



**2019-2020**  
**Middle Level Course Catalog**

**Grades 6–8**

# Middle Level Course Catalog

## Grade 6–8

You are about to begin the important process of selecting your classes for the upcoming school year. You are encouraged to think carefully about your choices and weigh all the options before making your final selections. The choices you make now may affect your future options, as well as your overall satisfaction with school. This guide has been prepared as a resource for you. It contains most of the information you need to know about class offerings and the scheduling process. If you have any questions, please contact one of the school counselors for assistance.

## Administrative Staff

### *Maple View Middle School*

Andy McGrath  
Principal  
[amcgrath@tahomasd.us](mailto:amcgrath@tahomasd.us)

Robert Talbert  
Assistant Principal  
[rtalbert@tahomasd.us](mailto:rtalbert@tahomasd.us)

Betty Bernstein  
School Counselor  
[bbernste@tahomasd.us](mailto:bbernste@tahomasd.us)

Liz Thibert  
School Counselor  
[lthibert@tahomasd.us](mailto:lthibert@tahomasd.us)

### *Summit Trail Middle School*

Sean Cassidy  
Principal  
[scassidy@tahomasd.us](mailto:scassidy@tahomasd.us)

Paul Gardner  
Assistant Principal  
[pgardner@tahomasd.us](mailto:pgardner@tahomasd.us)

Branda Almli  
School Counselor  
[balmli@tahomasd.us](mailto:balmli@tahomasd.us)

Naomi Whyllie  
School Counselor  
[nwhyllie@tahomasd.us](mailto:nwhyllie@tahomasd.us)

# Schedule Planning for the School Year

As you select your classes for next year, be sure to be realistic. Middle and high school are not a race; it is a journey to be savored and enjoyed. Consider how your class selection helps your educational goals; challenge yourself academically and be realistic about the workload and your time commitment. Choose your classes wisely and thoughtfully and use the charts below to assist in your planning.

In the table below record the average number of hours you spend in each activity each week. Try to be realistic. Use the blank lines to add activities not listed.

Activities	Estimated Hours/Week
School	32.5
Homework*	
Family Activities	
Working out (exercise)	
Self-care	
Sports	
Clubs/Activities	
Paid jobs	
Volunteer work	
Household chores	
Errands	
Friends/Social life	
Church	
Sleep (8 hrs/night)	56.0
<b>Total Hours</b>	

Record the courses you plan to take next year, then record the estimated number of hours of weekly homework. See the course description for the estimated hours of weekly homework for each class.

Class	1 <sup>st</sup> Semester Estimated hours homework/week	2 <sup>nd</sup> Semester Estimated hours homework/week
<b>Total Hours Homework</b>		

**There are 168 hours in a week. If your total is more than 168 hours, what are you willing to give up? Discuss this with your parents and friends, and plan wisely.**



Sample Weekly Schedule

Distribute the total number of hours above into a sample weekly schedule to help you see if your plan looks reasonable.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
5:00 am							
6:00							
7:00							
8:00							
9:00							
10:00							
11:00							
12:00 (noon)							
1:00							
2:00							
3:00							
4:00							
5:00							
6:00							
7:00							
8:00							
9:00							
10:00 pm							

# General Schedules for Middle Level Students by Grade

## Grade 6

Language Arts <i>(required full year)</i>
Science <i>(required full year)</i>
Math <i>(required full year)</i>
Social Studies <i>(required full year)</i>
Health and Fitness <i>(required full year)</i>
Elective <i>(Gr6 Exploratory Rotation OR full year Band/Orchestra OR full year Choir-6)</i>

## Grade 7

Language Arts <i>(required full year)</i>	
Science <i>(required full year)</i>	
Math <i>(required full year)</i>	
Soc Studies–World History <i>(required semester)</i>	Soc Studies–WA State History <i>(required semester)</i>
Health and Fitness <i>(required semester)</i>	Elective <i>(semester)</i>
Elective <i>(semester or full year)</i>	Elective <i>(semester or full year)</i>

## Grade 8

Language Arts <i>(required full year)</i>	
Science <i>(required full year)</i>	
Math <i>(required full year)</i>	
Social Studies – US History <i>(required full year)</i>	
Health and Fitness <i>(required semester)</i>	Elective <i>(semester)</i>
Elective <i>(semester or full year)</i>	Elective <i>(semester or full year)</i>

## Elective Courses

In Tahoma, middle level electives provide students with a wide range of experiences helping them to identify areas where they have interest and skill. Learning what you like as well as what you don't like are both valuable. These early experiences help students make more informed choices as they transition to high school. Secondary students are all asked to select at least three alternate elective choices. In Tahoma, our secondary schedules are driven largely by student selections. Not every course runs every year. If a student does not get his/her first choice, we make every effort to see that he/she gets one of the listed alternates.

### Grade 6

#### Full Year (at grade 6 there are 4 elective choices – all are full year)

Gr 6 Exploratory Rotation (*computers, theatre, leadership, art, choir*)

Beginning Band

Beginning Orchestra

Choir 6

### Grade 7-8

#### Semester-Long

##### Fine Art

Beginning Guitar

Choir 7-8

Intro to Theatre Arts

Intro to Acting and Film

Intro to Art – 2D

Intro to Art – 3D

Intro to Art – Digital

##### Health and Fitness

Cross Conditioning

Intermediate Cross Conditioning

Team Sports

Tahoma Flow (Walking for Fitness)

##### Leadership

Student Leadership

##### Business

Business Fundamentals & Entrepreneurship

##### STEM

3D Modeling & Design and Robotics

Medical Detectives & Flight and Space

Energy and Environment & Green Architecture

##### World Language

Exploratory Spanish

#### Full Year

##### Fine Art

Beginning Band

Intermediate Band

Advanced Band

Advanced Choir

Beginning Orchestra

Intermediate Orchestra

Advanced Orchestra

##### Leadership

Advanced Leadership\*

##### World Language

Spanish I-II\*

\*Open to students in grade 8 only

## Grade 6 Electives

### Exploratory Rotation (Grade 6)

Course Code: EXP600      Grade: 6      Length: Full Year      Homework Hours Per Week: *varies*

In this year long course students will engage in 4 quarter-long exploratory experiences. These experiences will span four of five content areas including: Leadership and Service, Art Fundamentals, Choir, Theatre and Communication Arts, and Computer Fundamentals. See below for descriptions.

#### → Exploratory Art Fundamentals

Course Code: ART600      Grade: 6      Length: Quarter      Homework Hours Per Week: 0

Students will discover the basic elements and principles of art; such as line, form, shape, texture, value, and color. Design in drawing, color mixing, clay hand building, art terms, and basic composition will be taught. All art students need to provide their own markers and colored pencils.

#### → Exploratory Theatre & Communication Arts

Course Code: DRA600      Grade: 6      Length: Quarter      Homework Hours Per Week: 0

In the Theatre and Communication Arts quarter students are introduced to theater activities. Students increase their confidence and ability to speak in front of groups for specific purposes. Students will gain a broad overview of theatre, acting, and how telling a story can influence and impact an audience.

#### → Exploratory Choir

Course Code: MUS601      Grade: 6      Length: Quarter      Homework Hours Per Week: 0

In this portion of the elective rotation students learn basic music reading skills, vocal production and choral skills while singing with others in 2-part harmony. Students are invited to perform at the end-of-quarter concert, but may opt to take a written test in lieu of performing.

#### → Exploratory Computer Fundamentals

Course Code: TEC602      Grade: 6      Length: Quarter      Homework Hours Per Week: 0.5

This quarter exploratory class provides students with the foundational knowledge they need for success in other STEM classes in file management and use of a wide variety of applications. Basic computer fundamentals support using this key tool for problem solving, critical and creative thinking, communication, and collaboration.

#### → Exploratory Leadership & Service

Course Code: ELE601      Grade: 6      Length: Quarter      Homework Hours Per Week: 1

In the Student Leadership rotation at grade 6 students are introduced to concepts and activities that will lead to building a community of leaders, a deeper understanding of leadership and influence, and the opportunity to serve others through their actions and words. Students will engage in a variety of lessons that will explore their own leadership potential. Participation in a service project for our school or community may be a component of this class.

## Beginning Band

Course Code: MUS670      Grade: 6      Length: Full Year      Homework Hours Per Week: 1

Beginning band is for students who want to learn to play a band instrument such as flute, clarinet, trumpet, trombone and percussion. Students interested in playing alto saxophone should begin on clarinet and add the saxophone when ready. Students interested in the French horn, euphonium or tuba should speak with the band director about whether that would be a good choice for them. Focus is placed on playing with proper instrumental technique, developing a good sound and learning to read music. No prior music experience is necessary.

*Note: If 6<sup>th</sup> grade students have very advanced skills with their instrument for band or orchestra they may audition with the instrumental music director to advance to an intermediate class.*

## Beginning Orchestra

Course Code: MUS671      Grade: 6      Length: Full Year      Homework Hours Per Week: 1

Beginning Orchestra is for students in grades 6-8 who are interested in learning to play violin, viola, cello or string bass. Focus is placed on learning to read music and proper playing technique. Students will study a wide variety of music. No prior music experience is necessary.

*Note: If 6<sup>th</sup> grade students have very advanced skills with their instrument for band or orchestra they may audition with the instrumental music director to advance to an intermediate class.*

## Choir 6

Course Code: MUS602      Grade: 6      Length: Full Year      Homework Hours Per Week: 0

This class is for the student serious about vocal music and wanting a full year experience in 6th grade to build their choral skills. Students will learn basic music reading skills and healthy vocal production while singing in 2-part harmony. Students are expected to perform at the quarterly concerts and purchase a choir T-shirt for performances. This course is open to students in grade 6 only.

## Grade 7–8 Electives

### Fine Art – Music (Instrumental)

---

#### Beginning Band

Course Code: MUS670      Grade: 7-8      Length: Full Year      Homework Hours Per Week: 1

Beginning Band is for students who want to learn to play a band instrument such as flute, clarinet, trumpet, trombone, and percussion. Students interested in playing alto saxophone should begin on clarinet and add the saxophone when ready. Students interested in the French horn, euphonium or tuba should speak with the band director about whether that would be a good choice for them. Focus is placed on playing with proper instrumental technique, developing a good sound and learning to read music. No prior music experience is necessary.

#### Intermediate Band

Course Code: MUS780      Grade: 7-8      Length: Full Year      Homework Hours Per Week: 1

Intermediate Band is for students who have completed beginning band or have made equivalent progress on their instrument. Students learn to read more complex rhythms, play in more keys and perform more challenging, fun music. Students may move to another instrument such as oboe, bassoon, tenor saxophone, French horn or tuba. Focus is on continuing to develop technique, tone and music reading ability.

#### Advanced Band

Course Code: MUS781      Grade: 7–8      Length: Full Year      Homework Hours Per Week: 1

Advanced Band is for students who have completed both beginning and intermediate band or who have significant prior experience on their instrument. Focus is placed on advanced instrumental techniques as well as preparing the students to play advanced concert band music. Students will need to audition if they have not previously completed intermediate band.

#### Beginning Orchestra

Course Code: MUS671      Grade: 7-8      Length: Full Year      Homework Hours Per Week: 1

Beginning Orchestra is for students who are interested in learning to play violin, viola, cello or string bass. Focus is placed on learning to read music and proper playing technique. Students will study a wide variety of music. No prior music experience is necessary.

#### Intermediate Orchestra

Course Code: MUS782      Grade: 7–8      Length: Full Year      Homework Hours Per Week: 1

Intermediate Orchestra is for students in grades 7-8 who have completed Beginning Orchestra or 6th grade students with prior experience playing violin, viola, cello or string bass. The focus of this class continues with proper fundamental techniques while more advanced concert music is introduced. Students will study a wide variety of music.



## Advanced Orchestra

Course Code: MUS783      Grade: 7–8      Length: Full Year      Homework Hours Per Week: 1

Advanced Orchestra is for students who have completed both Beginning and Intermediate Orchestra or who have significant prior experience on their instrument. Focus is placed on advanced instrumental techniques as well as preparing the students to play advanced concert band music. Students will need to audition if they have not previously completed Intermediate Orchestra. Depending upon course enrollments Intermediate and Advanced Orchestra may be in the same class.

## Beginning Guitar

Course Code: MUS206      Grade: 7–8      Length: Semester      Homework Hours Per Week: 2

This semester long course is designed for the beginning to intermediate guitarist or bassist. Beginning guitarists will learn basic musical concepts including melody, harmony and rhythm. Beginning bassists will learn chord structure, bass lines, rhythm, style and chord structures. At the end of the class, students will be able to play basic chords, simple melodies and supporting bass lines. The course allows for individualizing to meet student needs with a focus on beginning instruction. Sorrow and small ensemble work, such as duet and trio music will be explored. Open to students in grades 7-8.

**Students provide their own acoustic guitar for use in this course.**

### *Note for All Music Classes*

*There is typically specific concert wear for performances. 6<sup>th</sup> grade band students and all choir students will need to purchase a shirt specific for their groups. More information about the attire for each individual program will be shared with parents and students at the start of the school year.*

### *Note for Instrumental Music Classes*

*School Instrument Use: In most cases, students who do not own an instrument will need to rent one and purchase a music book from a music store. However, we have a limited supply of school instruments available for student use. Some of these are the larger brass (euphonium, tuba) and woodwind (bass clarinet) instruments which are very difficult to get back and forth to school. We also have some standard, smaller instruments that are available to students currently in financial need. Please contact your child's director if you need financial help in acquiring an instrument, as we want every child to be able to play who would like to do so. More information about acquiring an instrument will be given out at the beginning of the school year.*

## Fine Art – Music (Vocal)

---

### Choir 7-8

Course Code: MUS703      Grade: 7–8      Length: Semester      Homework Hours Per Week: 0

In this course, students will begin to further develop their vocal skills in a one semester choir experience. Students will experience skill work in basic 2 and 3 part choral singing and some music theory. Music studied will include a variety of styles. Students are expected to perform at the quarterly concerts and purchase a choir T-shirt for performances. This semester class is open to students in grades 7-8

### Advanced Choir

Course Code: MUS701 MUS784      Grade: 7–8      Length: Full Year      Homework Hours Per Week: 0

In this course, students wanting a more advanced experience in vocal music will develop their choral skills through 2 and 3 part singing. Music theory includes rhythm reading, sight reading and music notation. The class emphasizes group singing in a variety of styles with opportunities to audition for solos. Students are expected to perform at the quarterly concerts, district choir festival and the league choir contest. Students need to purchase a choir T-shirt for performances. This course is open to grades 7-8.

## Fine Art – Drama and Theatre

---

### Intro to Theatre Arts

Course Code: DRA780      Grade: 7–8      Length: Semester      Homework Hours Per Week: 1

Intro to Theatre Arts is a one semester course in which students learn acting skills. This is a beginning class where movement is used to teach the physical skills of acting. Students learn different vocal skills to strengthen acting abilities through given circumstances. Scene work, games, and activities strengthen skills and build ensemble. This course open to students in grades 7-8.

### Intro to Acting and Film

Course Code: DRA781      Grade: 7–8      Length: Semester      Homework Hours Per Week: 2

In this course, students will learn how actors prepare and deliver lines in front of a camera. Students will learn how actors prepare for a character who is realistic and lifelike. Techniques used by actors who act in movies and television will be practiced. Students will be filmed doing audition pieces and prepare and act in a commercial.

## Fine Art – Visual

---

### Intro to Art 2-D

Course Code: ART 781      Grade: 7–8      Length: Semester      Homework Hours Per Week: 1

This semester art course has an emphasis on building skills and techniques through a variety of 2 dimensional art forms. Basic elements of art and principles of design are explored through painting, drawing, ink, watercolors, tempera and other media. Students increase their understanding of line, value, shape, color, space, pattern and balance. This course is open to students in grades 7-8.

**Course Fee: \$10 for art supplies**

## Intro to Art 3-D

Course Code: ART 782      Grade: 7–8      Length: Semester      Homework Hours Per Week: 1

This semester art course has an emphasis on building skills and techniques through a variety of 3 dimensional art forms. The basic elements of art and principles of dimensional design and modeling will be explored through a variety of mixed media. Students will develop an increasing understanding of visual balance, form, proportion, texture and movement. This course is open to students in grades 7-8.

**Course Fee: \$10 for art supplies**

## Intro to Art – Digital

Course Code: ART 783      Grade: 7–8      Length: Semester      Homework Hours Per Week: 1

This semester art course emphasizes building skill and technique through a variety of digital art formats. Students learn to take advantage of the growing capabilities we have with technology to create. This will include use of presentation software, digital photography, digital media design and multimedia. Students begin to develop an electronic portfolio of their work and engage in peer and self-critique. This course is open to students in grades 7-8.

## Health & Fitness

---

### Beginning Cross Conditioning

Course Code: PED780      Grade: 7–8      Length: Semester      Homework Hours Per Week: 0

Building and maintaining one's strength and endurance are key components to achieving a health-enhancing level of fitness. Students will participate in an introduction of light/body resistance and controlled movements. This fitness and resistance training program aims to assist students in developing concepts of muscular strength, endurance, and flexibility based on the 6 absolute training principles. Students learn the importance of building both strength and endurance and use safe, effective strategies for both.

### Intermediate Cross Conditioning

Course Code: PED784      Grade: 7–8      Length: Semester      Homework Hours Per Week: 0

A cross conditioning program that enhances personal goals and performances. Students will use self-assessments strategies to monitor growth in core and performance based tests. Students will be introduced to the different training levels of an athletic performance based program. Must have already taken beginning class.

### Team Sports

Course Code: PED781      Grade: 7–8      Length: Semester      Homework Hours Per Week: 0

Health and fitness concepts will be applied through participation in cooperative games and team sports. Activities include net games like pickleball, badminton, volleyball to develop skills and strategies unique to these sports. One or more invasion sports such as basketball, soccer, football, floor hockey, team handball, lacrosse and ultimate Frisbee will also be included. This one semester elective is open to grade 7 and 8 students.

### Walking for Fitness

Course Code: PED783      Grade: 7–8      Length: Semester      Homework Hours Per Week: 0

Students will set goals, apply health and fitness concepts, improve cardiovascular fitness and wellness through walking, as well as other core and aerobic activities. This class will often be outdoors so students need to be prepared with clothes and footwear for outdoor activities on different types of terrain appropriate to the weather each day. This one semester elective is open to grade 7 and 8 students.

## Tahoma Flow

Course Code: PED785      Grade: 7–8      Length: Semester      Homework Hours Per Week: 0

This is a group fitness class where students will explore different fitness activities such as, yoga, pilates, fitness walking, self-defense/martial arts, circuits, resistance training, aerobics, core, rock climbing, rhythmic and more.

## Leadership

---

### Student Leadership

Course Code: ELE781      Grade: 7–8      Length: Semester      Homework Hours Per Week: 1-2

This semester class is based on the Character Strong curriculum. Students are expected to build their own character and capacity to lead through service to the middle school community. Class members will advocate inclusion of all students and have an opportunity to mentor and build relationships. Specific duties may include assisting in the planning, implementation, and assessment of student-run activities such as assemblies, community support drives, elections, and social opportunities for students. ASB participants and officers are highly encouraged to take this elective.

### Advanced Leadership

Course Code: ELE782      Grade: 8      Length: Year      Homework Hours Per Week: 1-2

This class is open to students who have already taken semester Student Leadership. This class will continue to build on the Character Strong curriculum. Students are expected to act as role models in strengthening their own character and increasing their capacity to lead through service to the middle school community. Class members will advocate inclusion of all students and have an opportunity to mentor and build relationships. Specific duties will include assisting in the planning, implementation, and assessment of student-run activities such as the MLK, Veteran's Day and Pep assemblies, community support drives, elections, public service announcements, and social opportunities for students. ASB officers are highly encouraged to take this elective.

## Business & Marketing

---

### Business Fundamentals & Entrepreneurship

Course Code: ELE780      Grade: 7–8      Length: Semester      Homework Hours Per Week: 0-1

This semester class gives students an opportunity to explore through projects and simulations how to build their wealth, start a business, and gain an understanding of how business works in our economy.

## STEM (Science, Technology, Engineering, and Mathematics)

---

### Energy and the Environment & Green Architecture

Course Code: VIN781      Grade: 7–8      Length: Semester      Homework Hours Per Week: 1–2

In the first part of this class, Energy and the Environment, students think toward the future exploring sustainable solutions to our energy needs and investigating the impact of energy on our lives and the world. They design and model alternative

energy sources and evaluate options for reducing energy consumption. In the second part of the class, Green Architecture, students learn how to apply sustainability concepts to the fields of architecture and construction by exploring dimensioning, measuring, and architectural stability to design affordable housing units using Autodesk's 3D architectural design software.

## Medical Detectives & Flight and Space

Course Code: VIN780      Grade: 7–8      Length: Semester      Homework Hours Per Week: 1–2

In the first part of this course, students play the role of real-life medical detectives as they analyze genetic testing results to diagnose disease and study DNA evidence found at a “crime scene.” They solve medical mysteries through hands-on projects and labs, investigate how to measure and interpret vital signs, and learn how the systems of the human body work together to maintain health. In the second part, the exciting world of aerospace comes alive through Flight and Space. Students delve into the history of flight and space, discover the science behind aeronautics, and explore traveling and living in space. Students are then challenged to use their knowledge to design, build, and test an airfoil.

## 3D Modeling and Design & Robotics

Course Code: VIN700      Grade: 7–8      Length: Semester      Homework Hours Per Week: 1-2

In the first part of this course, students discover the design process and develop an understanding of the influence of creativity and innovation in their lives. They are then challenged and empowered to use and apply what they've learned throughout the unit to design a therapeutic toy for a child who has cerebral palsy. In the second part, students trace the history, development, and influence of automation and robotics as they learn about mechanical systems, energy transfer, machine automation, and computer control systems. Students use the VEX Robotics® platform to design, build, and program real-world objects such as traffic lights, toll booths, and robotic arms.

## World Languages

---

### Exploratory Spanish

Course Code: WLG780      Grade: 7-8      Length: Semester      Homework Hours Per Week: 1–2

Exploratory Spanish is a one semester course for 7<sup>th</sup> or 8<sup>th</sup> grade students that is an introduction to a world language and culture. The course will focus on vocabulary, simple sentence structure and broad themes that will be taught in greater detail in first year Spanish. This course is intended to provide students with a ‘jump start’ into the process of learning a foreign language.

### Spanish I-II

Course Code: WLG100      Grade: 8      Length: Full Year      Homework Hours Per Week: 2.5-3

**This is a challenging course with a rigorous pace that will require serious study and attention. The course content is high school Spanish I-II and students may earn high school credit.**

Students develop basic skills necessary for oral and written communication in Spanish. Students will use Spanish in familiar authentic situations, demonstrate understanding of grammatical rules, comprehension of the spoken language. In addition, students will read and write about general topics and appreciate general attitudes and customs of the Spanish culture.

*High School credit option available. See Appendix A.*

# Required Courses

## English Language Arts (ELA)

---

### English Language Arts 6

Course Code: ENG600      Grade: 6      Required: Full Year      Homework Hours Per Week: 1-2

In the Grade 6 ELA curriculum, students explore the theme of Change while becoming more proficient and complex readers and writers. Students reflect and write about changes in fictional characters, in the world, and in themselves. They conduct research and read nonfiction in order to write about how animals have the power to change our lives for the better. Through analyzing informational and argumentative texts, students see how others write and create argumentative texts. They debate and write their own argumentative text. Students read many nonfiction and fiction texts. The main novel is *Walk Two Moons* by Sharon Creech. The final unit explores Shakespeare's world and plays.

#### Fundamental English Language Arts 6

Course Code: GLA600      Grade: 6      Required: Full Year      Homework Hours Per Week: 1-2

English Language Arts 6 modified for IEP students who qualify for specially designed instruction in this content area.

### English Language Arts 7

Course Code: ENG700      Grade: 6      Required: Full Year      Homework Hours Per Week: 1-2

In the Grade 7 ELA Curriculum, students explore the theme of Choices while becoming more proficient and complex readers and writers. Students learn to generate ideas through close reading, purposeful research, and productive collaboration. After learning how to write effective expository texts, students build on this knowledge to create convincing argumentative texts. Students read two novels: *Brown Girl Dreaming* by Jacqueline Woodson and *Tangerine* by Edward Bloor. Additionally, students explore a range of contemporary and classic poems, monologues, and dialogues to refine their understanding of how writers use language for effect.

#### Fundamental English Language Arts 7

Course Code: GLA700      Grade: 7      Required: Full Year      Homework Hours Per Week: 1-2

English Language Arts 7 modified for IEP students who qualify for specially designed instruction in this content area.

### English Language Arts 8

Course Code: ENG800      Grade: 8      Required: Full Year      Homework Hours Per Week: 1-2

In the Grade 8 ELA curriculum, students explore the theme of Challenges. Students take on weighty content starting with the societal and cultural concept of heroism and moving to the concept of utopian societies. These concepts are explored through reading either *The Giver*, by Lois Lowry, or *Fahrenheit 451*, by Ray Bradbury, and writing a literary analysis paper. Then students explore the Holocaust through the voices of both fictional and real people who fought the darkness of the Holocaust by helping, hoping, or persevering. Students also apply the lessons of the past to start making a difference today by raising awareness and

encouraging people to take action about a significant national or global issue. Finally, students explore poetry and how it evokes the power of words, feelings, and images.

### **Fundamental English Language Arts 8**

Course Code: GLA800

Grade: 8

Required: Full Year

Homework Hours Per Week: 1-2

English Language Arts 8 modified for IEP students who qualify for specially designed instruction in this content area.

## **Social Studies**

---

### **Social Studies 6 – Ancient Civilizations**

Course Code: SOC600

Grade: 6

Required: Full Year

Homework Hours Per Week: 1-2

With students taking their first full year course dedicated to the study of our world, they cement skills needed for that exploration including using timelines and maps to determine time and place. Students explore numerous ancient civilizations including the early humans, the Mesopotamians, Egyptians, Israelites, and Greeks. Additionally, students study the ancient cultures found in India, China, Africa and the Americas. Students use this content as they build their skills in reading primary and secondary sources, finding main ideas, making claims, and using text evidence to support their reasoning.

### **Social Studies 7 – World History**

Course Code: SOC700

Grade: 7

Required: Semester

Homework Hours Per Week: 1-2

In the first semester of 7th grade students will travel the world in their Social Studies class. Students will discover and investigate the following civilizations: *The Fall of Rome, Rise of Christianity, Imperial China, Civilizations of Korea, Japan, and Southeast Asia, Medieval Europe, the Renaissance and Reformation*, and finish the semester with the *Age of Exploration and Trade*. Students investigate these time periods by reading and analyzing primary and secondary texts and synthesizing information into compelling arguments to support key ideas and themes through time.

### **Social Studies 7 – Washington State History**

Course Code: SOC701

Grade: 7

Required: Semester

Homework Hours Per Week: 1-2

In the second semester students will embark on the journey through Washington State's History which meets this graduation requirement. Each unit allows students to use their informational reading skills to learn about our beautiful state. Students start by researching how our state's diverse geography creates distinct economic and cultural regions. Then students begin walking through history by exploring the indigenous people who first lived here, and the conflicts that occurred when the settlers made their way West. The students examine different ways our state grew economically through a variety of trades such as farming, fishing and mining. Students participate in a field experience at Ravensdale Park where they use the history trail and interpretive signs to find out more about how coal shaped our local economy. As the world changed so did our state, and students learn about the role we played in the emerging human and women's rights issues and how our constitution protects those rights. Finally, students research the current economic status of our state with an eye on how our future may look.

## Social Studies 8 - U.S. History & Government

Course Code: SOC800      Grade: 8      Required: Full Year      Homework Hours Per Week: 1-2

In eighth grade, students develop a new, more abstract level of understanding of social studies concepts. The context for developing this understanding is U.S. history and government, 1776 to 1900. Students explore the ideas, issues, and events from the framing of the Constitution up through Reconstruction. After reviewing the founding of the United States, particularly the Constitution, students explore the development of politics, society, culture, and economy in the United States to deepen conceptual understandings in civics, geography, and economics. In particular, studying the causes and consequences of the Civil War helps them to comprehend more profoundly the rights and responsibilities of citizens in a culturally diverse democracy. As students work with this historical content, students are mastering the WA State standards for History/Social Studies including identifying key steps of a process related to social studies and identifying aspects of a text that reveal an author's point of view or purpose.

## Math

---

### Tahoma Secondary Math Sequence General Information

The Tahoma School District offers a variety of mathematics courses for all students. To graduate, students must earn 3.0 credits in math and pass the High School Math Smarter Balanced Assessment taken in 11<sup>th</sup> grade. Washington State four-year colleges require 3.0 credits of high school math including Algebra I, Geometry and Algebra II (Advanced Algebra). Students are recommended to continue their study of mathematics through their senior year to increase their success in higher education math classes and their career.

In 2016-17, with the adoption of a new math resource in Tahoma, we adjusted our secondary math pathways. The math pathways are shown below. Students that do not accelerate are positioned to meet the college and career readiness assessments in grade 11. Students who demonstrate advanced ability may accelerate both one and two years in math. Three options for progression through the Tahoma math courses are shown below:

### Acceleration Background

The new math standards are rigorous and require a deeper understanding of math at earlier grade levels. In our previous methodology of acceleration, students skipped entire grade levels of math. The recommendation now is for curriculum compacting. With curriculum compacting students don't miss key math content, and we take advantage of our accelerated learners ability to be successful with a faster pace of learning and less topic review.

Students who consistently demonstrate high level work may be good candidates for 1 year of acceleration. In our new model this acceleration happens in the 7th grade. For a very small number of students the option to further accelerate is possible. Double acceleration allows the student to take Calculus AB in their junior year (a college-level course) and Calculus BC in their senior year (a sophomore level college course.) This is a very demanding sequence of courses. The sequence for two years of acceleration begins in the 6th grade.



Students who have not met standard on the state exams receive additional support and interventions as appropriate. There are a variety of options for students who may be struggling in math that are not reflected in the standard sequence above but are included in the course descriptions that follow.

## Math 1

Course Code: MAT601      Grade: 6      Required: Full Year      Homework Hours Per Week: 1-2

This is the first of a three year math sequence of courses designed to prepare students for college preparatory Algebra. Students use problem-solving strategies, questioning, investigating, analyzing, gathering and constructing evidence, and communicating rigorous arguments to justify their thinking. Math concepts focused on in this course include data visualization, integers, variables and ratios, fractions and area, mathematical expressions, rates and operations, statistics and multiplication of equations, volume and percents.

### Fundamental Math 1

Course Code: GMA610      Grade: 6-8      Required: Full Year      Homework Hours Per Week: 1-2

Math 1 modified for IEP students who qualify for specially designed instruction in this content area.

## Math 2

Course Code: MAT670      Grade: 7      Required: Full Year      Homework Hours Per Week: 1-2

This is the second of a three year math sequence of courses designed to prepare students for college preparatory Algebra. Students use problem-solving strategies, questioning, investigating, analyzing, gathering and constructing evidence, and communicating rigorous arguments to justify their thinking. The focus in this course includes mathematical concepts and expressions involving fractions, proportions, probability, inequalities, statistics and angle relationships, and circles and volume.

### Fundamental Math 2

Course Code: GMA710      Grade: 7-8      Required: Full Year      Homework Hours Per Week: 1-2

Math 2 modified for IEP students who qualify for specially designed instruction in this content area.

## Math 3

Course Code: MAT702      Grade: 7-8      Required: Full Year      Homework Hours Per Week: 1-2

This is the third of a three year math sequence of courses designed to prepare students for college preparatory Algebra. Students use problem-solving strategies, questioning, investigating, analyzing, gathering and constructing evidence, and communicating rigorous arguments to justify their thinking. The focus in this course includes simplification of expressions with variables, graphing and equations, multiple representations, systems of equations, transformations and similarity, slope and association, exponents and functions, angles and the Pythagorean theorem, and surface area and volume.

### Fundamental Math 3

Course Code: GMA810      Grade: 8      Required: Full Year      Homework Hours Per Week: 1-2

Math 2 modified for IEP students who qualify for specially designed instruction in this content area.

## Math 1-2

Course Code: MAT675      Grade: 6 Accel 2 yr      Required: Full Year      Homework Hours Per Week: 1-2

This is a compacted Math 1 and Math 2 course intended for accelerated learners. Students successfully completing this course are on-track for either Math 3 or Compacted Math 3-Algebra. Concepts studied include those from both Math 1 and Math 2 above. In this course the learning pace is accelerated and there is little topic review.

## Math 2-3

Course Code: MAT705      Grade: 7 Accel 1 yr      Required: Full Year      Homework Hours Per Week: 2-3

This is a compacted Math 2 and Math 3 course intended for accelerated learners. Students successfully completing this course are on-track for Algebra in grade 8. Concepts studied include those from both Math 2 and Math 3 above. In this course the learning pace is accelerated and there is little topic review.

## Math 3 – Algebra I

Course Code: MAT706      Grade: 7 Accel 2 yr      Required: Full Year      Homework Hours Per Week: 2-3

This is a compacted Math 3 and Algebra course intended for accelerated learners. Students successfully completing this course are on-track for Geometry in grade 8. Concepts studied include those from both Math 3 and Algebra. In this course the learning pace is accelerated and there is little topic review.

**\*Scientific Calculator Required**

*High School credit option available, see Appendix A*

## Algebra I

Course Code: MAT102      Grade: 8      Required: Full Year      Homework Hours Per Week: 2-3

Students will study content and processes as described by the Washington State K-12 Mathematics Standards for Algebra I. They will learn to solve many problems involving functions: linear, quadratic and exponential. They will use functions, variable expressions and equations to analyze relationships, represent and model problems and answer questions. Students will work with the real number system: integer exponents, scientific notation and radicals. They will also analyze data to determine the relationship between two variables; make and defend appropriate predictions, conjectures and generalizations.

**\*Scientific Calculator Required**

*High School credit option available, see Appendix A*

## Geometry

Course Code: MAT103      Grade: 8      Required: Full Year      Homework Hours Per Week: 2-3

Students will study content and processes as described by the Washington State K-12 Mathematics Standards for Geometry. They will formalize reasoning skills and solidify their understanding of what it means to prove a geometric statement mathematically. Students will use inductive reasoning to test conjectures about geometric relationships and use deductive reasoning to prove or disprove their conclusions about characteristics and relationships of lines angles, 2-dimensional and 3-dimensional figures, geometry in the coordinate plane and geometric transformations.

**\*Scientific Calculator Required**

*High School credit option available, see Appendix A*

## Physical Education & Health

---

### Health & Fitness 6

Course Code: PED600      Grade: 6      Required: Full Year      Homework Hours Per Week: 0.5

Health and Fitness 6 is a full year required class for all grade 6 students. Health concepts are integrated throughout the year as students learn to monitor and improve their health and wellness through physical education activities.

### Health & Fitness 7

Course Code: PED700      Grade: 7      Required: Semester      Homework Hours Per Week: 0.5

Health and Fitness 7 is a required semester class for all grade 7 students. Health concepts are integrated as students begin to apply their understanding of personal health and wellness to monitor and improve their health and wellness through the physical activity and nutrition choices they make.

### Health & Fitness 8

Course Code: PED800      Grade: 8      Length: Semester      Homework Hours Per Week: 0.5

Health and Fitness 8 is a required semester class for all grade 8 students. Health concepts are integrated in this semester long class as students expand their skill and ability to monitor and improve their health and wellness through physical education activities. Responsible decision making is emphasized with students.

## Science

---

### Science 6

Course Code: SCI 600      Grade: 6      Required: Full Year      Homework Hours Per Week: 1-2

In 6<sup>th</sup> grade science the focus is on earth science concepts. Students work on building their science and engineering practices through study of soils, rocks and minerals, erosion and deposition, plate tectonics, weather and the atmosphere, earth's rotation and seasons, and the movement of the moon and tides. The year concludes with student exploration of the earth's role in the solar system and other topics in space science.

### Science 7

Course Code: SCI700      Grade: 7      Required: Full Year      Homework Hours Per Week: 1-2

In 7<sup>th</sup> grade science the focus is on life science concepts. Students work on building their science and engineering practices through study of human body systems, cell biology and disease, genetics, ecology, natural selection, and bioengineering.

### Science 8

Course Code: SCI800      Grade: 8      Required: Full Year      Homework Hours Per Week: 1-2

In 8<sup>th</sup> grade science the focus is on physical science concepts. Students work on building and expanding their skill in the science and engineering practices through study of the chemistry of materials, water quality, energy transfer and transformation, force and motion, and the study of waves including both sound and light.

# High School Credit Options Available for 8<sup>th</sup> Grade Students

Tahoma offers the following opportunities for 8th grade students to earn high school credit. Qualifying courses are listed below:

- Algebra I
- Geometry
- Spanish I-II

These classes are considered high school level courses and students can choose to have the course, including the grade and credit value, added to their permanent high school transcript. Remember, the grade will be calculated into the cumulative high school GPA, which can affect college admissions and scholarship opportunities. Students have until the end of their 11th grade year to make the decision to add this course to their permanent high school transcript. Once a class is added to the high school transcript it cannot be removed.

**Students are encouraged to consult with their counselor prior to requesting a course be posted to their high school transcript. Classes can be added at any time prior to graduation. In most cases, unless a student has earned an “A” in the class most students wait to add these classes to their high school transcript until they are in grade 11.**

\*High School level classes taken prior to the 9th grade may not satisfy 4-year college minimum entrance requirements.