

Student Name (Last, First) \_\_\_\_\_ Student ID # \_\_\_\_\_

PARENT: I confirm that I have reviewed and agree with my student's course selections:

Parent Name: \_\_\_\_\_ Parent Signature: \_\_\_\_\_

☐ *My student will not be attending NMS next year*

## NORTHSHORE MIDDLE SCHOOL 6<sup>TH</sup> Grade COURSE SELECTION SHEET 23-24

RETURN THIS CSS & HEALTH REGISTRATION FORMS to your 5<sup>TH</sup> grade teacher by:  
**FEBRUARY 16<sup>TH</sup>**

Advanced Academics Program (Elementary EAP → Middle School AAP)

☐ **This is not a self-select course.** Check box if student is pre-qualified for AAP courses (testing completed).

### SECTION 1: REQUIRED CLASSES

1. All 6<sup>th</sup> graders will have the opportunity to experience the same challenge-level curriculum with supports in place to help their success. Students who qualify for special services may be placed in specially-designed courses based on their needs.
2. MATH: Students who qualify for higher Math will be scheduled accordingly.

Challenge English	Challenge Integrated Science	Challenge Ancient & Medieval World History	Math 6 (see message above)
■ ENG600	■ SCI600	■ SSW600	■ MAT600

### SECTION 2: ELECTIVES

*\*One semester of Health/Fitness is a mandatory WA State requirement for all 6<sup>th</sup> grade students.*

**CHOOSE ONE of the Exploratory Wheels below:**

**DO NOT PICK BOTH A & B**

#### Exploratory Wheel A

**DO NOT CHOOSE THIS WHEEL IF YOU ARE A MUSIC STUDENT - SEE WHEEL B BELOW**

This wheel consists of 1 semester Health/Fitness\* & 6 quarter Exploratory classes

☐ **\*Health/Fitness & 6 quarter Exploratory classes**

Northshore Exploratory Wheel A consists of quarter-long classes designed to provide students with exposure to a variety of subjects, such as Home Arts, Performance Arts, Visual Arts, STEM, World Languages, and Physical Education.

#### Exploratory Wheel B

**DO NOT CHOOSE THIS WHEEL IF YOU CHOSE WHEEL A ABOVE**

This wheel consists of 1 semester Health/Fitness, 2 Quarter Exploratory classes & 1 year-long music elective choice

<input type="checkbox"/> Cadet Band (1 <sup>st</sup> Year - see course description book) Student does not have 1 consistent full year of band, or is switching to a new instrument. Instrument: _____ *Health/Fitness & 2 quarter Exploratory classes	<input type="checkbox"/> Concert Band (2 <sup>nd</sup> Year - see course description book) Student completed 1 full year of 5 <sup>th</sup> Grade Elem. Band: Instrument: _____ *Health/Fitness & 2 quarter Exploratory classes
<input type="checkbox"/> Concertante Orchestra Incoming 6 <sup>th</sup> grade students with or without Orchestra experience. Instrument: _____ *Health/Fitness & 2 quarter Exploratory classes	<input type="checkbox"/> Choir Incoming 6 <sup>th</sup> grade students with or without Orchestra experience. *Health/Fitness & 2 quarter Exploratory classes

*\*One semester of Health/Fitness is a mandatory WA State requirement for all 6<sup>th</sup> grade students.*

**Please see the reverse side of this form**

Student Name(Last, First) \_\_\_\_\_ Student ID # \_\_\_\_\_

**Please check the box if your student is currently supported by one of the following:**

- ☐ IEP (Individualized Education Plan)  
☐ 504 Plan  
☐ English Language Development Services for multilingual students

NOTES TO COUNSELOR:

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**AAP Students:** All pre-qualified AAP students will be placed into their next level AAP Core courses.

**Special Education Students:** Case Managers will review each of their students schedules for accurate placement. Please refer any questions regarding your student's schedule to their case manager.

Important	NMS 2023 - 2024 6 <sup>th</sup> Grade Events
2/8/23: 6:30 pm	ALL (5 <sup>th</sup> Grade) PARENTS: 6 <sup>th</sup> grade registration overview via Zoom.
2/9/23:	Counselor visits 5th grade classrooms w/6 <sup>th</sup> grade course registration materials.  9:15 am: Arrowhead Elementary 11:10 am: Woodmoor Elementary
2/10/23:	Counselor visits 5th grade classrooms w/6 <sup>th</sup> grade course registration materials.  9:20 am: Moorlands Elementary
March TBD	Non-feeder elementary schools – NMS will email registration materials.
June TBD	5th Grade Parent Night (Parents Only) 6:30 pm: 504, AAP, ELL, Special Education 7:00 pm: All parents Info will be emailed prior to the meeting
June TBD	5th Grade classroom visits to NMS

# 2023- 2024 - WELCOME CLASS OF 2030

## 6<sup>TH</sup> GRADE COURSE DESCRIPTION BOOK

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### NORTHSHORE MIDDLE SCHOOL

#### NMS Mission/Vision

##### Vision Statement:

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

##### Mission Statement

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

To achieve this mission, we are committed to:

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



Parents and students will use this Course Description Book to review descriptions of their already selected core classes (English, Health/Fitness, Math, World History, and Science) and exploratory options.

**Students will choose either (not both) Exploratory Wheel A, or Music Exploratory Wheel B, by entering their selection on page 1 (Course Selection Sheet CSS) & returning, with parent signature, to the 5<sup>th</sup> grade teacher by the following date:**

**FEBRUARY 16, 2023 (all schools)**

#### **2023-2024 CLASS REGISTRATION CALENDAR:**

- **February:** NMS counselors visit feeder elementary schools to discuss registration:
  - **8:** Parent Class Registration Info Night via Zoom
  - **9:** Arrowhead & Woodmoor Elementary Counselor Visits
  - **10:** Moorlands Elementary Counselor Visits
  - **16:** All 6<sup>th</sup> Grade CSS due to 5<sup>th</sup> grade teachers
- **Note:** TBD: All non-feeder elementary schools
- **Feb. 16: COURSE SELECTION SHEET DUE TO 5<sup>TH</sup> GR. TEACHERS**

# Welcome to Northshore Middle School!

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## Strengthening Our Community Through Excellence in Education

Dear Titan Families,

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

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

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

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

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

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

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



# NORTHSHORE MIDDLE SCHOOL

**Office Hours 7:30 a.m. – 3:30 p.m.**

<b>MAIN OFFICE</b>	425-408-6700	<b>24 HR. ATTENDANCE</b>	425-408-6710
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Principal: Tiffany Rodriguez	408-6700	Assistant Principal: Vicki Sherwood	408-6725
Dean of Students: Navarre Kerr	408-6733		

Office Manager: Leah Gilbert	408-6701	ASB: Terri Burns	408-6703
Registrar: Rebecca Mullinnix	408-6718	Attendance: Leann Bachmeier	408-6710
Library: Milena Aleksandrova	408-6711		

<b>COUNSELORS:</b>			
Kristie Olson (A-G) 408-6720	Kendra Lowe (H-O) 408-6721	Chase Stevens (P-Z)	408-6736

## QUESTIONS ABOUT....

Address Change:	408-6718	Lunch Program	408-6708
Athletics:	408-6703	Nurse:	408-6706
Bus/Transportation:	408-7900	Student Schedules:	Counselors (above)
HiCap/AAP:	408-7713	Waivers	408-6000

## PROGRAM OF STUDIES AT A GLANCE

### 6<sup>th</sup> Grade:

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

### 7<sup>th</sup> Grade:

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

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

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

# Calendar of Events Class of 2030



- **February:** NMS counselors visit feeder elementary schools to discuss registration:
  - **8:** Parent Class Registration Info Night via Zoom
  - **9:** Arrowhead & Woodmoor Elementary
  - **10:** Moorlands Elementary
  - **Note:** TBD: All non-feeder elementary schools
- **Feb. 16: COURSE SELECTION SHEET DUE TO 5<sup>TH</sup> GR. TEACHERS**
- **June (TBD):** Incoming 6<sup>th</sup> Grade Parent Night
  - 6:30 p.m.: Special Education/MLL Meeting
  - 6:30 p.m.: AAP meeting
  - 7:00 - 8:00 p.m.: General Information Session
- **June (TBD):** 5<sup>th</sup> grade elementary visits to NMS
- **August (TBD): Jump Start Day** (back-to-school event @ NMS, all grades. School photos, Student ID & ASB card, Yearbook orders, Fall sports sign-up, classroom fees, ParentVue)
- **(TBD): 1<sup>st</sup> DAY OF SCHOOL:** Student Schedules distributed



## Development Stages of Your Student

Welcome to Middle School! Middle school is a crucial point in a lifetime of learning. While elementary focuses on the student and high school focuses on solidifying skills, middle school is the time when your child will decide how important education is to him/her. Lessons will focus on problem-solving and creative thinking. Students will immerse themselves in more complex and multi-dimensional projects. Northshore Middle School staff members choose to work with this age group and welcome the opportunity to guide early adolescents in this journey of discovery.

Sixth grade is a year of transition. As students adjust to a new school, teachers, and friends, they must work harder to not lose their focus on learning. Many students have left behind the comforts of a single classroom and now begin to learn how to flex to meet the expectations of different teachers in varied classroom environments.

Sixth graders are learning the lay of the land. As a middle school student, they will gradually be given larger doses of responsibility, to which they are capable of responding with pride and accomplishment. Multiple teachers and homework assignments require attention to learning how to stay organized – a lifelong adult skill. Using the school planner is essential to keeping up-to-date on classroom assignments. Parents can greatly contribute to school success by encouraging the use of the planner and providing a dedicated workspace for students at home.

Sixth graders need practice in interacting in meaningful and productive ways with others. At this age students are gaining a greater understanding of how their behaviors affect others and how relationships work. They will be called upon to work in groups and to work independently. It is essential that rules are consistent and that adults maintain their ultimate authority clearly and calmly. Teachers will be fair and firm while expecting that students exhibit good citizenship. Students can thrive in this setting. They need to know that they are meaningful and important members of the school community.

Sixth graders will take the sixth grade SBAC (Smarter Balance Assessment) in May.



## ***Where Everybody Belongs!*** **(WEB)**

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

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

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

### **Objectives:**

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

### **Outcomes:**

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



# 6<sup>th</sup> Grade Course Descriptions

## **Schedule Change Policy**

Courses and staffing for the school year are based on the choices students make during the registration process. **As of June 20<sup>th</sup>, schedule changes for year-long classes will not be granted unless they meet one of the following conditions:**



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

## **CORE COURSES (Required)**

### **Advisory**

*Course length: Full Year*

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

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



# **English/Language Arts**

## **CHALLENGE ENGLISH 6**

*Course length: Full Year*

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

The 6th grade E/LA SpringBoard curriculum extends the development of reading, composition, and speaking skills. 6th grade Springboard instructional materials center upon the theme of **Change**. Using Advanced Placement (AP) strategies, students are taught to analyze complex fiction and nonfiction from a variety of genres, including a longer literary study of a class novel and a Shakespearean play, and includes a selection of novels students can choose for independent reading. 6th graders stretch their composition skills by responding to analytical writing prompts. Students actively participate in text-based class discussions and study vocabulary to expand their writing, reading, and speaking skills. Each unit culminates in two comprehensive Embedded Assessments.

## **(AAP) ADVANCED ACADEMIC PROGRAM ENGLISH/LANGUAGE ARTS 6**

*Course length: Full Year*

*Students must qualify for placement by participating in the EAP program in elementary school or through the NSD highly capable screening and testing process. This is not a self-select course; students will be individually scheduled for this course.*

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

The 6th grade E/LA SpringBoard curriculum extends the development of reading, composition, and speaking skills. 6th grade instructional materials center upon the theme of **Change**. Using Advanced Placement (AP) strategies, students are taught to analyze complex fiction and nonfiction from a variety of genres, including a longer literary study of a novel and a Shakespearean play. 6th graders stretch their composition skills by responding to AP style writing prompts. Students actively participate in text-based class discussions and study vocabulary to expand their writing, reading, and speaking skills. Each unit culminates in two comprehensive Embedded Assessments.

# **Math**

## **MATH 6**

*Course Length: Full Year*

*Equipment: A basic calculator is required.*

This course aligns to the Grade 6 Common Core State Standards for Mathematics and prepares students for the Smarter Balanced state math assessments. The course applies and extends previous understandings of numbers to the system of rational numbers. Students will understand ratio concepts and use ratio reasoning to solve problems. Students will apply and extend previous understandings of arithmetic to algebraic expressions, reason about and solve one-variable equations and inequalities, and represent and analyze quantitative relationships between dependent and independent variables. Other topics include solving real-world and mathematical problems involving area, surface area and volume, developing understanding of statistical variability, and summarizing and describing distributions. Students will continue to develop problem solving, reasoning and proof, communication, and mathematical modeling skills aligned to the Standards for Mathematical Practice.

## (AAP) ADVANCED ACADEMIC PROGRAM MATH 6

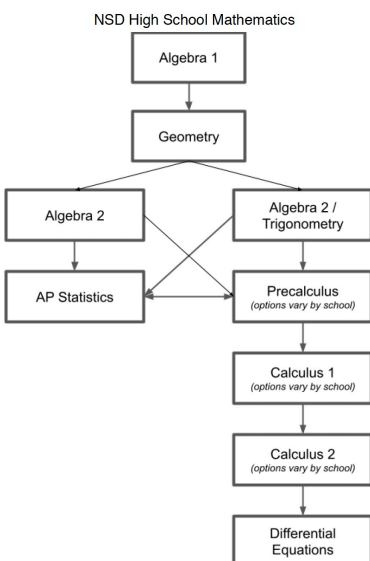
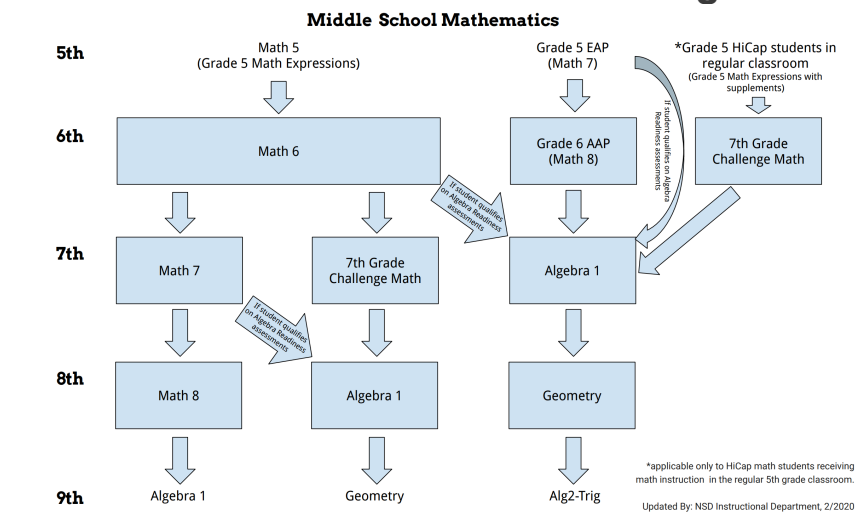
Course Length: Full Year

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

This course is for students enrolled in the AAP program, who have completed Holt Course 1 and Holt Course 2.

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

## Northshore School District Math Progression



# **Science**

## **CHALLENGE INTEGRATED SCIENCE 6**

*Course Length: Full Year*

Based on the Next Generation Science Standards (Washington State Student Learning Standards) performance expectations for middle school science. Students will engage in science and engineering practices as they learn about disciplinary core ideas within the realm of cells, organisms, energy and weather & climate. Students will also be learning important cross-cutting concepts that include: patterns, structure and function, systems and system models.

## **(AAP) ADVANCED ACADEMIC PROGRAM INTEGRATED SCIENCE 6**

*Course length: Full Year*

*Students must qualify for placement by participating in the EAP program in elementary school or through a highly capable application and testing process, which is initiated in the fall at the District. This is not a self-select course; students will be individually scheduled for this course.*

Based on the Next Generation Science Standards (Washington State Student Learning Standards) performance expectations for middle school science. Students will engage in science and engineering practices as they learn about disciplinary core ideas within the realm of cells, organisms, energy and weather & climate. Students will also be learning important cross-cutting concepts that include: patterns, structure and function, systems and system models. Students will engage in the same content area as 6<sup>th</sup> Grade Integrated Science with enrichment and a deeper level of complexity. Students should have the desire to continue to academically advanced science courses.

# **Social Studies**

## **CHALLENGE SOCIAL STUDIES 6 / ANCIENT AND MEDIEVAL WORLD HISTORY**

*Course Length: Full Year*

6th grade Ancient and Medieval World History is a yearlong course covering the history of the world from its beginnings to 1450 CE. During this year at least six major world civilizations will be studied in-depth focusing on deepening students understanding of the Earth and its peoples through the study of history, geography, politics, culture, and economic systems from different regions of the world. Students will analyze the interactions among various cultures, emphasizing their enduring contributions and the link between the contemporary and ancient worlds.

This course addresses the Common Core State Standards for History, prepares students for the Smarter Balanced State Assessments, and establishes social studies skills necessary for a successful progression of learning to the next grade level of Social Studies coursework.

## **(AAP) ADVANCED ACADEMIC PROGRAM ANCIENT AND MEDIEVAL WORLD HISTORY 6**

*Course Length: Full Year*

*Students must qualify for placement by participating in the EAP program in elementary school or through a highly capable screening and testing process. This is not a self-select course; students will be individually scheduled for this course.*

6th grade Ancient and Medieval World History is a yearlong course covering the history of the world from its beginnings to 1450 CE. During this year at least six major world civilizations will be studied in-depth focusing on deepening students understanding of the Earth and its peoples through the study of history, geography, politics, culture, and economic systems from different regions of the world. Students will analyze the interactions among various cultures, emphasizing their enduring contributions and the link between the contemporary and ancient worlds.

This course addresses the Common Core State Standards for History, prepares students for the Smarter Balanced State Assessments, and establishes social studies skills necessary for a successful progression of learning to the next grade level of Social Studies coursework.

## **Health and Fitness**

### **HEALTH AND FITNESS 6**

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

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

**GOALS:** Health Fitness is a required semester class focusing on the concepts of health and fitness and how they relate to a teenager for a healthy lifestyle. Emphasis is on the need for physical activity, balanced nutrition, the FITT principle, healthy relationships, goal setting, communication, appropriate decision-making, and stress management. Students will be in the classroom and in an activity-based setting. Cardiorespiratory activities will be a minimum of one day per week. Sports/activities vary depending on season, weather, and available teaching areas.

**SKILLS:** Critical thinking and problem solving for a healthy lifestyle, continued development of physical skills for lifetime participation in a variety of sport fitness, and rhythmic activities, and knowledge and application of rules for various individual sports, team sports, and cardio-respiratory monitoring activities.

**ASSIGNMENTS:** Daily participation in various fitness, rhythmic, sports and classroom based activities. Includes written assignments, projects, tests, homework, etc. Students will be required to complete various assessments dealing with fitness performance and fitness comprehension.



# ELECTIVES

## Elective Student Request Policy

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

## Exploratory Wheels

**WHEEL A (option 1 below):**

**6 quarter long exploratory classes and 1 semester of Health/Fitness; or**

**WHEEL B (option 2 below):**

**1 full year music option (4 quarters), 2 quarter long exploratory classes, and 1 semester of Health/Fitness.**

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

### **Option 1: Health Fitness and Exploratory Wheel**

Health/Fitness	9-week exploratory	9-week exploratory
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9-week exploratory	9-week exploratory	9-week exploratory	9-week exploratory
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### **Option 2: Year-long Music and Exploratory Wheel**

Health/Fitness	9-week exploratory	9-week exploratory
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Year-long Music	Year-long music options include: Band, Orchestra, and Choir.
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# **Music Electives**

*Course Length: Full Year*

## **CADET BAND (MUB700A & MUB700B)**

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

*Prerequisite: None. Students of any grade level wishing to begin learning a band instrument may register for this course.*

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

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

## **CONCERT BAND (MUB510A & MUB510B)**

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

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

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

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

## **CHOIR 6**

*Requirement: ASB Card*

*Prerequisite: None. This class is open for any 6<sup>th</sup> grade student.*

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

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

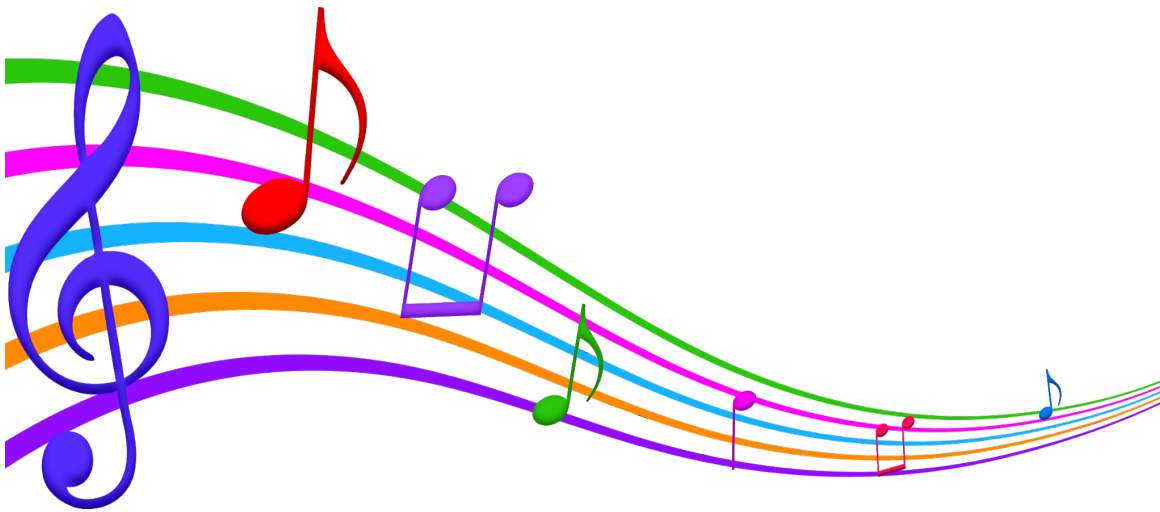
## **CONCERTANTE ORCHESTRA (Orchestra 6) (MUO600A & MUO600B)**

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

*Prerequisite: None - anyone desiring to play a string instrument (String Bass, Cello, Viola or Violin) for the first time or has had 1 year of elementary instruction.*

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

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



# **SPECIAL EDUCATION**

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

## **COURSES FOR STUDENTS IN SPECIAL EDUCATION**

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

## **GENERAL EDUCATION CLASSES WITH ACCOMMODATIONS**

Special education students can participate in general education classes with accommodations. An accommodation is an adjustment to the learning environment or in the delivery of instruction. The difference is "how" we teach. Accommodations do not change the course expectations and are provided without impacting the course code for the class.

## **GENERAL EDUCATION CLASSES WITH MODIFICATIONS**

Special education students can participate in general education classes with modifications. A modification is a change in what is expected from a student. The difference is in "what" we teach. It is altering the content, performance criteria, or instructional level. Modifications require a change in the course code and will no longer meet the college Hec B requirements.

## **LEARNING CENTER (LC) CLASSES**

Learning Center classes are exclusively for students in special education. Learning Center courses replace general education core content classes in Math and Language Arts. These classes have combinations of altered content knowledge, conceptual difficulty, educational goals and instructional methods different than those applied in general education classes. These classes have special education course codes.

## **ACADEMIC LAB CLASSES**

Academic Lab classes are exclusively for students in special education. These classes are designed to allow students to receive specially designed instruction as outlined on their IEPs including reading, writing, math, social skills, behavior, and study skills/organization.

## **CO-TEACHING CLASSES**

Some schools offer co-taught classes. While there are varying co-teaching models these classes are generally taught by both a highly qualified general education teacher as well as a special education teacher in a specific subject area such as Science, Math, Language Arts, or Social Studies. If the special education student in this class has accommodations, they will have a general education course code. If they have modifications, they will have a special education course code.



## BEHAVIOR SUPPORT CLASSROOM (ALSO CALLED ASPIRE)

Some schools have specially designed behavior programs for students that require support in the areas of behavior, social skills and social-emotional needs. These programs are currently located at Canyon Park, Timbercrest, Northshore, Woodinville, Bothell, and Inglemoor. Courses offered in these programs are noted with special education course codes.

## MID-LEVEL CLASSES\*

Mid-Level classes are exclusively for students in special education. These classes are designed for students with significant academic skills below grade level, needs for more social and emotional instruction and possible cognitive and adaptive skill deficits. These classes are meant to replace core content classes in Math, Language Arts, and an elective. Students access alternative curriculums and smaller classes in order to gain knowledge and skills in these areas.

*\*Note on Science and Social Studies: Special education students need to participate in Science and Social Studies courses taught by Highly Qualified teachers and access the general education curriculum (can be modified). The only exceptions are students with intellectual impairments that will have IEP determined diploma requirements.*

## SECONDARY FUNCTIONAL SKILLS AND ACADEMICS (FSA)

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

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

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

