

**6-12**

**Instruction**

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## Instructional Vision

Everett Public Schools provides universal access to high impact, standards-aligned, Tier 1 instruction. Our classrooms are safe, joyful and inclusive spaces where ALL students are empowered to own their learning and celebrate their growth! Students are eager to come to school because in our classrooms:

**Students do the thinking.** They make authentic connections between what they learn both within and across content areas. They engage in productive struggle and persevere through challenges because they know they can and will master content and skills. They collaborate with one another, as a community of learners, and construct multiple paths for solving problems. They share their ideas and thinking in a variety of ways.

**Student voice is elevated.** They do most of the talking. They are encouraged to process and communicate in their native language or mode of communication. They ask questions, drive discourse, explain their thinking and prove their points. When students share their peers probe, provide feedback and/or build on their ideas. They use academic language and push each other for precision.

**Students are supported.** The students are ours; every single one of them. We take collective ownership of the success of every single student in our schools. They are seen as individuals who have unique strengths that are assets to share with the collective. Their needs are known, and their teachers provide access to grade level instruction and content within every classroom by using high quality instructional materials and leveraging best practices (like scaffolding, Universal Design for Learning, SIOP and GLAD) to fully meet the needs of each student. They are encouraged to take risks and embrace making mistakes as part of the learning process; they embody a growth mindset. They regularly receive meaningful feedback related to their learning and growth.

**Students are empowered.** They bring their own knowledge, native languages, abilities and lived experiences to the table. They see themselves represented in the materials, culture and staff at our schools. They exercise choice and agency. They cogenerate our classrooms with our teachers (co-creating routines, collective knowledge and resources and agreements) because they feel ownership of the learning space and outcomes.

## English Language Arts

To achieve the goal that each students grades from high school ready for college, career, and life with 21<sup>st</sup> century skills, educators in Everett Public Schools focus on the rigorous English Language Arts Common Core State Standards (ELA CCSS) and 21<sup>st</sup> century skills as the foundation of course content and outcomes in English courses in Everett Public Schools. The ELA CCSS in reading, writing, language, speaking and listening delineate the knowledge and skills students need to be future-ready. The 21<sup>st</sup> century skills, integrated with educational technology skills, provide students and teachers with clarity and competencies that are also essential for students to be prepared for the future.

To support and align with the expectations of the ELA CCSS and 21<sup>st</sup> century skills, Everett Public Schools adopted the CollegeBoard's *Springboard* instructional materials for core English courses in grades 6-12. These instructional resources support the rigor required by the ELA CCSS expectations. They help teachers focus instruction in literacy; building knowledge through literary nonfiction, and literary text; reading, writing, and speaking grounded in text evidence; and regular practice with complex text and its academic language.

*Springboard* instructional resources, including the digital platform integrated into the Canvas platform, provide support to teachers to create student-centered learning environments with backward design, embedded assessments, an inquiry approach to learning, and a focus on student engagement and reflection. In these courses, students learn strategies they can apply to tackle complex texts and tasks, such as close reading, deep analysis of texts, academic discourse, and collaboration. Also, with the updated 2021 edition, teachers and students have access to resources that are aligned with the expectations of college entrance examinations, such as the Scholastic Aptitude Test (SAT) and Advanced Placement ELA assessments.

In addition, Everett Public Schools adopted the Pre-AP instructional model for our 9<sup>th</sup> grade (Pre-AP 1) and 10<sup>th</sup> grade (Pre-AP 2) courses. The course materials are embedded into the Springboard materials and provide additional common assessments facilitated via the My AP Classroom CollegeBoard website. The purpose of the Pre-AP model is to provide additional scaffolds and access to rigorous course materials and assessments that prepare students for AP courses. Pre-AP teachers receive additional support and training through CollegeBoard.

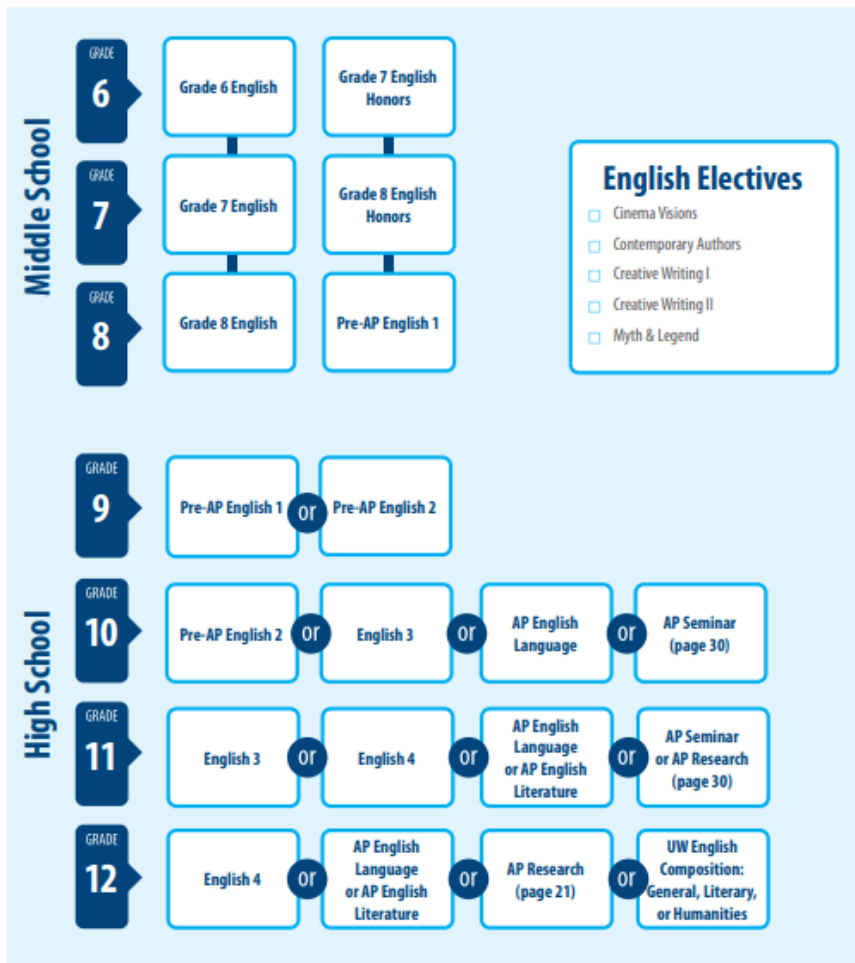
District English teacher leaders have worked collaboratively to create instructional maps for each course to ensure common content and outcomes for the same courses across the district, utilizing core and ancillary instructional materials. These maps provide teachers across the district with a common instructional plan for purposeful planning by professional learning communities (PLCs) at each grade level in buildings. In addition to in-depth unit planning, PLCs also agree upon their standards-aligned assessment map for the year utilizing *Springboard* embedded assessments, which offer students the opportunity to demonstrate their learning in writing, such as literary analysis essays, in structured discussions, such as Socratic Seminars, and in media, such as an argumentative photo essay. In addition, PLCs work collaboratively to determine which activity quizzes and end of unit assessments to provide to students. These assessments are all standards aligned and loaded into Performance Matters for ease of data disaggregation. English teachers may also utilize Smarter Balanced Assessment interim assessments to determine student progress in meeting proficiency with regard to the standards.

These common assessments provide formative and summative assessment data to guide instruction and align with the Eight Step Process to provide teachers targeted data points for their collaborative work as they work to ensure that students meet or exceed the levels of proficiency called for by the ELA CCSS and measured by the Washington State English Language Arts Smarter Balanced Assessment (ELA SBA).

For challenging options, in the middle grades, students can choose to take English classes at a grade level above that provide accelerated pacing and focus on depth and complexity. In high school, students have option to accelerate pacing and focus on depth and complexity. In high school, students have options to accelerate their learning with College in the High School (CiHS) and Advanced Placement (AP) courses, including AP English Language and Composition. Teachers and students in AP English courses have access to high-quality, college level texts and ancillary full-length texts.

Other high school challenging English course options for students include AP Seminar and AP Research, part of the AP Capstone diploma path, College in the High School (CiHS) classes, and Running Start options in students' junior and/or senior year. These courses are designed to provide students with additional challenge, depth in the content and approach, and the opportunity to earn college credit while enrolled in high school.

For students in grades 6-12 who need additional support in literacy, the district offers students the opportunity for differentiated instruction tailored to their instructional needs in courses for students in special education and English Learner programs. In these courses, teachers utilize Voyager Sopris, LANGAUGE! Live instructional materials to teach students foundational and advanced literacy skills. They focus on accelerating student learning in a blended learning environment with a small group direct instruction of complex literacy skills and digital support for individualized learning and practice. A variety of assessments provide data for teachers to monitor students' growth in learning and to plan next steps in instruction. Students also monitor their own progress, invest in their learning, and build a growth mindset.



## Mathematics

Students need to understand mathematics, use it to solve problems, reason logically, compute fluently, and use it to make sense of their world. For this reason, our districts pre-K – 12 math program is focused on the essential elements of teaching and learning, access and equity, curriculum, tools and technology, assessment actions to realize the goal of ensuring mathematical success for all.

In 2011, Washington state adopted the Common Core State Standards for Math (CCSS-M) including standards for Math Practice. Students in grades 6-12 are engaged with a math curriculum aligned to Common Core State Standards and that promotes conceptual understanding, procedural fluency, and problem solving. With an aligned approach across grade levels, Illustrative Mathematics (IM) instructional materials are being used in grades 6-12 and were recently adopted in K-5, as well. These instructional materials are problem-based, rooted in conceptual understanding, and using instructionally strong mathematical routines to foster success for all students. In addition, IM includes many formative and summative assessment opportunities including quick checks and end of unit assessments. These assessments have been loaded in the Performance Matters for easy data disaggregation.

These common assessments provide formative and summative assessment data to guide instruction and align with the Eight Step Process to provide teachers targeted data points for their collaborative work as they work to ensure that students meet or exceed the levels of proficiency called for by the Math CCSS and measured by the Washington State Mathematics Smarter Balanced Assessment (Math SBA).

The academics team is committed to ensuring all students have access to and are engaged in mathematics that will ensure college and career readiness. Working in partnership with teacher leaders, instructional maps have been developed for all 6-12 core mathematics courses. These maps provide a guide for teacher professional learning communities to meaningfully plan for instruction. These maps include alignment to standards and provide a guide for unit planning.

For challenging options, in the middle grades, students can choose to take compacted math classes that accelerate learning. 6<sup>th</sup> graders may opt to take Accelerated 6<sup>th</sup>, 7<sup>th</sup> graders may take Accelerated 7<sup>th</sup>, and 8<sup>th</sup> graders may take algebra. Students who were in the Highly Capable program in elementary school will accelerate two grade levels above and will take geometry in 8<sup>th</sup> grade. In high school, students have College in the High School and AP options to take. In addition, we are adding new math pathways to ensure students have courses that align to their post-secondary plans.

### Math Education Terms:

*CCSS-M: Common Core State Standards for Mathematics*

*IM: Illustrative Mathematics, core adopted instructional materials*

*SMP: Standards for Mathematical Practice*

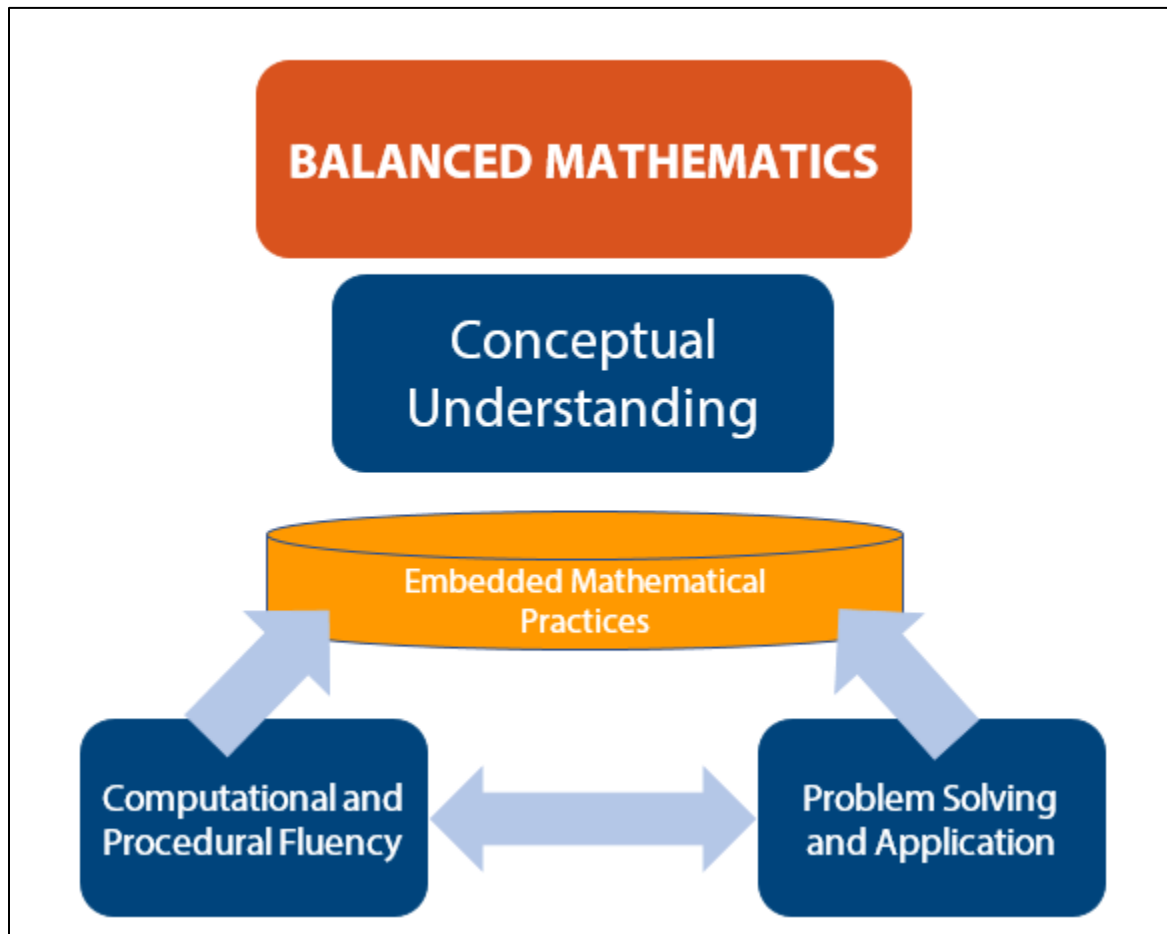
*MTP: Effective Mathematics Teaching Practices*

*MLRs: Math Language Routines*

These instructional routines are short (5-15 min) learning activities that teachers and students engage in together on a regular basis so that the activity becomes “routine.” They have a regular structure for interaction among teachers and students and can be used across content and grade levels for a variety of instructional objectives (Lampert, 2010). Math Language Routines make students mathematical thinking visible and require teachers to pay attention to, build on, and respond to student thinking. Using such routines frequently can support the development of a classroom culture in which sense-making is at the heart of all activity, and mistakes are “expected, respected, and inspected.”

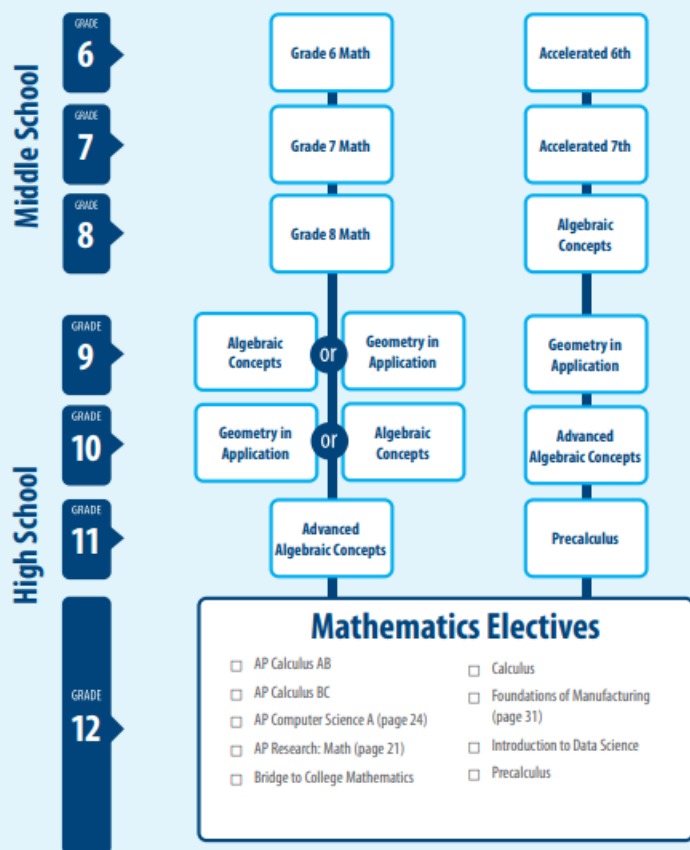
*Balanced Mathematics:*

Ensuring the rigor of the CCSS-M is attended to by providing instruction and learning experiences with equal intensity, the three aspects conceptual understanding, procedural skills and fluency, and application.





## Course Sequence and Options for Grades 6-12



## Science and Engineering

Science and engineering are core to STEM education which is foundational to the future of today's students. Starting in our pre-k programs, and continuing through each students' high school experience, Everett students engage in science and engineering curriculum that promotes conceptual understanding, science and engineering practices, and problem solving.

In 2013, Washington state adopted the Next Generation Science Standards (NGSS) as the state's science standards. The NGSS identify scientific and engineering practices, crosscutting concepts, and core ideas in science that all students should master in order to prepare for success in college and 21<sup>st</sup> century careers.

A district-wide NGSS Design Team has developed NGSS course maps and have been leading the vetting and adoption of new NGSS aligned science and engineering curriculum.

Students in grades 6-8 science courses are positioned as scientists and engineers, as they progress through the OpenSciEd instructional materials. These phenomena-driven units engage students in collaborative, discourse rich, problem-solving experiences. Middle School students can also take engineering and robotics courses.

Washington state requires three years of high school science, two of which need to be lab science. The high school NGSS course maps define three integrated courses: Biology and the Environment, Physics in the Universe, and Chemistry in the Earth System. Each course integrates Life Science or Physical Science with Earth and Space Science and Engineering.

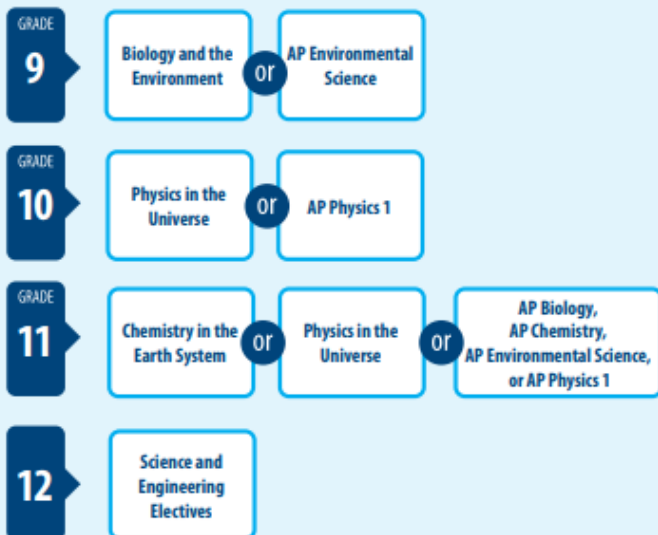
The instructional materials and course sequencing is aligned to the Washington Comprehensive Assessment for Science (WCAS). Students in 8<sup>th</sup> and 11<sup>th</sup> grade take the WCAS to demonstrate their proficiency towards the NGSS.

### **Middle School Curriculum**

- Middle school students engage in science and engineering with the support of OpenSciEd curriculum.

<b>Grade Level</b>	<b>Science &amp; Engineering Units</b>					
<b>6<sup>th</sup> Grade</b>	Light & Matter	Thermal Energy	Weather, Climate & Water Cycling	Rock Cycling and Plate Tectonics	Natural Hazards	Cells and Systems
<b>7<sup>th</sup> Grade</b>	Chemical Reactions & Matter	Chemical Reactions & Energy	Metabolic Reactions	Matter Cycling & Photosynthesis	Ecosystem Dynamics	Natural Resources & Human Impact
<b>8<sup>th</sup> Grade</b>	Contact Forces	Sound Waves	Forces at a Distance	Earth in Space	Genetics	Natural Selection and Common Ancestry
<b>Electives</b>	Robotics (Lego Mindstorms), Integrative Technology					

## Course Sequence and Options for Grades 9-12



### Science & Engineering Electives

- |   |  |
|---|--|
| <input type="checkbox"/> Anatomy & Physiology                     | <input type="checkbox"/> Biomanufacturing                    |
| <input type="checkbox"/> AP Biology                               | <input type="checkbox"/> Biotechnology                       |
| <input type="checkbox"/> AP Chemistry                             | <input type="checkbox"/> Engineer Your World                 |
| <input type="checkbox"/> AP Computer Science Principles (page 24) | <input type="checkbox"/> Robotics Technology                 |
| <input type="checkbox"/> AP Environmental Science                 | <input type="checkbox"/> Robotics and Mechatronics (page 33) |
| <input type="checkbox"/> AP Physics 1                             | <input type="checkbox"/> Sports Medicine I & II (page 30)    |
| <input type="checkbox"/> AP Physics 2                             | <input type="checkbox"/> Sustainable Agriculture             |
| <input type="checkbox"/> AP Research: Science (page 21)           |  |
| <input type="checkbox"/> Astronomy & Aerospace Engineering        |  |

## **Social Studies**

The goal of the social studies program is to prepare students to make a positive difference as thoughtful, active citizens in a world of diversity and change. Students engage in the student of history, geography, economics, civics, and social studies skills to ensure that they understand the past, appreciate the present, consider the future, demonstrate cultural proficiency, and participate productively in both our democratic society and in our complex, rapidly-changing world.

The Washington State Social Studies Standards form the foundation of Social Studies courses in Everett Public Schools. These standards address grade level content expectations across civics, economics, geography and history. In addition, specific social studies skills are addressed by grade level. These skills include critical thinking and research, and deliberating, forming, and evaluating a position through the processes of reading, writing, and communicating.

In social studies classes, students engage in questioning and research in an inquiry-focused design for learning called for by the standards and 21<sup>st</sup> century skills, including document-based questioning and analysis and the development of deep content knowledge and skills in preparation for real world challenges. This approach is guided by the College, Career, and Civic Life (C3) Framework, which provides a framework and inquiry design to: Enhance the rigor of social studies with a focus on the concepts and skills from the disciplines, Build students' critical thinking, problem solving, and participatory skills and practices for engaged citizenship and democratic decision-making, and Support social studies course alignment with the state standards.

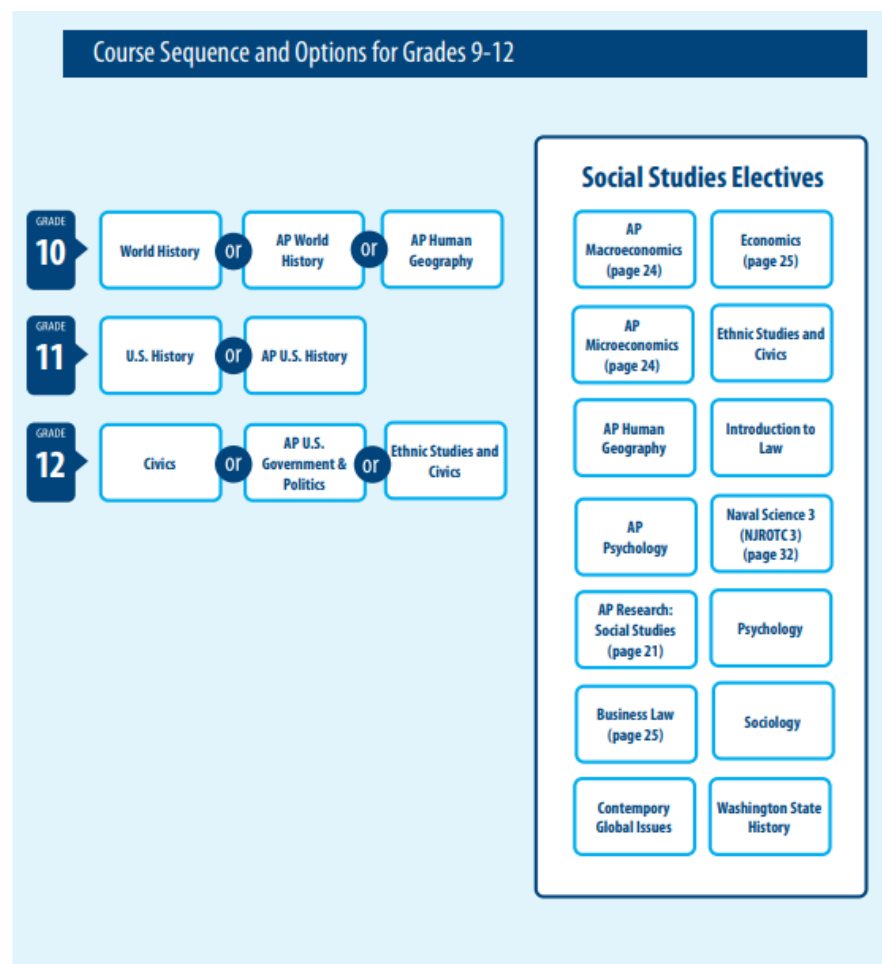
District teacher leaders collaborated to design instructional maps for required 6-12 social studies courses, integrating adopted core and supplemental instructional materials. These instructional resources include textbooks and online platforms that teachers can utilize in an inquiry approach to learning. In addition, in partnership with Johns Hopkins University, maps were updated to provide links to more primary sources to help facilitate instruction using inquiry-based practices.

Middle School students read and write about history and experience interactive activities that help them develop critical reasoning, especially through inquiry-based research in their studies of grade level content. In grade 6, students learn about Ancient and Medieval World History. Students in grade 7 students learn about Washington State History. Successfully completing Washington State History and Government in middle school fulfills a high school graduation requirement. Grade 8 students learn about United States History from the nation's beginning to the Civil War and Reconstruction.

Students in high school study Modern World History in grade 10, United States History in grade 11, and United States Civics in grade 12, as well as a wide variety of electives. Social Studies electives are offered for students to complete their course requirements, as well as for students interested in the challenge offered in Advanced Placement (AP) courses. By successfully meeting standard on the AP exam for a course, students may earn college credit, according to the policies of each college and university.

The opportunity to develop a deeper understanding of the history and culture of Pacific Northwest Tribes has been enhanced with the creation of the K-12 Since Time Immemorial: Tribal Sovereignty Curriculum (STI:TSC). Developed by the OSPI Office of Native Education in partnership with Northwest Tribes, public and tribal school teachers, university staff, state organizations, and Tribal organizations, STI:TSC is required curriculum in K-12 schools. Everett Public Schools also partnered with the Tulalip Tribe to bring STI:TSC to life in K-12 classrooms.

To emphasize the importance of social studies civics standards, each year Everett Public Schools are required to administer state Civics Classroom Based Assessments at the middle and high school levels. These assessments are given in grades 8 and 12 and focus on student inquiry and research. Students engage with constitutional concepts and issues, make a claim, and support their argument with evidence.



## Visual and Performing Arts

The Washington State Pre-K-12 Arts Learning Standards describe what students should know and be able to do in the arts, including 11 anchor standards and four artistic processes for all grade levels.

# Washington's PreK-12 Arts Learning Standards

	Creating	Performing/Presenting/ Producing	Responding	Connecting
Artistic Process	Conceiving and developing new artistic ideas and work.	Performing: Realizing artistic ideas and work through interpretation and presentation.  Presenting: Interpreting and sharing artistic work.  Producing: Realizing and presenting artistic ideas and work.	Understanding and evaluating how the arts convey meaning.	Relating artistic ideas and work with personal meaning and external context.
Anchor Standards	<ol style="list-style-type: none"> <li>1. Generate and conceptualize artistic ideas and work.</li> <li>2. Organize and develop artistic ideas and work.</li> <li>3. Refine and complete artistic work</li> </ol>	<ol style="list-style-type: none"> <li>4. Select, analyze, and interpret artistic work for presentation.</li> <li>5. Develop and refine artistic techniques and work for presentation.</li> <li>6. Convey meaning through the presentation of artistic work.</li> </ol>	<ol style="list-style-type: none"> <li>7. Perceive and analyze artistic work.</li> <li>8. Interpret intent and meaning in artistic work.</li> <li>9. Apply criteria to evaluate artistic work.</li> </ol>	<ol style="list-style-type: none"> <li>10. Synthesize and relate knowledge and personal experiences to make art.</li> <li>11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</li> </ol>

Visual arts, music, and theatre classes focus on the standards and the 21st century skills in Pre-K-12 classes, which offer students the opportunity to learn rigorous concepts and processes in the arts, while finding ways to express and understand themselves through artworks, music performances and theatre experiences. Through the arts students produce, perform, and present as well as deepen their cultural proficiency, their ability to understand perspectives, and their creative and critical thinking skills- all of which will help them succeed in college, career, and life and to thrive in an interconnected global community.

## The Visual Arts

With a focus on state arts standards and 21<sup>st</sup> century skills, visual arts classes in Everett Public Schools offer students the opportunity to work with a wide variety of methods and mediums from clay to painting, from digital art to drawing.

As students create art works, they develop knowledge and skills in **Creating, Producing, Presenting, Responding and Connecting**. Our art specialist teachers, along with district leadership, have developed an arts vision that supports best practices in arts education, art standards and 21<sup>st</sup> century skills.

**Students do the thinking.**

We see this in action in our Arts classrooms when:

- o Students are the creators. They make purposeful choices to best express themselves through the arts.
- o Students embrace art as a process. They generate ideas and conduct research in order to bring those ideas to life. They problem-solve throughout design and creation in order to best realize their visions.
- o Students communicate their understanding and skills through both language and action; they use the vocabulary of art fluently and are comfortable using a variety of mediums.

**Student voice is elevated.**

We see this action in our Arts classrooms when:

- o Students operate as an arts community. They collaborate to produce art and provide each other with intentional feedback to further develop practice and to produce highly refined works of art.

**Students communicate important and personal messages in the art they create.****Students are supported.**

We see this in action in our Arts classrooms when:

- o Students take artistic risks, revising and refining their understanding of craft along the way.
- o Students set their own goals around developing their perspective and craft. They maintain a growth mindset when faced with challenges.
- o Students have fun; art is a class they look forward to- a place where they are safe to be themselves.

**Students are empowered.**

We see this in action in our Arts classrooms when:

- o Students produce art with deeply personal meaning, rooted in their worldview, in response to their concerns and/or as a way of more fully expressing themselves.
- o Students learn about a variety of artists and art modalities that act as both mirrors to their own identities and experiences and windows into others.
- o Students embody habits of mind; they do the things real artists do.

In middle school, students have the option to take art classes as an elective. In Middle School art courses students continue to develop art skills, use elements and principles of art to discuss and understand art, while using the creative process to create artwork that has personal meaning. Students continue to critique artwork from diverse artists, and work on solving problems in visual ways. Teachers utilize an art curriculum from Davis called Explorations in Art for 6th grade and Experience Art for 7/8th grade.

In high school, students can enroll in art courses related to their interests, ranging from graphic design to photography to drawing and painting or ceramics. Students begin their studies with an

Introduction to Art course. Teachers use adopted art curriculum, Art of Education, and Davis curriculum, The Visual Experience & Communicating Through Graphic Design to inspire students to think creatively, use the creative process, problem solve and to develop their own artistic voice and style.

Challenging options for students in high school include the three Advanced Placement (AP) Studio Art courses, where students develop a 2-D portfolio, a 3-D portfolio, or a drawing and painting portfolio.

Each year Everett Public Schools reports to the Washington State Office of the Superintendent of Public Instruction (OSPI) regarding standards-aligned assessments administered to elementary, middle, and high school students enrolled in arts programs. At the middle school level grade 8 students enrolled in visual arts classes are assessed and in high school students in Introduction to Art courses are assessed.

OSPI visual arts assessments are the starting place for teachers to find resources for implementing standards- aligned assessments in the visual arts. Visual arts teachers have implemented revised versions of the OSPI Visual Arts Classroom Based Performance Assessments (CBPAs) in common across the district.

Each school year, Everett Public Schools, in partnership with the Everett Public Schools Foundation, is pleased to display the work of student artists in art shows at the Community Resource Center (CRC). The Elementary Art Show displays the art of elementary student artists and sponsors an open house event for families to view artwork in the evening. The Middle School Art Show and the High School Art Show, open to all district secondary students, are juried shows and have evening receptions to honor students winning awards, as well as all student artists in the show.

At the High School Art Show, the Superintendent chooses one artwork each year to be part of the district permanent art collection displayed at the district Community Resource Center. Winners of the Everett Education Foundation Art Scholarship are also announced at the reception.

### **The Performing Arts**

Performing arts programs in Everett Public Schools are standards-aligned to provide students with general music and performance knowledge and skills at the elementary level and opportunities to hone those skills through middle and high school. Students enrolled in these programs perform throughout the school year.

At the middle school and high school level, students have opportunities to participate in instrumental or vocal music programs. They choose classes such as Guitar or Piano or ensemble classes such as Choir, Band and Orchestra. Within classes and in specific courses, students study genres, such as Jazz. Students enroll in music courses that further develop their skills and challenge them to reach an elevated level, including enrollment in advanced classes and participation in contests, festivals, and school performances.

High school students have opportunities to develop their performing and dramatic arts skills in drama classes. Students can participate in a variety of performances and plays, and they also



have the opportunity to develop other theatre skills besides acting, such as directing, managing the stage, and designing sets and costumes.

Teachers use a variety of assessments to evaluate student learning and achievement, including evaluating student performances in a concert or acting in a play. Completion of assessments of state performing arts standards is required at elementary, middle, and high school levels. Teachers determine the most appropriate time to assign the classroom-based performance assessments (CBPA's) during the school year. Completion of these assessments is reported to the district and then by the district to the state at the end of each school year.

Because middle school and high school programs emphasize group performance, such as Band or Choir, teachers at these levels use the Washington Music Educators Association (WMEA) contest rubric to administer a large group performance assessment. To fulfill this requirement, teachers may assess their own students' performance, have students participate in a WMEA contest, or invite a guest to assess their group. Students also evaluate and reflect upon their performance.

**Course Options for Grades 9-12**

<b>Visual Arts</b>	<b>Theatre</b>	<b>Music</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction to Art</li> <li><input type="checkbox"/> Introduction to Art: Ceramics</li> <li><input type="checkbox"/> Introduction to Art: Drawing &amp; Painting</li> <li><input type="checkbox"/> Cartooning I, 2</li> <li><input type="checkbox"/> Drawing &amp; Painting I, II</li> <li><input type="checkbox"/> Ceramics I, 2</li> <li><input type="checkbox"/> Sculpture</li> <li><input type="checkbox"/> AP 2-D Art and Design</li> <li><input type="checkbox"/> AP 3-D Art and Design</li> <li><input type="checkbox"/> AP Drawing</li> <li><input type="checkbox"/> Art Peer Tutor</li> <li><input type="checkbox"/> AP Research: V&amp;P Arts (page 21)</li> <li><input type="checkbox"/> Digital Photography I, II (page 31)</li> <li><input type="checkbox"/> Introduction to Graphic Design (page 31)</li> <li><input type="checkbox"/> Graphic Design I, II, III (pages 31-32)</li> <li><input type="checkbox"/> Publications I, II, III, IV (page 27)</li> <li><input type="checkbox"/> Video Production I, II, III (page 33)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Beginning Drama</li> <li><input type="checkbox"/> Intermediate Drama</li> <li><input type="checkbox"/> Advanced Drama</li> <li><input type="checkbox"/> Drama Improvisation</li> <li><input type="checkbox"/> Technical Theatre I, II, III</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Bass Guitar</li> <li><input type="checkbox"/> Guitar 1, 2, 3</li> <li><input type="checkbox"/> Concert Choir</li> <li><input type="checkbox"/> Jazz Choir</li> <li><input type="checkbox"/> Symphonic Choir</li> <li><input type="checkbox"/> Treble Choir</li> <li><input type="checkbox"/> Bass Vocal Ensemble</li> <li><input type="checkbox"/> Treble Select Ensemble</li> <li><input type="checkbox"/> Concert Orchestra</li> <li><input type="checkbox"/> Symphonic Orchestra</li> <li><input type="checkbox"/> Chamber Orchestra</li> <li><input type="checkbox"/> Concert Band</li> <li><input type="checkbox"/> Symphonic Band</li> <li><input type="checkbox"/> Marching Band</li> <li><input type="checkbox"/> Percussion Ensemble</li> <li><input type="checkbox"/> Wind Ensemble</li> <li><input type="checkbox"/> Honors Wind Ensemble</li> <li><input type="checkbox"/> Beginning Jazz Ensemble</li> <li><input type="checkbox"/> Jazz Ensemble</li> </ul>

## World Languages

Language and communication are at the heart of the human experience. Through the study of language and culture, students develop cultural and global competence to successfully interact within our diverse local, national and global communities. With increasing levels of language proficiency, students develop knowledge and skills to become effective communicators in academic and career contexts, as well as in life.

World language content standards for each course align with Washington K-12 World Language Learning Standards and 21<sup>st</sup> century skills. State Standards are adopted from the national standards published by the American Council on the Teaching of Foreign Languages (ACTFL) and incorporate English Language Arts Common Core (ELA CCSS) standards.

The eleven standards delineate what students should know and be able to do in five goal areas:

- Communication – develop interpersonal, interpretive, and presentation communication competencies for different contexts and purposes
- Cultures – interact with cultural competence and understanding
- Connections – Connect with other disciplines and acquire information and diverse perspectives to function effectively in academic career-related situations
- Comparisons – Develop insight into the nature of language and culture
- Communities – Communicate and interact with cultural competence to participate in multi-lingual communities at home and around the world

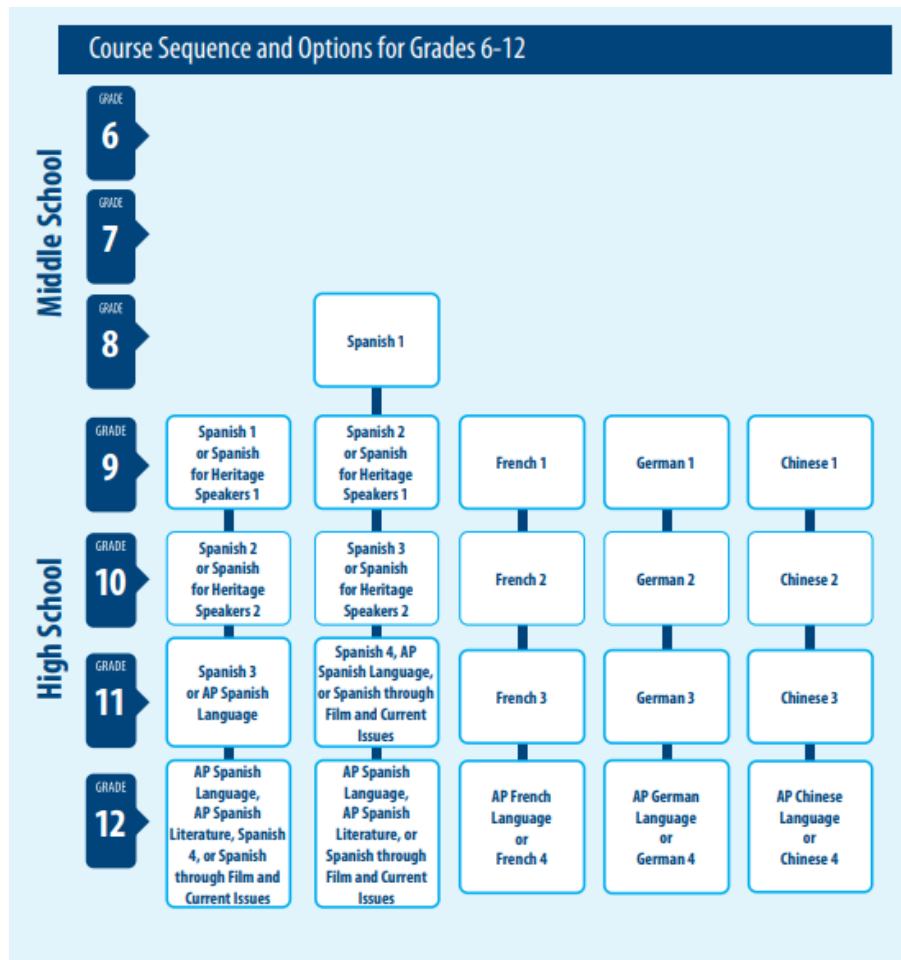
A focus on use of the target language in the classroom, rather than using English, and learning and studying language and culture with authentic cultural resources are best practices that world language teachers strive to incorporate in their classes. District-adopted instructional materials provide support for teachers and students with textbooks and online resources. Teachers also engage students with the world by connecting them with resources that bring language and culture into the classroom, such as accessing cultural and news resources in countries they are studying.

Everett Public Schools world language program offers Chinese, French, German, and Spanish at the high school level. At the middle level Spanish 1 is an elective option for 8<sup>th</sup> graders. Students are encouraged to go beyond two years of language study required for high school graduation and for admission to Washington State four-year colleges and universities. Options for further study include Advanced Placement (AP) language and culture courses, and, for Spanish, the AP Spanish Literature and Culture course.

Everett Public Schools also offers students the opportunity to earn proficiency-based world language credits by demonstrating their reading, writing, interpretation, and speaking skills on district-administered assessments offered in the fall and spring each year. This process recognizes and honors students for their bilingual knowledge and skills.

Everett Public Schools also recognized students who have achieved high levels of knowledge and skill in language by honoring students at graduation with the Seal of Biliteracy medallion and with the Seal of Biliteracy on their diplomas and transcripts. The Seal of Biliteracy is established to recognize public high school graduates who have attained a high level of proficiency in speaking, reading, and writing in one of more world languages in addition to English. To earn the Seal of Biliteracy, students must demonstrate:

- Proficiency in English by earning four credits of high school English and passing the state English Language Arts Smarter Balanced Assessment
- Proficiency in a world language other than English by demonstrating Intermediate-Mid (IM) proficiency on district-approved world language proficiency tests, earning four world language proficiency credits or by earning a score of 3 or higher on an Advanced Placement world language exam



### Secondary Instruction (6-12) Staff and Support

Kalle Spear, Director, Secondary Instruction .....	4064
Andrea Cartwright, Director, Science and Engineering .....	4072
Tami Coffman, Facilitator, P-12 Visual and Performing Arts .....	4084

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Shannon Lacey, Facilitator, P-12 Science and Engineering .....	4675
Kathy Trosvig, Facilitator, 6-12 Mathematics .....	4048
Amritha Imandi, Administrative Assistant, P-12 Instruction .....	4067