Issaquah Middle School
6th Grade Course Information and Selection Forms for 2016-17
Please return your course requests to your 5th grade teacher by Monday, March 21

Please Print Clearly

Student Name (first and last): ____________________________

Address: ____________________________________________ Primary Phone: __________________

Current Elementary School: ____________________________ 5th Grade Teacher: __________________

☐ I will not be attending IMS next year. I will be attending ____________________________ (School, City, State)

*Note – Do NOT this box unless you are 100% certain you will not be attending IMS. If you check this box, you do not need to make course or elective selections. Just sign and return the packet to your teacher.

6th graders take the following classes:
  • Full-year classes – Language Arts, Social Studies, Math and Science
  • PAWS 6 – 25 minutes used for reading, advisory, school business and academic assistance
  • PE (one trimester), Tech Smart (one trimester), Health (one trimester)
  • Elective Option #1 – One year-long elective OR
  • Elective Option #2 – Three single-trimester electives

**Sample Schedule**

<table>
<thead>
<tr>
<th>Period</th>
<th>Trimester 1</th>
<th>Trimester 2</th>
<th>Trimester 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Language Arts</td>
<td>Language Arts</td>
<td>Language Arts</td>
</tr>
<tr>
<td>2</td>
<td>Social Studies</td>
<td>Social Studies</td>
<td>Social Studies</td>
</tr>
<tr>
<td>3</td>
<td>PAWS</td>
<td>PAWS</td>
<td>PAWS</td>
</tr>
<tr>
<td>4</td>
<td>Elective</td>
<td>Elective</td>
<td>Elective</td>
</tr>
<tr>
<td>5</td>
<td>PE</td>
<td>Tech Smart</td>
<td>Health</td>
</tr>
<tr>
<td>6</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
</tr>
<tr>
<td>7</td>
<td>Science</td>
<td>Science</td>
<td>Science</td>
</tr>
</tbody>
</table>

Advanced Course Selection - Information and criteria to help you make an informed decision in selecting the appropriate Math, Science and Language Arts courses for your child are included in this packet. Please read carefully before making your selections.

Academic Support for General Education Students (Read 180, Math 180) – Some students will be identified as needing additional academic support in reading and/or math. These students will be automatically placed in a support class in place of their elective and the parent/guardian will be notified. More information about these courses can be found in the course description guide posted on the IMS website.

Special Education – Students with an IEP (Individualized Education Plan) will be placed in a special education class (in accordance with their IEP) in place of an elective. Please check (✓) here if your child is in Special Education. _____

ELL (English Language Learner) – Students requiring ELL services will be scheduled into ELL in place of an elective. Please check (✓) here if your child is in ELL. _______
Elective Selection

Course descriptions are available on the IMS website: [www.ims.issaquah.wednet.edu](http://www.ims.issaquah.wednet.edu)

**Directions:** Please indicate your elective preference below. Choose from Option 1 or Option 2:

**Option 1 - Year-long Electives:** If you want to take Band, Chorus or Orchestra, put a check (✓) by the one you wish to take. If you choose this option you are making a commitment to remain in the class for the full year.

Instrument rental and practice is required. Attendance and participation at concerts are part of the student’s grade in these classes. Make your elective choice carefully as you will be scheduled to take the year-long elective you choose.

- [ ] Beginning Band
- [ ] Chorus 6
- [ ] Orchestra Beginning

Do you currently play an instrument?  YES  NO

Which instrument do you play? __________________________ How long have you played (years/months)? ____

**OR**

**Option 2 - Trimester Electives:** Trimester electives are scheduled around your child’s core classes. Although we will attempt to give students their top choices, some electives may not work with your child’s schedule and therefore choices are NOT guaranteed. Students are encouraged to take a wide variety of electives and should be prepared to take any electives including those that are not top choices. Rank each elective (1 – 10), in order of your interest with 1 representing your first choice.

- [ ] ASB /Leadership
- [ ] Science Fiction
- [ ] Backyard Forest
- [ ] Studio Art
- [ ] Digital Photography
- [ ] Study Hall
- [ ] Music Exploratory
- [ ] Study Skills
- [ ] Recreational Activities
- [ ] 3D Art

[ ] Check (✓) here if you would like your child to be considered for the Read 180 class. (See other side)

[ ] Check (✓) here if you would like your child to be considered for the Math 180 class. (See other side)

Parent Signature: ____________________________ Student Signature: ____________________________

If you have any questions please contact the IMS Registrar, Joni Apman, at (425) 837-6818 or [apmanj@issaquah.wednet.edu](mailto:apmanj@issaquah.wednet.edu)
March 11, 2016

Dear Incoming 6th Grade Parents:

This packet contains the course selection materials for Electives, Language Arts, Math, and Science.

The goals of all courses offered in the Issaquah School District are to support and challenge students.

Issaquah School District also offers advanced and accelerated options in English Language Arts, Math, and Science for students in middle school whose personal goals, interests, and abilities would benefit from these options. Families interested in Advanced Language Arts, or skipping a year of science or math content should consider the following guidance.

Students choosing advanced/accelerated courses should:

- have excellent study habits and organizational skills.
- have communication and reading skills for engaging with rigorous material.
- demonstrate motivation, perseverance and endurance.
- be active participants in all aspects of the classroom, including discussions, group or individual projects, and labs.
- consider the increased time commitment to studies outside of the school day. Please consider all responsibilities, including sports, music and club affiliations.
- consider the possibility that grades could be lower than if students took the typical course sequence(s).

This is an important decision for students and families. In Language Arts, this decision will be made yearly. However, for math and science, once a student starts a path above grade level it is not possible to change course without repeating content at some point in time. Please see the included Math, Science, and English Language Arts selection forms for additional information concerning each option.

The following pages will be used for course placement. Please complete and return all forms to your student’s fifth grade teacher by March 21, 2016:

☐ Elective(s)
☐ Language Arts
☐ Math
☐ Science

Sincerely,

[Signature]

Emilie Hard
Assistant Superintendent
Teaching and Learning Services
MIDDLE SCHOOL MATH COURSES

In 6th Grade
- Common Core Path
  - CC 6
- Accelerated Path
  - CC 6
- Skipping Content*
  - CC 7/8

In 7th Grade
- Common Core Path
  - CC 7
- Accelerated Path
  - CC 7/8
- Skipping Content*
  - CC 8/Alg 1

In 8th Grade
- CC 8
- Geometry

* Selecting this option means that your child will SKIP 6th grade math and choose COMPACTED PACING through middle school. Students are responsible for mastery of CC 6 math skills and concepts.

WHAT DO I NEED TO DO NOW?

- MOST STUDENTS WILL BEGIN MIDDLE SCHOOL MATH IN CC 6. Unless you are considering skipping this course, select the CC 6 option on your child’s math placement form and return it to your child’s fifth grade teacher. You will have the opportunity to decide between Common Core Grade Level Pacing vs. Compacted Pacing at the end of 6th grade.

IS MY CHILD READY FOR CC 7/8? The only decision to be made in the spring of 5th grade is considering whether your child can truly demonstrate sufficient mastery of 6th grade Common Core math skills and concepts to indicate readiness to skip CC 6 and begin middle school in CC 7/8. Selecting this option means that your child will SKIP 6th grade math and choose COMPACTED PACING through middle school.

- MASTERY OF 6TH GRADE COMMON CORE CONTENT STANDARDS: Some students may be able to demonstrate sufficient mastery of CC 6 skills and concepts to begin middle school in CC 7/8. To evaluate whether your student may be ready to skip CC 6, please visit [http://www.issaquah.wednet.edu/academics/core/math/cc6masterytest.htm](http://www.issaquah.wednet.edu/academics/core/math/cc6masterytest.htm) and have your student take the online Common Core 6 Math Mastery Assessment. Then record your student’s score on the Math Placement Selection form. (A score of 80% or higher would provide evidence of sufficient mastery.)

- STANDARDS FOR MATHEMATICAL PRACTICE: Common Core expects much more than just procedural skill and fluency. Students are expected to achieve deep conceptual understanding, to demonstrate critical thinking skills, to make connections, to persevere in problem-solving, to apply their learning to solving problems in real world contexts, to justify their reasoning, and to clearly communicate their math thinking. Read more about the Standards for Mathematical Practice at [http://www.corestandards.org/Math/Practice](http://www.corestandards.org/Math/Practice).

- COMMITMENT TO COMPACTED PACING: Be aware that students who skip CC 6 will continue with Compacted Pacing and should be prepared for the increased rigor and vigorous pacing of this sequence.

- READINESS CRITERIA: Families who wish to select this placement should ensure that their student meets the following Readiness Criteria:
  - A score of 80% or higher on the online Common Core 6 Math Mastery Assessment.
  - A score of 2632 or higher on the 4th grade SBA in Math.
  - Consistently demonstrates Standards for Mathematical Practice.

QUESTIONS? Please visit [http://www.issaquah.wednet.edu/academics/core/math/Default.aspx](http://www.issaquah.wednet.edu/academics/core/math/Default.aspx), talk to your child’s principal, or contact Kathryn Coffin, Secondary Math Specialist at coffink@issaquah.wednet.edu or Dawn Wallace, Director of Instructional Support, at wallaced@issaquah.wednet.edu.
MIDDLE SCHOOL SCIENCE COURSES

* Selecting this option means that your child will SKIP Life Science.

WHAT DO I NEED TO DO NOW?

- MOST STUDENTS WILL BEGIN MIDDLE SCHOOL SCIENCE IN LIFE SCIENCE. Unless you are considering skipping this course, select the Pathway 1 option on your child’s science placement form and return it to your child’s fifth grade teacher.

IS MY CHILD READY FOR SCIENCE PATH TWO? The decision made in the spring of 5th grade is considering whether your child has maturity, motivation, and desire to accelerate in middle school science. Selecting this option means that your child will SKIP Life Science. This content will not be repeated.

- READING AT LEAST TWO GRADES ABOVE GRADE LEVEL STANDARD: The Biology textbook used in 8th grade is written at a 10th grade reading level. For many students, this will be their first experience with an academic text. Being able to read for comprehension is important for students to participate in biology class. To evaluate whether your student may be ready to use the Biology Textbook in 8th Grade, please check your student’s 5th Grade Fountas & Pinnell (Fall Window) score as well as the 4th Grade SBA in Reading. Then record your student’s scores on the Science Placement Selection form.

- MATH READINESS TO SUPPORT PATHWAYS IN HIGH SCHOOL: When considering your child’s science pathway, it is important to consider your child’s math readiness. Due to the math requirements in high school science classes, selecting certain science pathways may necessitate adding a non-algebra-based (algebra-based sciences include chemistry and physics) science elective during freshman year or accelerating math in high school, if appropriate for your child. To evaluate whether your student may be prepared to take algebra-based science in 9th grade, please check your student’s 4th grade SBA in Math score. Then record your student’s score on the Science Placement Selection form.

- LAB BEHAVIORS: Students should consistently demonstrate maturity and cautious behaviors in lab situations where chemical use and safety is a concern. Impulsive behaviors will jeopardize a student’s safety.

- READINESS CRITERIA: Families who wish to select this placement should ensure that their student meets the following Readiness Criteria:
  - A score of 2633 or higher on the 4th Grade SBA in Reading.
  - A score of 2632 or higher on the 4th grade SBA in Math.
  - A score of Y or higher on the 5th Grade Fountas & Pinnell (Fall Window).

QUESTIONS? Please visit [http://www.issaquah.wednet.edu/academics/core/science](http://www.issaquah.wednet.edu/academics/core/science), talk to your child’s principal, or contact Lena Jones, Secondary Science Specialist, at jonesl@issaquah.wednet.edu or Dawn Wallace, Director of Instructional Support, at wallaced@issaquah.wednet.edu.
Middle School Regular Language Arts

Middle School Advanced Language Arts

☐ My student and I have read the following information about the Issaquah School District Middle School Advanced Language Arts. We choose to enroll in Advanced Language Arts.

☐ We have looked at all of our student’s test results and grades and believe our student is capable of being successful in Advanced Language Arts.

☐ We have discussed the motivation and effort necessary to succeed in Advanced Language Arts and believe that our student will enjoy the challenge and is comfortable working outside of his or her academic comfort zone.

☐ We have discussed the importance of having stamina for rigorous reading and writing.

☐ We discussed the expectation that our student will apply higher level thinking skills in reading, writing and classroom discussion activities.

☐ We discussed the possibility that our student may earn lower grades than she/he is accustomed to and understand that our student must remain in the Advanced Language Arts as long as he/she is passing with at least a D.

☐ We have discussed the importance of being intrinsically motivated to read, write and actively engage in classroom discussion using higher level thinking skills.

<table>
<thead>
<tr>
<th>Advanced Language Arts Readiness Criteria</th>
<th>Recommended Score</th>
<th>My child’s score</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Grade SBA in ELA</td>
<td>2630</td>
<td>Score: __________</td>
</tr>
<tr>
<td>(check your child’s score on Family Access)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5th Grade Reading Report Card Grade in Reading and Writing</td>
<td>4</td>
<td>Score: __________</td>
</tr>
<tr>
<td>(check your child’s score on Family Access)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student Name (printed)                Parent Name (printed)                Date

Student Signature                Parent Signature

Questions? Please visit http://www.issaquah.wednet.edu/academics/core/LA, talk to your child’s principal, or contact Kristin Edlund, Secondary Language Arts Specialist, at edlundk@issaquah.wednet.edu or Emile Hard, Assistant Superintendent, at harde@issaquah.wednet.edu.

1 2014 was the first year of SBA administration. These scores are based on best judgement, but have no historical precedent.
We choose **Common Core Grade Level Pacing**. Please enroll my child in CC 6. Most students will begin middle school in CC 6 and then will have the opportunity to select either **Common Core Grade Level Pacing** or **Compacted Pacing** at the end of 6th grade.

**CC 7/8**

Some students may demonstrate sufficient mastery of CC 6 skills and concepts to begin middle school in CC 7/8.

We have looked at our student’s scores and other Readiness Criteria and believe our student is capable of being successful in CC 7/8.

We understand that our student will be skipping a full year of Common Core math instruction.

We understand that by skipping CC 6 we are selecting **Compacted Pacing**. We have discussed the increased rigor and vigorous pacing of the **Compacted Pacing** and believe our student is ready for the additional challenge.

We understand that by beginning middle school in CC 7/8, our student will be in compacted pacing for the duration of middle school.

We understand that by skipping CC 6, we are anticipating that our student will take a Calculus-level course as the third year of high school math required for graduation.

<table>
<thead>
<tr>
<th>CC 7/8 Readiness Criteria</th>
<th>Recommended Score</th>
<th>My child’s score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Common Core 6 Math Mastery Assessment</strong></td>
<td>80% or higher</td>
<td>Score: __________</td>
</tr>
<tr>
<td><strong>4th Grade SBA in Math</strong></td>
<td>2632</td>
<td>Score: __________</td>
</tr>
<tr>
<td><em>check your child’s score on Family Access</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Mathematical Practices:** My child consistently demonstrates the Standards for Mathematical Practice by: achieving deep conceptual understanding, demonstrating critical thinking skills, making connections, persevering in problem-solving, applying learning to solving real world problems, justifying reasoning, and clearly communicating math thinking.

Initial here: __________

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Student Name (printed)  Parent Name (printed)  Date

Student Signature  Parent Signature

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1 2014 was the first year of SBA administration. These scores are based on best judgement, but have no historical precedent.
Science Selection Form for Current 5th Grade Students

Student Name (printed)  Elementary School  Middle School

☐ Middle School Science Path I

☐ Middle School Science Path II

My student and I have read the following information about Issaquah School District Middle School Science Paths I and II. We choose to enroll in Science Path II, skipping Life Science and starting middle school in Earth and Space Science.

☐ We have looked at our student’s scores and other Readiness Criteria and believe our student is capable of being successful in Science Path II.

☐ We understand that our student will be skipping a full year of middle school science instruction.

☐ We discussed the motivation and effort necessary to succeed in Science Path II and believe that our student will enjoy the challenge and is comfortable working outside of his or her academic comfort zone.

☐ We discussed the possibility that our student may earn lower grades than she/he is accustomed to and understand that our student must remain in the science class as long as he/she is passing with at least a D.

☐ We discussed the importance of strong, advanced math and reading skills and how reading proficiency impacts performance in an advanced science class (The high school Biology book is a 10th grade reading level. Students in 5th grade should be reading with high comprehension at a 7th-8th grade level at this time.)

☐ We understand that by skipping life science, our student will likely be in science classes with older students.

☐ We have discussed the critical importance of maturity and caution in the science lab class.

<table>
<thead>
<tr>
<th>Science Pathway II Readiness Criteria</th>
<th>Recommended Score</th>
<th>My child’s score</th>
</tr>
</thead>
<tbody>
<tr>
<td>4th Grade SBA in Reading (check your child’s score on Family Access)</td>
<td>2630</td>
<td>Score: ____________</td>
</tr>
<tr>
<td>4th Grade SBA in Math (check your child’s score on Family Access)</td>
<td>2633</td>
<td>Score: ____________</td>
</tr>
<tr>
<td>5th Grade Fall Window, Fountas &amp; Pinnell (check your child’s score on Family Access)</td>
<td>Y+</td>
<td>Score: ____________</td>
</tr>
</tbody>
</table>

Student Name (printed)  Parent Name (printed)  Date

Student Signature  Parent Signature

1 2014 was the first year of SBA administration. These scores are based on best judgement, but have no historical precedent.