

2012-2013 CATALOG

# Middle School



Grades 6-8

Bellevue Big Picture School

Chinook Middle School

Highland Middle School

International School

Odle Middle School

Tillicum Middle School

Tyee Middle School

Course Descriptions



Bellevue School District

6-8 Middle School

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# *Course Description Catalog*

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2012-2013

## **Middle Schools**

Bellevue Big Picture School

Chinook Middle School

Highland Middle School

International School

Odle Middle School

Tillicum Middle School

Tyee Middle School



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Dear Students,

The challenges that you will face in college or the world of work, if that is the path that you have chosen, are ones that will require you to be collaborators, critical thinkers, problem solvers, adept communicators, knowledgeable in the use and application of technology, and flexible enough to adapt to the needs of an economy that knows no boundaries. These skills are the skills of the 21st century and the skills that employers are seeking in the work force.

I encourage you to spend time on your own and with your parents reflecting on your future goals and aspirations. There are no limits to what you can achieve if you are willing to put forth the necessary effort and focus on learning that will be needed for your success in high school. Strong performance in your classes in high school will guarantee the beginning of a wonderful journey on the path to personal accomplishment and service. We are here to support and encourage you along the way.

Sincerely,

A handwritten signature in cursive script that reads "Eva M. Collins".

Eva Collins

Interim Superintendent

## PREPARE NOW FOR YOUR FUTURE

### THE ADVANCED PLACEMENT AND INTERNATIONAL BACCALAUREATE PROGRAMS

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*The choices you make now will determine the future course of your life.* By taking college-level Advanced Placement (AP) or International Baccalaureate (IB) classes you enter a world of knowledge and a learning environment that you might not otherwise experience in high school; by taking AP or IB exams, you have the opportunity to earn credit or advanced standing at many of the nation's colleges and universities.

Advanced Placement courses are offered in all our high schools. While the availability of classes differ among the schools, in Bellevue School District we offer a total of 33 different AP courses ranging from English, US History, and Psychology to Statistics, Calculus, Biology, Chemistry, and Computer Science to Spanish Language, Music Theory and Art Portfolio. Surely, among all these offerings you can find classes that match your interests.

The International Baccalaureate Diploma Program (IB) is located at Interlake High School. The 2-year IB Diploma Program is designed to meet international standards of excellence and is typically completed by students in grades 11 and 12. IB features a comprehensive and broadly based curriculum that includes languages, social studies, science, mathematics, and electives culminating with examinations in six subject areas.

#### Why Should You Sign Up For AP or IB Courses?

The greatest benefit of AP/IB is the experience of taking academic courses in an enriched environment with classmates who, like you, are seeking intellectual challenge, are motivated to learn, and are committed to excellence. Participating in these courses is going to give you a head start on exactly the sort of work you will confront in college. You will improve your writing skills and sharpen your problem-solving techniques; develop the study habits necessary for tackling rigorous coursework; assume the responsibility of reasoning, analyzing, and understanding for yourself; and study subjects in greater depth and detail.

#### You Don't Want To Be Left Out!

Without question, more Bellevue students challenge themselves academically by enrolling in AP and IB courses than any other district in our state. In May of 2011, 2923 Bellevue students took 6464 AP exams and 4355 scores (or 67%) of those exams were worthy of college credit (i.e., 3 or above). Ten years ago, in May 2001, 870 students took AP exams, so more than 3 times as many students in 2011.

#### What Are The Requirements?

AP/IB courses are challenging courses; however, we offer just the classes you need in order to be well prepared. In this Course Catalog you will find a flowchart for each content area that describes a recommended course sequence leading up to AP and IB courses. Other than that, the only requirements for becoming an AP/IB student are a curiosity about the subject you plan to study and the willingness to work hard.

#### AP/IB Enrollment for 2011-2012

Enrollments in AP/IB courses have reached more than 8514 this year! More than 76% of all our juniors and seniors and 62% of our 10th graders are currently enrolled in one or more AP/IB course. Ninety percent of our students will graduate in June with at least one AP or IB course on their transcript.

#### Want To Learn More About Advanced Placement or the International Baccalaureate Program?

For more information about either of these programs you can check with your school counselor. Additional information may also be found online at:

**Advanced Placement:** <http://www.collegeboard.com/student/testing/ap/about.html>

**International Baccalaureate:** <http://www.ibo.org/>

## General Information

This course guide gives you information about all courses that may be offered in Bellevue's middle schools. Students are to enroll in and maintain a full 7-period schedule throughout the middle school years. We hope this guide will answer all of your questions as you decide what middle school courses to register for next year. The courses in this guide will be offered next year only if enough students register this spring to fill a class, so, it is very important that you think carefully about your choices now so that the courses you want will be available next year. If you cannot find the answers you need, or if you would like to have individual help in planning your program, please contact an administrator or counselor at your school.

**Chinook Middle School.....(425) 456-6300**

**Highland Middle School.....(425) 456-6400**

**Odle Middle School.....(425) 456-6600**

**Tillicum Middle School.....(425) 456-6700**

**Tyee Middle School.....(425) 456-6800**

The Big Picture School and International School, alternative programs, serve students grades 6-12. These schools may package courses under different names, may integrate and combine courses, and may change the sequence of courses, but its curriculum will still satisfy the same basic requirements as other district courses. Please call the school directly if you are interested in information.

**Big Picture School.....(425) 456-7800**

**International School (grades 6-12).....(425) 456-6500**

### INFORMATION FOR MIDDLE SCHOOL STUDENTS

Middle school requirements are explained on the following pages. Use the planning sheets to map out your three-year middle school plan for the required 7-period day. We also encourage you to think ahead about the sequence of courses you might want to take in high school. This way you will know what courses to choose in middle school to be prepared for the high school courses that interest you.

#### MIDDLE SCHOOL COURSE REQUIREMENTS

- Three years of Language Arts and Social Studies taken in 6th, 7th, and 8th grade. These classes may be offered during two separate periods or as a two-period block.
- Three years of Mathematics taken in 6th, 7th, and 8th grade.
- Three years of Science taken in 6th, 7th, and 8th grade.
- Three semesters of Physical Education (one semester taken in 6th, 7th, and 8th grade).
- One semester of Health taken in 7th grade.
- One semester of Career and Technical Education.
- Two semesters of Performing and Visual Arts (Dance, Music, Theatre Arts, Visual Arts) taken in 6th, 7th, or 8th grade.
- Up to three years of assigned Reading Lab 1 or Reading Lab 2 if past performance indicates that the student needs to improve his/her reading skills and comprehension. Students who demonstrate proficiency in reading are not required to register for any reading courses.

The MIDDLE SCHOOL - THREE-YEAR EDUCATION PLANNING WORKSHEETS and LOOKING AHEAD TO HIGH SCHOOL information are found on pages 8, 9, and 10.

#### HIGH SCHOOL CREDIT FOR COURSES TAKEN IN MIDDLE SCHOOL

District policy allows students to receive high-school credit for some middle school courses.

- High school credit for designated middle school courses may be requested once the student is in high school by completing the high school credit for middle school course request form. The request can then be made at any time up to the point a student graduates from high school, though it is strongly recommended this request be made prior to the end of a student's junior year. Please note that once the grades are recorded on the high school transcript the grade and credit cannot be removed and are included in the computation of the student's grade point average.
- If you have questions about this, please see a counselor at your high school.
- For courses with an end-of-course (EOC) exam that serves as a High School Performance Exam (HSPE) required for graduation, students will take the EOC while enrolled in the middle school course. Passage of the exam is unrelated to credit and grade transfer.

#### MIDDLE SCHOOL GRADING: REPORTING STUDENT PROGRESS

Teachers will provide to parents a written report of each student's progress at the end of the quarter. The student's work and study habits and academic progress will be reported. Letter grades will be provided for all students.

In the interval between the quarterly reports, interim progress reports of a student's outstanding or inadequate progress may be provided to parents. At a minimum, an interim progress report is required when a student's achievement in a subject is known by the teacher to be unsatisfactory (failing) during the second quarter of a semester. This report will be issued as early in the quarter as practicable to allow the student time to improve before the end of the semester. In addition, parents/guardians and students are able to access attendance, discipline and grade reports online throughout the year on the district's Parent Internet Viewer (PIV).

#### STUDENTS HELD ACCOUNTABLE FOR THEIR MIDDLE SCHOOL PERFORMANCE

##### *Successful Completion of Middle School Coursework Expected*

Successful completion of middle school occurs when a student meets the academic expectations of the required program. Students who experience difficulty in doing this will be assigned to Tutorial and/or placed in an academic support course that runs either during the school day, after school, or in the summer so that they can receive additional assistance and help in achieving academic success. (See below for further information on Tutorial and Academic Support).

### TUTORIAL

In every middle school, a 30-minute tutorial is available Monday, Tuesday, Thursday, and Friday at the end of the school day. A teacher may require attendance at the tutorial or attendance may be parent or student initiated.

### ACADEMIC SUPPORT PROGRAM

The intent of Academic Support is to provide targeted, structured intervention to students who need ongoing support to succeed in language arts, social studies, mathematics, and science courses. The design of Academic Support will be determined by the school. Academic Support could take the form of in-class support during the period when the student is having difficulty, after-school support, and/or a summer school program to prepare the student for the following year. Every school designs its own Academic Support program allocating available resources (staffing, building budget, Title I funds, etc.) to the areas of need.

### COUNSELING PROGRAM

Students should contact a counselor if they have questions about transitions between schools, registration, course selection, interpretation and use of test results, or other requirements. Visit or call the Counseling Center to make an appointment with your counselor. Each middle school Counseling Center provides assistance in the following ways:

- Visits elementary schools prior to entry into middle school, visits each 5th grade classroom, and plans meetings with students to provide a smooth transition from elementary school to middle school
- Assists students in planning, selecting and successfully completing middle school courses that prepare them for a secondary education plan
- Works with students, parents and families on addressing personal problems that are or may be interfering with student success
- Monitors students' academic progress and develops plans to support students so that they are successful in resolving problems to do well in school and classes
- Provides a program to prepare students for an education beyond high school

## SPECIAL PROGRAMS

### THE SCIENCE ACADEMY

### THE ACADEMY OF INSTRUMENTAL MUSIC

These two academies, offered only at Odle Middle School, allow all students in grades 6, 7 and 8 to experience special, enriched curricular programs. Other Bellevue middle school students may request a "Transfer for Cause" application that will be accepted on a space-available basis. Odle students can take Academy classes throughout middle school and will receive special recognition at the completion of eighth grade.

**The Science Academy** offers two-period integrated blocks for students in grades 6, 7 and 8. This Academy provides enhanced educational opportunities and experiences in sciences such as hands-on experiential learning projects and enriched extensions to the typical middle school curriculum.

**The Academy of Instrumental Music** both enriches and recognizes students who are dedicated to high personal levels of artistic accomplishment. Academy students will extend their understanding of music through involvement in at least one of these choices:

- Attend four community music performances
- Attend four school district high school or middle school concerts
- Mentor a younger student twice a week on your primary instrument
- Participate in a local youth symphony or band
- Participate in the district honors orchestra or band
- Perform in the district Solo and Ensemble Festival
- Perform in three solo performances outside of school, for example, church performance or concerto competition audition.
- Practice twice a week during tutorial on a secondary instrument
- Take weekly private lessons on your primary instrument

Each of the Academies uses the greater Bellevue and Seattle communities as resources for student learning. Please see the course descriptions for additional information on specific course offerings.

### Prism – A Self-contained Gifted Program

Students qualify for the Prism program through a testing process in the year previous to placement. Students must meet specific entry criteria and may earn credits for high school graduation. The Prism program is located at Odle Middle School. Prism students are grouped for math, science, language arts, and social studies, and are provided with a curriculum designed to meet the needs of students with exceptionally high academic and intellectual ability. For further information about the identification process or the Prism program, please call (425) 456-4136.

## General Information

### MIDDLE SCHOOL – THREE-YEAR EDUCATIONAL PLAN

Below is an important worksheet to help you plan the courses you will take during sixth, seventh, and eighth grades. You must enroll in seven courses every year. *Use the middle school course requirements on page 6 along with the course descriptions in this book to plan your schedule.* Call your middle school for help if you need further information.

6th Grade	7th Grade	8th Grade
Honors Language Arts - 6	Honors Language Arts - 7	Honors Language Arts - 8
Honors Social Studies - 6	Honors Social Studies - 7	Honors Social Studies - 8
Mathematics	Mathematics	Mathematics
6th Grade Science	7th Grade Science	8th Grade Physics
P.E. (semester) / _____	P.E. (semester) / Health (semester)	P.E. (semester) / _____
Choose 2 semester courses or a year-long course: _____/_____ OR _____	Choose 2 semester courses or a year-long course: _____/_____ OR _____	Choose 2 semester courses or a year-long course: _____/_____ OR _____
Choose 2 semester courses or a year-long course: _____/_____ OR _____	Choose 2 semester courses or a year-long course: _____/_____ OR _____	Choose 2 semester courses or a year-long course: _____/_____ OR _____

Decisions		Required Classes
1.	Math	Determine Level
2.	Career & Tech	1 semester in 6, 7, or 8
3.	Performing/ Visual Art	2 semesters of Dance, Music, Theatre Art, Visual Art in 6, 7, or 8
4.	Reading Reading Reading:	If applicable Reading Lab 1 (1 year) Reading Lab 2 (1 year)

Big Picture School Grades 6 - 8

PLANNING WORKSHEET

6th Grade	7th Grade	8th Grade
Humanities (English and SS)	Humanities (English and SS)	Humanities (English and SS)
6th grade Math and Science	7th grade Math and Science	8th grade Math and Science
Advisory 1	Advisory 2	Advisory 3
Digital Media/Visual Art (1 year)	PE/Health 2 (1 sem) / Art Elective (1 sem)	PE/Health 3 (1 sem) / Art Elective (1 sem)
PE/Health 1 (1 year)	Choose: Spanish 1a or PE/art electives	Choose: Spanish 1b or PE/art electives

**Bellevue Big Picture School**

Bellevue Big Picture School is a secondary (6th-12th grade) school-of-choice that opened for the 2011-2012 school year. In partnership with the nationally recognized Big Picture Learning Network ([www.bigpicture.org](http://www.bigpicture.org)), five guiding principles provide the school's foundation and framework: personalization, adult-world connection, common intellectual mission, supportive partnerships, and shared leadership and responsibility. The school is uniquely structured to educate, support, and guide students from middle school through high school graduation, building bridges across the grades that lead to college success. For 2012-2013, the school will enroll 6th, 7th, 9th, and 10th graders only and phase in new grade levels each year.

Core courses are taught by teacher advisors, each of whom facilitates the academic and personal development of a small group of students over multiple school years. The curriculum is problem/project-based, integrating technology, 21st century skills, and relevant, real-world issues. High school students participate in internships with adult mentors one to two days a week, and middle school students take advantage of service learning and other community opportunities

integrated into the curriculum. Together with parents, advisors, and mentors, students create personalized learning plans that connect their interests, academic goals, and college/postsecondary plans. Beginning in sixth grade, students prepare for college and careers through campus visits, college counseling, and partnerships with local postsecondary institutions.

Middle school course of study: Humanities (English and social studies), math and science (taught as an interdisciplinary block), advisory, Spanish (beginning in 7th grade), physical education/health, and art exploratory courses.

High school course of study: Humanities (English and social studies), math and science, advisory, internships, Spanish, physical education /health, and digital media/art. 11th and 12th grade students will be able to earn college credit through Running Start courses.

For more information and application go to <http://www.bsd405.org/schools/alternative-schools-programs/bellevue-big-picture-school.aspx>

## International School Grades 6 - 8

### PLANNING WORKSHEET

6th Grade	7th Grade	8th Grade
	7th - 8th loop	
Humanities (1 year)	Humanities 2 (1 year) <i>Systems</i>	Humanities (1 year) <i>Systems in Conflict</i>
International Studies (1 year)	International Studies (1 year) <i>Systems</i>	International Studies (1 year) <i>Systems in Conflict</i>
Mathematics (1 year)	Mathematics (1 year)	Mathematics (1 year)
Science (1 year) <i>6th Grade Science</i>	Science (1 year) <i>7th Grade Science</i>	Science (1 year) <i>8th Grade Physics</i>
Fine Arts (1 year) <i>Integrated Arts OR Instrumental Music</i>	Fine Arts (1 year) <i>Visual Art OR Music</i>	Fine Arts (1 year) <i>Visual Art OR Music</i>
Physical Education (1 year)	Physical Education (1 year)	Physical Education (1 year)
World Language (1 year) <i>French 1A</i>	World Language (1 year) <i>French 1B</i>	World Language (1 year) <i>French 2</i>

### International School

International School offers continuity for the entire seven-year secondary school curriculum. Expectations for student learning are clear and students are held accountable to a high standard of individual excellence. All students complete this seven-year cycle in seven core curricular areas: Humanities (English), International Studies (social studies), Mathematics, Science, World Language, Physical Education, and Fine or Performing Arts. The curricula are integrated and interdisciplinary, thus value is placed on each of the core curricular areas. International School does not offer electives within the natural core curricula, but through an extended field of study each year

called Focus Week. In this manner, students have an opportunity to explore different electives offered through unique intensive study over their seven years at International School. International School believes in the competency of all children, therefore enrollment in the core curricula exceeds the minimum requirements to graduate in most subject areas. This seven-year study of all core subjects will provide students with the knowledge and skills required of them in the interdependent and international world where they will pursue their post-secondary education, career and dreams as adults.

LOOKING AHEAD TO HIGH SCHOOL

**GRADUATION REQUIREMENTS**

A minimum of 47 semester courses (23.5 credits) are required for high school graduation in the Bellevue School District. Each semester class is worth 0.5 credit. Specific graduation requirements are listed below.

- Students must earn a minimum of forty (40) hours of community service.
- Students must earn a minimum cumulative 2.0 grade point average (GPA) in order to receive a diploma.
- Students must meet requirements established by the State Board of Education and OSPI.

Subject	Class of 2011 and thereafter	
	Semesters	Credits
English*	8	4.0
Mathematics	6	3.0
Social Studies**	7	3.5
Lab Science	4	2.0
Career & Technical Education	2	1.0
Physical Education	4	2.0
Fine Arts (Drama, Music, Visual Art)	2	1.0
Health	1	0.5
Electives	13	6.5
<b>Total</b>	<b>47</b>	<b>23.5</b>

\*The English requirement of 4.0 credits is made up of the following courses:

- 1.0 credit Honors Freshman Composition and Literature
- 1.0 credit Honors Sophomore Composition and Literature
- 1.0 credit American Literature and Composition **OR** IB/AP Language and American Literature
- 1.0 credit Senior English, AP Senior English, **OR** IB/AP English Literature and Composition

\*\*The social studies requirement of 3.5 credits is made up of the following courses:

- 0.5 credit Foundations of World History
- 1.0 credit World History **OR** AP World History
- 1.0 credit (1 year) u.s. History **OR** AP U.S. History
- 1.0 credit Contemporary World/American Government **OR** IB History HL 2/AP American Government, AP American Government/AP Comparative Government **OR** AP American Government

## Middle School

### Photography/Video Production

- Media Technology
- Video Production

### Technology Education

- Digital Technology 1
- Digital Technology 2

### Technology Education/STEM

- Applied Technology
- Design/Engineering Technology 1 and 2
- Space, Science & Technology
- Gateway to Technology 1 and 2

## High School

1.0 Career and Technical Education (CTE) credit is a high school graduation requirement. All courses listed below will help meet this requirement. Many high school elective courses offer college credit at one or more post-secondary institutions through Tech Prep College Connections. Look for the college credit symbol next to the course description.

### Arts, A/V Technology & Communication

- Radio/Television Broadcasting\*
- Digital Video & Audio Production
- Media Production\*
- Photography
- Advanced Photography
- AP Photography
- Introduction to Graphic Communications
- Advanced Graphic Arts
- Production Graphic Communications\*
- Computer Graphics/Graphic Design
- Technical Theater

### Architecture & Construction

- Woods Technology
- Advanced Woods Technology
- Metals Technology
- Advanced Metals Technology
- Welding/Metal Fabrication\*

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

- Engineering Drafting Communication
- Advanced Engineering Drafting Communication
- Architectural Drafting
- Introduction to Engineering Design 1
- Introduction to Engineering Design 2
- Principles of Engineering 1
- Principles of Engineering 2

### Education & Training

- Teaching Academy\*

### Human Services

- Foods and Nutrition
- Advanced Foods and Nutrition
- Independent Living
- Interior Design & Housing
- Human Development

### Hospitality & Tourism

- Catering & Hospitality
- Culinary Arts/Chef Training\*
- Advanced Culinary Arts/Chef Training\*

### Health Science

- Health Sciences Careers\*

### Marketing, Sales & Service

- Marketing and Business
- Entrepreneurship
- Retail Management

### Business, Management & Administration

- Accounting
- Business Law
- Business/Personal Finance
- IB Business & Management

### Information Technology

- Intro to Computing Essentials
- Computing Essentials
- Advanced Computing Essentials
- Computer Technology
- CISCO Networking Academy\*
- Advanced CISCO – CCNP\*
- Advanced CISCO – Network Security
- Video Game and Simulation Design
- Introduction to Computer Programming
- AP Computer Science
- Special Topics in Computer Science
- Web Publishing
- IB Information Technology in a Global Society

### Agriculture, Food & Natural Resources

- Urban Environmental Horticulture
- Environmental Horticulture\*
- Floral Design & Marketing

### Transportation

- Small Gas Engines
- Automotive Maintenance
- Automotive Technology\*
- Advanced Automotive Technology\*

## Post-Secondary

College, University, Institute of Technology (2 – year, technical, 4 – year, graduate), Certificate Programs, Apprenticeships, Internships, Military.

\*Designates a WaNIC program

## Career and Technical Education

Career and Technical Education courses at the middle-school level provide students with the opportunity to begin an introductory program in technology education and/or family and consumer science education. These introductory classes provide the foundation for further elective choices in these areas.

### TECHNOLOGY EDUCATION

#### 704 APPLIED TECHNOLOGY

**Length:** 1 semester

**Prerequisite:** None

**Location:** Chinook, Highland, Tillicum, Tyee

This semester-long, hands-on, project-oriented class is a basic introduction to the history and use of technology in our society. It will incorporate an understanding of materials, where materials come from, how materials are processed and used to make the inventions and innovations that have a direct impact on our lives and the world around us. A number of technology challenges will be assigned that will be solved individually and in cooperative groups. Students will solve these problems while using hand and power equipment in a safe and proper manner while developing attitudes and habits necessary for working effectively in this environment. Participation and completion in the Applied Technology class will prepare students to be actively involved in our ever-changing society. Successful completion in Applied Technology is a prerequisite to enroll in higher-level Technology courses.

#### 705 DESIGN/ENGINEERING TECHNOLOGY 1

**Length:** 1 semester

**Prerequisite:** Applied Technology, 7th or 8th grade standing

**Location:** Chinook, Highland, Tillicum, Tyee

This hands-on, project-oriented class is a continuation of the topics introduced in the Applied Technology class. The course work is geared to open-ended problem solving during which students research, develop, build, and test solutions to a variety of technology-related topics. Basic graphic arts techniques will be used in the Design portion to visualize and present ideas as well as document the process that students follow to arrive at the solutions to problems. The Engineering segment of the class will investigate technology problems related to civil and mechanical engineering. Skills learned in this course transfer directly to other curricular areas where they may be easily applied to improve the quality of students' work.

#### 706 DESIGN/ENGINEERING TECHNOLOGY 2

**Length:** 1 semester

**Prerequisite:** Applied Technology and Design/Engineering Technology 1

**Other Info:** 7th or 8th grade standing

**Location:** Chinook

This class will allow students to utilize skills learned in previous Technology classes to expand their knowledge, attitudes and behaviors toward our society past and present. In-depth investigation into problem solving will be encouraged both as an individual and in

cooperative group settings. The opportunity will exist to research, develop, and produce more sophisticated projects that will personally challenge the students.

#### 712 GATEWAY TO TECHNOLOGY 1

**Length/Credit:** 1 semester

**Prerequisite:** Applied Technology; 7th or 8th grade standing

**Location:** Tillicum, Tyee

This activity-oriented, cutting-edge program shows students how technology is used in engineering to solve everyday problems. During the GTT 1 experience, students will gain the skills they need to develop, produce, and use products and services. In this course, students are introduced to and use the design process to solve problems and understand the influence that creative and innovative design has on our lives. Students use industry standard 3D modeling software to create a virtual image of their designs and produce a portfolio to showcase their creative solutions. Students will take their designs to the shop and build a product, and will begin to recognize the value of capturing and documenting their ideas.

#### 713 GATEWAY TO TECHNOLOGY 2

**Length/Credit:** 1 semester

**Prerequisite:** Gateway to Technology 1; 7th or 8th grade standing

**Location:** Tillicum, Tyee

This activity-oriented, cutting-edge program shows students how technology is used in engineering to solve everyday problems. GTT 2 currently consists of two instructional units that motivate students to become creative innovators. During the GTT 2 experience, students will gain the skills they need to develop, produce, and use products and services. Areas of focus could include Automation and Robotics, where students learn about and build robotic mechanisms; and Energy and the Environment, where students investigate alternative energy concepts.

#### 707 SPACE, SCIENCE AND TECHNOLOGY

**Length:** 1 semester

**Prerequisite:** 7th or 8th grade standing

**Location:** Highland

Space, Science and Technology (SST) is a class that deals with the exploration of space. SST uses activity-based space training stations (STS) that are hands-on opportunities for student use of classroom technology. Students work in cooperative learning groups that rotate through a variety of SST, which include Robotics, Aerodynamics, Electronics, Final Frontier, Geodesics, Lasers, Computer Aided Design, Space Stations, Venus Topography, Solar System, Artificial Satellites and Observing the Sun. Students will build and launch solid fuel model rockets and solder together electronic kits. New stations are added as the exciting world of space exploration evolves. NASA materials are used extensively, providing cutting-edge resources that are applied to all the STS work.

Continued on next page.

### 988 SCIENCE ACADEMY 6

**Length/Credit:** 1 year, two-period block

**Prerequisite:** 6th grade standing

**Other info:** Fulfills 1 year Science requirement /  
1 semester of Technology Education

**Location:** Odle

This Science Academy class will be offered as a two-period integrated block for 6th-grade students. Participants in this class will meet the District requirements of one year of 6th-grade Science and one semester of Technology Education. The curriculum will include the three units; Diversity of Life, Populations and Ecosystems, and Human Body Systems. Science topics will be covered in depth and with use of math and technology. Technology will be treated as a fully integrated set of tools used to promote learning. Students will use a variety of multi-media for learning and presentation, and they will regularly use the Internet for research, sharing, and communicating.

### 987 SCIENCE ACADEMY 7

**Length/Credit:** 1 year, two-period block

**Prerequisite:** 7th grade standing

**Other info:** Fulfills 1 year Science requirement /  
1 semester of Technology or Education

**Location:** Odle

This Science Academy class will be offered as a two-period integrated block for 7th-grade students. Participants in this class will meet the District requirements for one year of 7th-grade Science and one semester of Technology Education. The curriculum will include the three units, Earth in Space, Properties of Matter and Catastrophic Events, requiring mastery of science process skills including measurement and the scientific method. Science topics will be covered in depth and will make use of math and technology. Technology will be treated as a fully integrated set of tools used to promote learning. Students will use a variety of multi-media for learning and presentation, and they will regularly use the Internet for research, sharing, and communicating.

### 986 SCIENCE ACADEMY 8

**Length/Credit:** 1 year, two-period block

**Prerequisite:** 8th grade standing

**Other info:** Fulfills 1 year Science requirement /  
1 semester of Technology or Education

**Location:** Odle

This Science Academy class will be offered as a two-period integrated block for 8th-grade students. Participants in this class will meet the District requirements for one year of 8th-grade Physics and one semester of Technology or Education. Students will study physics as described in course number 403. Science topics will be covered in depth and will make use of math and technology. Technology will be treated as a fully integrated set of tools used to promote learning. Students will use a variety of multi-media for learning and presentation, and they will regularly use the Internet for research, sharing, and communicating.

### 708 MEDIA TECHNOLOGY

**Length:** 1 semester

**Prerequisite:** 7th or 8th grade standing at Tyee

**Location:** Tyee, Tillicum

This class is for students interested in exploring production technique associated with graphic arts, web, photography, and videography (including traditional drafting/drawing and graphic design). Media Technology will explore aspects of computer-generated publishing, image manipulation, advertisement, video production, and video editing in incorporating technology for use with a variety of products and academic areas. The students will work in groups and individually to create a portfolio demonstrating their achievements in understanding processes of the media used, and creative techniques for future application in school, business or personal use.

### 789 VIDEO PRODUCTION

**Length:** 1 semester

**Prerequisite:** 7th or 8th grade standing

**Location:** Chinook, Highland, Odle, Tyee, Tillicum

This class introduces the basics of video production utilizing a personal camcorder and video editing software. Students study video technologies, basic equipment operation, video composition, basic lighting and audio production planning, and visual storytelling. Students work in groups to create video projects utilizing post-production editing. Students will study the film of leading directors and become knowledgeable of the history of film. The student will become aware of assorted multimedia tools that could be used to enhance future educational or work-related projects and presentations. Oral or written evaluations of work will be expected on a regular basis.

### 973 VIDEO PRODUCTION 2

**Length:** 1 semester

**Prerequisite:** 789 Video Production

**Location:** Odle

The students will work as a team to increase their communication, photography, editing, and computer skills. Each team will film a variety of school events and edit all footage in final videos to be shared with their school. Technical skills will focus on camera programs, shutter speed, lens filters and adjustments, importing and exporting video, creating and importing sounds, importing analog and still shots into video.

### 709 DIGITAL TECHNOLOGY I

**Length:** 1 semester

**Prerequisite:** None

**Location:** Chinook, Highland, Odle, Tillicum, Tyee

This course provides students with skills in the appropriate use of word processing, spreadsheet, presentation, and desktop publishing software. Work will emphasize understanding of computer systems and networks, Internet research strategies, data security and safety in the world-wide-web (www) and proper keyboarding techniques. This course provides a foundation of skills that are used in both personal and classroom computer-based activities.

### 711 DIGITAL TECHNOLOGY II

**Length:** 1 semester  
**Prerequisite:** All Schools: 7th or 8th grade standing  
Chinook, Odle, Tyee: Digital Technology I  
Tillicum: Digital Technology I or Media Technology  
**Location:** Chinook, Odle, Tillicum, Tyee

This course provides students with experience in the vast array of digital technology. Course topics include advanced topics in word-processing, spreadsheet, presentation and desktop publishing; computer graphics, animation and 3D modeling; web development; computer hardware and software; networking; and information management and programming. Students will work in groups, and individually, to create a portfolio demonstrating their achievements.

### 942 FOCUS WEEK

**Length:** 1 week/No Credit  
**Prerequisite:** None  
**Location:** International

Students will participate in a one week Career & Technical Education experience every year of middle school. Each Focus Week activity will provide instruction in work skills in one or more of the following areas: industrial arts, home and family life education, business and office education, agricultural education, health occupations education, vocational education, trade and industrial education, technical education and career education. Students will have access to quality work experiences, develop strong relationships with adults and cultivate relationships with students outside of their normal social group in a stimulating environment outside of the regular curriculum and classroom.

### 931 ADVISORY 1

**Length/Credit:** 1 year  
**Prerequisite:** None  
**Other info:** Required for all 6th grade students at Big Picture  
**Location:** Bellevue Big Picture

This course is designed to aid students in their exploration of college, career, and community. Students will participate in a variety of activities focused on student leadership, advocacy, diversity, and respect. Students will increase their awareness of college programs and careers by researching educational pathways, exploring their interests, hearing from guest speakers, and visiting local campuses/businesses. Students will also participate in service learning and interdisciplinary projects connecting their academic classes to the community. They will learn to collaborate, communicate, research, and solve problems. Students will present their digital portfolios and project work at exhibitions held throughout the year. In addition, they will participate in student-led conferences and contribute to the development of their personalized learning plan and goals.

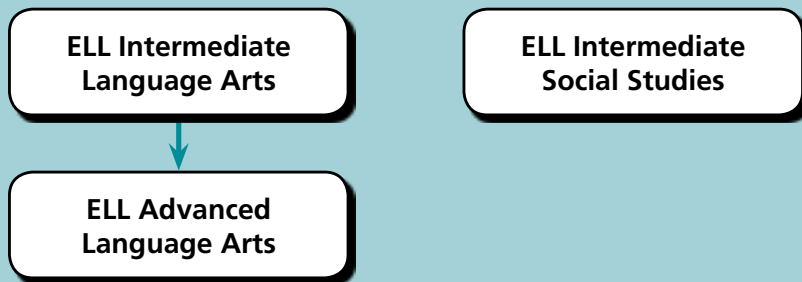
### 932 ADVISORY 2

**Length/Credit:** 1 year  
**Prerequisite:** None  
**Other info:** Required for all 7th grade students at Big Picture  
**Location:** Bellevue Big Picture

This course is designed to aid students in their exploration of college, career, and community. Students will participate in a variety of activities focused on student leadership, advocacy, diversity, and respect. Students will increase their awareness of college programs and careers by researching educational pathways, exploring their interests, hearing from guest speakers, and visiting local campuses/businesses. Students will also participate in service learning and interdisciplinary projects connecting their academic classes to the community. They will learn to collaborate, communicate, research, and solve problems. Students will present their digital portfolios and project work at exhibitions held throughout the year. In addition, they will participate in student-led conferences and contribute to the development of their personalized learning plan and goals.

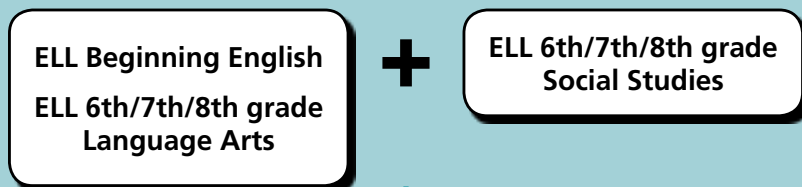


### Chinook Middle School/Tillicum Middle School



### Highland Middle School

#### Beginning Level ELLs



#### Intermediate/Advanced Level ELLs



## English Language Learner (ELL) Program

The English Language Learner (ELL) Program is a district program that provides English language instruction and support to speakers of other languages. The goal of the program is to prepare students for meaningful and successful participation in mainstream classes. All courses provide students with opportunities to develop English competency in listening, speaking, reading, and writing and include content aligned with the Bellevue School District curriculum in Language Arts and Social Studies.

### CHINOOK MIDDLE SCHOOL / TILlicum MIDDLE SCHOOL TYPICAL ELL STUDENT SCHEDULE

TIME	COURSE TITLES
<b>Intermediate Level Students</b>	
2 period block	Intermediate ELL Language Arts (7th grade curriculum)
1 period	Intermediate ELL Social Studies (7th grade curriculum)
4 periods	Mainstream Subjects May Include: Math, Science, Physical Education, Reading, Others.
<b>Advanced Level Students</b>	
1 period	Advanced ELL Language Arts (8th grade curriculum)
6 periods	Mainstream Subjects May Include: Math, Science, Physical Education, Reading, Social Studies, Others.

#### **552 ELL INTERMEDIATE LANGUAGE ARTS**

**Length/Credit:** 1 year

**Prerequisite:** Intermediate ELL Designation

**Location:** Chinook, Tillicum depending on enrollment

This 2 period course is designed to parallel the 7th grade Language Arts course offered in the mainstream. Students will work with Springboard Level II with the scaffolding necessary for an Intermediate English Language Learner. An additional emphasis is placed on learning the structure of the English language as well as the forms of writing necessary for success in mainstream Language Arts classes.

#### **557 ELL ADVANCED LANGUAGE ARTS**

**Length/Credit:** 1 year

**Prerequisite:** Advanced ELL Designation

**Location:** Chinook, Tillicum depending on enrollment

This course is designed to parallel the 8th grade Language Arts course offered in the mainstream. Students will work with Springboard Level III with the scaffolding necessary for an Advanced English Language Learner. An additional emphasis is placed on learning the structure of the English language as well as the forms of writing necessary for success in mainstream Language Arts classes.

#### **555 ELL INTERMEDIATE SOCIAL STUDIES**

**Length/Credit:** 1 year

**Prerequisite:** Intermediate ELL Designation

**Location:** Chinook, Tillicum depending on enrollment

The content of this course parallels the 7th grade Social Studies course that is taught in the mainstream, with the scaffolding necessary for an Intermediate level English Language Learner. Areas of study include: the geography and cultures of the Middle East, Africa, India, and China. This course also covers Washington State Geography and Economics. A special emphasis is placed on developing the reading, writing, research, and study skills necessary to be successful in mainstream Social Studies classes.

### HIGHLAND MIDDLE SCHOOL TYPICAL ELL STUDENT SCHEDULE

TIME	COURSE TITLES
<b>Beginning Level Students</b>	
1 period	ELL Beginning English
1 period	6th/7th/8th grade ELL Language Arts
1 period	6th/7th/8th grade ELL Social Studies
4 periods	Mainstream Subjects May Include: Math, Science, Computers, Physical Education, Others.
<b>Intermediate Level Students</b>	
1 period	6th/7th/8th grade ELL Language Arts
1 period	6th/7th/8th grade ELL Social Studies
5 periods	Mainstream Subjects May Include: Math, Science, Physical Education, Reading, Others.
<b>Advanced Level Students</b>	
1 period	6th/7th/8th grade ELL Language Arts
1 period	6th/7th/8th grade ELL Social Studies
5 periods	6th/7th/8th grade ELL Social Studies Mainstream Subjects May Include: Math, Science, Physical Education, Reading, Others.

#### **550 ELL BEGINNING ENGLISH**

**Length/Credit:** 1 year

**Prerequisite:** Beginning ELL Designation

**Location:** Highland

This course is designed to develop students' oral language abilities and basic literacy skills, using the Milestones Level A ELL curriculum. Students develop oral and written competence in understanding and generating simple sentences, questions, and commands. The students develop a strong vocabulary base of nouns, verbs, and adjectives. Additionally, the course introduces students to the phonetic sounds of the English language and basic English grammar.

*Continued on next page.*

### **558 ELL 6TH GRADE LANGUAGE ARTS**

**Length/Credit:** 1 year

**Prerequisite:** 6th grade ELL Designation

**Location:** Highland

This course is designed to parallel the 6th grade Language Arts mainstream course, which examines the theme of CHANGE. Students will work with Springboard Level I with the scaffolding necessary for an English Language Learner. An additional emphasis is placed on learning the structure of the English language as well as the forms of writing necessary for success in mainstream Language Arts classes.

### **559 ELL 7TH GRADE LANGUAGE ARTS**

**Length/Credit:** 1 year

**Prerequisite:** 7th grade ELL Designation

**Location:** Highland

This course is designed to parallel the 7th grade Language Arts mainstream course, which examines the theme of CHOICE. Students will work with Springboard Level II with the scaffolding necessary for an English Language Learner. An additional emphasis is placed on learning the structure of the English language as well as the forms of writing necessary for success in mainstream Language Arts classes.

### **560 ELL 8TH GRADE LANGUAGE ARTS**

**Length/Credit:** 1 year

**Prerequisite:** 8th grade ELL Designation

**Location:** Highland

This course is designed to parallel the 8th grade Language Arts mainstream course, which examines the theme of CHALLENGE. Students will work with Springboard Level III with the scaffolding necessary for an English Language Learner. An additional emphasis is placed on learning the structure of the English language as well as the forms of writing necessary for success in mainstream Language Arts classes.

### **561 ELL 6TH GRADE SOCIAL STUDIES**

**Length/Credit:** 1 year

**Prerequisite:** 6th grade ELL Designation

**Location:** Highland

The content of this course parallels the 6th grade Social Studies course that is taught in the mainstream, with the scaffolding necessary for an English Language Learner. Areas of study include: the geography and cultures of Europe, Mexico, South America, Central America, and the Caribbean. A special emphasis is placed on developing the reading, writing, research, and study skills necessary to be successful in mainstream Social Studies classes.

### **562 ELL 7TH GRADE SOCIAL STUDIES**

**Length/Credit:** 1 year

**Prerequisite:** 7th grade ELL Designation

**Location:** Highland

The content of this course parallels the 7th grade Social Studies course that is taught in the mainstream, with the scaffolding necessary for an English Language Learner. Areas of study include: the geography and cultures of the Middle East, Africa, India, and China. This course also covers Washington State Geography and Economics. A special emphasis is placed on developing the reading, writing, research, and study skills necessary to be successful in mainstream Social Studies classes.

### **563 ELL 8TH GRADE SOCIAL STUDIES**

**Length/Credit:** 1 year

**Prerequisite:** 8th grade ELL Designation

**Location:** Highland

The content of this course parallels the 8th grade Social Studies course that is taught in the mainstream, with the scaffolding necessary for an English Language Learner. Areas of study include: European exploration and colonization, the American Revolution, the founding of the American government, First Americans, expansion and reform, and the Civil War. This course also covers Washington State History. A special emphasis is placed on developing the reading, writing, research, and study skills necessary to be successful in mainstream Social Studies classes.

# 2012-2013 Course Sequence Grades 6-12

Each course one year unless otherwise identified

## ENGLISH LANGUAGE ARTS



### Middle School

*Reading Lab 1: assigned if student has teacher recommendation and/or scored at level 1 of 4th grade state assessment.*

**Reading Lab 1**

**\*Reading Lab 2**

grades 6, 7, 8 – 1 year

*\*will be assigned based on teacher recommendation and/or scored below standard of 4th grade assessment.*

**Honors 6th Grade  
Language Arts**

**Honors 7th Grade  
Language Arts**

**Honors 8th Grade  
Language Arts**

### M.S. Electives

**Reading:  
PSAT/SAT Prep**

1 semester (recommended for 8th graders)

**Book Club**

grades 6, 7, 8 – 1 semester

**Debate I and II**

grades 7, 8 – 1 semester

### High School

**Honors Freshman  
Composition & Literature**  
grade 9

**Honors Sophomore  
Composition & Literature**  
grade 10

**American Literature  
& Composition**  
grade 11

**AP Language  
& Composition**  
grade 11

**IB English HL 1/  
AP Language**  
grade 11

**12th Grade  
AP Language  
& Composition**  
grade 12

**Senior  
English**  
grade 12

**AP Literature &  
Composition**  
grade 12

**IB English HL 2/  
AP Literature**  
grade 12

### English Language Arts

#### ENGLISH LANGUAGE ARTS MIDDLE SCHOOL

##### 002 HONORS 6TH GRADE LANGUAGE ARTS

**Length/Credit:** 1 year

**Prerequisite:** 6th grade standing

**Other info:** None

**Location:** Big Picture, Chinook, Highland, Odle, Tillicum, Tye

6th Grade Honors Language Arts is aligned with the Common Core State Standards which include College and Career Readiness standards. Reading, writing, speaking, listening, and collaborative strategies are used purposefully to build knowledge and skills and to help students become independent readers, writers, and thinkers as they continue to progressively build the skills necessary for academic success in middle school. The primary goals of the course are to foster independent learning, encourage in-depth exploration of the content, and develop academic habits of mind. Outside and summer reading are required.

##### 004 HONORS 7TH GRADE LANGUAGE ARTS

**Length/Credit:** 1 year

**Prerequisite:** 7th grade standing

**Other info:** None

**Location:** Big Picture, Chinook, Highland, Odle, Tillicum, Tye

7th Grade Honors Language Arts is aligned with the Common Core State Standards which include College and Career Readiness standards. Reading, writing, speaking, listening, and collaborative strategies are used purposefully to build knowledge and skills and to help students become independent readers, writers, and thinkers as they continue to progressively build the skills necessary for academic success. The primary goals of the course are to foster independent learning, encourage in-depth exploration of the content, and develop academic habits of mind. Outside and summer reading are required.

##### 006 HONORS 8TH GRADE LANGUAGE ARTS

**Length/Credit:** 1 year

**Prerequisite:** 8th grade standing

**Other Info:** None

**Location:** Chinook, Highland, Odle, Tillicum, Tye

8th Grade Honors Language Arts is aligned with the Common Core State Standards which include College and Career Readiness standards. Reading, writing, speaking, listening, and collaborative strategies are used purposefully to build knowledge and skills and to help students become independent readers, writers, and thinkers as they transition into high school. The primary goals of the course are to foster independent learning, encourage in-depth exploration of the content, and develop academic habits of mind. Outside and summer reading are required.

##### 015 HONORS 6TH GRADE HUMANITIES

**Length/Credit:** 1 year

**Prerequisite:** 6th grade standing

**Location:** International

This course examines the theme of CHOICE. Students are introduced to the concept of choice and the consequences of those choices through analytical study of a variety of texts. Students will write in a variety of modes including expository, narrative, persuasive writing, and literary analysis. Students will develop skills in critical reading, reflection, revision, collaboration and oral communication. The primary goals of the course are to foster independent learning, encourage in-depth exploration of the content, and develop academic habits of mind. Outside and summer reading are required.

##### 016 HONORS 7/8TH GRADE HUMANITIES/SYSTEMS

**Length/Credit:** 1 year

**Prerequisite:** 7th or 8th grade standing

**Other info:** 7th and 8th graders study Humanities in a two-year loop

**Location:** International

This course examines themes associated with social and political systems as well structures of power, and techniques of persuasion and propaganda in novels, poetry, short stories, and various media (video, music, advertising). Objectives in the seventh and eighth grade loop are that students move from literal to critical thinking, write an effective body paragraph and understand the basic purpose of analytical writing. Students are exposed to close and critical reading strategies and are challenged to develop organizational skills and academic habits of mind. Students will also develop skills in collaboration and communication. Students are required to complete summer and outside reading.

##### 017 HONORS 7/8TH GRADE HUMANITIES/SYSTEMS IN CONFLICT

**Length/Credit:** 1 year

**Prerequisite:** 7th or 8th grade standing

**Other info:** 7th and 8th graders study Humanities in a two-year loop

**Location:** International

This course examines themes associated with coming of age on a personal, as well as political/social level in novels, poetry, short stories, and various media (video, music,). Objectives in the seventh and eighth grade loop are that students move from literal to critical thinking, write an effective body paragraph and understand the basic purpose of analytical writing. Students are exposed to close and critical reading strategies and are challenged to develop organizational skills and academic habits of mind. Students will also develop skills in collaboration and communication. Students are required to complete summer and outside reading.

### DEBATE

#### **066 DEBATE I**

**Length/Credit:** 1 semester

**Prerequisite:** 7th or 8th grade standing

**Location:** Chinook, Highland, Odle, Tillicum, Tye

This course focuses on the qualities of strong public speaking. Students will create speeches to inform and persuade. Students will use necessary research skills to select, research, and construct an argument about controversial issues. Students will practice the language of argumentation and the structure and procedure of formal debate.

#### **067 DEBATE II**

**Length/Credit:** 1 semester

**Prerequisite:** 7th or 8th grade standing

**Location:** Odle, Tillicum

This course focuses continuing the development of the qualities of strong public speaking. Students will create speeches to inform and persuade. Students will use necessary research skills to select, research, and construct an argument about controversial issues. Students will practice the language of argumentation and the structure and procedure of formal debate.

### MIDDLE SCHOOL READING

#### **007 READING LAB 1**

**Length/Credit:** 1 year

**Prerequisite:** None

**Other Info:** This class will be assigned to students who scored at level 1 of the most recent State Assessment; teacher assessment will also be used to determine placement in this class.

**Location:** Chinook, Highland, International, Odle, Tillicum, Tye

Students will receive specific and intensive instruction in order to improve reading comprehension, fluency, vocabulary, and ability to read a variety of materials. Students will learn and practice a variety of specific reading strategies that they can use when reading fiction and non-fiction texts.

#### **008 READING LAB 2**

**Length/Credit:** 1 year

**Prerequisite:** None

**Other Info:** This class will be assigned to students who scored below standard on the most recent State Assessment (level 2) and who are identified by teacher assessment procedures as needing this class. It will also be open to any student who wishes to choose it as an elective class.

**Location:** Chinook, Highland, Odle, Tillicum, Tye

Students will learn specific and efficient fiction and non-fiction reading strategies and organizational skills that will support academic success in middle school. Students will study and apply critical

thinking to analyze and summarize a variety of reading text. This class focuses on the State's "Essential Academic Learning Requirements" for reading that are measured on the State Assessments.

#### **014 READING BLOCK**

**Length/Credit:** 1 year

**Prerequisite:** None

**Other Info:** This class will be assigned to students who scored at level 1 on the most recent State Assessment. Teacher assessment will also be used to determine placement in this class.

**Location:** Highland, Odle

This two period course provides specific and intensive instruction in order to improve reading decoding, comprehension, fluency, vocabulary and ability to read a variety of materials.

#### **009 BOOK CLUB**

**Length/Credit:** 1 semester

**Prerequisite:** None

**Location:** Chinook, Highland, Odle

Book Club is a semester long course designed for students who want to spend more time reading, discussing books, and exploring titles and genres that are new to them. All levels of readers are invited to join Book Club where the teacher facilitates small group discussions, offers reading instruction for all levels of readers, and supports students as they individually explore their personal interests.

#### **010 READING: PSAT/SAT PREP**

**Length/Credit:** 1 semester

**Prerequisite:** Tillicum: 8th grade standing, 7th grade permission only  
Tye: 7th/8th grade standing

**Location:** Tillicum, Tye

Students will become acquainted with the verbal sections of the PSAT/SAT by studying the format of the test and strategies for test-taking. Tips for sentence completion and critical reading will be practiced. Grammar skills will be taught to improve performance on the writing section of the tests. SAT-identified vocabulary study is emphasized through creative activities and projects related to prefixes, suffixes, word history, and word roots. Highly recommended for 8th graders; not recommended for 6th graders.

### Performing and Visual Arts

Through the study and practice of the arts, students employ sound, image, action, and movement to learn to solve problems, make decisions, think creatively, and use imagination. This process not only leads to deeper understanding of one's own work and that of others in the arts, but also develops skills which are highly sought after in the world of work.

#### **THEATRE ARTS**

Beginning Drama  
Advanced Drama  
Acting for TV and Film  
Performing Shakespeare (Tillicum only)  
Theatre Arts (Odle only)

#### **MUSIC**

Entry Choir  
Intermediate Choir  
Advanced Choir  
Boys Choir  
Entry Band  
Intermediate Band  
Advanced Band  
Orchestra I  
Orchestra II  
Orchestra III  
Academy Band (Odle only)  
Academy Orchestra (Odle only)  
Integrated Arts (International only)

#### **VISUAL ART**

Art Exploration  
Studio Art  
Art Around the World  
Ceramics  
Art and Design 7/8 (International only)

#### **DANCE**

Dance  
Dance Performance



## Middle School

### Unique Electives

**Performing Shakespeare**  
1 semester  
Tillicum

**Beginning Drama**  
1 semester  
Fulfills MS Fine Arts requirement

### Dance

**Dance**  
1 semester  
Fulfills MS Fine Arts requirement  
Highland, Odle, Tillicum, Tye

**Theatre Arts**  
1 year  
Fulfills MS Fine Arts requirement  
Odle

**Advanced Drama**  
1 semester  
Fulfills MS Fine Arts requirement

**Acting for TV and Film**  
1 semester  
Fulfills MS Fine Arts requirement

**Dance Performance**  
1 year  
Fulfills MS Fine Arts requirement  
Odle

## High School

### High School Electives

**Technical Theater**  
1.0 credit  
Fulfills HS Fine Arts requirement

**Theatre Production**  
0.5 credit  
Fulfills 0.5 HS Fine Arts requirement

**Theatre Workshop**  
0.5 credit  
Fulfills 0.5 HS Fine Arts requirement

### Unique Electives

**Studio Workshop**  
0.5 credit  
Fulfills 0.5 HS Fine Arts requirement  
Bellevue, Newport

**Introduction to Dance**  
1 semester  
Bellevue, Interlake, Sammamish

**Dance Performance**  
1 semester / 1 year  
Sammamish

### Unique Elective

**IB Theatre Arts**  
1 credit  
Interlake only

**Acting Workshop**  
0.5 credit  
Fulfills 0.5 HS Fine Arts requirement

**Honors Acting Workshop**

### Theatre Arts

#### PERFORMING ARTS: THEATRE

##### 101 BEGINNING DRAMA

**Length/Credit:** 1 semester

**Prerequisite:** None

**Other Info:** Fulfills 0.5 middle school fine arts requirement

**Location:** Big Picture, Chinook, Highland, Odle, Tillicum, Tye

This is a beginning course in which students engage in creative theatre exercises to develop imagination, observation, and concentration. Students also condition their bodies and voices to be flexible, coordinated, and expressive. Students are introduced to drama through activities such as improvisation, pantomime, storytelling, characterization, stage directions, and vocal projection. This course includes the basic elements of dramatic production.

##### 102 ADVANCED DRAMA

**Length/Credit:** 1 semester (may be repeated)

**Prerequisite:** Successful completion of Beginning Drama or by permission of instructor

**Other Info:** Fulfills 0.5 middle school fine arts requirement

**Location:** Chinook, Tillicum, Tye

This is a more advanced theatre course where students will engage in-depth character development, voice work, and movement. They will experience many opportunities for in-class performances which may include the following: scenes and monologues, pantomime, puppet performances, radio plays, children's plays, Shakespeare and other playwrights, and reader's theatre. They will continue to advance the development of their imagination, observation, and concentration skills as they perform and work with classmates. This is a collaborative class that is both challenging to the actor and fun for everyone.

##### 103 ACTING FOR TV AND FILM

**Length/Credit:** 1 semester (may be repeated)

**Prerequisite:** Successful completion of Beginning Drama or by permission of instructor

**Other Info:** Fulfills 0.5 middle school fine arts requirement

**Location:** Odle

Students will learn about, perform, and produce cinematic elements within the confines of the small screen. They will learn cinematic and television video recording techniques such as: proper angles, horizons, levels, and framing/zooming; how to create interesting and dynamic characters that have subtlety for the camera; they will learn about the differences between the stage actor and the TV/film actor, and what techniques are unique to the medium.

##### 113 PERFORMING SHAKESPEARE

**Length/Credit:** 1 semester

**Prerequisite:** None

**Location:** Tillicum

The purpose of this on your feet class is to expose students to Shakespeare's work. This class enables students to hear the words, explore

the meaning, and to experiment with the delivery of his prose and verse. Students will speak the language and communicate the objectives of the characters. This would be an excellent class to support a greater understanding of Shakespeare prior to student's study of Shakespeare's work in high school.

##### 990 THEATRE ARTS

**Length/Credit:** 1 year (may be repeated)

**Prerequisite:** Successful completion of Beginning Drama or by permission of instructor

**Other Info:** Fulfills middle school fine arts requirement

**Location:** Odle

Students will form a performing ensemble that explores different aspects of theater production for the serious performer. Projects may include group, individual participation, rehearsals, and memorization. Activities may focus on advanced skills of pantomime, story theater, puppetry, improvisation, and play performances. Units cover role scoring, advanced observation, characterizations, play production, period pieces, humorous and serious scene study, audition techniques, theatre history and dramatic criticism. The students may learn from area theater professionals and attend field trip performances at local theatres.

#### PERFORMING ARTS: DANCE

##### 991 DANCE

**Length/Credit:** 1 semester (can be repeated for credit)

**Prerequisite:** None

**Other Info:** Fulfills 0.5 middle school fine arts requirement  
May not replace required 6th, 7th, or 8th grade Physical Education

**Location:** Odle, Tye

This class is designed for students at all grade levels and levels of ability. Emphasis will be on rhythmic activities and a variety of dance styles designed to improve strength, flexibility, agility and cardio-respiratory endurance.

##### 992 DANCE PERFORMANCE

**Length/Credit:** 1 year (can be repeated for credit)

**Prerequisite:** None

**Other Info:** Fulfills 1.0 fine arts requirement

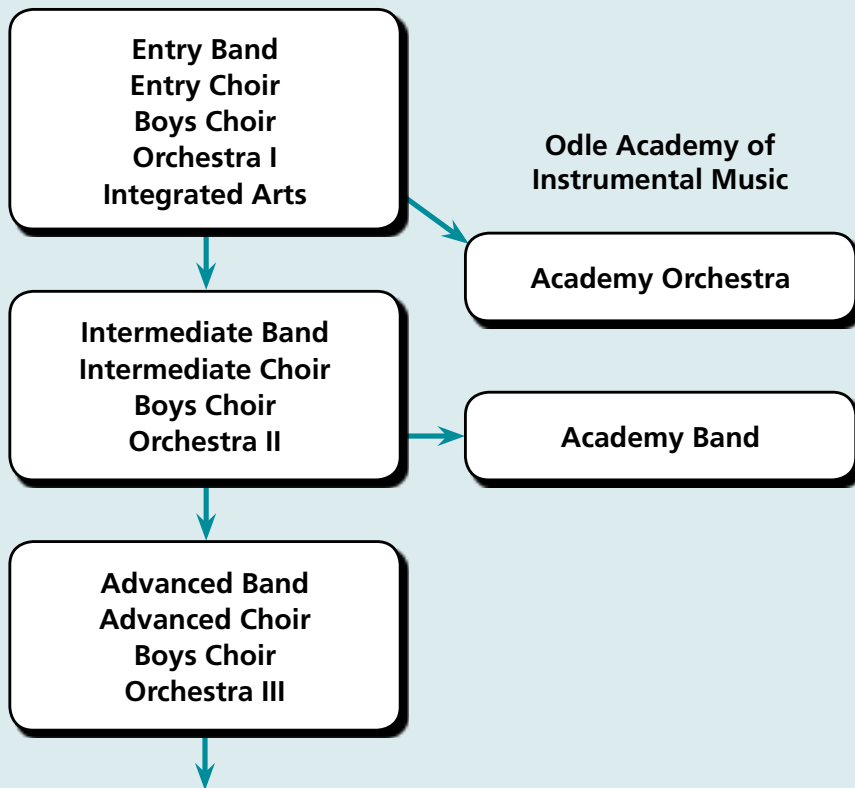
**Location:** Odle

This performance-based academy class for the students who has had some prior dance instruction will develop a broad understanding and appreciation of the origins and development of dance styles such as ballet, jazz, lyrical, modern, ballroom, and hip hop. Students of dance styles will develop a range of movement techniques and a repertoire of dances that will be performed throughout the school year. In addition to teacher choreography, there will also be a focus on independent student choreography (at the teacher's discretion). Students will develop the ability to manipulate the elements of the form such as shape, space, time, and motion.



## Middle School

*each course is one year, except where indicated  
all courses fulfill the Fine Arts requirement*

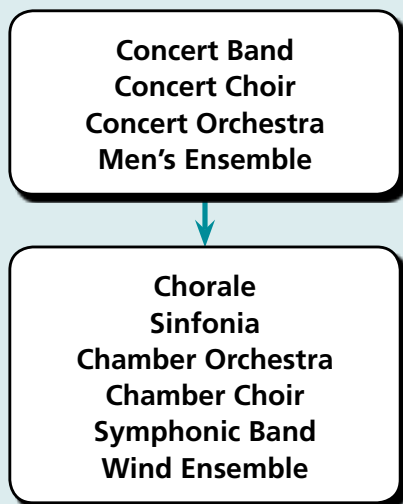


## High School

*each course one year, except where indicated*

### Additional Electives

- **Basic Piano** (0.5 credit)
- **Adv. Piano** (0.5 credit)
- **Basic Guitar** (0.5 credit)
- **Adv. Guitar** (0.5 credit)
- **AP Music Theory**
- **Composing Music with Technology 1 & 2** (0.5 credit)
- **Percussion Ensemble**
- **IB Music HL1 and HL2**



### Performance Ensembles

- **Jazz Band**
- **Vocal Jazz Ensemble**

*Jazz classes meet outside the school day (0 period) and require enrollment in a primary performance ensemble.*

*IB music and performance ensembles (band, orchestra, choir) can be repeated for credit.*

*A Full Orchestra (winds, percussion, strings) opportunity will be offered as part of the high school orchestra experience when teacher and student schedules allow (i.e. band and orchestra schedule in the same period).*

**IB** – International Baccalaureate (at IHS only)      **AP** – Advanced Placement

### Music

All courses are yearlong and fulfill the middle school fine arts requirement.

#### 149 INTEGRATED ARTS

**Length/Credit:** 1 year

**Prerequisite:** 6th grade standing

**Location:** International

Students will study a combination of music and visual art concepts emphasizing the similarities and differences between the two disciplines. Students will focus on a wide range of materials and processes stressing quality and self expression.

#### 125 ENTRY CHOIR

**Length/Credit:** 1 year

**Prerequisite:** None

**Other Info:** This choir could be boys and girls or girls only depending on each schools' needs. Course can be multi-graded.

**Location:** Chinook, Highland, Odle, Tillicum, Tye

This class provides an introduction to choral music (singing in a group). This is a performance-based course which requires day and evening performances as an extension of the classroom activities. Choir provides an excellent opportunity to learn self-discipline, group cohesiveness, and trust, as students develop their voices within a vocal ensemble. Students will learn to sing a variety of choral literature and styles from around the world in unison, two- or three-part harmony. Through the daily rehearsal, various musical concepts are taught with an emphasis on those skills relating to singing: correct breathing and vocal techniques (diction, blend, balance, phrasing, intonation, articulation, and tone quality).

#### 134 BOYS CHOIR

**Length/Credit:** 1 year

**Prerequisite:** None

**Other Info:** This course is boys only. It can be combined with the entry choir depending on the needs of the school. Course can be multi-graded.

**Location:** Chinook, Highland, Tillicum, Tye

This course is specifically designed for the young male singer. Boy's Choir provides an excellent opportunity to learn self-discipline, group cohesiveness, and trust, as students develop their voices within a vocal ensemble. The boys will learn to sing a variety of choral literature and styles from around the world in unison, two- or three-part harmony. Through the daily rehearsal, various musical concepts are taught with an emphasis on those skills relating to singing: correct breathing and vocal techniques (diction, blend, balance, phrasing, intonation, articulation, and tone quality).

#### 126 INTERMEDIATE CHOIR

**Length/Credit:** 1 year

**Prerequisite:** Successful completion of Entry Choir or equivalent, as determined by the director

**Location:** Chinook, International, Tillicum, Tye

This is a performance-based choir which requires day and evening performances as an extension of the classroom activities. Students continue their musical growth as ensemble singers with more opportunities for small group and solo singing.

Through the daily rehearsal, various musical concepts are taught with an emphasis on those skills relating to singing: correct breathing and vocal techniques (diction, blend, balance, phrasing, intonation, articulation, and tone quality), and music reading.

#### 127 ADVANCED CHOIR

**Length/Credit:** 1 year

**Prerequisites:** Successful completion of Intermediate Choir or equivalent, as determined by the director. Auditions may be necessary.

**Location:** Chinook, International, Odle, Tillicum, Tye

Students continue their development of choral singing. Advanced Choir requires a commitment to more performances than Entry or Intermediate choirs. Students become more independent as singers and participate in solo and small-ensemble singing. The vocal technique and performance skills taught will lead students toward self-confidence and growth as ensemble singers. Students perform more advanced and challenging literature. Upon exiting this program, students will know to read music.

#### 128 ENTRY BAND

**Length/Credit:** 1 year

**Prerequisites:** This course is designed for students with one-year experience. (Students new to the district, who have not had an opportunity to learn an instrument, need to meet with the director for assistance in selecting an instrument, beginning materials, and to discuss an accelerated learning plan to help the student to catch up with the experienced students.)

**Other Info:** This course can be multi-graded

**Location:** Chinook, Highland, International, Odle, Tillicum, Tye

Band I is a performance-based course which requires student participation in day and evening performances. Through large and small ensemble experiences, the student will learn basic theory and performance skills such as articulations, embouchure, hand position and posture. Through their participation in an ensemble the students will be introduced to blend, balance, intonation (playing in tune) and instrumentation. Students will learn self-discipline through home practice and rehearsal sessions.

**129 INTERMEDIATE BAND**

**Length/Credit:** 1 year

**Prerequisite:** This course is designed for students who have successfully completed Band I or the equivalent. Placement will be determined by the instructor. Auditions may be necessary.

**Other Info:** This course can be multi-graded

**Location:** Chinook, Highland, International, Odle, Tillicum, Tyee

Band II is a performance-based course which requires student participation in day and evening performances. Our band students will be provided the opportunity to learn accountability and commitment to a team. During their ensemble experience, the students will be exposed to intermediate-level music theory, articulation patterns, rhythmic patterns, and a variety of musical styles. Students will continue their quest to improve tone, breath support, blend, balance, and intonation. The band student's listening and critical-thinking skills will be enhanced as they analyze their individual and group understanding of skills and concepts.

**130 ADVANCED BAND**

**Length/Credit:** 1 year

**Prerequisite:** This course is designed for students who have successfully completed Band II or the equivalent. Placement will be determined by the instructor. Auditions may be necessary.

**Other Info:** This course can be multi-graded

**Location:** Chinook, Highland, International, Odle, Tillicum, Tyee

Band III (Middle School Wind Ensemble) is a performance-based course which requires student participation in day and evening performances. Through large and small ensemble work, our band students will be provided the opportunity to learn self-discipline, accountability, group cohesiveness, and commitment. New information the students will acquire include compound meters, advanced articulation patterns, and form. Students will experience further development in tone, rhythm, balance, blend, and music history. Through the study of different time periods and styles, students will understand music as a form of communication which will expand their ability to listen, analyze, and discuss information.

**131 ORCHESTRA I**

**Length/Credit:** 1 year

**Prerequisites:** This course is designed for string students with one-year experience on a stringed instrument. (Students new to the district, who have not had an opportunity to learn an instrument, need to meet with the director for assistance in selecting an instrument, beginning materials, and to discuss an accelerated learning plan to help the student to catch up with the experienced students.)

**Other Info:** This course can be multi-graded

**Location:** Chinook, Highland, International, Odle, Tillicum, Tyee

Orchestra I is a performance-based course which requires student participation in day and evening performances. The basic skills and concepts presented in the class include: basic music theory, history, tone production, string technique, and ear training. In addition, students will study home-practice strategies and the role of self-discipline in achieving high standards.

**132 ORCHESTRA II**

**Length/Credit:** 1 year

**Prerequisite:** This course is designed for string students who have successfully completed Orchestra I or the equivalent. Placement will be determined by the instructor. Auditions may be necessary.

**Other Info:** This course can be multi-graded

**Location:** Chinook, Highland, International, Tillicum, Tyee, Odle

Orchestra II performance-based course which requires student participation in day and evening performances. In addition to further instruction in the basic skills, and more complex keys and rhythms will be introduced as students read more difficult music (two- or three-part harmony). By the end of the year, students should be independent players, meaning, they can read and perform age-appropriate music without prompting from a teacher or a peer. The string student's listening and critical-thinking skills will be enhanced as they analyze their individual and group performance.

**133 ORCHESTRA III**

**Length/Credit:** 1 year

**Prerequisite:** This course is designed for string students who have successfully completed Orchestra II or the equivalent. Placement will be determined by the instructor. Auditions maybe necessary.

**Other Info:** This course can be multi-graded

**Location:** Chinook, Highland, International, Odle, Tillicum, Tyee

This is a performance-based course which requires student participation in day and evening performances. This class requires a commitment to more performances than Entry and Intermediate levels. Through appropriate literature, students will increase their ability to apply the fundamentals of music. Students will learn vibrato, advanced rhythms, and bowings. Students will understand music as a form of communication which will expand their ability to listen, analyze, discuss and appreciate this art form.

**993 ACADEMY ORCHESTRA**

**Length/Credit:** 1 year

**Prerequisites:** Instructor Permission

**Location:** Odle

This is an enrichment program which includes the district's curriculum for Orchestra III. Extracurricular time for solo and/or group performances, concert attendance, volunteer activities, and high practice expectations will also be required. An Academy of Instrumental Music class.

**995 ACADEMY BAND**

**Length/Credit:** 1 year

**Prerequisites:** Instructor Permission

**Location:** Odle

This is an enrichment program which includes the district's curriculum for Band III. Extracurricular time for solo and/or group performances, concert attendance, volunteer activities, and high practice expectations will also be required. An Academy of Instrumental Music class.



**High School Program** includes a variety of classes to meet the 1.0 credit requirement in Fine Arts. Students may directly enter electives and experience a variety of art media. Students who find an interest in a particular art area and students who are motivated to apply to art colleges can enroll in a sequence to prepare for the **Advanced Art Portfolio** class. All courses include art history, elements and principles of design, critique, and portfolio development.

## Middle School

each course one semester

**Art Exploration**  
1 semester

**Studio Art**  
year long

**Art Around The World**  
1 semester

**Ceramics**  
1 semester

**7/8 Art Design**  
International School

## High School

each course 0.5 credit

**2-D Visual Art Electives**

- Drawing & Painting
- Art & Design
- Computer Visual Art
- Photography

**3-D Visual Art Electives**

- 3-D Art & Design
- Ceramics
- Metal Design/Jewelry
- Stained Glass
- Hot Glass
- Fire Arts

**Other Visual Art Electives**

- Digital Video & Audio
- AP Art History
- Independent Study

**Advanced Art Portfolio**  
(at all high school sites) focused art students  
AP & IB 2 semesters required.  
(AP Portfolios: Drawing, 2-D Design, 3-D Design)

Electives at each high school will be determined by facilities, teacher expertise, and student need. Enrollments dictate offering subsequent advanced courses. Other Visual Art credits are offered through Career & Technical Education courses.

IB – International Baccalaureate (at IHS only)      AP – Advanced Placement

## Visual Art

The middle school program in visual art is designed to build on the skills students have developed in the elementary visual art program. The visual art sequence prepares students to enter the high school fine arts program.

### 165 ART EXPLORATION

**Length/Credit:** 1 semester

**Prerequisite:** None

**Other info:** May be repeated. Recommended for first year art students.

**Location:** Big Picture School (6th grade – 1 year), Chinook, Highland, Odle, Tillicum, Tyee

Interested in making Art that is unique, expressive and personal? Develop your creative skills through a variety of experiences that may include drawing, painting, sculpting, printmaking, working with fiber, glass, book arts and clay. Investigate the Elements of Art and Principles of Design and learn techniques to improve your art skills. Resources from art history, cultures and other artists will inspire your work.

### 166 STUDIO ART

**Length/Credit:** 1 year, 1 semester at Highland

**Other Info:** May be repeated

**Location:** Big Picture School – 7th grade, Chinook, Odle, Tillicum, Tyee, Highland

Passionate about creating, drawing, painting, inventing, and building? This year long class is designed for you! A variety of media will be explored in depth and may include painting, sculpture, fiber, book arts, drawing, cartooning, clay, glass art, photography and digital media. Some art projects will be self-directed, fueled by the students' own interests with research in art history, cultures, and contemporary art.

### 975 ART AROUND THE WORLD

**Length/Credit:** 1 semester

**Other Info:** May be repeated

**Location:** Chinook, Highland, Odle, Tillicum, Tyee

Bellevue students represent numerous backgrounds and cultures. This class will provide opportunities to appreciate our diversity through making art and cultural crafts inspired by artifacts from around the world. Students will work with a variety of materials and learn how art forms have been influenced by geography, people, materials, and traditions. Grab your passport and come explore the vast world of Art!

### 175 CERAMICS

**Length/Credit:** 1 semester (may be repeated)

**Other Info:** May be repeated

**Location:** Big Picture School – 7th grade, Chinook, Tillicum, Highland, Tyee

Love clay? In this class, you will learn hand-building techniques to create functional and sculptural pottery. Pinch, coil, and slab methods along with a variety of surface design and glazing techniques will be taught. Examples of projects may include animal/fantasy sculptures, coil vessels, slab boxes, cereal bowls and mugs. (Potters wheels are site specific.)

### 176 ART AND DESIGN 7/8

**Length/Credit:** 1 year

**Prerequisite:** Integrated Arts, this is a 2 year looping program.

**Location:** International

Students study the elements of line, shape, form, color, texture, space and principles of design - the rules that govern how the elements are organized in a composition. This course includes a variety of media and connections to art history, cultures and artists and provides a vocabulary and foundation for students to discuss and evaluate their own, along with peer work, in a supportive atmosphere. Students investigate the computer as a tool medium while practicing drawing and exploring design techniques applying the tools and menus commonly found on art applications.



## Middle School

*each course one semester*

### Middle School Health

grade 7

### PE/Health

International

grade 8



## High School

*each course 0.5 credit*

### High School Health

grade 10

### High School Elective

#### Advanced Health

**ASPEN**

Available only at NHS

*One semester of Health is required in middle school, in the 7th grade, and high school, in the 10th grade.*

## Health

One semester of Health is required, in 7th grade, in middle school.

**205 HEALTH**

**Length/Credit:** 1 semester

**Prerequisite:** 7th grade standing

**Other Info:** Required for all 7th and 8th grade students- Highland only, Meets Health requirement

**Location:** Chinook, Highland, Odle, Tillicum, Tye

This course focuses on gaining current knowledge about selected health topics. Communication, decision making, goal setting, and negotiation skills will be taught in this course. Disease prevention and media awareness will be integrated throughout the course.

This course includes the following topics:

- **CPR:** earn an American Heart Association CPR card,
- **Drugs:** physiological and psychological effects of alcohol, marijuana and tobacco on the body; chemical dependency, and refusal skills
- **Family Life and Sexual Health:** abstinence, adolescence, anatomy and physiology, birth control, healthy relationships, puberty, sexual harassment, sexually transmitted diseases and HIV/AIDS Education
- **Mental Health:** self-esteem, understanding emotions, positive body image, building healthy relationships, stress awareness, dealing with depressions and suicide, and understanding eating disorders
- **Nutrition:** new food guide pyramid, basic nutrients, eating a balanced diet, explore fast food restaurant food, and snacks

## Middle School

each course one year



3 credits of high school math is **required** for all students.

Math is **recommended** each year for all students, grades 6-12.

**Integrated Math Topics 1**

grade 6

**Integrated Math Topics 2**

grade 6, 7

**Algebra 1**

grade 7, 8

## High School

each course one credit

**Geometry**

grade 8, 9, 10

**Algebra 1**

grade 9

**Algebra 2**

grade 9 or 10

**IB Math Studies SL**

grade 11, 12

**Mathematical Models**

grade 11, 12

**Precalculus**

grade 11, 12

**Introduction to Calculus**

**AP Statistics**  
(May be taken any time after Algebra 2 or equivalent)

**AP Calculus AB or BC**  
grade 10, 11, 12

**IB Mathematics SL/  
AP Calculus AB**  
grade 11, 12

**Advanced Calculus**  
(May be taken only after AP Calculus AB or BC)

**IB Mathematics HL**

**Differential Equations**

**IB Further Mathematics SL/  
Differential Equations**

AP – Advanced Placement

IB – International Baccalaureate (at IHS only)

## Math

### BSD'S APPROACH TO MATHEMATICS

In the Bellevue School District, we are dedicated to making mathematics meaningful – built upon a foundation of common sense and consistency, and connected inextricably to the real world. Through a balanced curriculum that promotes problem solving, conceptual understanding, and proficiency with procedural skills, students develop a robust understanding of mathematics and an enhanced ability to retrieve and apply it.

Current brain research has found that students develop new mathematical meaning by connecting rich classroom experiences to prior understanding and by reflecting on their thinking. In the classroom, a problem's real world context provides a vehicle for understanding and remembering mathematical concepts. This approach not only helps students to make sense of the mathematics, but also to process the mathematics in a retrievable way. As students explore interesting mathematical situations, reflect on solution methods, compare methods, and examine why methods work, they build a deeper understanding of mathematical concepts and an inherent understanding of why procedures work. Students then communicate their thinking, reflect on their learning, and connect their newly developed mathematical ideas to their prior understanding.

The study of mathematics is required of all students in the Bellevue School District. In order to graduate, students must earn 3 high school credits in mathematics. However, all students are encouraged to take math each and every year during high school and to finish at least Precalculus before graduating.

### 302 INTEGRATED MATH TOPICS 1

**Length:** 1 year

**Prerequisite:** 5th grade Math

**Location:** Big Picture, Chinook, Highland, International, Odle, Tillicum, Tye

This course includes the topics listed below with an emphasis on solving real-world problems. Students learn to observe and generalize patterns and relationships, a process vital to acquiring a solid understanding of mathematical ideas.

- **Statistics:** formulate questions; gather, organize, represent, and analyze data; interpret results from data; measures of center and range.
- **Fractions & Decimals:** understand and compute fluently with fractions and decimals.
- **Ratio and Percent:** formulate and apply rates, ratios and unit rates, solve simple percent problems
- **Two-Dimensional Geometry:** properties of polygons including symmetries and angle measurements.
- **Two-Dimensional Measurement:** area and perimeter relationships, including area of tiled shapes, rectangles, parallelograms, triangles and circles.
- **Three-Dimensional Measurement:** volume and surface area relationships for rectangular prisms

- **Probability:** finding and interpreting experimental and theoretical probabilities.
- **Positive and Negative Numbers:** using integers to represent real world quantities, graphing quantities on number lines and points in four-quadrants
- **Algebraic Reasoning:** variables; representations of relationships, including tables, graphs, equations, and symbols

### 304 INTEGRATED MATH TOPICS 2

**Length/Credit:** 1 year

**Prerequisite:** Integrated Math Topics 1

**Location:** Big Picture, Chinook, Highland, International, Odle, Tillicum, Tye

This course covers the topics listed below. Students learn to recognize and generalize patterns and relationships and apply this knowledge to increasingly more difficult problems.

- **Positive and Negative Numbers:** computation with integers and rational numbers; order of operations; distributive property
- **Similarity:** similar figures; scale factors; basic similarity transformations, using the properties of similarity to solve problems
- **Ratio, Proportion and Percent:** Proportional reasoning, rates and ratios; unit rates; making comparisons; proportional reasoning
- **Three-Dimensional Measurement:** spatial visualization, volume and surface area of various prisms, cylinders, cones and spheres;
- **Linear Relationships:** recognize and represent linear relationships in tables, graphs, words and symbols; solve linear equations; slope and y-intercept
- **Describing Variability and Comparing Groups:** measures of center, variability in data, comparing distributions of equal and unequal sizes, representing data through tables, value bar graphs, dot plots, line plots and frequency bar graphs
- **Algebraic Reasoning:** simplifying expressions and solving linear algebraic equations in one variable

### 310 ALGEBRA 1

**Length/Credit:** 1 year - 1.0 credit

**Prerequisite:** Integrated Math Topics 2

**Other info:** Students may request high school credit for this class

**Location:** Chinook, Highland, International, Odle, Tillicum, Tye

This course is a first year algebra course that covers the content of the current Washington State Standards and prepares students for the required state end of course test. Highlights of the course include:

- **Number & Quantity:** operations with integers: rational and irrational numbers.
- **Expressions, Equations and Inequalities:** evaluate expressions; simplify, add, multiply and factor polynomials using the properties of real numbers; solve linear, absolute value and quadratic equations and inequalities; solve systems of linear equations and inequalities in two variables

Continued on next page.

- **Functions:** recognize and represent linear, quadratic and exponential functions using tables, graphs, words and symbols; identify intercepts, domain and to develop models for real world problem situations and analyze them to solve problems and answer questions that arise from these situations
- **Statistics:** analyze and transform measures of center and variation; properties of data sets; use trend lines as a mathematical models.

**311 GEOMETRY**

**Length/Credit:** 1 year - 1.0 credit

**Prerequisite:** Algebra 1

**Other info:** Students may request high school credit for this class

**Location:** Chinook, Highland, International, Odle, Tillicum, Tyee

This course covers the content of the current Washington State Geometry Standards and prepares students for the required state end of course test. Highlights of the course include:

- **Plane Geometric Figures:** properties of parallel and perpendicular lines, triangles, quadrilaterals and other polygons and circles; geometric constructions; using properties to solve problems
- **Reasoning and Proof:** inductive and deductive reasoning; the role of undefined terms, definitions, postulates and theorems in a mathematical system; proving conjectures using geometric and coordinate methods.
- **Similarity:** properties of similar figures; proving figures similar; right triangle trigonometry; Law of Sines; Law of Cosines; problem solving applications
- **Geometric Measurement:** perimeter/circumference and area of triangles, quadrilaterals, circles and polygons; surface area and volume of prisms, pyramids, cylinders, cones and spheres
- **Transformational Geometry:** symmetry; reflections; rotations; translations; composite transformations; dilations

**328 MATH LAB 1**

**Length/Credit:** Varies by school

**Prerequisite:** Concurrent enrollment in Integrated Math Topics 1

**Location:** Chinook, International, Odle, Tillicum, Tyee

Math Lab 1 is designed to be a second math class where students who struggle with mathematics can get additional help. Teachers enrich student understanding through Pre-teaching, Skill building, and Re-teaching. Topics covered in the class will vary depending on the needs of the students. However, typical skill-building topics will include whole number computation, order of operations, working with fractions and decimals, and basic pre-algebra.

**330 MATH LAB 2**

**Length/Credit:** Varies by school

**Prerequisite:** Concurrent enrollment in Integrated Math Topics 2

**Location:** Chinook, Highland, International, Odle, Tillicum, Tyee

Math Lab 2 is designed to be a second math class where students who struggle with mathematics can get additional help. Teachers will enrich student understanding through Pre-teaching, Skill building, and Re-teaching. Topics covered in the class will vary depending on the needs of the students. However, typical topics supported include creating tables, coordinate graphing, using variables, independent and dependent variables, ratios, fractions, volume, perimeter, area, data distributions, and solving linear equations.

**331 MATH LAB 3**

**Length/Credit:** Varies by school

**Prerequisite:** Concurrent enrollment in Algebra 1

**Location:** Chinook, Highland, International, Odle, Tillicum, Tyee

Math Lab 3 is designed to be a second math class where students who struggle with mathematics can get additional help. Teachers will enrich student understanding through Pre-teaching, Skill building, and Re-teaching. Topics covered in the class will vary depending on the needs of the students. However, typical topics will include solving equations and inequalities, systems of equations and inequalities, linear functions, exponential functions and properties of exponents, quadratic functions, and probability.

**013 READING/MATH SEMINAR**

**Length/Credit:** 1 year

**Prerequisite:** Teacher recommendation

**Location:** Odle

The 6th grade Seminar Class is designed to support the transition to middle school. Students enrolled in this course will receive support and enrichment in mathematics, reading, and study skills. This course assists students to develop the skills necessary to access the rigorous middle school curriculum, including, but not limited to: binder organization, planner use, grade monitoring, self-advocacy and peer study strategies. Math topics covered in the class will vary based upon student needs but will primarily focus on problem solving skills, groups work skills, number computation, fractions, decimals and basic pre-algebra. Reading topics will again vary based upon student needs but will focus on efficient fiction and non-fiction reading strategies, critical thinking skills, and analyzing and summarizing text.

**334 MATH SEMINAR**

**Length/Credit:** 1 year

**Prerequisite:** Teacher recommendation

**Location:** Highland

Math Seminar is a multiage class designed to be a second math class for students who scored a level two on the past MSP. Teachers will enrich student understanding through Pre-teaching, Skill building, and Re-teaching.



## Middle School

*each course one semester*

### M.S. Electives

**PE Elective**  
grade 6/7

**PE Elective**  
grade 7/8

**Strength & Fitness**  
Chinook and Tyee

**Dance**

**Physical Education**  
grade 6

**Physical Education**  
grade 7

**Physical Education**  
grade 8  
**PE/Health**  
International

## High School

*each course one semester (0.5 credit), except where indicated*

**Core Physical Education**  
grade 9 (1.0 credit)

### Physical Education Electives

**Combination Sports Class**  
0.5 credit

- Multiple Sports
- Racquet Sports
- Team Sports
- Basketball/Sport Elective

**Physical Education Elective**  
0.5 credit

- Personal Fitness
- Introduction to Dance
- Weight Training and Conditioning
- Walking for Fitness

*The second credit of required High School Physical Education can be met at any time during grades 10-12. It is recommended that the additional Physical Education credit include a combination sports class and one Physical Education elective of student's choice. Once Physical Education graduation requirements have been satisfied, students are invited to select additional physical education electives.*

*\*Individual course descriptions indicate which courses are offered at each high school.*

### Physical Education

The goal of the middle school Physical Education program is to provide students with opportunities to acquire the knowledge and skills necessary to become a physically educated person. Students will learn to appreciate and understand the value of Physical Education and its relationship to a healthy, active lifestyle. Students will participate in a variety of fitness activities in order to improve their personal level of fitness. In Physical Education students will also develop the skills and knowledge necessary to participate successfully in lifetime activities, team and individual sports. All courses will emphasize the importance of safety, cooperation and sportsmanship.

Students are required to have a medical status card on file before they can participate in Physical Education activities.

#### 225 PHYSICAL EDUCATION – GRADE 6

**Length/Credit:** 1 semester

**Prerequisite:** 6th grade standing

**Location:** Chinook, Highland, Odle, Tillicum, Tye

The goal of this class is for students to improve their fitness and further develop fundamental sports skills to allow them to successfully participate in many games and activities. Students will participate regularly in fitness activities designed to help them improve their fitness levels and fitness scores. During this course state mandated HIV/AIDS education is taught.

The sixth grade program includes both team and individual activities. Students will improve skills in badminton, basketball, disc sports, soccer and volleyball. There also is a unit with a variety of balance equipment and eye-hand coordination equipment. Students will learn safety procedures for all activities and be given the opportunity to practice cooperation, sportsmanship and teamwork skills.

#### 226 PHYSICAL EDUCATION – GRADE 7

**Length/Credit:** 1 semester

**Prerequisite:** 7th grade standing

**Location:** Chinook, Highland, Odle, Tillicum, Tye

The goal of this class is for students to improve their fitness and further develop sports skills to allow them to successfully participate in many games and activities. Students will participate regularly in fitness activities designed to help them improve their fitness levels and their fitness test scores.

The seventh grade program includes a balance of team and individual sports. Students will improve their skills in badminton, jump rope, track and field, basketball, softball and volleyball. Students will learn safety procedures for all activities and be given the opportunity to practice cooperation, sportsmanship and teamwork skills.

#### 227 PHYSICAL EDUCATION – GRADE 8

**Length/Credit:** 1 semester

**Prerequisite:** 8th grade standing

**Location:** Chinook, Highland, Odle, Tillicum, Tye

The goal of this class is for students to improve their fitness and use their skills to increase their level of play in modified and regular

games. Students will participate regularly in fitness activities designed to help them improve their fitness and their fitness test scores. During this course state mandated HIV/AIDS education is taught.

The eighth grade program includes both individual and team sports. Students will improve their skills in pickleball/tennis, dance, track and field, flag football, soft-lacrosse and volleyball. Students will also learn safety procedures for all activities and be given the opportunity to practice cooperation, sportsmanship and teamwork skills.

#### 228 PHYSICAL EDUCATION – 6TH/7TH ELECTIVE

**Length/Credit:** 1 semester

**Prerequisite:** 1 semester of Grade 6 Core PE

**Location:** Chinook, Tye, Tillicum

Students will participate in a variety of individual and team sports and fitness activities as an extension of the core requirements. This class will focus on continuing to develop the basic skills acquired in the core classes. Students will gain an understanding of how each activity can be used to improve and maintain cardio-respiratory fitness, flexibility, and muscular strength and endurance.

#### 229 PHYSICAL EDUCATION – 7TH/8TH ELECTIVE

**Length/Credit:** 1 semester

**Prerequisite:** 1 semester of each of Grade 6 and Grade 7 Core PE

**Other info:** A 6th grader may enroll in this course on approval of the instructor

**Location:** Big Picture, Chinook, Highland, Odle, Tillicum, Tye

Students will participate in a variety of a mixture of individual and team sports and fitness activities as an extension of the core requirements. This class will focus on improving skills acquired in the core classes. Students will experience activities and sports that are taught only once or are not required in the regular Physical Education program. Students will gain an understanding of how each activity can be used to improve and maintain cardiovascular fitness, flexibility, muscular strength and muscular endurance.

#### 230 MIDDLE SCHOOL PHYSICAL EDUCATION

**Length/Credit:** 1 year at International

**Prerequisite:** None

**Other info:** Multi-graded

**Location:** International

At International School students take Physical Education all year during sixth and seventh grades of middle school. The program concentrates on sportsmanship, teamwork, fundamental skills and fitness. Team sport concepts are introduced and developed. As students advance their skills, they will continue to be challenged by strategies and complex play. Students will understand individual fitness levels and will obtain the skills to self-analyze through practical applications as well as fitness testing and written assessments. A variety of world sport activities and dance will be integrated into the program to correspond with the International Studies curriculum.

### 231 STRENGTH & FITNESS

**Length/Credit:** 1 semester

**Prerequisite:** 2 semesters of Core PE, 8th grade standing at Tye

**Location:** Chinook, Highland, Tye

This class is for students interested in improving their physical fitness through resistance training and aerobic conditioning. The course will emphasize improved balance, muscular endurance, and strength. It will have a positive influence on cardio-respiratory endurance, body composition, and motor performance.

### 991 DANCE

**Length/Credit:** 1 semester

**Prerequisite:** None

**Other info:** May not replace required 6th, 7th, or 8th grade Physical Education

**Location:** Highland, Odle, Tye

This class is designed for students at all grade levels and levels of ability. Emphasis will be on rhythmic activities and a variety of dance styles designed to improve strength, flexibility, agility and cardio-respiratory endurance.

### 223 PHYSICAL EDUCATION/HEALTH – GRADE 8

**Length/Credit:** 1 year

**Prerequisite:** 8th grade standing

**Other info:** Combines Physical Education and Health

**Location:** International

At International School students take a combined class of Physical Education and Health during their eighth grade year. The Physical Education portion of the class continues to build on the fundamentals of the sixth and seventh grade program. The program concentrates on sportsmanship, teamwork, fundamental skills and fitness. Team sport concepts are introduced and developed. As students advance their skills, they will continue to be challenged by strategies and complex play. Students will understand individual fitness levels and will obtain the skills to self-analyze through practical applications as well as fitness testing and written assessments. A variety of world sport activities and dance will be integrated into the program to correspond with the International Studies curriculum. The Health portion of the class will focus on gaining current knowledge about selected health topics. Communication, decision making, goal setting, and negotiation skills will be taught in this course. Disease prevention and media awareness will be integrated throughout the course.

The following topics will be taught in the Health portion:

- **CPR:** earn an American Heart Association CPR card,
- **Drugs:** physiological and psychological effects of alcohol, marijuana and tobacco on the body; chemical dependency, and refusal skills
- **Family Life and Sexual Health:** abstinence, adolescence, anatomy and physiology, birth control, healthy relationships, puberty, sexual harassment, sexually transmitted diseases and HIV/AIDS Education

- **Mental Health:** self-esteem, understanding emotions, positive body image, building healthy relationships, stress awareness, dealing with depressions and suicide, and understanding eating disorders
- **Nutrition:** new food guide pyramid, basic nutrients, eating a balanced diet, explore fast food restaurant food, and snacks

### 232 PHYSICAL EDUCATION AND HEALTH 1

**Length/Credit:** 1 Year

**Prerequisite:** None

**Other Info:** Required for all 6th Grade students at Big Picture

**Location:** Bellevue Big Picture

This course is year-long, integrated health and fitness. The goal of this class is for students to improve their fitness and further develop fundamental sports skills to allow them to successfully participate in many games and activities. Students will participate regularly in fitness activities designed to help them improve their fitness levels and fitness scores. During this course state mandated HIV/AIDS education is taught. The sixth grade program includes both team and individual activities. Students will learn safety procedures for all activities and be given the opportunity to practice cooperation, sportsmanship and teamwork skills.

The health component of the course focuses on gaining current knowledge about selected health topics. Communication, decision making, goal setting, and negotiation skills will be taught in this course. Disease prevention and media awareness will be integrated throughout the course. This course includes the following topics: CPR, Drugs, Family Life and Sexual Health, Mental Health, and Nutrition.

### 233 PHYSICAL EDUCATION AND HEALTH 2

**Length/Credit:** 1 Semester

**Prerequisite:** None

**Other Info:** Required for all 7th Grade students at Big Picture

**Location:** Bellevue Big Picture

This course is year-long, integrated health and fitness. The goal of this class is for students to improve their fitness and further develop fundamental sports skills to allow them to successfully participate in many games and activities. Students will participate regularly in fitness activities designed to help them improve their fitness levels and fitness scores. During this course state mandated HIV/AIDS education is taught. The sixth grade program includes both team and individual activities. Students will learn safety procedures for all activities and be given the opportunity to practice cooperation, sportsmanship and teamwork skills.

The health component of the course focuses on gaining current knowledge about selected health topics. Communication, decision making, goal setting, and negotiation skills will be taught in this course. Disease prevention and media awareness will be integrated throughout the course. This course includes the following topics: CPR, Drugs, Family Life and Sexual Health, Mental Health, and Nutrition.



Science is **required** for all students in grades 6-10.  
It is **recommended** for all students grades 11-12.

### Middle School

*each course one year*

**6th Grade Science**  
Science Academy 6 at Odle



**7th Grade Science**  
Science Academy 7 at Odle



**8th Grade Physics**  
Science Academy 8 at Odle

### High School

*each course one credit*

**Biology**



**Chemistry**



**Physics**

OR

**AP Physics B**  
(May be taken as a first year Physics course)  
OR **IB Physics SL**

**AP Physics C**

**IB Physics HL/  
AP Physics B**

**AP Biology  
or IB/AP  
Biology**

**AP Chemistry  
or IB  
Chemistry SL**

**AP  
Environmental  
Science**

**IB ESS/AP  
Environmental  
Science**

**Environmental  
Science  
(BHS only)**

**AP Biology**

**Marine  
Science  
(NHS only)**

**Anatomy and  
Physiology  
(NHS only)**

**Nanotechnology  
(NHS only)  
.5 semester**

AP – Advanced Placement

IB – International Baccalaureate (at IHS only)

## Science

Science promotes curiosity and a sense of wonder, encourages life-long exploration, and provides a foundation for understanding the natural world. Science courses promote hands-on learning in an environment that fosters scientific inquiry. Through scientific investigation, students expand their knowledge to better understand and explain the phenomena they observe in the world around them.

Science is required for all students each year in grades 6 through 8.

### 401 6TH GRADE SCIENCE

**Length/Credit:** 1 year

**Prerequisite:** None

**Other info:** Required for all 6th graders

**Location:** Big Picture, Chinook, Highland, International, Odle, Tillicum, Tyee

The focus in sixth grade is on life science through three units, Diversity of Life, Populations and Ecosystems, and Human Body Systems. Hands-on activities in the laboratory, class discussion, individual and group projects and activities, provide students opportunities to investigate science topics of relevance to their own lives and build understanding of essential learning in science.

### 402 7TH GRADE SCIENCE

**Length/Credit:** 1 year

**Prerequisite:** None

**Other info:** Required for all 7th graders

**Location:** Big Picture, Chinook, Highland, International, Odle, Tillicum, Tyee, Big Picture

The focus in seventh grade science is on Earth and physical science concepts through the study of three units: Earth in Space, Properties of Matter and Catastrophic Events. Hands-on activities in the laboratory, class discussion, individual and group projects and activities, provide students opportunities to investigate science topics of relevance to their own lives and build understanding of essential learning in science.

### 403 8TH GRADE PHYSICS

**Length/Credit:** 1 year

**Prerequisite:** None

**Other info:** Required for all 8th graders

**Location:** Chinook, Highland, International, Odle, Tillicum, Tyee

Physics is studied for conceptual understanding of major concepts in static electricity, motion, forces, and energy. The course is supported by students concurrent enrollment in mathematics that includes fundamentals of algebra. While algebraic treatment is not the focus, students have an opportunity to apply the math they are learning to the physics concepts studied. Computer simulators of systems to study the laws of physics are used extensively.

### 988 SCIENCE ACADEMY 6

**Length/Credit:** 1 year, two-period block

**Prerequisite:** 6th grade standing

**Other info:** Fulfills 1 year Science requirement / 1 semester of Technology Education

**Location:** Odle

This Science Academy class will be offered as a two-period integrated block for 6th-grade students. Participants in this class will meet the District requirements of one year of 6th-grade Science and one semester of Technology Education. The curriculum will include the three units; Diversity of Life, Populations and Ecosystems, and Human Body Systems. Science topics will be covered in depth and with use of math and technology. Technology will be treated as a fully integrated set of tools used to promote learning. Students will use a variety of multi-media for learning and presentation, and they will regularly use the Internet for research, sharing, and communicating.

### 987 SCIENCE ACADEMY 7

**Length/Credit:** 1 year, two-period block

**Prerequisite:** 7th grade standing

**Other info:** Fulfills 1 year Science requirement / 1 semester of Technology or Education

**Location:** Odle

This Science Academy class will be offered as a two-period integrated block for 7th-grade students. Participants in this class will meet the District requirements for one year of 7th-grade Science and one semester of Technology Education. The curriculum will include the three units, Earth in Space, Properties of Matter and Catastrophic Events, requiring mastery of science process skills including measurement and the scientific method. Science topics will be covered in depth and will make use of math and technology. Technology will be treated as a fully integrated set of tools used to promote learning. Students will use a variety of multi-media for learning and presentation, and they will regularly use the Internet for research, sharing, and communicating.

### 986 SCIENCE ACADEMY 8

**Length/Credit:** 1 year, two-period block

**Prerequisite:** 8th grade standing

**Other info:** Fulfills 1 year Science requirement / 1 semester of Technology or Education

**Location:** Odle

This Science Academy class will be offered as a two-period integrated block for 8th-grade students. Participants in this class will meet the District requirements for one year of 8th-grade Physics and one semester of Technology or Education. Students will study physics as described in course number 403. Science topics will be covered in depth and will make use of math and technology. Technology will be treated as a fully integrated set of tools used to promote learning. Students will use a variety of multi-media for learning and presentation, and they will regularly use the Internet for research, sharing, and communicating.

Continued on next page.

**409 SCIENCE: SPECIAL TOPICS**

**Length/Credit:** 1 semester

**Prerequisite:** 7th or 8th grade standing

**Location:** Chinook

Students will explore science topics of special interest, such as engineering design, forensic science, physics, and environmental issues. Students will select their own projects as related to the curriculum.

**423 N BIOLOGY**

**Length/Credit:** 1 year - 1.0 credit

**Prerequisite:** Enrolled in Geometry or higher math

**Other info:** This course is the equivalent of the high school biology course. Students may request high school credit for this class. Depending on enrollment, students in this course may have to take the course at the high school.

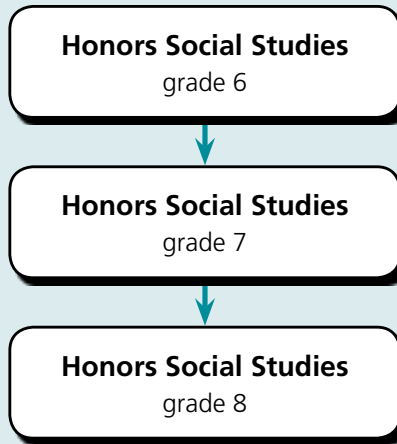
**Location:** Chinook, Highland, Odle, Tillicum, Tye

This biology course topics include ecology, cells and transport, genetics and heredity, evolution, human nervous, endocrine and immune systems, as well as human development. Biological concepts and theories will be addressed at a deeper level, incorporating more of the technical vocabulary of biology. Students will be expected to read the biology text independently, write formal laboratory reports, analyze data and account for errors in the lab, and complete projects and presentations that include the technical vocabulary of biology. Students will plan and perform experiments, observe and interpret data, and learn laboratory techniques. Laboratory experiences foster an understanding of the methods of scientific investigation and development of scientific habits of mind.



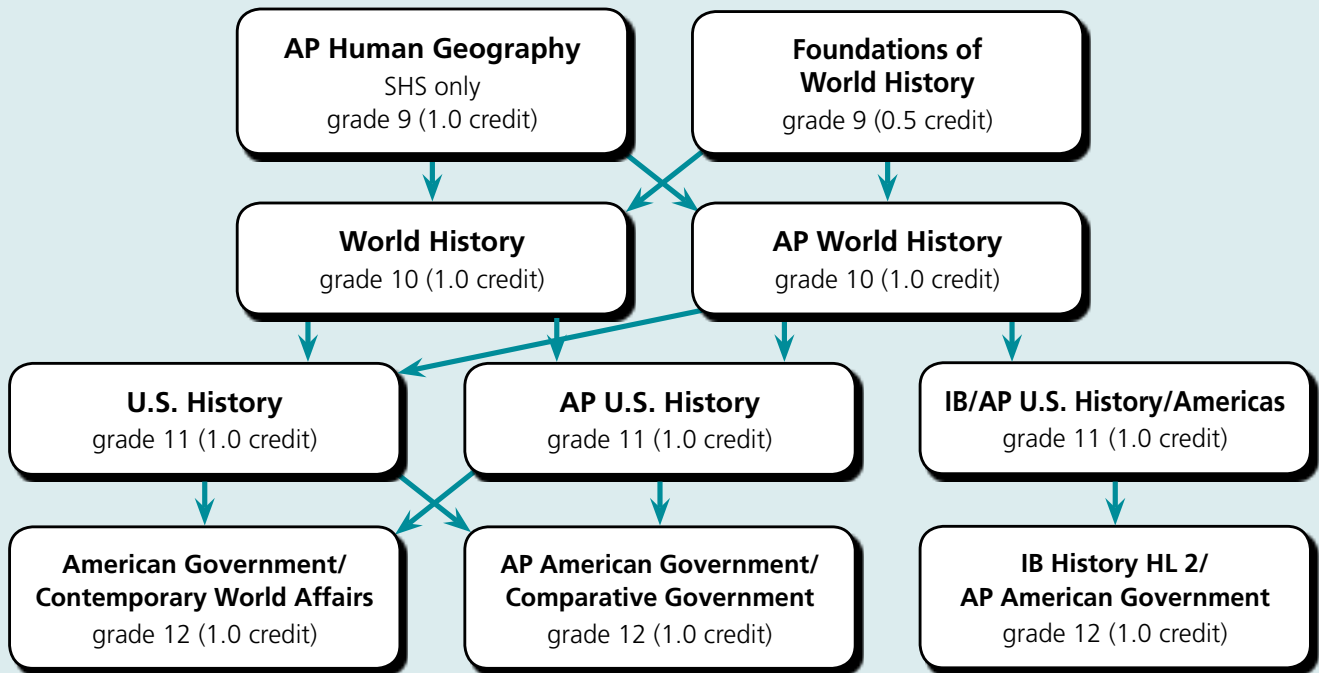
## Middle School

*each course one year*

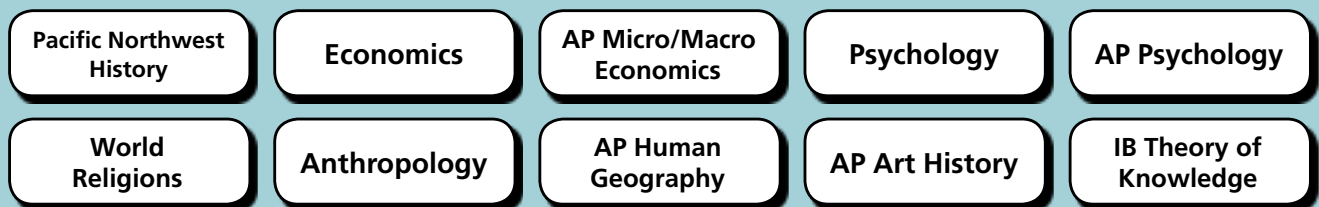


## High School

*each course 0.5 credit (unless noted); 3.5 credits required for graduation*



## Social Studies Electives



AP – Advanced Placement

IB – International Baccalaureate (at IHS only)

### Social Studies

The middle school program is designed to provide three years of organized, directed student investigations into the areas of civics, economics, geography and history. The first two years will focus on different regions of the world. The final year will be a study of the United States.

#### **602 HONORS 6TH GRADE SOCIAL STUDIES**

**Length/Credit:** 1 year

**Prerequisite:** 6th grade standing

**Location:** Big Picture, Chinook, Highland, Odle, Tillicum, Tyee

The sixth grade honors social studies course introduces students to the geography and cultures of Europe, Mexico, South America, Central America, and the Caribbean. Students begin the year with the study of physical and human geography terms and concepts. These terms and concepts will then be applied throughout the year while studying the contemporary geography of Europe and Latin America. Students study the geography of each of these world regions; explore cultural and natural features that characterize each region; trace the movement of people, ideas, and products within the regions; and discover ways that each can be divided into sub-regions. Historical background is provided to enable students to understand how these regions developed from the past to the present. The study of Europe includes a focus on the Holocaust, and students explore how and why prejudice can take over. Students read the novel *Daniel's Story* to learn how one family was impacted by the Holocaust. Differences in governments and economies are examined. Through regular study and discussion of current events, students study public issues of global significance in these regions and work to resolve them through analysis, discussion, and writing. Using a variety of media, students compile, analyze, and present geographic and economic data pertaining to the regions.

#### **612 HONORS INTERNATIONAL STUDIES – WORLD CULTURES & GEOGRAPHY**

**Length/Credit:** 1 year

**Prerequisite:** 6th grade standing

**Location:** International School

The sixth grade honors social studies course introduces students to the geography and cultures of Europe and Canada. Students begin the year with the study of physical and human geography terms and concepts. These terms and concepts will then be applied throughout the year while studying the contemporary geography of Europe and Canada. Students study the geography of each of these world regions; explore cultural and natural features that characterize each region; trace the movement of people, ideas, and products within the regions; and discover ways that each can be divided into sub-regions. Historical background is provided to enable students to understand how these regions developed from the past to the present. Differences in governments and economies are examined. Through regular study and discussion of current events, students study public issues of global significance in these regions and work to resolve them through analysis, discussion, and writing. Using a variety of media, students compile, analyze, and present geographic and economic data pertaining to the regions.

#### **604 HONORS 7TH GRADE SOCIAL STUDIES**

**Length/Credit:** 1 year

**Prerequisite:** 7th grade standing

**Location:** Big Picture, Chinook, Highland, Odle, Tillicum, Tyee

The seventh grade honors social studies course introduces students to geography and cultures of the Middle East, Africa (West, East, Central, and Southern), India, China, Japan, and Korea. This course also covers Washington State Geography and Economics. The geographic terms and concepts covered in the sixth grade are reinforced as they are applied to the regions studied in seventh grade social studies, and as students explore cultural and natural features that characterize each region; trace the movement of people, ideas, and products within the regions; and discover ways that each can be divided into sub-regions. Historical background is provided to enable students to understand how these regions developed from the past to the present. Differences in governments and economies are examined. The study of China includes a focus on the Cultural Revolution. Students read the novel *Red Scarf Girl* to discover how the events of the Cultural Revolution impacted one family. Through regular study and discussion of current events, students study public issues of global significance in these regions and work to resolve them through analysis, discussion, and writing. Using a variety of media, students compile, analyze, and present geographic and economic data pertaining to the regions.

#### **606 HONORS 8TH GRADE SOCIAL STUDIES**

**Length:** 1 year

**Prerequisite:** 8th grade standing

**Location:** Chinook, Highland, Odle, Tillicum, Tyee

Students will examine the ideas that have shaped the United States through a historical context using the skills of problem solving, logic, critical thinking, and information gathering, presentations and simulations. Students analyze, synthesize and evaluate social science concepts. Students will examine the following topics in depth: European exploration and colonization, the American Revolution, the founding of the American government, the roles that multiple ethnic groups have in the development of the U.S., expansion and reform, and the Civil War. This course also covers Washington State History and the Washington State Constitution.

**613 HONORS INTERNATIONAL STUDIES – WORLD STUDIES**

**Length:** 1 year  
**Prerequisite:** 7th or 8th grade standing  
**Other info:** This class is part of a 2 year loop class  
**Location:** International School

In this course students explore how individuals influence and are influenced by historical developments in the modern world using the skills of primary source analysis, problem solving, research, debate, essay writing, and public speaking. Students will analyze, synthesize, and evaluate social science concepts within the context of modern world history. Students will examine the following major case studies: the Chinese Cultural Revolution; the shaping of Brazilian democracy; the end of Apartheid in South Africa, the Israeli-Palestinian conflict, and the independence movement in India. Also, through study and discussion of current events, students will investigate public issues of global significance in these regions and work to resolve them through analysis, discussion, or writing. This course also explores Washington State geography, economics and history.

**614 HONORS INTERNATIONAL STUDIES – UNITED STATES STUDIES**

**Length:** 1 year  
**Prerequisite:** 7th or 8th grade standing  
**Other Info:** This class is part of a 2 year loop class  
**Location:** International School

Students will examine the people and ideas that have shaped the United States using the skills of primary source analysis, problem solving, research, debate, essay writing, and public speaking. Students will analyze, synthesize, and evaluate social science concepts within the context of the United States. Students will examine the following topics in-depth: the First Americans, European exploration and colonization, the American Revolution, the founding of the American government, expansion and reform, and the Civil War. The roles that multiple ethnic groups have played in the development of the U.S. will be a recurring focus.

**SOCIAL STUDIES ELECTIVES**

**611 GLOBAL SUSTAINABILITY**

**Length/Credit:** 1 semester  
**Prerequisite:** None  
**Location:** Chinook

Students will explore sustainability from an environmental, economic and cultural perspective through presentations, projects, activities and discussions that engage them to think deeply about the future and how we impact it in our daily lives. Students will have opportunities for service projects that will impact the school community, their neighborhood and city.

*Length and Credit: Determined on an individual basis*  
*Prerequisite: Individual Education Plan (IEP) Team decision*  
*Location: Determined by analysis of Special Education population within each school*  
*Note: Not every aspect of the continuum of services is available at each school*

**Transition Services**  
Ages 18-21

### Academic Skills Intervention

**Targeted Reading**

**Targeted English**  
(reading comprehension and writing)

**Targeted Math**

### Learning and Behavior Support

**Targeted Academic Skills**

**Social Skills**

**Behavior Self-Management Skills**

### Functional Life Skills

**Adaptive Living Skills**

**Functional Academics**

**Social Behavior Skills**

## Secondary Special Education Service Continuum

Courses listed below are available to all students who meet state eligibility criteria for special education services. This continuum includes specially designed instruction, accommodations, and related services in general education, special education and/or community environments. Special education personnel at each school site will determine specific course availability based on an analysis of their student population. Therefore, not every aspect of the continuum may be available at each school. Classes will be assigned based on individual student needs and the Individualized Education Plan (IEP) process. As part of the IEP process the team may determine a particular course be repeated for credit.

Students receiving special education services who are enrolled in general education courses may require accommodations and/or modifications to fully access the curriculum. Special education students requiring significant modifications (beyond accommodations) to the general education curriculum would necessitate a “Guided” or “Basic” designation be added to the course title. The IEP team determines the modifications and appropriate designation and documents such on the student’s IEP.

### PROGRAM DESCRIPTIONS

#### Resource Room

A resource room is a term used in special education programming to describe a specially equipped and staffed classroom in which an eligible student spends part of his or her school day receiving specially designed instruction (SDI) to address the skill deficiencies as described in his / her evaluation and according to the service recommendations as described in his / her individualized education plan (IEP). Resource room programs are available in all schools at all levels (elementary school, middle school & high school). In the resource room setting, students receive targeted instruction in an individualized or smaller group format to address identified skill deficits. Related services are provided for students who qualify in the areas of motor (OT/PT) and communication (SLP). Outside of the resource room, students participate in the lessons and activities within the general education curriculum to the extent possible as determined by the student’s IEP team.

Course Designation	Basic	Guided	General
<b>Adaptations</b>	<b>Modifications</b> (Significant changes in task requirement)	<b>Modifications</b> (Changes in task requirement)	<b>Accommodations</b> (Changes in conditions by which the task is performed)
<b>IEP</b>	Student’s IEP must have grading modifications on their IEP under the modifications tab.	Student’s IEP must have grading modifications on their IEP under the modifications tab.	Accommodations are listed on IEP
<b>Course Objectives</b>	Student accomplishes very few objectives that are directly related to the course curriculum and grade level. The student accomplishes objectives that are developmentally appropriate and/or related to their IEP goals.	Student accomplishes objectives that are directly related to the course curriculum and grade level, however the student accomplishes fewer or less complex objectives than typical peers	Student accomplishes the same objectives as typically developing peers
<b>Grading Standards</b>	Grading standards determined through collaboration between general education teacher and special education teacher. Grade is based on ability to demonstrate learning that is developmentally appropriate and/or based on IEP goals.	Grading standards determined through collaboration between general education teacher and special education teacher. Grade is based on ability to demonstrate learning of selected course components and concepts appropriate for that student.	General education grading standards

### *The Asperger Syndrome/High Functioning Autism (HFA) Program*

The HFA Program is designed to meet the educational needs of students, elementary, middle school and high school age, who have high needs in the areas of: organizational/executive functioning skills, sensory integration skills and social competency skills. Specially designed instruction targets goals in the specific qualifying areas as described in each student's special education evaluation. The students in this program have average or above average cognitive ability. Related services are provided for students who qualify in the areas of motor (OT/PT) and communication (SLP). Students may also need support in the mental health areas of anxiety and depression, which may be provided by a school social worker. In addition to these special education services, students spend a portion of their day in general education classrooms. The HFA Programs are currently located at Spiritridge Elementary School, Tyee Middle School and Newport High School.

### *Cascade Program*

The Cascade Program is a small, structured program that provides Specially Designed Instruction in the areas of Social, Emotional, and Positive Behavioral Skills as well as in all academic areas of need. Related services are provided for students who qualify in the areas of motor (OT/PT) and communication (SLP). The classrooms include leveled behavioral feedback systems that provide immediate and consistent reinforcement for positive behavior. The programs are supported by school-based social workers who provide the Behavior Self-Management class and additional therapeutic supports as determined by the IEP team. Students in the Cascade program practice, role play, and are reinforced for demonstrating positive emotional coping skills and positive behavioral skills.

### *Functional Life Skills Program*

The Life Skills program is designed to meet the educational needs of students, 5 years – 18 years of age, who have significant developmental and intellectual disabilities. Instruction is provided to increase each student's ability to live independently and to become contributing members of society. Specially designed instruction targets goals and objectives in the specific qualifying areas as described in each student's special education evaluation. Specially designed instruction focuses upon the development of skills in the areas of functional academics, adaptive, behavior, social/emotional, pre-vocational and functional living. Additional related services are provided for students who qualify in the areas of Motor (OT/PT), Communication (speech/language therapy), Vision and Hearing.

## ACADEMIC SKILLS INTERVENTION

### **481 TARGETED READING/DECODING 1**

**Length/Credit:** To be determined on an individual basis

**Prerequisite:** IEP goal in reading

**Location:** Determined by analysis of special education population within each school

This course provides intensive reading intervention for students with a reading level below 2.0 with a focus on accuracy and fluency as a basis for comprehension. Instruction includes word-attack skills; phonemic awareness; sound-symbol identification; sounding out regular and irregular words; and sentence reading. Placement in this course is determined by leveled assessment in conjunction with IEP goals.

### **482 TARGETED READING/DECODING 2**

**Length/Credit:** To be determined on an individual basis

**Prerequisite:** IEP goal in reading

**Location:** Determined by analysis of special education population within each school

This course provides intensive reading intervention for students at a 2.5-4.9 reading level with a focus on accuracy and fluency as a basis for comprehension. Instruction includes decoding strategies for multi-syllabic words; sound/letter combinations; word endings; story reading; literal and inferential comprehension. Placement in this course is determined by leveled assessment in conjunction with IEP goals.

### **484 TARGETED READING/DECODING 3**

**Length/Credit:** To be determined on an individual basis

**Prerequisite:** IEP goal in reading

**Location:** Determined by analysis of special education population within each school

This course provides intensive reading intervention for students at a 5.0 reading level with a focus on accuracy and fluency as a basis for comprehension. Placement in this course is determined by leveled assessment in conjunction with IEP goals. Instruction includes multi-syllabic word reading, skill applications, sound combinations, affixes, vocabulary development, reading expository text for understanding, recall of events, sequencing, and rate building. Placement in this course is determined by leveled assessment in conjunction with IEP goals.

### **489 TARGETED READING DECODING AND APPLICATION 4**

**Length/Credit:** To be determined on an individual basis

**Prerequisite:** IEP goal in reading and writing

**Location:** Determined by analysis of special education population within each school

This course provides intensive reading intervention for students with basic reading skills below 7.0 reading level. who continue to need instruction in advanced decoding skills including fluent, accurate reading of multi-syllabic words and expository text. Placement in this course is determined by leveled assessment in conjunction with IEP goals.

### **486 TARGETED READING COMPREHENSION AND WRITING 1**

**Length/Credit:** To be determined on an individual basis

**Prerequisite:** IEP goal in reading comprehension and writing

**Location:** Determined by analysis of special education population within each school

This course provides intensive reading and writing intervention for students who perform below a 3.0 reading comprehension level and are below grade level in writing. Instruction includes vocabulary and language development, thinking skills, and writing. Placement in this course is determined by leveled assessment in conjunction with IEP goals. This course may replace grade level Language Arts based on IEP team decision. Student may also be receiving intervention for decoding in a separate course.

### **487 TARGETED READING COMPREHENSION AND WRITING 2**

**Length/Credit:** To be determined on an individual basis

**Prerequisite:** IEP goal in reading and writing

**Location:** Determined by analysis of special education population within each school

This course provides intensive reading and writing intervention for students who perform at a 3.0 to 4.0 reading comprehension level and who are below grade level in writing. Instruction includes comprehension and writing strategies. Placement in this course is determined by leveled assessment in conjunction with IEP goals. This course may replace grade level Language Arts based on IEP team decision. Student may also be receiving intervention for decoding in a separate course.

### **488 TARGETED READING COMPREHENSION AND WRITING 3**

**Length/Credit:** To be determined on an individual basis

**Prerequisite:** IEP goal in reading and writing

**Location:** Determined by analysis of special education population within each school

This course provides intensive reading and writing intervention for students who perform at a 5.0 to 6.0 reading comprehension level and who are below grade level in writing. Instruction includes comprehension and writing strategies. Placement in this course is determined by leveled assessment in conjunction with IEP goals. This course may replace grade level Language Arts based on IEP team decision. Student may also be receiving intervention for decoding in a separate course.

### **485 TARGETED READING COMPREHENSION AND WRITING 4**

**Length/Credit:** To be determined on an individual basis

**Prerequisite:** IEP goal in reading

**Location:** Determined by analysis of special education population within each school

This course provides intensive reading and writing intervention for students who perform at a 6.0 - 7.0 reading comprehension level and who are below grade level in writing. Instruction includes comprehension and writing strategies. Placement in this course is determined by leveled assessment in conjunction with IEP goals. This course may replace grade level Language Arts based on IEP team decision. Student may also be receiving intervention for decoding in a separate course.

### **492 TARGETED MATHEMATICS: BASIC SKILLS**

**Length/Credit:** To be determined on an individual basis

**Prerequisite:** IEP goal in mathematics

**Location:** Determined by analysis of special education population within each school

Entry Level: Students with very limited numeration skills. This course provides explicit instruction in basic math skills including computation and word problems involving addition and subtraction. IEP goals and objectives are addressed.

### **465 TARGETED MATHEMATICS 1**

**Length/Credit:** To be determined on an individual basis

**Prerequisite:** IEP goal in mathematics

**Location:** Determined by analysis of special education population within each school

Entry level 3rd grade skills. This course provides explicit instruction in basic mathematical skills and concepts with an emphasis on higher-order thinking and techniques for relating problem solving to real life situations. Skills include whole numbers computations, fractions, measurement, money, time, place value, geometry, estimation and calculator use.

### **466 TARGETED MATHEMATICS 2**

**Length/Credit:** To be determined on an individual basis

**Prerequisite:** IEP goal in mathematics

**Location:** Determined by analysis of special education population within each school

Entry level 4th grade skills. This course provides explicit instruction with a continued emphasis on higher-order thinking skills, extending whole number skills to include higher level work with whole number algorithms, fractions, decimals, and further problem-solving using tables, number families and ratios, as well as geometry and probability.

Continued on next page.

### 467 TARGETED MATHEMATICS 3

**Length/Credit:** To be determined on an individual basis

**Prerequisite:** IEP goal in mathematics

**Location:** Determined by analysis of special education population within each school

Entry level 5th grade skills. This course provides explicit instruction on increasingly complex problem-solving skills, including using ratios and proportions, tables, graphs and other techniques; fractions, decimals, measurement, geometry and factorization.

### 468 TARGETED MATHEMATICS 4

**Length/Credit:** To be determined on an individual basis

**Prerequisite:** IEP goal in mathematics

**Location:** Determined by analysis of special education population within each school

This course is offered as the first in a 2-year algebra preparation course for students who have struggled with math. It provides explicit instruction on essential pre-algebra and basic geometry content including strategies for solving straight-line equations, exponents, signed numbers, facility with fractions, decimals and percents, data tables and graphs, and a wide range of word problems involving rate, proportion, probability, and algebraic solutions.

### 469 TARGETED MATHEMATICS 5

**Length/Credit:** To be determined on an individual basis

**Prerequisite:** IEP goal in mathematics

**Location:** Determined by analysis of special education population within each school

This course is offered as the second in a 2-year algebra preparation course for students who have struggled with math. It provides explicit instruction on essential pre-algebra and basic geometry content including strategies for solving straight-line equations, exponents, signed numbers, facility with fractions, decimals and percents, data tables and graphs, and a wide range of word problems involving rate, proportion, probability, and algebraic solutions.

## LEARNING AND BEHAVIOR SUPPORT

### 512 TARGETED SCHOOL SKILLS 1

### 527 TARGETED SCHOOL SKILLS 2

### 528 TARGETED SCHOOL SKILLS 3

**Length/Credit:** To be determined on an individual basis

**Prerequisite:** IEP goal in organization, executive functioning or behavior-related areas

**Location:** Determined by analysis of special education population within each school

This class provides intensive instruction on the application of strategies and skills necessary for increased independence and academic success in general education. Strategies may include paraphrasing, summarizing, and inferential comprehension of a variety of content areas. Instruction is designed to improve a variety of executive functioning, organizational and study skills such as note-taking, test-taking, textbook usage, editing, time management, goal-setting, self-monitoring, communication. Life skills such as attendance, punctuality, organization, responsibility, attitude, behavior management, and effort will be reinforced. IEP goals and objectives are addressed.

### 505 BEHAVIORAL SELF-MANAGEMENT TRAINING

**Length/Credit:** To be determined on an individual basis

**Prerequisite:** Special education teacher and IEP team decision

**Location:** Determined by analysis of special education population within each school

Middle school programs implement intensive behavior modification and therapeutic interventions in order to provide students with the skills necessary to return to the general education classroom as soon as possible. Programs provide core academic individualized education, may utilize a token economy, a level system, social skill instruction, behavior management, and group therapy to provide comprehensive service delivery systems. In certain programs, students may be placed in general education only after they have completed several levels of program intervention or have met certain behavioral expectations. IEP goals and objectives are addressed.

### 531 SOCIAL SKILLS

**Length/Credit:** To be determined on an individual basis

**Prerequisite:** IEP goal in social, executive functioning or behavior-related areas

**Location:** Determined by analysis of special education population within each school

This course provides intensive instruction in social and behavior-related areas including but not limited to anger management, self-regulation, conflict resolution, communication/conversation skills, and community. IEP goals and objectives are addressed.

### FUNCTIONAL LIFE SKILLS

#### 532 ADAPTIVE LIVING SKILLS

**Length/Credit:** To be determined on an individual basis

**Prerequisite:** Student has IEP goals in the area(s) covered in this class

**Location:** Determined by analysis of special education population within each school

This course of study is designed to provide instruction in adaptive skills in the areas of grooming, hygiene, self-help, mobility, communication, community and personal safety, phone skills, and health. IEP goals and objectives are addressed.

#### 533 FUNCTIONAL SOCIAL SKILLS AND SELF-MANAGEMENT

**Length/Credit:** To be determined on an individual basis

**Prerequisite:** Student has IEP goals in the area(s) covered in this class

**Location:** Determined by analysis of special education population within each school

Students will learn to greet others, initiate and participate in conversations, and respond appropriately while interacting with peers, authority figures, and co-workers. Students will improve and practice social behavior skills in a variety of settings. Students will use verbal and/or augmentative and alternative communication. IEP goals and objectives are addressed.

#### 534 FUNCTIONAL ACADEMICS 6, 7, 8

**Length/Credit:** To be determined on an individual basis

**Prerequisite:** Student has IEP goals in the area(s) covered in this class

**Location:** Determined by analysis of special education population within each school

This course of study is designed to provide instruction in functional academic domains: functional reading skills, computer skills, functional writing skills, functional math skills such as time-telling, time management, money management (coins and bills), calculator skills, and banking and budgeting. Students will use verbal and/or augmentative and alternative communication. Students may take this class one to four periods per day based on their IEP goals and objectives. IEP goals and objectives are addressed.

#### 500 COMMUNITY-BASED INSTRUCTION

**Length/Credit:** To be determined on an individual basis

**Prerequisite:** Student has IEP goals in the area(s) covered in this class

**Location:** Determined by analysis of special education population within each school

This course provides opportunities for generalization of functional academic, social, behavior, and adaptive skills including: functional reading skills, functional writing skills, functional math skills such as time-telling skills, time management, money management (coins and bills), and banking and budgeting skills within the community environment. Students will use verbal and/or augmentative and alternative communication. IEP goals and objectives are addressed.

#### 529 PHYSICAL THERAPY

**Length/Credit:** To be determined on an individual basis

**Prerequisite:** Student has IEP goals in the area(s) covered in this class

**Location:** Determined by analysis of special education population within each school

This course is designed for students who need specially designed instruction in the area of physical therapy. Students will receive range of motion, physical therapy, occupational therapy and stretching activities. IEP goals and objectives are addressed. This satisfies the requirement for PE based on an IEP team decision.

#### 503 PRE-VOCATIONAL TRAINING

**Length/Credit:** To be determined on an individual basis

**Prerequisite:** Student has IEP goals in the area(s) covered in this class

**Location:** Determined by analysis of special education population within each school

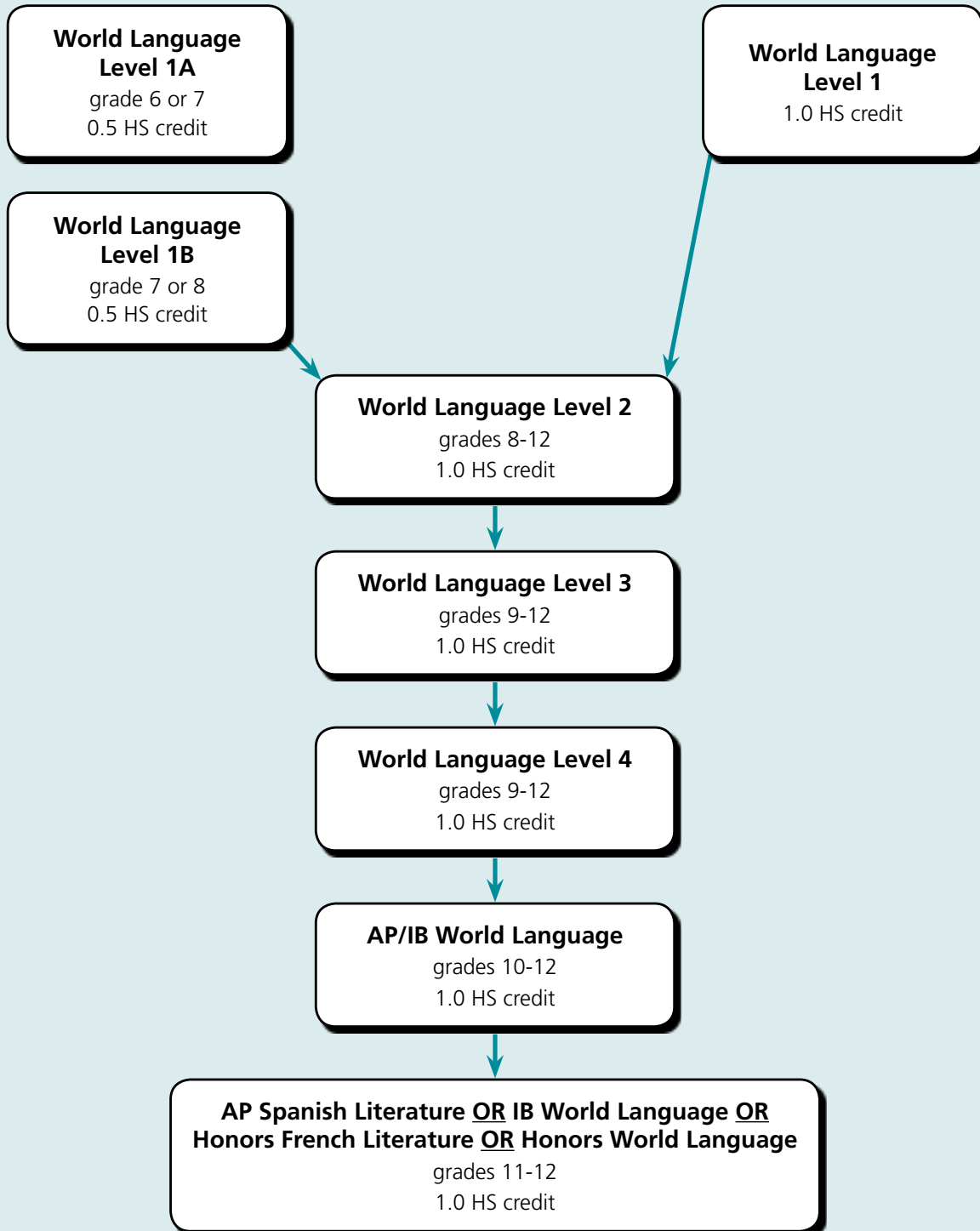
This course provides instruction on vocational skills useful within the home, school, and community. The specific skill areas related to communication, adaptive, and vocational skills. Students will use verbal and/or augmentative and alternative communication. IEP goals and objectives are addressed.

# Chinese, French, German, Japanese, Spanish

each course one credit



Recommended path for Middle School students



AP – Advanced Placement Chinese, French, German, Japanese & Spanish  
IB – International Baccalaureate (at IHS only) Chinese, French & Spanish

# World Language Offerings by Feeder Patterns



## High School

## Feeder Middle Schools

### NEWPORT HS

Chinese  
French  
Spanish

International Spanish Academy (Spanish Immersion)

### TYEE MS

Chinese  
French  
Spanish

### TILlicum MS

Chinese  
French  
Spanish

International Spanish Academy (Spanish Immersion)

### SAMMAMISH HS

Chinese  
French  
Spanish

### ODLE MS

Chinese  
French  
Spanish

### INTERLAKE HS

Chinese  
French  
Spanish

### HIGHLAND MS

French  
Spanish

### BELLEVUE HS

French  
Japanese  
Spanish

### CHINOOK MS

French  
Japanese  
Spanish

### INTERNATIONAL SCHOOL

French (grades 6-12)  
German (grades 9-12)

### World Languages

The goal of the World Language program is to prepare students to be able to communicate effectively with speakers of a different language in authentic cultural contexts. Why is learning another language essential for Bellevue students? It is important to prepare our students for success in a rapidly changing world where language and communication with other cultures is essential. It also brings many academic and cognitive benefits to students. It has been shown to positively affect standardized test scores, such as the SAT and the ACT. Learning another language also strengthens critical-thinking and problem solving skills. Finally, world language study raises students' respect and cultural awareness, as well as providing a competitive edge in career and personal life.

We strongly recommend that all students in the Bellevue School District begin World Language study in the sixth grade in the 1A course. Students should then continue to study that same language, uninterrupted, through the twelfth grade, as length of study is the most important factor in becoming a proficient communicator. Students who begin in the sixth grade will also have the opportunity to take AP/IB Language and Literature courses in high school.

#### CHINESE (MANDARIN)

##### 801 CHINESE 1A

**Length/Credit:** 1 year

**Prerequisite:** None

**Other Info:** The 1A-1B sequence of courses is recommended as the best path for 6th and 7th grade students to begin study of a second language.

**Location:** Odle, Tillicum, Tye

Beginning students study language that can be used in everyday conversation. Instruction begins with listening comprehension and speaking. The phonetic system of Mandarin Chinese pronunciation will be taught and students will be able to communicate in simple spoken language. Students will learn to communicate about such topics as greetings, classroom and courtesy expressions, numbers, family and friends, and school subjects. The writing of basic Chinese characters is also introduced as well as simple grammar and sentence patterns. Students will take part in various activities, such as films, games, songs and projects to enhance language learning and understanding of Chinese culture.

##### 802 CHINESE 1B

**Length/Credit:** 1 year - 1.0 elective credit

**Prerequisite:** Completion of Chinese 1A or equivalent

**Other Info:** The 1A-1B sequence of courses is recommended as the best path for 6th and 7th grade students to begin study of a second language.

**Location:** Odle, Tillicum, Tye

Students will continue to improve skills in speaking and listening. Simplified Chinese character writing will be emphasized and traditional character writing will be introduced. Students will continue to develop reading and writing skills. This class will be conducted

primarily in Chinese. Students expand their understanding of culture through study of festivals, philosophy, geography, arts and comparisons between Chinese and American cultures.

##### 841 CHINESE 2

**Length/Credit:** 1 year - 1.0 elective credit

**Prerequisite:** Completion of Chinese 1B, Chinese 1 or equivalent

**Location:** Odle, Tillicum, Tye

This class will build upon the basics learned in Chinese 1A and 1B. Students will increase their listening and speaking skills, enlarge their vocabulary and develop greater command of sentence structure. Reading and writing are stressed in this course. Students will continue to learn about Chinese culture through a variety of activities and projects, including Chinese word processing. Use of target language in class will gradually increase, with most of the class conducted in Chinese.

#### FRENCH

##### 805 FRENCH 1A

**Length/Credit:** 1 year

**Prerequisite:** None

**Other Info:** The 1A-1B sequence of courses is recommended as the best path for 6th and 7th grade students to begin study of a second language.

**Location:** Chinook, Highland, International, Odle, Tillicum, Tye

Beginning students study language that can be used in everyday communication. Students study French through a communicative approach. Students will develop skill in impromptu speaking and writing, understanding what they read and hear, and making formal presentations. Class will be conducted primarily in French with a goal of helping each student become a competent communicator. Students will study topics such as greetings, telling time, school and classroom expressions, foods, family and friends, and leisure activities. Students engage in hands-on, personalized activities, projects, songs, games and basic conversations to enhance their learning of French and Francophone culture.

##### 806 FRENCH 1B

**Length/Credit:** 1 year - 1.0 elective credit

**Prerequisite:** Completion of French 1A or equivalent

**Other Info:** The 1A-1B sequence of courses is recommended as the best path for 6th and 7th grade students to begin study of a second language.

**Location:** Chinook, Highland, International, Odle, Tillicum, Tye

Students will continue to develop skill in impromptu speaking and writing, understanding what they read and hear, and making formal presentations. The class is conducted primarily in French with an emphasis on helping each student to become a competent communicator. Vocabulary will focus on clothing and shopping, summer and winter activities, and air and train travel. Students will continue to expand their understanding of culture by studying various aspects of the Francophone world.

### 847 FRENCH 2

**Length/Credit:** 1 year - 1.0 elective credit

**Prerequisite:** Completion of French 1B, French 1 or equivalent

**Location:** Chinook, Highland, International, Odle, Tillicum, Tyee

Students will build on the basics learned in French 1A and 1B by continuing to develop skill in impromptu speaking and writing, understanding what they read and hear, and making formal presentations. The class will be conducted primarily in French and students will be expected to use the language in class. Vocabulary will focus on leisure and cultural activities, expressions relating to health, technology, and travel. Students will also learn more complicated structures including how to tell what happened in the past.

## JAPANESE

### 813 JAPANESE 1A

**Length/Credit:** 1 year

**Prerequisite:** None

**Other Info:** The 1A-1B sequence of courses is recommended as the best path for 6th and 7th grade students to begin study of a second language.

**Location:** Chinook

In this class students will learn vocabulary and sentence patterns to allow them to participate in basic everyday conversations in Japanese, while also gaining an understanding of Japanese culture. Students study topics such as greetings, telling time, classroom phrases, and likes and dislikes. Speaking and listening skills are emphasized, but students will also begin to learn to read and write using two different alphabets (romaji and hiragana), and will be introduced to a few, very basic kanji. This class will be conducted in Japanese as much as possible. Through videos, guest presenters, printed materials, games, and other activities, students will learn about Japanese culture as well as the Japanese language.

### 814 JAPANESE 1B

**Length/Credit:** 1 year - 1.0 Elective credit

**Prerequisite:** Completion of Japanese 1A or equivalent

**Other Info:** The 1A-1B sequence of courses is recommended as the best path for 6th and 7th grade students to begin study of a second language.

**Location:** Chinook

This class will extend students' knowledge of Japanese vocabulary and grammar, enabling them to understand and express a greater variety of ideas. Katakana is introduced. Students will expand their knowledge in Japanese by reading materials in Japanese and producing oral projects. They will learn more basic kanji throughout the year. Japanese culture studies will continue to be extended from Japanese 1A. This class will be conducted in Japanese as much as possible.

### 859 JAPANESE 2

**Length/Credit:** 1 year - 1.0 elective credit

**Prerequisite:** Completion of Japanese 1B, Japanese 1 or equivalent

**Location:** Chinook

This course is designed to increase Japanese speaking skills, understanding of Japanese sentence constructions, and skills in reading and writing. Students will be able to discuss various topics using past and present forms. Cultural studies will continue to be extended from Japanese 1. This class will be conducted in Japanese as much as possible.

## SPANISH

### 817 SPANISH 1A

**Length/Credit:** 1 year

**Prerequisite:** None

**Other Info:** The 1A-1B sequence of courses is recommended as the best path for 6th and 7th grade students to begin study of a second language.

**Location:** Big Picture, Chinook, Highland, Odle, Tillicum, Tyee

Beginning students study language that can be used in everyday communication. Students study Spanish through a communicative approach. They will develop skill in impromptu speaking and writing, understanding what they read and hear, and making formal presentations. Class will be conducted primarily in Spanish with a goal of helping each student become a competent communicator. They practice basic conversations in Spanish about what they want, need, plan and know how to do, as well as describe people, places, and events.

### 818 SPANISH 1B

**Length/Credit:** 1 year - 1.0 elective credit

**Prerequisite:** Completion of Spanish 1A or equivalent

**Other Info:** The 1A-1B sequence of courses is recommended as the best path for 6th and 7th grade students to begin study of a second language.

**Location:** Chinook, Highland, Odle, Tillicum, Tyee

Students will continue to develop skill in impromptu speaking and writing, understanding what they read and hear, and making formal presentations. This class is conducted in Spanish as much as possible. Students expand their understanding of culture by studying about the countries of the Hispanic world. Vocabulary will focus on school, shopping, family, clothes, weather, simple foods found in restaurants and markets, holidays and tourist activities.

Continued on next page.

### **864 SPANISH 1**

**Length/Credit:** 1 year - 1.0 elective credit

**Prerequisite:** None

**Other Info:** This course at the middle school replaces the 1A-1B sequence. It is a very fast-paced course recommended only for highly motivated and capable 7th and 8th grade students.

**Location:** Odle

Beginning students study language that can be used in everyday communication. Students study Spanish through a communicative approach. They will develop skill in impromptu speaking and writing, understanding what they read and hear, and making formal presentations. Class will be conducted primarily in Spanish with a goal of helping each student become a competent communicator. Students expand their understanding of culture by studying about the countries of the Hispanic world. Vocabulary will focus on school, shopping, family, clothes, weather, simple foods found in restaurants and markets, holidays, and tourist activities.

### **865 SPANISH 2**

**Length/Credit:** 1 year - 1.0 elective credit

**Prerequisite:** Completion of Spanish 1B, Spanish 1 or equivalent

**Location:** Chinook, Highland, Odle, Tillicum, Tye

Students will build on the basics learned in Spanish 1 by continuing to develop skill in impromptu speaking and writing, understanding what they read and hear, and making formal presentations. The class will be conducted primarily in Spanish and students will be expected to use the language in class. Students continue to learn about Hispanic countries through written materials, movies, speakers, group projects, computer activities, music, and games.

### **871 HERITAGE SPANISH**

**Length/Credit:** 1 year

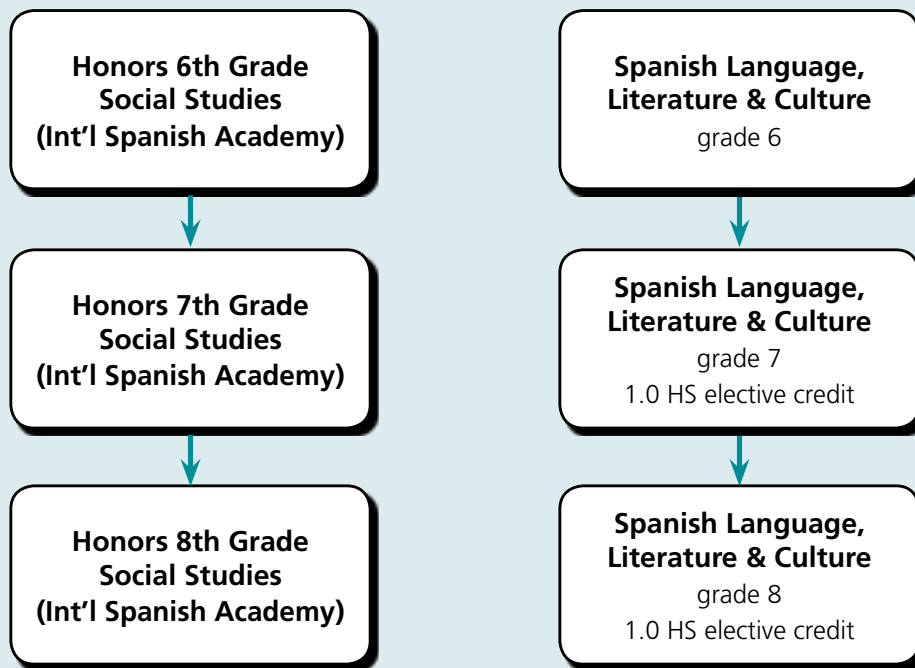
**Prerequisite:** Heritage Speaker of Spanish

**Location:** Highland

Designed for heritage speakers of Spanish, this course focuses on the development of basic foundational Spanish literacy skills and communicative competence in reading, writing, speaking, and listening. Additionally, students will develop an understanding of Hispanic cultures and issues of identity of heritage Spanish speakers in the United States. During this course, students will gain confidence using Spanish to express their own thoughts on social and academic themes, interact with other speakers of the language, understand oral and written messages, and make oral and written presentations.

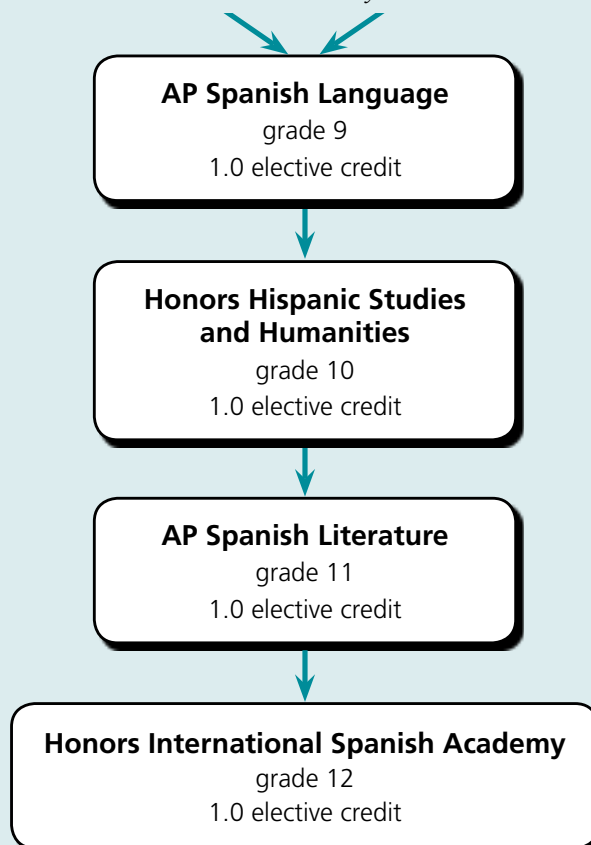
## Tillicum Middle School

*each course one year*



## Newport High School

*each course one year*



AP – Advanced Placement

### International Spanish Academy (formerly Spanish Immersion)

The International Spanish Academy (ISA) program at the middle school level is housed at Tillicum Middle School. The students enrolled in this program are those who began the Spanish Immersion program in either Kindergarten or first grade at Puesta del Sol Elementary and are becoming functionally fluent in the Spanish language. Sixth, seventh, and eighth grade ISA students have two classes per day in the program, Spanish Language, Literature and Culture, and Social Studies. Students earning a C or better in a ISA course are expected to enroll in the next level of ISA coursework.

#### SPANISH LANGUAGE LITERATURE AND CULTURE

##### 875 SPANISH LANGUAGE, LITERATURE AND CULTURE – 6

**Length/Credit:** 1 year

**Prerequisite:** Previously enrolled in Puesta del Sol Elementary Spanish Immersion program or have met standard on the MS Immersion 6th grade entrance exam

**Location:** Tillicum

This course is conducted in Spanish. It integrates authentic literature, grammar, vocabulary and spelling practice, culture and how it relates to today's world, as well as Advanced Placement support and practice. The overarching goal of this program is to deepen the student's knowledge of the Spanish language as well as the literature and culture of the Spanish-speaking world.

##### 876 SPANISH LANGUAGE, LITERATURE AND CULTURE – 7

**Length/Credit:** 1 year - 1.0 Elective credit

**Prerequisite:** Previously enrolled in the 6th grade ISA program or have met standard on the MS ISA 7th grade entrance exam

**Other Info:** 7th grade students who want 1.0 Elective credit for this course to appear on their high school transcript must request it from their high school registrar.

**Location:** Tillicum

This course is conducted in Spanish. It integrates authentic literature, grammar, vocabulary and spelling practice, culture and how it relates to today's world, as well as Advanced Placement support and practice. The overarching goal of this program is to deepen the student's knowledge of the Spanish language as well as the literature and culture of the Spanish-speaking world.

##### 874 SPANISH LANGUAGE, LITERATURE AND CULTURE – 8

**Length/Credit:** 1 year - 1.0 elective credit

**Prerequisite:** Previously enrolled in the 7th grade ISA program or have met standard on the MS ISA 8th grade entrance exam

**Other Info:** 8th grade students who want 1.0 Elective credit for this course to appear on their high school transcript must request it from their high school registrar.

**Location:** Tillicum

This course is conducted in Spanish. It integrates authentic literature, grammar, vocabulary and spelling practice, culture and how it relates to today's world, as well as Advanced Placement support and practice. The overarching goal of this program is to deepen the student's knowledge of the Spanish language as well as the literature and culture of the Spanish-speaking world.

#### INTERNATIONAL SPANISH ACADEMY SPANISH IMMERSION SOCIAL STUDIES

##### 881 HONORS 6TH GRADE SOCIAL STUDIES (SPANISH IMMERSION)

**Length/Credit:** 1 year

**Prerequisite:** Previously enrolled in Puesta del Sol Elementary Spanish Immersion program or permission of instructor

**Location:** Tillicum

This class is conducted entirely in Spanish. The sixth grade honors social studies course introduces students to the geography and cultures of Europe, Mexico, South America, Central America, and the Caribbean. Students begin the year with the study of physical and human geography terms and concepts. These terms and concepts will then be applied throughout the year while studying the contemporary geography of Europe and Latin America. Students study the geography of each of these world regions; explore cultural and natural features that characterize each region; trace the movement of people, ideas, and products within the regions; and discover ways that each can be divided into sub-regions. Historical background is provided to enable students to understand how these regions developed from the past to the present. Differences in governments and economies are examined. Through regular study and discussion of current events, students study public issues of global significance in these regions and work to resolve them through analysis, discussion, and writing. Using a variety of media, students compile, analyze, and present geographic and economic data pertaining to the regions.

### **882 HONORS 7TH GRADE SOCIAL STUDIES (SPANISH IMMERSION)**

**Length/Credit:** 1 year

**Prerequisite:** Previously enrolled in Honors 6th Grade Social Studies (Spanish Immersion) or permission of instructor

**Location:** Tillicum

This class is conducted entirely in Spanish. The seventh grade honors social studies course introduces students to geography and cultures of the Middle East, Africa (West, East, Central, and Southern), India, China, Japan, and Korea. This course also covers Washington State Geography and Economics. The geographic terms and concepts covered in the 6th grade are reinforced as they are applied to the regions studied in 7th grade social studies, and as students explore cultural and natural features that characterize each region; trace the movement of people, ideas, and products within the regions; and discover ways that each can be divided into sub-regions. Historical background is provided to enable students to understand how these regions developed from the past to the present. Differences in governments and economies are examined. Through regular study and discussion of current events, students study public issues of global significance in these regions and work to resolve them through analysis, discussion, and writing. Using a variety of media, students compile, analyze, and present geographic and economic data pertaining to the regions.

### **877 HONORS 8TH GRADE SOCIAL STUDIES (SPANISH IMMERSION)**

**Length/Credit:** 1 year

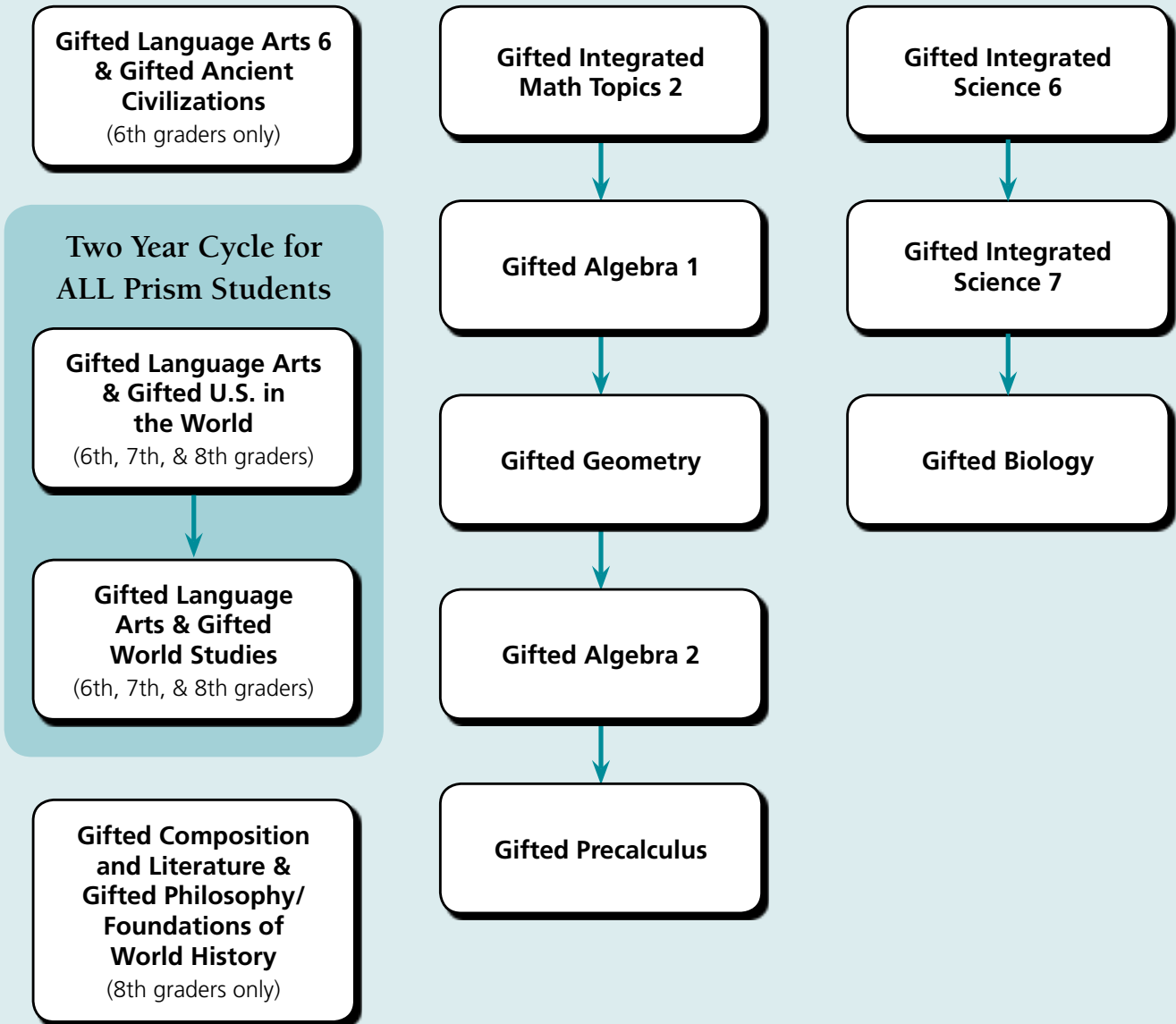
**Prerequisite:** Previously enrolled in Honors 7th Grade Social Studies (Spanish Immersion) or permission of instructor

**Location:** Tillicum

This class is conducted entirely in Spanish. Students will examine the ideas that have shaped the United States through a historical context using the skills of problem solving, logic, critical thinking, and information gathering, presentations and simulations. Students analyze, synthesize and evaluate social science concepts. Students will examine the following topics in depth: European exploration and colonization, the American Revolution, the founding of the American government, the roles that multiple ethnic groups have in the development of the U.S., expansion and reform, and the Civil War. This course also covers Washington State History and the Washington State Constitution.



**Odle Middle School**  
*each course one year*



## Prism

Course descriptions are available in the Prism Program Description booklet available at Odle Middle School.

### LANGUAGE ARTS AND SOCIAL STUDIES

There are two options for Prism students to complete the Language Arts and Social Studies requirements for middle school. One option begins with a class consisting of only 6th graders that introduces students to ancient civilizations from around the world and provides opportunities to develop writing skills and study skills. The second option for 6th graders is to enroll in a multi-graded (6th, 7th, and 8th grade) Prism Language Arts and Social Studies block that studies US History, World History, geography, and economics over a two year period. This is an accelerated option for students seeking to take high school courses in 8th grade in an effort to leave more options for advanced study in high school.

#### 011 GIFTED LANGUAGE ARTS 6

#### 608 GIFTED ANCIENT CIVILIZATIONS

This two-period block class is for 6th grade students only. Students will study ancient civilizations from around the world and will analyze cultural and historical concepts through research, writing projects, primary sources, and discussion. Students will develop strategies for reading higher-level textbooks, test taking, time management, and organization. Students can expect this class to offer enrichment with some acceleration.

#### 012 GIFTED LANGUAGE ARTS

#### 609 GIFTED SOCIAL STUDIES

This class is for 6th, 7th, and 8th grade students, and fulfills one year of a two-year cycle that will also include a U.S. Studies component. Sixth grade students can expect this to be a highly accelerated class. Eighth grade students leaving this class will be prepared to enter Honors Freshman Composition and Literature and Foundations of World History in 9th grade.

#### 019 GIFTED COMPOSITION AND LITERATURE

**Other Info:** Students may request high school credit for this class

In this course, 8th grade students will develop analytical reading, academic writing, critical thinking, and presentation skills. Course content includes myth, short story, poetry, drama, and novels. Analytical reading instruction will extend understanding of literary elements and language. Students will explore themes of self-discovery and personal challenge through literature. Writing instruction will extend their understanding of varied modes of writing: narrative, literary analysis of a sonnet, definition and persuasion. In addition, instruction will develop skills in critical thinking, effective discourse, collaboration, reflection, and standard English writing conventions. Outside and summer reading are required.

#### 621 GIFTED FOUNDATIONS OF WORLD HISTORY

**Length/Credit:** 1 semester = 0.5 credit

**Other Info:** Students may request high school credit for this class

This class is for 8th grade students only. The purpose of Foundations of World History is to develop a greater understanding of the evolution of global processes and contacts with different types of societies. The course emphasizes reading, analytical and writing skills necessary for success in World History or AP World History. This course covers the foundations unit of World History and AP World History, focusing on an understanding of cultures, institutions, technology, and geography prior to 600 C.E. Students completing this course may enroll in either World History or AP World History.

#### 628 GIFTED PHILOSOPHY

**Length/Credit:** 1 semester = 0.5 credit

**Other Info:** Students may request high school credit for this class

This class is for 8th grade students only. The purpose of Philosophy is to examine such central philosophical problems as ethics, theories of knowledge, the nature of reality, philosophy of religion and political philosophy.

### MATH

Students enroll in the next math course in the sequence, depending on their elementary math experiences. The courses are offered at Odle.

#### 307 GIFTED INTEGRATED MATH TOPICS 2

This course covers the topics listed below. Students learn to recognize and generalize patterns and relationships and apply this knowledge to increasingly more difficult problems. Units will cover:

- **Introduction to Algebra:** variables, tables, graphs and symbols as representations
- **Similarity:** similar figures with congruence as a special case
- **Proportional Reasoning:** rate, ratio, proportion, and percent
- **3-D Measurement:** surface area and volume
- **Integers:** operations with positive and negative numbers
- **Linear Relationships:** expressed in words, tables, graphs and equations
- **Probability:** expected value, range
- **Modeling:** use functions and their related equations to solve problems

Continued on next page.

### 312 F GIFTED ALGEBRA 1

**Other info:** Students may request high school credit for this class

Gifted Algebra 1 is a first year algebra course that covers the content of the current Washington State Algebra 1 Standards and prepares students for the required state end of course test. This course focuses on the same mathematical content as Algebra 1 at a deeper, more analytical level and incorporates mathematical modeling, extensions and challenge problems. Highlights of the course include:

- **Number & Quantity:** operations with integers: rational and irrational numbers.
- **Expressions, Equations and Inequalities:** evaluate expressions; simplify, add, multiply and factor polynomials using the properties of real numbers; solve linear, absolute value and quadratic equations and inequalities; solve systems of linear equations and inequalities In two variables
- **Functions:** recognize and represent linear, quadratic and exponential functions using tables, graphs, words and symbols; identify intercepts, domain and to develop models for real world problem situations and analyze them to solve problems and answer questions that arise from these situations
- **Statistics:** analyze and transform of measures of center and variation; properties of data sets; use trend lines as a mathematical models

### 353 F GIFTED GEOMETRY

**Other info:** Students may request high school credit for this class

Gifted Geometry covers the content of the current Washington State Geometry Standards and prepares students for the required state end of course test. This course focuses on the same mathematical content as Geometry at a deeper, more analytical level and incorporates mathematical modeling, extensions and challenge problems. Highlights of the course include:

- **Plane Geometric Figures:** properties of parallel and perpendicular lines, triangles, quadrilaterals and other polygons and circles; geometric constructions; using properties to solve problems
- **Reasoning and Proof:** inductive and deductive reasoning; the role of undefined terms, definitions, postulates and theorems in a mathematical system; proving conjectures using geometric and coordinate methods; indirect proof.
- **Similarity:** properties of similar figures; proving figures similar; right triangle trigonometry; Law of Sines; Law of Cosines; problem solving applications
- **Geometric Measurement:** perimeter/circumference and area of triangles, quadrilaterals, circles and polygons; surface area and volume of prisms, pyramids, cylinders, cones and spheres
- **Transformational Geometry:** symmetry; reflections; rotations; translations; composite transformations; dilations

### 355 F GIFTED ALGEBRA 2

**Other info:** Students may request high school credit for this class

Gifted Algebra 2 is a second year algebra course that covers the content of the Washington State and Common Core Mathematics Standards. This course focuses on the same mathematical content as Algebra 2 but at a deeper, more analytical level. Consequently, assigned work is more challenging. Highlights of the course include:

- **Number & Quantity:** operations with rational, irrational and complex numbers.
- **Expressions, Equations and Inequalities:** transform expressions using the properties of real numbers; solve linear, absolute value, quadratic, polynomial, rational, radical, exponential and logarithmic equations and inequalities; solve systems of linear equations and inequalities in two and three variables; solve systems of nonlinear equations In 2 variables
- **Functions:** recognize and represent linear, quadratic, polynomial, exponential, logarithmic, rational, radical and trigonometric functions using tables, graphs, words and symbols; identify intercepts, domain and range; use functions and their related equations to solve problems; understand how transformations affect the equations, graphs and properties of functions.
- **Modeling:** use functions to develop models for real world problem situations and analyze them to solve problems and answer questions that arise from these situations
- **Probability & Statistics:** analyze of measures of center and variation, normal and binomial distributions; counting, permutations and combinations; independent, dependent and compound events
- **Trigonometry:** use trigonometric ratios and the Law of Sines and Law of Cosines to solve problems

### 356 F GIFTED PRECALCULUS

**Other Info:** Students may request high school credit for this class. Depending on enrollment, students in this course may have to take the course at Interlake High School

This course is designed to prepare students for an AP Calculus course and is recommended for students whose future career aspirations include mathematics, science, engineering or advanced work in social sciences fields. The course is designed around mathematical modeling using the elementary functions including polynomial, rational, radical, exponential, logarithmic and trigonometric functions. In addition students will study vector and matrix applications, analytic geometry and sequences and series.

### SCIENCE

The PRISM science program accelerates content so that students are ready for high school biology in the 8th grade. This is accomplished through a study of life science at grade 5 and focused study of earth and physical science in grades 6 and 7. Following biology, high school courses can be sequenced in a variety of ways, resulting in credits in chemistry as well as AP science courses. We recommend that Prism students take the core science courses; biology, chemistry, AP Physics and accomplish at least one additional AP science course during their time in high school.

#### **406 GIFTED 6TH GRADE SCIENCE**

This laboratory science course provides students opportunities to investigate concepts from the earth and physical sciences. The course consists of three units; Earth in Space, Properties of Matter and Catastrophic Events. Hands-on activities in the laboratory, class discussion, individual and group projects and activities, provide students opportunities to investigate science topics of relevance to their own lives and build understanding of fundamental concepts in science.

#### **407 GIFTED 7TH GRADE PHYSICS**

Physics is studied for conceptual understanding of major concepts in static electricity and magnetism, the nature of matter, motion force and energy and wave behavior. The course is supported by students' concurrent enrollment in mathematics that includes fundamentals of algebra. While algebraic treatment is not the focus, students have an opportunity to apply the math they are learning to the physics concepts studied. Simulations of systems to study the laws of physics are used extensively. Hands-on activities in the laboratory, class discussion, individual and group projects and activities, provide students opportunities to investigate science topics of relevance to their own lives and build understanding of fundamental concepts in science.

#### **420 N GIFTED BIOLOGY**

**Other Info:** Students may request high school credit for this class

**Prerequisite:** Gifted Algebra 1

Gifted Biology topics include ecology, cells and transport, genetics and heredity, evolution, human nervous, endocrine and Immune systems, as well as human development. Biological concepts and theories will be addressed at a deeper level, incorporating more of the technical vocabulary of biology. Students will be expected to read the biology text independently, write formal laboratory reports, analyze data and account for errors in the lab, and complete projects and presentations that include the technical vocabulary of biology. Students will plan and perform experiments, observe and interpret data, and learn laboratory techniques. Laboratory experiences foster an understanding of the methods of scientific investigation and development of scientific habits of mind.

### ADDITIONAL MIDDLE SCHOOL ELECTIVE COURSES

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ACADEMIC SEMINAR

AVID

ELEMENTARY TUTOR

OFFICE ASSISTANT

PEER TUTOR

### ELECTIVE COURSES

#### 912 OFFICE ASSISTANT

**Length/Credit:** 1 semester

**Prerequisite:** 8th grade standing. Permission of Attendance Secretary, Counselor, parent, and an excellent attendance record.

**Other Info:** This class will be graded with Satisfactory (S) or No Credit (NC). No letter grade will be recorded

**Location:** Chinook, Highland, Odle, Tye

The Attendance Office offers on-the-job training in general office skills and public relations. Students will deliver messages, file, assist with mailings, and help students and staff in a polite and courteous manner. Students will collect attendance records from classrooms.

#### 914 LIFE SKILLS PROGRAM PEER TUTOR

**Length/Credit:** To be determined on an individual basis

**Prerequisite:** School staff recommendation

**Location:** Highland

Students will serve as peer tutor-coaches to individuals with developmental disabilities. Peer tutor-coaches will be expected to work in a group or one to one with students in a variety of settings and situations; and will complete weekly assignments, keep a journal, and present an individualized final project.

#### 983 ACADEMIC SEMINAR

**Length/Credit:** 1 semester (can be repeated)

**Prerequisite:** Teacher recommendation or self-referral when appropriate; may be required.

**Location:** Chinook, Highland, International, Tillicum, Tye

Students will work on assignments to make up incomplete work, as well as on current assignments, in Language Arts, Social Studies, Mathematics, and Science. They will also learn organizational and study skills. Students will study for and take tests, will practice read-

ing, and will complete other assigned tasks to positively impact their academic progress. Students may be matched with Peer Tutors when available to assist them in all of the above tasks.

#### 981 ELEMENTARY TUTOR

**Length/Credit:** 1 semester (can be repeated)

**Prerequisite:** Grades 8 only, teacher and counselor permission, excellent attendance

**Other Info:** This class will be graded with Satisfactory (S) or No Mark (NM). No letter grade will be recorded

**Location:** Tillicum

Tutors assist elementary teachers in their classrooms and learn more about a career that involves working with younger students. Their duties may include individual tutoring, clerical work, and play-ground/lunchroom assistance.

#### 982 PEER TUTOR

**Length/Credit:** 1 semester (can be repeated)

**Prerequisite:** 8th grade standing and teacher recommendation

**Other Info:** This class will be graded with Satisfactory (S) or No Mark (NM). No letter grade will be recorded

**Location:** Chinook

Peer tutors will be paired with students who need help completing assignments, studying for tests, reading, organizing their work, and/or doing other assigned tasks to positively impact their academic progress. Peer Tutoring may also be done on voluntary basis before or after school.

#### 979 MIDDLE SCHOOL AVID I

**Length/Credit:** 1 year - 1.0 credit

**Prerequisite:** Application and interview

**Location:** Chinook, Highland, International, Odle, Tillicum, Tye

Advancement Via Individual Determination (AVID): This course assists students who have requested academically rigorous courses develop skills to succeed in middle and high school by refining their inquiry, reading, writing, and collaborative discussion strategies. To access rigorous course content, they work through peer study groups, prepare for study sessions, practice test taking strategies, and refine Cornell notes and presentation skills. Students also practice time management, organization, and advocacy skills.

#### 978 MIDDLE SCHOOL AVID II

**Length/Credit:** 1 year - 1.0 credit

**Prerequisite:** Application and interview

**Location:** Chinook, Highland, International, Odle, Tillicum, Tye

Advancement Via Individual Determination (AVID): This course assists students who have requested academically rigorous courses develop skills to succeed in middle and high school by refining their inquiry, reading, writing, and collaborative discussion strategies. To access rigorous course content, they work through peer study groups, prepare for study sessions, practice test taking strategies, and refine Cornell notes and presentation skills. Students also practice time management, organization, and advocacy skills.



## Bellevue School District: Middle Schools

**Bellevue Big Picture School** • 14822 SE 22nd St., Bellevue 98007 • (425) 456-4235

**Chinook Middle School** • 11650 SE 60th, Bellevue 98006 (*Temporary Location*) • (425) 456-6300

**Highland Middle School** • 15027 NE Bel/Red Road, Bellevue 98007 • (425) 456-6400

**International School** • 445 128th Ave. SE, Bellevue 98005 • (425) 456-6500

**Odle Middle School** • 14401 NE 8th St., Bellevue 98007 • (425) 456-6600

**Tillicum Middle School** • 16020 SE 16th St., Bellevue 98008 • (425) 456-6700

**Tyee Middle School** • 13630 SE Allen Road, Bellevue 98006 • (425) 456-6800

