3rd & 6th Grade

Award

6th Grade Students in Dual Language and in Spanish Literacy who demonstrate biliteracy in two domains are awarded a silver medal.

Middle School

Award

8th Grade Students in Dual Language a who demonstrate biliteracy in two domains are awarded a gold medal.

Recognition

Students in Dual Language receive a certificate at the end of 8th Grade

High School

HSD Bilingual Recognition

Students in Dual Language and Students who have been identified as English Learners who demonstrate biliteracy in two domains receive an award at the end of 12th Grade

State Seal of Biliteracy and Multiliteracy

12th Grade Students in Dual Language who demonstrate biliteracy at a high intermediate level or above in reading, writing, speaking and listening through a collection of evidence in a portfolio. This collection of evidence begins in 9th Grade.

MULTILINGUAL PROGRAMS



PARENTS

of middle school students

- Help your student set goals for the year. Working toward specific goals will help them stay motivated and focused.
- Review the school calendar together. Note important dates and put them in a shared online calendar (e.g., Google calendar), on your smartphones, or in an easy-to-view place at home so you can keep track.
- Make a plan to check in regularly about schoolwork. If you keep up with your student's tests, papers and homework assignments, you can celebrate successes and head off problems as a team.
- Talk about extracurricular activities. Getting involved in clubs and other groups is a great way for students to identify interests and feel more engaged in school.
- Visit a nearby college together. If you live near a college, look for upcoming events on campus that are open to the community or see if the college offers classes to local students and families. Just being on a campus may get your child interested in college.
- Continue saving money for your student's college education. Use FAFSA4caster to find out how much federal student aid your student might receive.
- Help your student develop good study habits. Studying at the same time and place every day and having the necessary materials to complete assignments are important things to keep in mind when developing good study habits. Be mindful of limiting distractions like cell phones, social media, video games, and screen time.
- Stay in contact with your student's teachers and counselor. Feel free to address questions on middle school requirements and high school preparation, college preparation, and anything else you need support in.
- Keep an eye on your student's grades. Use Synergy ParentVue (myvue.hsd.k12.or.us) to access the latest gradebook information.

7TH GRADE REQUIRED COURSES

Language Arts

English Language Arts 7

The 7th grade Language Arts course integrates reading, writing, speaking, listening, researching, and building academic vocabulary. The literature component includes the study of mythology, fables, drama, short stories, nonfiction, novels, poetry, and informational texts. Students will be supported in writing clear and effective paragraphs, and creative compositions.

Spanish Language Arts 7

B, E, P, S

Based on the seventh grade Common Core State Standards for language arts in Spanish, this course offers bilingual students an opportunity to study Spanish formally, in an academic setting. This course will help students further develop their Spanish literacy in all four domains (reading, writing, speaking, listening), increase academic language, gain exposure to important pieces of grade-level text and practice cultural awareness. It will expand their bilingual range and will move them beyond basic language development and literacy to provide them with a broader command of the language. Students, in consideration with their family and administrators, may take this course as an elective or in place of their English language arts course.

**This course is appropriate for students who have been in a Dual Language Program or have had Spanish literacy in their elementary experience.*

English Language Development

Newcomer ELD

B, E, P, S

This course is designed to accelerate the acquisition of the English language for students newly arrived to the U.S. school system. Students who have minimal English language proficiency will learn school procedures, introductory vocabulary based on thematic units, and cultural orientation. Selected mainstream classroom content may be covered with supplementary use of the first language order to clarify concepts and facilitate rapid transition to English.

**Meets ELPA21 Screener proficiency domain level 1 placement*

Emerging 1 ELD

B, E, P, S

This course is designed for beginning and early intermediate English language learners Students at this level are able to read and demonstrate comprehension of the basic grade-level information with limited fluency. Some students are able to read and demonstrate comprehension of simple or highly contextualized information with limited fluency. Students are able to speak and write using simple language and limited accuracy and fluency. This course incorporates content specific vocabulary in teaching the forms and functions of the English language at the student proficiency level.

**Meets ELPA21 Screener proficiency domain levels 1 & 2 placement*

Emerging 2 ELD

B, E, P, S

This course is designed for Intermediate English language learners. Students at this level require ongoing instructional support in all content areas. They are able to read and demonstrate comprehension of limited grade-level information with significant support. They are able to speak using some complex language and write with simple academic language with some accuracy and fluency. This course incorporates content specific vocabulary in the teaching of the forms and functions of the English language at the student's proficiency level.

**Meets ELPA Screener proficiency domain levels 1, 2, & 3 placement*

Progressing 3 ELD

B, E, P, S

This course is designed for Early Advanced English language learners. Students at this level require additional instructional support. They are not yet independent at grade-level but are able to read and demonstrate comprehension of some grade-level information with approaching grade-level fluency. They are able to speak with increasingly complex language, and write with some academic language with adequate accuracy and fluency. This course incorporates content specific vocabulary in the teaching of the forms and functions of the English language at the student's proficiency level.

**Meets ELPA proficiency domain levels of 2, 3, & 4 placement*

Progressing 4 ELD

B, E, P, S

This course is designed for Advanced English language learners. Students at this level require minimal instructional support. They are not yet independent at grade level but are able to read and demonstrate comprehension of a range of complex and abstract grade-level information. They are able to speak and write using an extensive range of complex language with a level of accuracy and fluency that closely resembles native English speakers.

**Meets ELPA proficiency domain levels of 3, 4, & 5 placement*

Mathematics

A scientific calculator is highly recommended for all math courses.

Math 7

In Math 7, instructional time will focus on four critical areas: (1) developing understanding of operations with rational numbers and working with expressions and linear equations; (2) developing understanding of and applying proportional relationships; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area,

surface area, and volume; and (4) drawing inferences about populations based on samples.

Math 8
Prerequisite: Assessment Data/Single Subject Grade Advancement

In Grade 8, instructional time will focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

Physical Education/Health

Physical Education
The focus of this required course is the development of basic physical skills including an emphasis on building cooperation and socialization skills. The program assists with the development of cardiovascular endurance, muscular strength and endurance, flexibility, agility, and balance. The main objective is to provide skills, habits, and activities that promote lifetime fitness fun and fulfillment. Physical Education is a requirement at the middle school and cannot be waived and replaced with an elective course.

Health
Health is a component of Physical Education class and helps students understand the importance of prevention and wellness habits to maintain physical, mental, and social health. Students will be introduced to a variety of topics including recreational safety, nutrition, daily health skills, goal-setting, self-esteem, stress reduction, decision-making, refusal skills, drug and alcohol prevention, communicable and non-communicable diseases, and human development. In some middle schools, health may be integrated into only one grade level, either 7th or 8th grade PE. In addition, health instruction may be supported through advisory or counselor led lessons.

Science

Science 7
Seventh-grade course content will focus on core concepts in life, physical, and Earth science. The main topics include surface and interior processes of planets, the structure and properties of matter, chemical reactions, the study of human impacts upon planet systems, and ecology. Students will use the scientific and engineering design processes. Additionally, they will use a variety of technology and lab equipment to model systems and processes.

Social Studies

Social Studies 7
Course content will include world history, government, geography, economics, and social studies analysis. Students will identify patterns of change over time by studying the ancient civilizations of the eastern hemisphere as well as the Middle Ages, the Renaissance, and the Age of Exploration. Students will interpret maps and charts and will review the major regions of the world. Students will describe, compare, and contrast different forms of government and religion. Topics in economics will include the allocation of resources, trade, and supply and demand. Students will also engage in the analysis of social science issues and/or problems.

Learning Resource Center

Strategies for Success
B, E, P, S

Course topics may vary according to the students involved, but typically include improving skills and strategies to improve learning and interacting in the classroom environment. This may include skills like organization, note-taking, outlining, collaborating with peers, self advocacy, critical thinking, and preparing for projects and assessments.

Support for Core Content
B, E, P, S

This course is designed to be taken concurrently with grade level general education courses like language arts, math, science, and social studies. It will be aligned with concurrent standards-based general education courses and emphasize support, direct instruction, reteaching, and intervention opportunities to accelerate learning.

7TH GRADE ELECTIVES

Hillsboro middle schools offer a wide variety of courses in their exploratory elective program. Elective courses will vary in length. Not all courses are offered at all schools – please refer to the individual school course selection forms for specific information. Check with a counselor for more details.

Electives offered at all middle schools may be mixed grade level. Most are available to both 7th and 8th graders. The curriculum alternates each year for some electives so students are able to take the same elective both years.

AVID

(Advancement Via Individual Determination)

B, E, P, S

AVID is an academic skills building class. It is for the students interested in a rigorous curriculum that leads to a college preparatory path in a fun, collaborative cohort. Students who elect, interview and are selected to be in AVID will participate in frequent binder checks and supervised tutorial sessions with a group of their peers that emphasize writing, reading and math skills as well as research skills. The AVID cohort continues into 8th grade.

AVID Excel

B, E, P, S

The AVID Excel Elective supports emerging bilinguals by accelerating academic English language acquisition and developing literacy through activities such as Scholar Groups, placing students on a path to high school AVID and college preparatory coursework such as AP or IB. AVID Excel includes a cohort of like-minded, college going peers, family connections, and a two week summer experience to build community as well as academic skills. Students apply to be in AVID Excel in the spring. Please contact your school's AVID Site Coordinator for more information.

Beginning Band

B, E, S

In this class, students will have the opportunity to choose and learn a woodwind, brass or percussion instrument in a group setting. This course gives students the skills to read and perform music effectively in order to be ready and able to perform with a more intermediate group. The class focuses on proper instrument care, playing posture, tone production, embouchure, breathing techniques, tuning and intonation, tonguing and slurring, and percussion technique.

Careers in Action

E, B, S

The Careers in Action courses provide students experience that develops career ready practices through career exploration in the context of project-based learning. All knowledge and skills are based on career cluster and pathway standards to promote college and career readiness. Through hands-on learning students will apply appropriate academic & technical skills to help them make informed decisions about career interests as they prepare for high school and post-secondary learning.

Choir

B, E, P, S

Choir is open to any student wanting to develop their vocal abilities. Students will explore vocal technique, music reading, and other musical skills using teamwork and self-discipline. Students successfully completing the course will be encouraged to continue in the choral program. Students are expected to participate in required performances.

Creative Writing

B, S

Middle school creative writing is designed to introduce students to artistic creation through their own writing. Students will have the opportunity to choose and create various forms of literature such as poetry, fiction, personal narratives, comics, graphic novels, plays, and film scripts. Students will also participate in structured writing lessons designed to push their writing expression and creation. All works created by the students will be shared and discussed in a workshop setting which will support reading and comprehension skills. Students will also learn how to edit and revise their own creative work.

Drama

P, S

Drama is designed to introduce students to the theatre arts. Students study and practice pantomime, movement, voice, characterization and improvisation. They play drama games and use props and costumes. Students work together to collaborate on theatre projects and performances, and perform a final mini-play.

Exploring Art/Art

B, E, P, S

This course will introduce students to basic principles and elements of art taught through various projects and mediums. The students will receive instruction in drawing, painting, sculpture, pottery, design, and art appreciation.

Exploring Computers/Computers

P, S

Students will learn basic computer operations, terminology, and keyboarding techniques. Responsible Internet research will be emphasized. Students will be introduced to Microsoft Word, Publisher, Excel, and PowerPoint creating documents, publications, spreadsheets, and presentations. All work will be done in class on PCs.

Exploring Technology/Shop

P, S

This course will interest students who like to work with their hands and learn how to build items. It is an exploratory course that teaches

students the fundamental basics of safe tool and machine use. Students will learn how to design, prepare and assemble projects. The curriculum may include construction, manufacturing, and electronics. Safety is emphasized in this class.

Intermediate Band
B, E, P, S

Intermediate band is open to students with some band experience as well as those interested in beginning a new instrument in 7th grade. This course will teach and reinforce the various skills necessary to be a successful performing member of the District band program. Emphasis will be given to increasing technical ability, knowledge of rhythmic patterns, and music skills. Students are expected to participate in all required performances. A limited number of band instruments are available to rent from the school for a modest rental fee.

Intro to Spanish
B, P

We will explore the basics of the Spanish language in a fun, friendly atmosphere where all students are operating at beginner level. We will learn greetings, simple conversations, number, colors, body parts, days of week, and most of all the culture of places where the language is spoken. This class will strengthen your cultural IQ on a factual and personal level.

Language Arts Connection 7
B, E, P, S

Students in the Language Arts Connections class will build confidence as learners by studying morphology in order to accelerate academic language acquisition. Additionally, students will experience individualized learning pathways and blended learning in Lexia PowerUp in order to successfully access grade level standards as measured by districtwide standardized assessments and student growth goals.

Leadership
B, E, S

Prerequisite: Instructor Approval

The major goal of this course is the development of good leadership skills and behavior. Basic skills of committee organization, goal-setting, decision-making, time management, and all aspects of program building are taught. Time is provided for planning, preparation, and evaluation of activities.

LEGO STEAM Explorers
E

This course will introduce students to the fundamentals of Science, Technology, Engineering, Arts, and Mathematics (STEAM) through hands-on LEGO-based projects. Students will receive instruction in creativity, design, and engineering principles while constructing artwork, simple machines, complex structures, and interactive models. This course will emphasize problem-solving, collaboration, and the engineering design process as students explore real-world challenges. Through imaginative builds, artistic expression, and innovative problem-solving, students will develop critical thinking skills while bringing their creative visions to life.

Math Connections 7
B, E, P, S

Students in the Math Connections class will build self efficacy as learners, leverage assets and prior knowledge, accelerate by filling skill gaps, and engage in relevant learning in order to confidently access grade level standards as measured by standardized assessments and student growth goals.

Heritage Spanish
B, E

This course offers Spanish-speaking students an opportunity to study Spanish formally, in an academic setting. This course will help students further develop their Spanish language skills, increase academic language, gain exposure to important pieces of text and practice cultural awareness. It will expand their bilingual range and will move them beyond basic language development and provide them with a broader command of the language.

Speech & Debate
B

This course is designed to develop students' public speaking, argumentation, and critical thinking skills. Students will learn various speech genres, debate formats, and communication strategies, and will practice applying these skills through speeches, debates, and active listening skills.

Teen Survival
E, P

Teen Survival is a fun elective that will teach you many life skills. Students will learn skills like sewing, kitchen safety, using kitchen tools, preparing and cooking food, and making simple crafts. Additionally, students will learn about finances and budgeting.

21st Century Skills
P

Students in 21st Century Skills will focus on community building, organizational skills for academic success (i.e. note taking, study skills, GPA calculation), mindfulness (self calming strategies, self-regulation), public speaking, as well as activities to engage in middle school.

Weight Training
B

This course covers the basics of strength training, focusing on proper form, safety, and the benefits of weight training for overall fitness. Students learn about goal setting, creating individualized workouts, and tracking their progress.

8TH GRADE REQUIRED COURSES

Language Arts

English Language Arts 8
The 8th grade Language Arts course continues building the skills developed in 7th grade Language Arts. Students work to improve the skills of reading, writing, speaking, listening, researching, and building academic vocabulary. The literature component includes short stories, novels, drama, poetry, nonfiction, and informational texts. Students will be supported in writing narrative, expository, and persuasive work samples.

Spanish Language Arts 8
B, E, P, S
Based on the eighth grade Common Core State Standards for language arts in Spanish, this course offers bilingual students an opportunity to study Spanish formally, in an academic setting. This course will help students further develop their Spanish literacy in all four domains (reading, writing, speaking, listening), increase academic language, gain exposure to important pieces of grade-level text and practice cultural awareness. It will expand their bilingual range and will move them beyond basic language development and literacy to provide them with a broader command of the language. Students, in consideration with their family and administrators, may take this course as an elective or in place of their English language arts course.
**This course is appropriate for students who have been in a Dual Language Program or have had Spanish literacy in their elementary experience.*

English Language Development

Newcomer ELD
B, E, P, S
This course is designed to accelerate the acquisition of the English language for students newly arrived to the U.S. school system. Students who have minimal English language proficiency will learn school procedures, introductory vocabulary based on thematic units, and cultural orientation. Selected mainstream classroom content may be covered with supplementary use of the first language order to clarify concepts and facilitate rapid transition to English.
**Meets ELPA21 Screener proficiency level 1 placement*

Emerging 1 ELD
B, E, P, S
This course is designed for beginning and early intermediate English language learners Students at this level are able to read and demonstrate comprehension of the basic grade-level information with limited fluency. Some students are able to read and demonstrate comprehension of simple or highly contextualized information with limited fluency. Students are able to speak and write using simple language and limited accuracy and fluency. This course incorporates content specific vocabulary in teaching the forms and functions of the English language at the student proficiency level.
*Meets ELPA21 Screener proficiency level 1 & 2 placement

Emerging 2 ELD
B, E, P, S
This course is designed for Intermediate English language learners. Students at this level require ongoing instructional support in all content areas. They are able to read and demonstrate comprehension of limited grade-level information with significant support. They are able to speak using some complex language and write with simple academic language with some accuracy and fluency. This course incorporates content specific vocabulary in the teaching of the forms and functions of the English language at the student's proficiency level.
**Meets ELPA Screener proficiency domain levels 1, 2, & 3 placement*

Progressing 3 ELD
B, E, P, S
This course is designed for Early Advanced English language learners. Students at this level require additional instructional support. They are not yet independent at grade-level but are able to read and demonstrate comprehension of some grade-level information with approaching grade-level fluency. They are able to speak with increasingly complex language, and write with some academic language with adequate accuracy and fluency. This course incorporates content specific vocabulary in the teaching of the forms and functions of the English language at the student's proficiency level.
**Meets ELPA proficiency domain levels of 2, 3, & 4 placement*

Progressing 4 ELD
B, E, P, S
This course is designed for Advanced English language learners. Students at this level require minimal instructional support. They are not yet independent at grade level but are able to read and demonstrate comprehension of a range of complex and abstract grade-level information. They are able to speak and write using an extensive range of complex language with a level of accuracy and fluency that closely resembles native English speakers.
**Meets ELPA proficiency domain levels of 3, 4, & 5 placement*

Mathematics

A scientific calculator is highly recommended for all math courses.

Math 8
In Grade 8, instructional time will focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear

equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

8th Grade Algebra I

Prerequisite: Assessment Data /Single Subject Grade Advancement

The fundamental purpose of this course is to formalize and extend the mathematics that students learned through the successful completion of the accelerated/compacted math course offered in the seventh grade. The critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend. Students engage in methods for analyzing, solving, and using quadratic functions, including manipulating expressions for them, and solving quadratic equations. Students understand and apply the Pythagorean Theorem and use quadratic functions to model and solve problems. The Mathematical Practice Standards apply throughout the course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The course is based on the Common Core Mathematical Standards for Algebra 1 plus content standards from the 8th grade. The additional content demands a faster pace for instruction and learning.

Geometry

Availability online through HOA

Prerequisite: Successful completion of Algebra 1/Assessment Data

The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. The six critical areas of focus are: congruence, proof, and constructions, similarity, proof, and trigonometry, extending to three dimensions, connecting algebra and geometry through coordinates, circles with and without coordinates, and applications of probability. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Physical Education

In this required course, students continue to develop basic skills in group and individual activities, improve their knowledge and understandings of the skills required to perform physical activities, increase physical fitness levels, and develop socialization and leadership skills. The emphasis is on developing skills and behaviors that foster lifetime fitness fun and fulfillment. Physical Education is a requirement at the middle school and cannot be waived and replaced with an elective course.

Health

Health is a component of Physical Education class and helps students understand the importance of prevention and wellness habits to maintain physical, mental, and social health. Students will be introduced to a variety of topics including recreational safety, nutrition, daily health skills, goal-setting, self-esteem, stress reduction, decision-making, refusal skills, drug and alcohol prevention, communicable and non-communicable diseases, and human development. In some middle schools, health may be integrated into only one grade level, either 7th or 8th grade PE. In addition, health instruction may be supported through advisory or counselor led lessons.

SCIENCE

Science 8

Eighth-grade science will focus on three main areas of science—life science, physical science, and Earth and space science. Topics include light waves and magnetic fields; harnessing human energy; Earth, moon, and sun; processes of planet Earth, and evolutionary history. During the year, students will have multiple opportunities to plan, conduct, and analyze science investigations and build on previous experience with engineering concepts and problem solving in real world contexts.

Social Studies

Social Studies 8

The focus topics for this course are U.S. history, civics, government, economics, and social studies analysis. In the area of U.S. history, students will review colonization and the American Revolution and understand Westward Expansion, the Civil War and Reconstruction, and the Industrial Revolution prior to 1877. Students will study the purpose of government as stated in the Constitution of the United States and the role of laws. They will examine citizens' rights and roles in the political process. The study of geography will include an understanding of the role of human movement and population distribution in modification of the environment. In the area of economics, students will study supply and demand, how banks serve savers and borrowers, and how economic decisions affect their future. Students will engage in social studies inquiry of issues and/or problems.

Learning Resource Center

Strategies for Success

B, E, P, S

Course topics may vary according to the students involved, but typically include improving skills and strategies to improve learning and interacting in the classroom environment. This may include skills like organization, note-taking, outlining, collaborating with peers, self advocacy, critical thinking, and preparing for projects and assessments.

Support for Core Content

B, E, P, S

This course is designed to be taken concurrently with grade level general education courses like language arts, math, science, and social studies. It will be aligned with concurrent standards-based general education courses and emphasize support, direct instruction, reteaching, and intervention opportunities to accelerate learning.

8TH GRADE ELECTIVES

Hillsboro middle schools offer a wide variety of courses in the elective programs. Eighth grade elective courses are offered as single-term and/or yearlong courses and may not be offered at all schools. Please refer to the individual school course selection form for specific information. Check with a counselor for more details. Electives offered at some middle schools may be mixed grade level. The curriculum alternates each year for some electives so students are able to take the same elective both years.

Advanced Band
B, E, P, S

Advanced Band is the top instrumental performing group offered at the middle school. Emphasis is placed on increasing technical ability, increasing knowledge of rhythmic patterns, and applying music skills during concerts throughout the year. Students will be encouraged to continue into the high school band program. Students are expected to participate in required performances.

AVID
B, E, P, S

AVID is an academic skills building class. It is for the students interested in a rigorous curriculum that leads to a college preparatory path in a fun and collaborative cohort. Students who elect, interview and are selected to be in AVID will participate in frequent binder checks and supervised tutorial sessions with a group of their peers. Over the course of the school year, they will engage in academic assignments that emphasize writing and reading skills as well as research skills, including college & career research activities. AVID's systematic approach increases students' chances for success in four-year colleges while supporting schoolwide/districtwide learning and performance goals.

AVID Excel
B, E, P, S

The AVID Excel Elective supports emerging bilinguals by accelerating academic English language acquisition and developing literacy through activities such as Scholar Groups, placing students on a path to high school AVID and college preparatory coursework such as AP or IB. AVID Excel includes a cohort of like-minded, college going peers, family connections, and a two week summer experience to build community as well as academic skills. Students apply to be in AVID Excel in the spring. Please contact your school's AVID Site Coordinator for more information.

Careers in Action
B, E, S

The Careers in Action courses provide students experience that develops career ready practices through career exploration in the context of project-based learning. All knowledge and skills are based on career cluster and pathway standards to promote college and career readiness. Through hands-on learning students will apply appropriate academic & technical skills to help them make informed decisions about career interests as they prepare for high school and post-secondary learning.

Choir
B, E, P, S

Choir is open to any student wanting to develop their vocal abilities. Students will explore vocal technique, music reading, and other musical skills using teamwork and self-discipline. Students successfully completing the course will be encouraged to continue in the choral program. Students are expected to participate in required performances.

Creative Writing
B, S

Middle school creative writing is designed to introduce students to artistic creation through their own writing. Students will have the opportunity to choose and create various forms of literature such as poetry, fiction, personal narratives, comics, graphic novels, plays, and film scripts. Students will also participate in structured writing lessons designed to push their writing expression and creation. All works created by the students will be shared and discussed in a workshop setting which will support reading and comprehension skills. Students will also learn how to edit and revise their own creative work.

Drama
E, P, S

Drama is designed to introduce students to the theatre arts. Students study and practice pantomime, movement, voice, characterization and improvisation. They play drama games and use props and costumes. Students work together to collaborate on theatre projects and performances, and perform a final mini-play.

Exploring Art/Art
B, E, P, S

Topics covered will be an in-depth look into the art elements and principles, modern artists, modern art techniques, color design as well as many more creative projects centered on both student and recognizable figures.

Exploring Computers/Computers
P, S

Students will work with Microsoft Word, Publisher, PowerPoint, Excel, Internet Explorer, Multimedia Production software and Web Page Design to utilize the computer as a tool for research, design, publishing, and communication. Responsible and appropriate use of technology will be practiced throughout this course. All work will be done in class on PCs.

Exploring Technology/Shop
E, P, S

This course covers a broad range of skill areas, which may include designing, drafting wood working and basic electronics. Students will learn how to use hand tools and various machines to make individual projects. Creativity is encouraged while designing projects and no experience is needed to take this class. Safety is second nature in this class.

Intro to Spanish
B, E, P

Students will explore the basics of the Spanish language in a fun, friendly atmosphere where all students are operating at beginner level. Students will learn greetings, simple conversations, basic grammatical structures, number, colors, body parts, days of week, and most of all the culture of places where the language is spoken. This class will strengthen your students' cultural IQ on a factual and personal level.

Language Arts Connection 8
B, E, P, S

Students in the Language Arts Connections class will build confidence as learners by studying morphology in order to accelerate academic language acquisition. Additionally, students will experience individualized learning pathways and blended learning in Lexia PowerUp in order to successfully access grade level standards as measured by districtwide standardized assessments and student growth goals.

Leadership
B, E, S

At South Meadows, Leadership is a yearlong course.

Prerequisite: Instructor Approval

The major goal of this course is the development of good leadership skills and behavior. Basic skills of committee organization, goal-setting, decision-making, time management, and all aspects of program building are taught. Time is provided for planning, preparation, and evaluation of activities.

LEGO STEAM Explorers
E

This course will introduce students to the fundamentals of Science, Technology, Engineering, Arts, and Mathematics (STEAM) through hands-on LEGO-based projects. Students will receive instruction in creativity, design, and engineering principles while constructing artwork, simple machines, complex structures, and interactive models. This course will emphasize problem-solving, collaboration, and the engineering design process as students explore real-world challenges. Through imaginative builds, artistic expression, and innovative problem-solving, students will develop critical thinking skills while bringing their creative visions to life.

Math Connections 8
B, E, P, S

Students in the Math Connections class will build self efficacy as learners, leverage assets and prior knowledge, accelerate by filling skill gaps, and engage in relevant learning in order to confidently access grade level standards as measured by standardized assessments and student growth goals.

News Team
S

In this course, students will study the art of film and video production. Students will learn to write scripts and produce videos. This class will take students through the entire film process from pre-production to post-production including scriptwriting, filming, and editing. Students will learn production skills such as operating camera and sound equipment, and computer editing software.

Spanish I
E

Students will acquire basic language tools and vocabulary while working toward a beginning level of language proficiency in speaking, listening, reading, and writing. With teacher recommendation and STAMP assessment, students earning an A or B may sign up for Spanish II at high school.

Heritage Spanish
B, E

This course offers Spanish-speaking students an opportunity to study Spanish formally, in an academic setting. This course will help students further develop their Spanish language skills, increase academic language, gain exposure to important pieces of text and practice cultural awareness. It will expand their bilingual range and will move them beyond basic language development and provide them with a broader command of the language.

Speech & Debate
B

This course is designed to develop students' public speaking, argumentation, and critical thinking skills. Students will learn various speech genres, debate formats, and communication strategies, and will practice applying these skills through speeches, debates, and active listening skills.

Student Aide
B, E, P, S

Prerequisite: Staff Approval

Aide positions provide opportunities for students to learn appropriate job attitudes and cooperative skills. Positions are limited in number, and applicants will be screened for attendance and behavior.

Teen Survival
E, P

Teen Survival is a fun elective that will teach you many life skills. Students will learn skills like sewing, kitchen safety, using kitchen tools, preparing and cooking food, and making simple crafts. Additionally, students will learn about finances and budgeting.

21st Century Skills
P

Students in 21st Century Skills will focus on community building, organizational skills for academic success (i.e. note taking, study skills, GPA calculation), mindfulness (self calming strategies, self-regulation), public speaking, as well as activities to engage in middle school.

Weight Training
B

This course covers the basics of strength training, focusing on proper form, safety, and the benefits of weight training for overall fitness. Students learn about goal setting, creating individualized workouts, and tracking their progress.

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World Language Proficiency Exam 3

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South Meadows Middle School
Principal: Christopher Benz



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HSD is the first K-12 school district in Oregon to receive full systems (districtwide) accreditation by Cognia, a non-profit, non-partisan, international organization of education quality assurance professionals.

HILLSBORO SCHOOL DISTRICT

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