SoWashCo SCHOOLS

2027-28 SCHOOL YEAR

Middle School Course Guide

Updated November 2026

COTTAGE GROVE | NEWPORT | ST. PAUL PARK | WOODBURY | AFTON | DENMARK | GREY CLOUD ISLAND

Dear Middle School Students and Families,

The mission of South Washington County Schools is to educate students for success. As a result, each one of our comprehensive middle schools is proud to offer a wide range of courses in a house-style environment to ease students through the transition from elementary school to middle school.

Each house consists of students and the same teachers for the core courses of math, language arts, science and social studies. Houses make a large school seem small, and help students know their teachers and each other better. Our SoWashCo Schools Middle School Course Guide serves as a guide to help families navigate our rigorous, relevant and results-oriented classes.

We want each student in our district to feel connected to their school community and have a successful middle school experience. Program planning is a team effort that involves parents/guardians, students, and staff. The academic program of encore, elective and support classes are designed to prepare every student for high school and beyond.

Students and families, please take time to review this document and consider the information and your student's needs carefully. Making good academic decisions during middle school will help students be successful in the future. Remember to look ahead at possible secondary courses, as well as future college and career readiness plans in grades 6-12.

Welcome to the 2027-28 school year! We look forward to the upcoming school year and continuing to support the passion that will prepare your student for whatever their future holds.

Sincerely,

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MISSION

The mission of SoWashCo Schools is to educate students for success.

VISION

SoWashCo Schools will lead by example working together with students, staff, families and community to support each student.

CORE VALUES

Connections ● Integrity

Equity ● Excellence ● Innovation

TRANSLATIONS

English

If you need a translated version of this document or more information, please contact your child's school.

Spanish

Si necesita una versión traducida de este documento o más información, póngase en contacto con el colegio de su hijo.

Chinese

如果你需要本文件的翻译版本或更多信息，请联系你孩子的学校。

Hmong

Yog hais tias koj xav tau ib hom lus txhais lus ntawm daim ntawv no los sis ntau yam ntxiv, thov hu rau koj tus menyuam lub tsev kawm ntawv.

Vietnamese

Nếu bạn cần một phiên bản dịch của tài liệu này hoặc thêm thông tin, vui lòng liên hệ với trường học của con bạn.

Somali

Haddii aad u baahan tahay nuqul tarjuman oo dukumeenti ah ama macluumaad dheeraad ah, fadlan la xiriir dugsiga ilmahaaga.

MIDDLE SCHOOL GRADING FOR LEARNING

South Washington County Schools has been making the transition to Standards-Based Instruction (SBI) over the past few years. Through the SBI process, each content area went through a process of prioritizing standards into clearly defined expectations for what students are expected to know and be able to do in each course. Grading for learning and standards-based grading provide better detail for families that reflect a more accurate, authentic, and meaningful grade. We believe grading for learning will assist our teachers in communicating student achievement more authentically and accurately on our course standards.

As we continue to transition to standards-based reporting, we will continue to report grades using a "traditional" grading scale. Middle school administration and teachers are committed to ensuring that grades are an accurate reflection of what students know and can do in relation to grade-level academic standards.

The grading scale is organized around four core beliefs:

- Grades must be accurate
- Grades must be fair
- Grades must be specific; and
- Grades must be timely

DEFINITIONS

- Homework – homework includes learning tasks assigned to students that are meant to be completed outside of class hours most often at home. Students may also complete homework during non-classroom school time.
- **Formative assessment (20% of the total academic grade)** – a learning task such as homework problems, practice tests, or review problems meant to help students practice their skills and gauge their level of mastery and understanding of a learning target. Examples of practice include homework, class work, assignments, study guides, class activities, quizzes, etc. Formative assessment is a venue for teachers to give feedback to students in regard to their learning.
- **Summative assessment (80% of the total academic grade)** – a summative assessment is meant to evaluate the culmination of learning at the end of an instructional unit or course and is considered the measure of what a student knows or is able to do. Examples include tests, labs, projects, mid-term or final exams/projects, etc.
- Personalized – An assignment created or modified to complement a student's abilities and interests that focus on improving a skill set or knowledge base needed to demonstrate mastery of a specific learning target, benchmark, or standard.

HOMEWORK

1. Homework should have an identified specific learning need. Homework is beneficial when it is intended to enhance prior knowledge; when the assignment is not at the appropriate level of rigor, there is potential to create an adverse effect on student motivation.
    - Prior to assigning homework, the teacher should take into account the age of the student, schedule, and how long each assignment may take the average learner.
    - The purpose of homework should be identified and communicated to students and parents by the classroom teacher.
    - When possible, students may be allowed choice in how they demonstrate their learning. For example, a written assignment may be altered to an oral or graphic product to demonstrate the student has mastered the learning objective.
    - When possible, teachers should coordinate for big projects, intensive homework, or group projects so that multiple projects do not fall on the same date to avoid over burdening students from completing the projects well.
2. The importance and effectiveness of homework varies between grade levels. As students enter middle school, the amount and regularity of homework may increase as needed.
3. Group projects are not homework and should be done during class.
4. Homework should be practice for the student and not an introduction of new content and learning. However, when a homework assignment includes research, new learning is inherent in that process.
5. If mastery can be demonstrated with fewer problems or prior to the assignment of homework, the student should have a modified homework assignment, or no homework at all.
6. Students should be able to complete all homework assignments with limited assistance.
7. Homework should be considered a "formative" assessment and only classified in the formative component of the total academic grade.
8. Feedback on homework (not necessarily an assigned grade) is essential for student learning. All assignments should receive meaningful feedback from the teacher before any relevant quizzes or tests are given.
9. The role of parents should be to provide a supporting environment for students to complete their homework with limited assistance. If more than limited assistance is required or students struggle to complete homework in a timely manner, parents are encouraged to contact the teacher.
10. The completion and/or success rate for homework should not be a deciding factor in the assignment of a passing or failing summative grade in the course or class.

GRADING

Components of a Grade

Middle school grades are composed of assessments for and of learning.

Assessments for learning are given during the process of instruction to help students and teachers understand students' current learning relative to the content standards. Some examples include homework, rough drafts, and practice.

Assessment of learning is defined as "Measures of student learning status at the end of a specific period of instruction." Examples include tests, projects, performances, and written papers.

- Final grades will be posted at the end of each trimester.
- Parent Portal is available for parents to access their child's grades, scores and task completion on a regular basis.
- Parents will not receive paper copies of trimester reports.
- Students will be taught how to use Schoology to develop independence in self-monitoring and responsibility for their academic progress and performance.
- The professional judgment of teachers should be respected.
- Teachers will not offer extra credit in order to improve academic grades.
- Teachers will provide a clear explanation of all formative practice and summative assessments.
- Academic dishonesty will be addressed with behavioral consequences, not academic penalties.
- Individual assessment and practice scores below 50% will be adjusted to 50% (a failing grade) in the grade book with the earned score noted as a comment in the teacher's grade book.
- Summative Retakes: All students are allowed at least one retake on summative assessments (additional retakes are at the discretion of the teacher). Students receiving a grade of a "D" or an "F" on any assessment will be highly encouraged to re-test in order to show additional learning and understanding of the stated outcomes. Students are allowed to earn a score up to 100% on the first re-take for their grade to accurately reflect what the student knows and can do. Students will be provided the opportunity to retake only if they have completed all of their practice work/new learning (as defined by the classroom teacher) prior to the date of the retake. Retakes will resemble the original assessment in content, rigor and format. Students are expected to initiate any retake they choose to complete. Reassessment beyond tests in the cases of quizzes and projects, etc. are left to the discretion of the teacher.
- Missing Work will be marked 50% in the gradebook with the and "M" (missing) in the comment section. This is so parents/students recognize how missing work is impacting a student's learning/grade until completed. We will allow two weeks for missing work and retaking of tests.

Grading Scale

A	94%	to	100%
A-	90%	to	93%
B+	87%	to	89%
B	84%	to	86%
B-	80%	to	83%
C+	77%	to	79%
C	74%	to	76%
C-	70%	to	73%
D+	67%	to	69%
D	64%	to	66%
D-	60%	to	63%
F	50%	to	59%

MIDDLE SCHOOL PROGRAMMING

This course guide provides information to help students understand their middle school journey. Below is information on programs, services, and coursework available to guide them toward career and college readiness and provide a path to igniting a passion for lifelong learning.

Program Information

XELLO	Xello is a web-based resource that supports career and college planning and is incorporated into college and career readiness classes. Xello will allow your child to: • Get involved in the planning and advising process – Build a resume, complete online surveys, and manage timelines and deadlines for making decisions about colleges and careers. • Research colleges – Compare GPA, standardized test scores and other statistics to actual historical data from our school for students who have applied and been admitted in the past. • Research careers – Research hundreds of careers and career clusters and take career assessments like the "Do What You Are" activity. • Create plans for the future – Build course plans, create goals and to-dos, and complete tasks assigned to you by the school to better prepare yourself for your future college and career goals.
AVID	AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society. AVID equips students with what they need to succeed on a path to college and career success. AVID strategies are embedded in classes and students selected for the AVID program have the opportunity to take the AVID elective course.

Talent Development and Advanced Academics	Identified students are clustered in core content classes of language arts, social studies, science, and math, with teachers who have been identified and receive ongoing professional development to meet the needs of a young adolescent. The rest of the cluster classroom is composed of students of varying abilities. Each middle school has a gifted education coach to support teachers of gifted learners, students, and families.

English Language Learners - EL	The English Learner (EL) program in South Washington County Schools follows governmental and professional guidelines to support students who are English learners (ELs). The program provides the assistance students need for success in school. Licensed EL teachers and support staff, in collaboration with classroom and content area teachers, promote grade-appropriate learning in all academic coursework while developing students' English language proficiency. EL students are monitored and assessed to observe their progress in English language speaking, listening, reading, and writing. This information, along with consultation from a student's teachers and families, helps determine the necessity and level of EL support.
Schoology	*Schoology is the online Learning Management System (LMS) used at all secondary schools in SoWashCo Schools. In Schoology, teachers post assignments, classroom resources, assessments, and a course calendar with due dates and deadlines.* *Students and families can use Schoology to review assignments and grades to monitor academic progress. To access Schoology family accounts, parents/guardians can click on Schoology under the Families drop down menu on our district website. The Schoology Family Guide contains all the information about how to access, navigate, and manage Schoology Parent accounts.*
Special Education	Special Education is specially designed instruction and services provided to meet identified students' individual needs. Students with hearing, vision, speech, physical mobility, behavior or learning disabilities may qualify for special education services. To receive services, students must be evaluated to determine their eligibility and need based on the criteria for having a disability as defined by the Minnesota Department of Education. Students who qualify for services will have an Individual Education Plan (IEP) developed that specifies their individual goals and accommodations/modifications to the regular curriculum necessary to meet their individual needs. Courses offered to students who qualify for special education are determined by their case manager and school counselor.

REGISTRATION

In middle school, students receive registration course cards to select their elective classes for each year. Counselors visit 5th-grade classes in the elementary schools to introduce them to the 6th-grade registration process. Current 6th and 7th grade students receive registration cards in their classrooms. Visit SoWashCo Schools middle school websites for the registration timeline, Grade Level course card and for more information on registration procedures.

MIDDLE SCHOOL PLANNING SHEET

The planning sheet below shows what courses are offered in middle school.

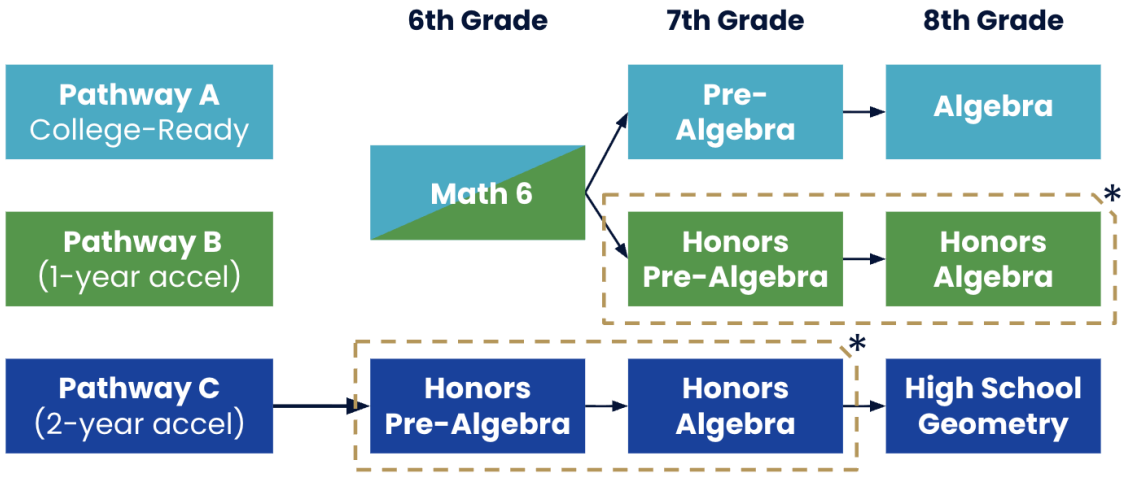
Core Courses	6th Grade	7th Grade	8th Grade
Language Arts	Language Arts 6	Language Arts 7	Language Arts 8
Math	Math 6 Pre-Algebra Intermediate Algebra	Pre-Algebra Intermediate Algebra Geometry	MS Algebra, Intermediate Algebra Geometry Algebra II

Social Studies	Minnesota Studies	United States Studies	Global Studies
Science	Earth & Space Science	Life Science	Physical Science
Encore & Elective Courses			
Encore	Art 6 Communication Arts and Reading Strategies (CARS) Coding/Computer Science	Art 7 STEM 7 Health	Art 8 STEM 8 College & Career Readiness (CCR)
Electives	Music (choir, orchestra, or band) Physical Education (PE)	Music (choir, orchestra, or band) Physical Education (PE)	Music (choir, orchestra, or band) Physical Education (PE) Spanish

*Encore classes are intended to explore student interests and expand their talents. Students will be scheduled into Encore courses and can choose from Elective course options each year.

Middle School Mathematics Pathways

SoWashCo Schools offers multiple mathematics pathways in middle school to provide students with an appropriate level of challenge and support as their mathematical understanding develops:



*Together, Honors Pre-Algebra and Honors Algebra cover three years of math standards in two years of instruction.

Course placement considers a student's **demonstrated understanding of mathematics, readiness for the pace and depth of the course, and ability to apply mathematical ideas in increasingly complex situations**. Placement is not based on a single test or score. Students' mathematical learning and readiness can continue to develop over time, and movement between pathways may occur as appropriate.

The courses below represent a progression of mathematical learning rather than a ranking of students. In every course, students are expected to develop conceptual understanding, mathematical reasoning, problem-solving skills, and confidence as mathematicians.

MATH COURSE DESCRIPTIONS

MATH 6 MA0111

Math 6 addresses the Minnesota Grade 6 standards and builds a strong foundation for middle school mathematics. Students develop fluency with positive and negative numbers, fractions, decimals, ratios, rates, expressions, equations, geometry, statistics, and probability. They begin connecting arithmetic and algebraic thinking through the use of variables, expressions, equations, and relationships between quantities, while also exploring area, surface area, and volume. Throughout the course, students solve real-world problems, explain their thinking, and apply efficient problem-solving strategies using multiple representations.

PRE-ALGEBRA MA0112

Pre-Algebra addresses the Minnesota Grade 7 standards and extends students' understanding of numbers, proportional relationships, algebra, geometry, statistics, and probability. Students use ratios, rates, percentages, and proportional reasoning to solve complex problems and connect tables, graphs, equations, and real-world situations. They develop algebraic thinking by working with expressions, equations, inequalities, and relationships between variables while exploring geometric relationships, measurement, data analysis, and probability. Throughout the course, students explain their reasoning, compare strategies, interpret results, and apply mathematics in meaningful contexts, preparing them for the increasingly algebraic demands of Grade 8 and high school mathematics.

ALGEBRA MA0080

Algebra addresses the Minnesota Grade 8 standards and deepens students' understanding of algebra, functions, geometry, data, and probability. Students analyze linear relationships, equations, inequalities, and functions using tables, graphs, equations, and other representations. They explore transformations, similarity, the Pythagorean Theorem, measurement, and statistical models to identify patterns and draw conclusions. Throughout the course, students justify solutions, evaluate mathematical claims, and apply mathematics to complex problems, preparing them for high school mathematics and real-world problem solving.

HONORS PRE-ALGEBRA MA0120

Honors Pre-Algebra is the first course in a two-part accelerated mathematics pathway. Students move through Pre-Algebra concepts at a faster pace, allowing for deeper exploration and an introduction to Algebra (8th Grade) standards. Topics include proportional relationships, rational numbers, expressions, equations, inequalities, functions, geometry, data, and probability. The course emphasizes mathematical connections, abstract reasoning, and problem solving through increasingly complex, multi-step tasks that require flexibility, justification, and greater independence. Students who successfully complete Honors Pre-Algebra are prepared to continue into Honors Algebra.

HONORS ALGEBRA MA0121

Honors Algebra is the second course in the accelerated mathematics pathway, addressing enriched 8th- and 9th-grade standards. Students continue moving through concepts at an accelerated pace, allowing for deeper exploration of equations, inequalities, functions, systems, and algebraic relationships. The course emphasizes pattern finding, generalizing relationships, analyzing multiple solution strategies, and constructing mathematical arguments as students tackle increasingly complex, unfamiliar, and non-routine problems with greater independence. Students who successfully complete Honors Algebra are prepared to earn high school credit through the Credit-by-Assessment for Intermediate Algebra and continue into High School Geometry.

MS/HS GEOMETRY MA0035, MA0036, MA0037

Geometry is a credit-bearing high school course aligned to the Minnesota Mathematics Standards and emphasizes conceptual understanding, procedural fluency, and real-world application. Building on Intermediate Algebra, students develop spatial reasoning while studying congruence, similarity, parallelism, angle relationships, geometric measurement, and the Pythagorean Theorem. Students also expand their understanding of area, surface area, volume, trigonometry, circle properties, transformations, and geometric proof. Throughout the course, students use mathematical and digital tools to analyze, model, and solve geometric problems.

HS ALGEBRA II MA0023, MA0024, MA0025

Algebra 2 is a credit-bearing high school course aligned to the Minnesota Mathematics Standards and emphasizes conceptual understanding, procedural fluency, and real-world application. As the culmination of the K-12 mathematics standards required for graduation, students study linear and quadratic functions, systems of equations, exponents, logarithms, polynomials, trigonometry, probability, statistics, standard deviation, and normal distributions. Successful completion prepares students for advanced mathematics courses such as Statistics, Trigonometry, Modeling, Calculus, AP, and IB mathematics. Middle school students access this course through SoWashCo Online.

Below are the course descriptions by grade level for all middle school students. Some courses may include credit at the high school level, and this will be reflected on student transcripts. You may also refer to each school's website for more information.

6th GRADE COURSES

MATH COURSE DESCRIPTIONS See descriptions on pages 11-13.

LANGUAGE ARTS 6 LA0001

Language Arts curriculum encompasses all aspects of reading, writing, speaking and listening. The overarching themes for this course are Surviving & Thriving, Bravery, and Exploring Differences. Students will write formally and informally in narrative, informative, persuasive, and argumentative genres using the writing process. They engage in Shared Inquiry discussions, partake in differentiated book clubs, and explore the use of language for different effects in different contexts and for different purposes. Students will practice critical thinking daily through reading various texts and genres of fiction and nonfiction. Many interdisciplinary connections are made with other content areas.

SOCIAL STUDIES 6th GRADE MN STUDIES SO0001

Students study Minnesota history and its government, citizens, economics, and geography, placing the state and its people within the context of national history. They engage in historical inquiry and study events, issues, and individuals significant to Minnesota history, beginning with the early indigenous people of the upper Mississippi River region to the present day. Interpretation of graphs, tables and maps will assist students in developing content knowledge skills.

SCIENCE 6th GRADE EARTH AND SPACE SCIENCE SC0003

6th grade Earth and Space Science students will study the organization of the Earth and its systems and will engage with models to help formulate answers to questions about the Earth's place in the universe, how the materials on Earth are formed, what they influence, and how they change over time. Students will learn about Earth's resources, such as water, rocks, and minerals, and how Earth's ever-changing conditions affect living organisms. The impact of human activities on the Earth's systems and environment will be explored with an emphasis on how technology can be used to mitigate natural and human effects on weather, climate and geology.

COMMUNICATION ARTS AND READING STRATEGIES LA00028A, LA0028B, LA0028C (1 Trimester)

This course provides students with an understanding of various forms of communication used in our society, including electronic media, and how communication shapes ideas. The course will develop reading comprehension, strategies, and study skills for the acquisition of new learning in science, social studies, and other content areas. Active and critical listening are integral components of the course. Students will critically select, evaluate, and synthesize non-fiction digital and print resources.

CODING/COMPUTER SCIENCE BE0055A, BE0055B, BE0055C (1 Trimester)

This course is an introduction to Computer Science, using Code.org materials, which are mapped to the Computer Science Teacher Association (CSTA) standards. The course takes a wide lens on computer science by covering topics such as problem-solving, programming, physical computing, user-centered design, and data, while inspiring students as they build their own websites, apps, games, and physical computing devices.

ART 6 AR0001 (1 Trimester)

This class focuses on the foundations of art elements, principles, aesthetics, and art history. The course focuses primarily on visual art but will also include some media art as well. Students will create 2-D and 3-D media including drawing, painting, sculpture, pastels, and mixed media. This studio class will provide hands-on experiences. Unit of studies includes still-life, landscape, pottery, sculpture, cartooning and animals. Students will develop production skills to express individual ideas, thoughts and feelings.

7th GRADE COURSES

MATH COURSE DESCRIPTIONS See descriptions on pages 7-8.

LANGUAGE ARTS 7 LA0002

Language Arts curriculum encompasses all aspects of reading, writing, speaking, and listening. The overarching themes for this course are Discovery and Connections, Overcoming Adversity, and Perspectives and Empathy. Students will write formally and informally in narrative, informative, persuasive,and argumentative genres using the writing process. They engage in Shared Inquiry discussions, partake in differentiated book clubs Word Study includes learning roots and affixes in our Words Their Way vocabulary program. Students will practice critical thinking daily through reading various tests and genres of fiction, nonfiction, narrative, poetry, and drama. Many interdisciplinary connections are made with other content areas.

SOCIAL STUDIES 7th GRADE U.S. STUDIES SO0002

This course provides continued development of understanding and skills in the social studies disciplines of history, geography, civics, government, economics, and ethnic studies. Students learn about people, issues, and events of significance to this nation's history from 1800 to the current era of globalization. They examine the Declaration of Independence, the Constitution and Bill of Rights, and Supreme Court decisions for their lasting impact on the American people, economy, and governance structure.

SCIENCE 7th GRADE LIFE SCIENCE SC0002

Life science explores the concepts of structure and function in living systems, interdependence among living systems, evolution in living systems and human interactions with living systems. Thorough inquiry activities, students will learn how empirical criteria, logical argument and skeptical review are critical to understanding the natural world. Topics include the nature of science, cells, heredity, evolution, simple life, human body systems, infectious disease, animals, plants, and ecology.

Visual and Media Arts Course ART 7 AR0002A, AR0002B, AR0002C(1 Trimester)

This course will combine two vital arts components - visual arts and media arts. Visual Arts, as defined by the National Art Education Association, include the traditional fine arts such as drawing, painting, printmaking, photography, and sculpture. Media arts include art forms such as film, graphic communications, animation, and emerging technologies. This course will provide students a deeper

understanding of the intersection of both forms of art and provide hands-on experiences in both the visual and media arts.

STEM: SCIENCE, TECHNOLOGY, ENGINEERING AND MATH PLW001 (1 Trimester)

This course integrates technology-oriented applications of mathematics and science into pre-engineering activities for students. STEM education engages students in activities, projects and problem-based learning, which provides hands-on classroom experiences through the use of technology. Students create, design, build, discover, collaborate, and solve problems while applying what they learn in math and science.

HEALTH PE0012 (1 Trimester)

This course emphasizes the knowledge and skills that promote sound bodies and minds, prevent disease and dysfunction, and reduce risk. Students will focus on a variety of topics including mental and emotional health, diseases and disorders, chemical use/abuse (tobacco, alcohol, and drugs), CPR/First Aid, physical fitness, stress management and human growth, development, and sexuality. A newly enacted MN statute requires students to learn about the effects of fentanyl and cannabis as a part of the Health curriculum.

8th GRADE COURSES

MATH COURSE DESCRIPTIONS See descriptions on pages 7-8.

LANGUAGE ARTS 8 LA003

Language Arts curriculum encompasses all aspects of reading, writing, speaking, and listening. The overarching themes for this course are Responsibility to Self, Responsibility to Community, and Responsibility to Society. Students will write formally and informally in narrative, informative, persuasive, and argumentative genres using the writing process. Students engage in Shared Inquiry discussions, partake in differentiated book clubs, and learn roots and affixes in our Words Their Way vocabulary program. Students will practice critical thinking daily through reading various tests and genres of fiction, nonfiction, narrative, poetry, and drama. Many interdisciplinary connections are made with other content areas.

SOCIAL STUDIES 8th GRADE GLOBAL STUDIES SO0003

This course provides continued development of understanding and skills in the social studies disciplines of history, geography, civics, government, economics, and ethnic studies. At this grade level, students focus on the world and its unique people and places. Students will take a world-regional approach to studying the planet and focus on five essential questions: how geographers interpret and show information on maps, how people interact with their environment, how history affects these regions today, how economies affect life in regions today, and how people preserve their traditional culture while adapting to modern life.

SCIENCE 8th GRADE PHYSICAL SCIENCE SC0003

Physical Science introduces students to the fundamental concepts of chemistry and physics through inquiry, investigation, and engineering design. Students study matter, chemical reactions, forces and motion, energy transfer, waves, electricity, and magnetism while developing scientific reasoning, data analysis, and problem-solving skills.

COLLEGE AND CAREER READINESS EL0052 (1 Trimester)

This course explores academics, admission, career, financial, and personal and social readiness goals in preparation for high school, college, and careers. Students explore the correlation between learning styles and careers, examine how careers have transformed over time, discover college and explore post-secondary education, incorporating the use of Xello, a college and career readiness resource program for middle and high school students that helps align students' strengths and interests to their postsecondary goals.

Media Arts Course ART 8 AR0001 (1 Trimester)

Media Arts continue to expand as the digital footprint expands in our world. In the Media Arts course, students will engage in technology-based creative production and design, including concepts of digital art and web design that can include computers, cameras, storyboarding and more. This course will go deeper from the overview they received in grade 7. This course may enhance a student's appreciation for the media they use every day, or it may even spark an interest in working with media arts as a career option.

MIDDLE SCHOOL ELECTIVE COURSES

BAND (Grades 6-8) MU0009, MU0010, MU0011

This course helps students develop techniques for playing brass, woodwind and percussion and their ability to perform a variety of concert band literature styles. Band is for students who play an instrument and will work to develop rehearsal, performance and music reading skills and fundamentals necessary to attain a high level of musicianship and confidence. Students will explore a variety of musical styles. There will be several opportunities for performances each year, including field trips and small ensembles.

CHOIR (Grades 6-8) MU0012, MU0013, MU0014

This course helps develop students' vocal skills within the context of a large choral ensemble in which they perform a variety of styles of repertoire. Choir is an ensemble-based course in which students work together as a team to develop their vocal skills. Choir members work on proper vocal technique, rehearsal skills and learn a well-rounded background in music fundamentals. Each student develops independent singing and reading skills to attain a high level of musicianship and confidence. Students will explore a variety of styles of music, including world music, art songs, contemporary music, and pop music.

ORCHESTRA (Grades 6-8) MU0051, MU0052, MU0053

This course helps students develop techniques for playing strings along with woodwind, brass, and percussion. The orchestra course develops the ability of students to play a variety of styles and explores different composers from a broad scope of historical to modern orchestral pieces. Students will develop their ability to play individually and collaboratively, including rehearsals, performances, and ensembles, gaining a high level of musicianship and confidence. Several performance opportunities will be offered each year.

MS/HS SPANISH I (Grade 8) WL0103

The Spanish Level 1 course is a high school credit-bearing course that mirrors the Level 1 high school Spanish course. Designed to introduce students to the Spanish language and culture, courses in this classification

prepare students to communicate authentically in Spanish by interpreting (reading, listening and viewing), exchanging (speaking, listening, reading and writing), and presenting (speaking and writing). Students will explore a variety of cultural themes through language and culture of the Spanish-speaking world, stressing the ability to ask for and give information and to describe situations in Spanish. This course will also help students develop skills in listening, speaking, reading, and writing in Spanish, and increase awareness of Hispanic culture. Spanish includes World Cultures, which explores several cultures using vocabulary and language skills through a variety of interactive activities, games, songs, and technology. Students passing this course receive a high school credit in world language.

PHYSICAL EDUCATION (Grades 6-8) PE0005

Physical Education (PE) courses in the middle school are based on the acquisition of knowledge and skills that provide the foundation for sport, a physically active lifestyle and social development through physical activity. Activities typically include those that increase strength, endurance, and flexibility; reinforce safe technique; teach the rules and conventions of games and sports; and explore the relationship between physical activity and health. Specific content depends upon state standards for each grade level.

STEM: SCIENCE, TECHNOLOGY, ENGINEERING, AND MATH (Grade 8) PLW002

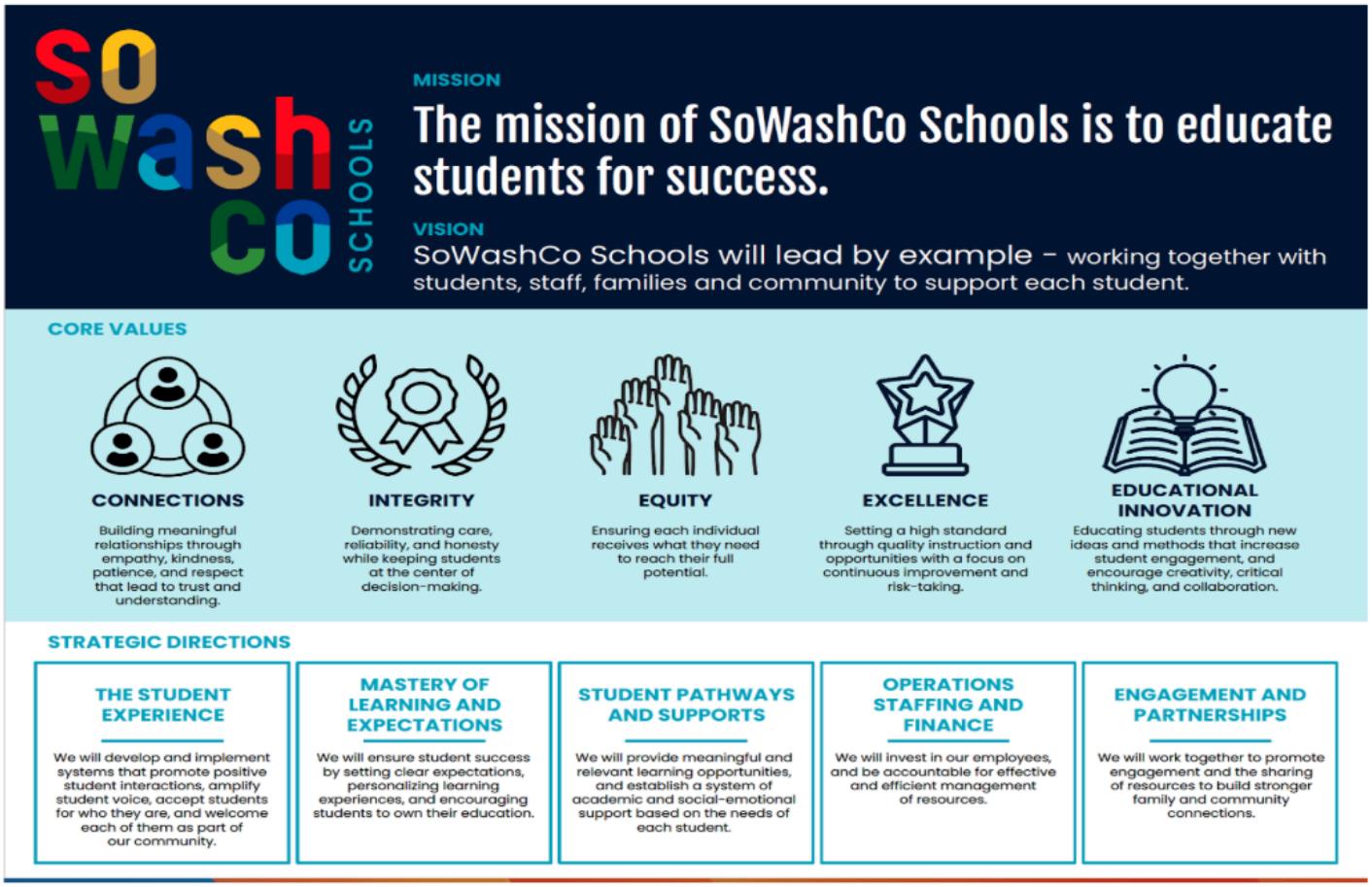
This course integrates technology-oriented applications of mathematics and science into pre-engineering activities for students. STEM education engages students in activities, projects, and problem-based learning, which provides hands-on classroom experiences through the use of technology. Students create, design, build, discover, collaborate and solve problems while applying what they learn in math and science.

PLANNING FOR HIGH SCHOOL

Middle school prepares students to enter high school with the skills and knowledge to succeed and earn a high school diploma. Below is a glance at the high school requirements in SoWashCo Schools. Note that 3 credits equal a full year class, one credit for each trimester.

Subject	Credits Needed		Subject	Credits Needed
English	12		Social Studies (Including American Government and Politics, and Economics)	10
Math** (9 high school credits, inclusive of Algebra 2)	9		Science (Earth and Space Science, Biology, Chemistry or Physics)	9
Fine Arts	2		Health	1
			Personal Finance	1
General Physical Education	1		Electives*	21

*Students may select from a variety of elective courses. Please consult the SoWashCo Schools website under "Academics" and "High School" to access the High School Course Guide for course descriptions and the **Math Pathways in high school.



SUPERINTENDENT

Ms. Julie Nielsen
Superintendent

Dr. Tyrone Brookins
Assistant Superintendent

Ms. Kelly Jansen
Assistant Superintendent

Ms. Kristine Schaefer
Assistant Superintendent

SCHOOL BOARD

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