

## NATHAN HALE HIGH SCHOOL COURSE GUIDE

The purpose of Nathan Hale High School is to ensure that ALL students will become honorable, thinking, skillful citizens.

As a learning community we:

- ~ value a personal caring relationship with each student
- ~ value in-depth study, critical thinking, creativity and reflection, believing our students learn by doing
- ~ believe that all students-wherever they are as learners-will meet high standards
- ~ expect that teaching is the essential act of all adults at school
- ~ expect all members to understand, model and promote social justice
- ~ promote a climate of respect, trust, and decency
- ~ expect that all discipline be firm, fair, positive and consistent
- ~ empower students and their families in the learning process
- ~ commit ourselves to those students who historically have not been successful

We are pleased and honored that you have chosen to join us for your secondary education. You are about to begin the important process of selecting your classes for next year. We encourage you to process your choices and weigh all the options carefully before making your final selections. The choices you make now may affect your future opportunities, as well as your overall satisfaction with your high school experience. This guide has been prepared as a resource for you.

The Nathan Hale High School curriculum offers students a balanced educational experience focusing upon developing critical thinking and communication skills so that our students become members of a responsible, democratic citizenry. Our school is nationally recognized as a leader in school reform efforts that result in providing a rigorous and relevant education for our young adults that is intentional, integrated, and collaborative in nature and that students will graduate with the greatest number of opportunities open to them. Our curriculum is reviewed each year for relevancy and revision. Honors, Advanced Placement and modified transcript designations are awarded for work in our full-inclusion classrooms and are available across the curriculum. We invite you to consult our website at [www.hale.seattleschools.org](http://www.hale.seattleschools.org) to learn more about our education “best practices” as outlined by our school philosophy, the Coalition of Essential Schools, and Small Learning Communities.

Finally, the Nathan Hale staff is dedicated to providing a supportive environment for student learning. Ultimately, responsibility for that learning belongs to the student. In addition to Responsible Scholarship (see p 11), all Hale students are expected to show responsibility for their own learning by:

- ~ Asking for help
- ~ Turning in work on time
- ~ Doing their own work
- ~ Supporting all members of their learning community, both students and adults

Please let us know when and how we can serve you as you process your course selections. We are committed to a rich and rewarding high school educational experience for you and your family.

**Nathan Hale High School Administration: 206.252.3680**

**Principal:** Marni Campbell

**Assistant Principal:** Ron Newton

**Dean of Students:** Michael Linett

**Ninth Grade Coordinator:** Tina Tudor

**Nathan Hale High School Counseling Staff: (For 07-08)**

<b>Head Counselor:</b> Jeffrey Jones	Counsels: 11 <sup>th</sup> graders and seniors with the last names beginning with H-N	
Kate Reynolds	Counsels: 10 <sup>th</sup> graders and seniors with the last names beginning with A-G	
Julia Shin	Counsels: 9 <sup>th</sup> graders and seniors with the last names beginning with O-Z	
<b>Career Counselor:</b>	Cathy Hagood	206.252.3767
<b>Counseling Secretary:</b>	Patty Woodward	<b>206.252.3694</b>

\*\*email accounts for all staff members are available on our website under “Staff email and phone”

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*Although this is a catalog, not all courses in this guide are offered annually. Ultimately the number of students who select that course, teacher availability, and budget constraints determines courses offered during the year. It is for this reason that students are asked to select alternatives to their choices to give us the greatest possible options for receiving a full schedule.*

## Policy and Procedure

### SCHEDULING PRIORITIES

Each student should register for six classes, keeping in mind the following priorities:

1. **Graduation Requirements:** The high school graduation requirements insure that each student will attain a certain level of development and complete a well-rounded program.
2. **Future Plans:** Very few high school students know exactly what they intend to do after graduation. In fact, interests and plans often change with experience and education. It is important, therefore, to take courses that lay a foundation for four-year or community college, vocational training, military or employment options. (It is this idea that drove much of the design of our 4-year academic program for students.)
3. **Interests and Abilities:** Students should be realistic about their ability levels and interests. Selected courses should be challenging, rewarding, and motivating. Students are encouraged to talk with their mentors, teachers, families, and/or counselors about their plans.

You will notice on your option sheets that some decisions have already been made for you depending upon your grade level (Academy enrollment, Integrated Studies enrollment, 11<sup>th</sup> and 12<sup>th</sup> grade humanities, math level, etc.) We schedule on a yearlong basis to for successful completion of student preparation for their future, to provide the best opportunity to complete Nathan Hale's graduation requirements, and to use our resources (time, staff, budget, etc.) the most wisely. **Therefore, the choices you make are CRITICAL not only to your learning but to the development of our master schedule and course offerings.** When you choose a course you are signaling not only your *interest* but also your commitment to complete that course to the best of your ability.

### NATHAN HALE GRADUATION REQUIREMENTS

In addition to current Nathan Hale graduation requirements, the Washington State Legislature established additional requirements with the passage of House Bill 2195 in 2004. This bill set in state law a requirement that high school students obtain a "Certificate of Academic Achievement" or "Certificate of Individual Achievement" to graduate beginning with the Class of 2008. To obtain a Certificate of Achievement, students in the Class of 2008 and beyond must demonstrate that they have met the state standards in reading, writing, and mathematics on the Washington Assessment of Student Learning (WASL). Students in the Class of 2010 and beyond must also meet the state standards in science. A Certificate of Individual Achievement was created for special education students who meet specific criteria as specified by the state and agreed to within the student's IEP. **These certificates are in addition to the following current Nathan Hale High School graduation requirements necessary for a high school diploma and participation in the graduation ceremony:**

- Meet class credit requirements
- Craft a High School and Beyond plan
- Complete a Culminating Project
- Meet the Technology Proficiency requirement\*
- Complete 60 hours of service learning
- Pass a Washington State History course in middle school or see your counselor for options
- Possess a 2.0 cumulative GPA in the core subjects of language arts, social studies, math, and science
- Successful completion of all mentorships

#### **\*\*\*Class of 2008 and beyond:**

Subject	# of credits
Language Arts	4.0
Social Studies	3.5
Science	3.0
Health	0.5
Mathematics	3.0
Physical Education (1.0 can be sports waivers—see school directed athletics)	1.5
Fine Arts	1.0
Occupational Education (CTE) (0.5 technology requirement)	1.5
Course credits of sufficient number to complete 24.0 credits	5.5
<b>TOTAL</b>	<b>23.5</b>

- \*\* The High School and Beyond Plan, and the Culminating Project are both Washington State Learning Goals requirements #3 & #4 (see [www.k12.wa.us](http://www.k12.wa.us)).
- \* The Technology Proficiency Requirement specifies that students must be able to demonstrate a minimum proficiency level in technology prior to graduation. Successful completion of one semester of a technology course at Nathan Hale will verify that a minimum proficiency level has been met. This course will also meet a 0.5 credit of the 2.0 Occupational Education (CTE) credit requirements for graduation.

### **FOUR-YEAR COLLEGE/UNIVERSITY REQUIREMENTS**

Students planning to attend a four-year university directly from high school should include, as a minimum, the following academic core courses in their high school educational plans:

**LANGUAGE ARTS (ENGLISH)** – Four years

**SOCIAL STUDIES** – Three years (4 years preferred for most selective colleges)

**MATH** – Three years – through Integrated Math 3B (all 4 years for most selective colleges)

**SCIENCE** – Two or three years of lab science (including chemistry and/or physics)

**FINE ARTS** – One year (UW and WWU require a minimum .5 fine arts credit)

**FOREIGN LANGUAGE** – Two consecutive years of the same language required

Academic review for college admissions will not only include an examination of a student's transcript, GPA, and college entrance examination scores (SAT/ACT), but will also be based upon an evaluation of a student's rigor of curricula and achievement, including senior year course selections, and in some cases a college essay. A significant grade improvement through the junior year may be taken into account. Requirements at out-of-state colleges and universities, as well as all selective college course requirements, may vary. Students and parents should consult the web sites of schools they are considering.

### **STATE HIGH SCHOOL TRANSCRIPT**

All public schools in the State of Washington will be using the *Washington State High School Transcript*. As with previous transcripts, course codes, descriptions by way of course titles, grades earned, credits earned, credits attempted, and GPAs will all be recorded. In addition, new information has been phased into the transcript.

**State Requirements:** Beginning with the class of 2008, the State will add:

- **Certificate of Academic Achievement** based upon successfully meeting WASL standards; or the
- **Certificate of Individual Achievement**, based upon specific criteria as specified by the state and included within the student's IEP.
- **High School & Beyond Plan** – At NHHS, this will designate that our students have successfully completed research and preparation for their plans after high school.
- **Culminating Project** – again, this will be the culminating piece of a student's academic efforts, including final presentation of student plans beyond high school.

Until the results for these bulleted items have been recorded, they will appear on the transcript in the default mode, *not met*.

**CLASS STANDING:** According to Seattle Public Schools policy enacted in January 2006, students will be promoted to the next grade level after successfully meeting standards and earning credit in their courses. Thus, a student will remain a 9<sup>th</sup> grader until successfully completing 5.0 credits; a 10<sup>th</sup> grader until successfully completing 10 credits; an 11<sup>th</sup> grader until successfully completing 15 credits; and a 12<sup>th</sup> grader until successfully completing the graduation requirements (district minimum is 20 credits). By attending Nathan Hale High School, a student who has successfully completed their 6-period schedule would earn 7.0 credits as a 9<sup>th</sup> grader; 13.0 credits by the end of their 10<sup>th</sup> grade year; 19 credits by the end of their 11<sup>th</sup> grade year, and graduate as a 12<sup>th</sup> grader with 23.5 credits (you can visualize this by looking at the top of the 4-year plan worksheet). The entire school staff is vested in the conversations necessary to support students in completing a quality educational program, enabling the student to graduate with the greatest amount of knowledge and skill possible. We say that "fairness is not based on being equal, fairness is based on need." As a result, we will work with students to promote the best learning situation for them, for their learning, and for their successful completion of credit requirements no matter the timeframe.

**INDIVIDUAL EDUCATION PLANS (IEPs)**

Students who are assessed as being eligible for specially designed instruction (SDI), commonly known as Special Education, will be offered a supportive and inclusive program, as appropriate, at Nathan Hale. With an individual education plan (IEP), each qualified student will have help to succeed academically. Our program offers modification of general education curriculum with specifically designed instruction within general education classrooms (full inclusion), help from trained special education consulting teachers, and progress reports for each student. Qualified students are enrolled in general education classrooms and then also enrolled in a Focus class to support their skill-building and knowledge acquisition. As determined by the IEP consulting teacher to be appropriate, students may be in a self-contained classroom in order to see the greatest success.

The requirements for qualifying for an Individual Education Plan are: 1) parent/guardian permission to be tested by a school psychologist, 2) a diagnosed disability which affects the student's learning, 3) a written individual education plan (IEP) that has goals for the student in reading, writing, and/or math, or behavior. The IEP for qualified individual education students age 14 and older will include a transition plan helping students to establish goals beyond high school.

**ADVANCED PLACEMENT**

The value and/or need of Advanced Placement courses continues to be a focus of national and local debate by families, by educators, and by the media. The message Nathan Hale receives regularly from colleges is that they want students who have experienced authentic, rigorous coursework that provides students with high levels of critical thinking, writing, research, and communication skills; obviously, these skills are not limited to AP material. Researching and speaking with college professors and admissions officers, national academies, and leading educational authorities lead us to conclude that we will continue our annual evaluation of AP curricula in light of our commitment to developing students who are academically college-ready with a strong and deep knowledge and skill base, who not only can make it into college but STAY enrolled beyond their freshmen year. As a result, the offering of AP curricula at Nathan Hale takes different forms:

“Stand-alone” courses that provide preparation for the AP Exams in Japanese Language and Culture, Spanish Language, Calculus, Statistics, and Environmental Science;

Coursework that may be done on-line or in an addendum meeting with teachers outside of regularly scheduled class time providing for AP Exam preparation: Art, Calculus, English Language, English Literature, and United States History.

In order to receive AP designation on their transcript in conjunction with a specific course, students must enroll to sit for an AP Exam in the spring of the year in which they are doing coursework. However, in order to sit for an AP exam, students need not be enrolled in an AP course. AP tests may also be offered in other subject areas not available at Nathan Hale (one could check the College Board website at [www.collegeboard.com](http://www.collegeboard.com)). At some colleges, students who take Advanced Placement (AP) courses and pass the AP tests with a score of 3 or better (top score is 5) are granted credit, although for more and more colleges, credit is only granted for scores of 5. Some colleges waive prerequisite courses, although these are becoming fewer and fewer (for example, the UW may not waive a particular course, i.e. Literature 101, but provides for awarding general education credits, possibly reducing the overall number of credits for which the student must pay). There is a fee for each AP test, and the College Board usually offers the exam in May. Students should check with prospective colleges as to how AP is credited, since college rules vary.

**RUNNING START (RS)**

Junior and senior students who qualify for this program may take approved courses for which they receive both high school and college credit and grades. Tuition is free at Seattle community colleges; however, students are responsible for purchasing their own books, paying lab costs and providing their own transportation to the campus. To qualify, students must meet with their school counselor and arrange with the community college of choice to take the Compass assessment test, which is offered on a regular basis free of charge after showing a school identification (otherwise, it is a \$12.00 fee per exam). This test measures a student's basic skills needed to succeed in community/technical college. After testing, take your results and the application to your counselor who will assist you in determining course selection to meet your needs and Nathan Hale's graduation requirements.

Students have the option of attending a pre-set combination of high school and community/technical college classes or attending the community/technical college full time (you can select RS 1-6 on your option sheet). Once

an option has been selected, however, the student is committed to that option for the year unless he/she wishes to return to the NHHS campus to attend high school full time as approved by the high school counselor. For registration purposes, students must see their high school counselor at least once per quarter (or three times per year) while attending Running Start. To insure that the NHHS counselor has sufficient time when meeting with students to review academic progress as well as course selections for the following quarter, **students need to arrange an appointment at least one week prior to the registration time at the community/technical college.** Without those arrangements, your high school counselor may not be able to process your paperwork for registration at the community/technical college until after the appointed time for registration. On rare occasions, students may find themselves in a position where they are considering dropping one or more courses, or changing a grade status from a letter grade to “no credit”. **Before a course is dropped or a grade status is changed, students MUST contact their high school counselor for prior approval. The expectation is that all classes that qualify for a letter grade are taken for a letter grade.** Failure to do so may jeopardize graduation status and/or opportunity to continue in the Running Start program.

***Deadlines for Running Start applications: Fall: May 1; Winter: November 1; Spring: February 1. If you are planning to take Running Start Courses in the Fall, you must complete the registration process by mid-June of the preceding spring.***

### **NCAA ACADEMIC ELIGIBILITY REQUIREMENTS**

High school students who wish to participate in collegiate athletics at Division I or Division II colleges must meet academic eligibility requirements set forth by the National Collegiate Athletic Association (NCAA). As requirements vary by year, we advise you to check the NCAA website for specific eligibility requirements: [www.ncaa.org/eligibility](http://www.ncaa.org/eligibility). In addition, Division I bound students must have a minimum core cumulative grade point average and minimum combined SAT scores (check the website for specifics). During their senior year, students should register with NCAA Clearinghouse. They register by going on-line at [www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net). The cost is \$50, and students must use a credit card. They must download a Transcript Release Authorization Forms, Copy 1 and Copy 2, sign them and bring them into Ms. Woodward in the Counseling Office. Ms. Woodward will send the transcripts, which is an essential part of the application process. Furthermore, Division I and Division II bound juniors and seniors should send any ACT or SAT test scores to the NCAA Clearinghouse to maintain eligibility. Additional score report request forms for the ACT and SAT tests are available in the Counseling Center. For further information, write for a free copy of “The NCAA Guide for the College-Bound Student Athlete,” NCAA, 6201 College Blvd., Overland Park, KS 66211-2422. Phone: 913-339-1906. Website: <http://www.ncaa.org/eligibility/cbsa/>

### **SCHOOL-DIRECTED ATHLETICS**

Students engaged in school-directed athletics have the opportunity to waive up to 1.0 credit (2 sports seasons) toward the Physical Education graduation requirements. Forms are available in the Counseling Office. After completing the form students obtain the signature of their school athletic coach and Mr. Case. The semester credit upon successful completion of each full season will be waived. This will enable the student to select additional courses in areas of high interest or courses that are part of a planned program. **Students who choose this option are still expected to earn 0.5 Physical Education credit through the regularly scheduled high school course offerings. Deadlines for filing a PE Waiver are the following: for Fall Sports: November 15; for Winter Sports: March 15; and for Spring Sports: June 15. The exception is graduating seniors who need a spring sports PE Waiver; their deadline is the first Friday in June.**

### **CREDIT OPTIONS OUTSIDE OF NATHAN HALE**

With pre-approval from the counselors and administration, students may take a total of 2 credits (4 semesters) of courses towards meeting graduation requirements through outside-accredited institutions. Some of these options include college enrichment, Internet courses, correspondence courses and courses at private accredited institutions. In order to qualify for meeting graduation requirements, a student must receive **prior approval, in writing**, from his/her counselor and the principal. A course syllabus may be required to ensure that the course meets district requirements for that subject. **Approval cannot be given retroactively.** Once approval has been granted, the student must complete the program within the time designated by the counselor, usually within a

semester timeframe. Official verification of course completion must be submitted to the counseling office no later than two weeks after the completion of the course.

- **CITY CAMPUS** is a year-long, afternoon, off-campus class. This is open to 11<sup>th</sup> and 12<sup>th</sup> graders (Students must be at least 16) and can earn 1.5 units (three periods) of occupational education (CTE) credit. Some programs have college credit. Information is in the Career Center and arranged through the counselors. Included are:
  - *Automotive Technology 1 and 2*: Garfield Automotive Shop 2 semesters, 1-3pm. Students learn about automotive and gas engine theory, operation, repair and maintenance. Various automotive systems are covered along with basic repairs, and day-to-day problems that can occur. Can be tailored to students and time allotted for class.
  - *Collision Repair*: South Seattle Community College 2 semesters, 1-3pm. Instruction in safety, hazardous materials, welding, tools, unibody construction, metal straightening and principles of refinishing.
  - *Health Occupations*: Wilson Center 2 semesters, 9:15 – 12:15 am or 12:30 to 3:30 pm. Basic nursing skills, fundamentals of anatomy and physiology, basic nutrition and psychic/physical development to prepare students for careers in pharmacy, veterinary and medical fields working in hospitals, nursing homes and clinics.
  - *C-West (Skilled Trades Program)*: Rainier Beach High School, Monday, Wednesdays and Fridays. Skilled trades include carpenter, electrician, plumber, painter, brick mason, sign maker, etc. one semester.
- **COLLEGE ENRICHMENT COURSES DURING SUMMER AND ACADEMIC YEAR** Students may, if eligible and with prior counselor/administrative approval, take college courses (not Internet) and transfer credit to their high school transcript. These are typically summer academic enrichment courses. Enrichment courses **are not** intended to replace courses regularly available at high school, but should expand a students learning, experience, and abilities.
- **CORRESPONDENCE/INTERNET COURSES** As our goal is to support student learning, under some circumstances, courses in accredited correspondence programs may be taken for **credit** with prior counselor approval. Typically, correspondence/Internet courses represent required courses in our curriculum. If courses are to count toward a senior's graduation, a student must submit all work, including any final assessment, no later than the first Friday in June of the senior year. The most common reasons for correspondence/Internet coursework include credit retrieval, foreign study, and health reasons.
- **PRIVATE ACCREDITED INSTITUTIONS** With prior approval from the student's counselor and principal, a student may earn credit (not grade) from a private accredited institution toward fulfilling graduation requirements. Students must receive prior written approval from the counselor and administrator if s/he wishes to receive credit toward fulfilling graduation requirements. **Approval cannot be retroactive.**
- **SEATTLE PUBLIC SCHOOLS SUMMER or EVENING SCHOOL PROGRAM** The Seattle Public Schools Summer School is intended for credit retrieval in a core academic course. When a student repeats a course successfully in Seattle's Summer School Program, the original grade of "N" will remain on the transcript; however, the new course and grade will be added to the transcript and used in calculating the GPA. The student's counselor will assist with access to these programs.

**SCHEDULE CHANGES** can only be considered if there is a technical error on your schedule. These include the following: the student has taken a course out of sequence, the student earns less than the minimum grade requirement in prerequisite or sequential class, or the student does not have enough classes and thus has a hole in their schedule. Because of the complexity of a master schedule and our limited resources we are unable to accommodate requests for schedule changes for the following reasons: because of teacher preference, for a time of day consideration, you "changed your mind", or you want to have class with your friends. We build our schedule to meet the greatest number of requests and graduation requirements and to use our resources wisely. Changes impact class size and availability across the entire master schedule.

**WITHDRAWING FROM OR DROPPING A CLASS:** If after discussion with their mentor and family and approval by their teachers and counselor a student decides that they must withdraw from or drop a class, they can do so within 10 days with no notation upon their transcript. After 10 days and up to 5 weeks, a “W” will be noted on transcript. After 5 weeks, the drop will be noted on the transcript as an “N”. Neither a “W” nor an “N” are calculated into a student’s GPA and no credit is granted. Further explanation may be necessary for an employer, college, internship or volunteer experience so any desire to drop a course needs to be discussed with a counselor. Forms are available in the counseling office.

**TRANSFERRING TO OR ADDING A CLASS:** On occasion, students need to transfer to or add another class. After discussion with their mentor and family and approval by the counselor and teachers involved, they may be approved for such a move. No grade or credit notation will be made on transcript for a transfer from one class to another within the same department although the course may remain. After 5 weeks, both teachers involved in the transfer must approve transfers and additions prior to administrative approval. Grades and attendance will be transferred to the new class when the change is made.

**GRADE CHANGES** are allowed only in the following circumstances:

- a student received an “I” AND the coursework was completed at an acceptable standard within 5 weeks. After 5 weeks the “I” mark will automatically convert to an “N” grade.
- there was a teacher error in recording the grade
- a course and/or grade were not recorded at all
- if honors (H) or AP designation were earned but not recorded.

**All grade changes need to be submitted within 5 school weeks after the completion of that grading period,** thus if there is an error made in the spring, the student has until 5 weeks into the following fall semester to correct the error. Upon discovering the error, the student picks up a grade change form in the counseling office and provides the paperwork to the appropriate teacher. The teacher will submit the grade change to the appropriate counselor who forwards the paperwork to the principal, and then to the registrar. After approval, the registrar updates the student’s transcript with the grade change. Grade changes are only necessary for semester grades for the course as quarter or progress reported grades are not entered onto the transcript.

**“P” AND “N” GRADES:** Due to circumstances within a student’s life, there may an occasion where a P grade is appropriate for their learning. A “P” grade indicates that a student is passing a course while an “N” grade indicates failure in a course. “P” and “N” grades are, on those rare occasions, available by application to students taking a course at Nathan Hale. Neither grade is calculated into the students cumulative GPA. Prior to applying for such a grade, a student must consult with his/her counselor as future plans may be impacted. Application for such a grade must be requested in writing during the first 5 weeks of the semester. Only one “P” grade is allowed per semester and are limited over the course of a student’s academic career; however, this limit may not apply to students who are classified as an English Language Learner (ELL) or who are operating with an IEP.

**WAIVERS:** The principal may infrequently waive course requirements. Exceptions are Washington State History (usually taken in middle school) and U.S. History, which are required by law. Washington State History may be waived for incoming seniors from out of state if they have taken their state’s history course. A waiver of credits may be granted in accordance with RCW 28A.208.030 or its replacement. A maximum of 50% of a requirement may be waived (exception is PE). If a student and their family believe that a waiver is appropriate, application is made to the principal in writing citing the credit/course to be waived and detailing the reasons why. This letter comes via the counselors and must have their support and advocacy.

**TEACHER ASSISTANT:** Limit of 2 general elective credits total. There are numerous opportunities for students to use a period to be an assistant to a teacher or in the office or library. Duties vary. A typical semester’s work earns .25 general elective credit graded P/N.

**TRAFFIC EDUCATION:** After-school traffic education is offered throughout the year. Information and registration packets are available in the Counseling Office. The Traffic Ed Office number is (206) 366-7891. Recorded message line - (206) 366-7890. Students need to arrange to take the class and pay fees through the instructor and Seattle Public Schools, not Nathan Hale High School.

**CEEB/SCHOOL CODE NUMBER** The school code/CEEB number for Nathan Hale High School students in relation to any testing (PSAT, SAT, ACT), college applications scholarships, post secondary information is **481-128**.

### **EXTRA CURRICULAR ACADEMIC ELIGIBILITY**

In order to participate in an athletic activity, a student must maintain a minimum 2.0 cumulative GPA (certain teams also have other requirements. Checking with the Athletic Director and coach is encouraged.) Student GPA is measured on the grades earned the semester previous to the sports season (i.e. fall sports = spring grades). To be eligible for a position as an ASB officer, cheer staff, and dance team or student council member, a student must be passing all courses and maintain a 2.5 cumulative GPA. A student must be enrolled in a minimum of five classes.

### **COUNSELING AND CAREER DEVELOPMENT**

The counseling staff is organized with three full-time counselors, a secretary, a registrar, a part-time school psychologist, and a part-time career specialist. Currently, counselors follow their students from 9-11 grade and then the trio splits the 12<sup>th</sup> grade class for academic monitoring and support; however, students may confer with any staff available concerning personal or other issues. The Counseling Office is open from 8:00 a.m. to 3:30 p.m. daily. Arrangements to see a counselor may be made by signing up in the counseling office before or after school or during lunch to see specific individual counselors or by calling 252.3694 for an appointment.

#### **Counseling Center services include:**

- Academic planning and assistance in teacher/student/parent conferences
- Consultation and referral to Child Protective Services, law enforcement, and community agencies
- Consultations with students/teachers/parents to assist in diagnosing learning disabilities
- Coordination and information for drug/alcohol intervention and assessments
- Coordination of academic, college and vocational testing and test interpretation
- Coordination of information about financial aid and scholarships
- Individual and group post-high school planning, career counseling and guidance
- Maintenance of academic records
- Parent and student interventions and personal concerns and personal counseling with students

#### **Career Center services include:**

It is the Counseling Center/Career Center's goal that development of career awareness and planned career paths be an integral extension of the school's curriculum. For this reason, the high school has a career center, which serves as a resource for students, faculty and parents needing information about volunteer and paid job opportunities, internships, and post-secondary education and career decisions. Nathan Hale's center is open Wednesday through Friday, unless otherwise posted. The following materials and services are available:

- Calendar of college and career events
- Career interest, aptitude testing, and websites
- College and career advising and field trips
- College, financial aid/scholarship information
- Community service opportunities
- Internship and job shadowing opportunities
- Part-time job information
- Resume, application and interviewing resources
- Study abroad program information
- Summer Opportunities Catalog

## ATTENDANCE POLICY

Research shows that student achievement directly correlates to their presence in class (many of us would respond that this is obvious). Obviously, we feel that attendance is requisite for students to keep up with classroom instruction, to understand key concepts, and improve their skills. Students will attend class daily and be prepared to work at the start of class. A student is considered **TARDY** if not seated when the bell rings for the beginning of class. A student is considered **ABSENT** if all or a significant portion (10 minutes or more) of a class is missed. Three tardies will also be counted as an absence.

In regards to attendance, the following Seattle School District definitions apply to our students:

**Excused Absences: (must be excused within 48 hours)**

Unplanned absences are excused when your child's personal illness or injury, or the illness, injury or death of a family member, prevents your child from attending school. The school may require a note from your child's doctor before excusing those absences if the absences are excessive.

Planned absences We know that families do their utmost to schedule appointments outside of the school day; however, there are times when you will need to excuse your student in order to take care of their health. If you are planning an extended holiday or vacation, these are excused when you submit a request to the administration at least 3 school days prior to the start of the absence. However, absences may affect whether your child will be promoted. Some class experiences may not be able to be made up, and teachers may request that students submit work prior to their leaving. Absences for longer than 20 consecutive days may result in your child being dropped from school enrollment.

Absences due to school discipline of your child are excused unless your child is under court order to attend school without additional truancies or behavior problems.

**Unexcused Absences:** All other absences are considered unexcused, including but not limited to those for long-term suspension and/or expulsion when that student does not enroll and attend a reentry program when space is available.

Because we believe that attendance is so important to student achievement and learning that students are expected to be in class, on-time, prepared for learning every day. **Students will lose credit upon the 10th absence during the semester (excused or unexcused) unless** a contract is in place and students are meeting the terms of the contract or an appeal is granted. Students are responsible for making up work missing during an absence. Parents/guardians must excuse an absence within 48 hours. Teachers should communicate with grade level administrator and counselor when they notice an absenteeism pattern. The Attendance Office will notify students if they obtain 5 absences in a marking period (3 for 9th grade). The student will be notified when they have 10 absences in a marking period (5 for 9th grade), regarding their loss of credit.

Appeals will be held if necessary.

## **RESPONSIBLE SCHOLARSHIP**

Responsible scholarship is expected of all students. It includes:

### **ATTENDANCE**

- On time, every day
- Seated with logbook and/or class work out and open when class begins
- Informs teacher (and classmates if working in a group) of anticipated absences and gets work in advance
- For unplanned absences, takes responsibility for getting missed assignments at an appropriate time
- Minimizes planned absences during project times
- Makes up work in a timely manner

### **RESPECT & RESPONSIBILITY**

- Comes to class prepared (logbook, pen/pencil, books, etc.)
- Uses appropriate language in all contexts
- Listens when others are talking and does not interrupt
- Accepts different points of view
- Stays on task
- Maintains daily assignment sheet and logbook
- Follows teacher instructions

### **ACTIVE LEARNING**

- Asks thoughtful questions and participates in discussions in a way that contributes to learning
- Demonstrates spirit of scholarship
  - Seeks to make connections
  - Pursues depth and detail in learning
  - Provides thoughtful responses
  - Self-motivated to learn
- Consistent best effort in work
- Seeks help or clarification when needed
- Speaks in a strong, clear voice

### **COOPERATIVE LEARNING**

- Responds positively or neutrally when assigned to a group
- Speaks privately to teacher or staff member after own efforts to resolve conflicts respectfully have been unsuccessful
- Uses time effectively – stays focused
- Does appropriate share of work
- Encourages others to participate

## HABITS OF MIND

Students are expected to critically view material retrieved from various sources. They are taught to question:

•**VIEWPOINT**

From whose viewpoint are we seeing, reading or hearing? From what angle or perspective?

•**EVIDENCE**

How do we know what we know?      What's the evidence and how reliable is it?

•**RELEVANCE**

What does it matter?      What does it all mean?      So what?

•**CONNECTIONS**

How are things, events or people connected to each other?      What is the cause?

What is the effect?      How do they "fit" together?

•**SUPPOSITION**

What if...?      Could things be otherwise?      What are or were the alternatives?

## ACADEMIC HONESTY

Nathan Hale High School considers cheating, plagiarism, or academic dishonesty to be a **serious** violation of **school rules** and our **code of scholarly conduct**.

Because of this, Nathan Hale has adopted procedures to discipline students who:

- Use ideas or written material from other sources/students, professional writers, internet notes/study guides without acknowledging the source in their own writing.
- Use or copy another student's homework when not authorized by the teacher to do so.
- Allow other students to use their work on assignments when not authorized by the teacher to do so.
- Receive or provide information during a test when not authorized by the teacher to do so.
- Receive or provide information on tests given during an earlier period.
- Use unauthorized material on tests.

### Consequences

**The official school consequences are:**

- The student will earn a 0 on the plagiarized assignment
- The student's parent/guardian will be informed.
- The school administration will be informed.
- For all offenses after the first, the student will be suspended short- or long-term per official Seattle School District policy
- Staff members may refuse to write any letters of recommendation and, if asked, may disclose this offense to post-secondary institutions.
- The student will be asked to find the author/source of the information and write a formal letter of apology for the intellectual pilfering – the stealing of someone else's ideas.

Unfortunately, loss of credit on an assignment, depending upon its weight, could possibly lose the student credit for the course. The library has excellent sources available both in hard copy and on-line for providing examples of how to cite sources for papers. Access to the on-line site can be gained by visiting our website at [www.hale.seattleschools.org](http://www.hale.seattleschools.org). (See page 12.)

## COURSE OFFERINGS

*Although this is a catalog, not all courses in this guide are offered annually. Ultimately the number of students who select that course, teacher availability, and budget constraints determines courses offered during the year. It is for this reason that students are asked to select alternatives to their choices to give us the greatest possible options for receiving a full schedule.*

Below, those titles in parentheses correspond to the option sheet titles and are added here to provide further description and consistency for student registering.

### **CAREER and TECHNICAL EDUCATION DEPARTMENT** **(Occupational Education)**

#### **A+ IT ESSENTIALS I (HCT1341)**

**Semester course:** 0.5 credit

**Grades:** 9-12

**Type of credit:** Occ Ed (CTE), Elective

**Fee:** None

**Prerequisites:** None

This course provides an introduction to basic computer hardware and operating systems. The focus is A+ Certification and addresses foundational computer hardware to include system boards, microprocessors, bios, hard drive, CDROMs, as well as the basics of the Windows Operating Systems. Troubleshooting from both a hardware and software approach is introduced. It is the first of two courses addressing information technology essentials. Hewlett Packard produces the curriculum for Cisco Systems. *Meets the technology graduation requirement.*

#### **A+ IT ESSENTIALS II (HCT1342)**

**Semester course:** 0.5 credit

**Grades:** 9-12

**Type of credit:** Occ Ed (CTE), Elective

**Fee:** None

**Prerequisites:** A+ IT Essentials I

This course is the second half of It Essentials. It provides an introduction to Network Operating Systems to include Windows 98, Windows 2000 and Linux. The fundamentals of operating system installation, configuration, and maintenance are addressed as well as the basics of the local area network. The course lays the foundation of basic information required for operating system administration or networking administration. *Meets the technology graduation requirement.*

#### **ACCOUNTING I (HCT4061)**

**Semester course:** 0.5 credit

**Grades:** 9-12

**Type of credit:** Occ Ed (CTE), Elective

**Fee:** None

**Prerequisites:** None

Development of the accounting cycle for the sole proprietor, covering service and merchandising, types of businesses, special journals and payroll.

#### **ACCOUNTING II (HCT4062)**

**Semester course:** 0.5 credit

**Grades:** 9-12

**Type of credit:** Occ Ed (CTE), Elective

**Fee:** None

**Prerequisites:** Accounting I

Second semester continuation of Accounting I for further development of the accounting cycle for the sole proprietor, covering service and merchandising, types of businesses, special journals and payroll.

#### **ANNUAL STAFF (YEARBOOK) (HLA0219)**

**Year-long course:** 1.0 credit

**Grades:** 10-12

**Type of credit:** Occ Ed (CTE), Elective

**Fee:** None

**Prerequisites:** Graphic Arts I, instructor's permission

Home of *The Heritage*, the school yearbook! Students are encouraged to complete the first two semesters of graphic classes before they consider enrolling in this class. Continuing education in advanced skills such as: graphics, photography, journalism, technology, leadership, and teambuilding, helps add rigor to this classroom environment. Deadline commitments and extra hours are needed. The yearbook is a digital publication produced at Nathan Hale in the graphics lab using Macintosh computers and dedicated publishing software. *Meets the technology graduation requirement, Occ Ed requirement, or LA requirement.*

**CAREERS IN EDUCATION (HCT1682)****Year-long course:** 1.0 credit**Grades:** 11-12**Type of credit:** CTE**Fee:** None**Prerequisites:** None

The purpose of this class is to enlighten students about education as a career and is designed for students interested in becoming teachers, coaches, or counselors. Students will be better prepared to be community leaders, parents of tomorrow, and more educationally informed and involved. This is a one-year course and must be taken in sequence (I then II). Semester I includes learning theories and styles, lesson planning, teaching methods, and classroom management. Semester II, students will be placed in an internship at one of the local elementary schools, spending three days a week at their internship and one day back at Hale. This class is limited and recommended for 11<sup>th</sup> and 12<sup>th</sup> grade students only. Course credit can be applied to Occupational Education or Language Arts. College credit is available upon completion of both courses when portfolios are presented to the college program to which they are admitted.

**CHILD DEVELOPMENT (HCT7139)****Semester course:** 0.5 credit**Grades:** 10-12**Type of credit:** CTE**Fee:** None

**Prerequisites:** Academy health courses; Students must pass a TB screening in order to work with pre-schoolers (Free TB screenings are offered at Hale's Teen Health Center with parental permission).

This one semester class includes active participation in preschool center located at Nathan Hale. Primary emphasis of study is from conception to age five and includes study of physical, social, emotional and intellectual growth. Class projects include: Baby-think-it over electronic baby simulator, The Empathy Belly simulated pregnancy "suit", a baby book with accurate dates for vaccinations and documentation of baby's "firsts"—focusing on physical and social development, and hosting preschoolers for a day of craft centers.

**CISCO I: NETWORK MANAGEMENT (HCT1195)****Semester course:** 0.5 credit**Grades:** 9-12**Type of credit:** Occ Ed (CTE), Elective, College**Fee:** None**Prerequisites:** None

Examines current and emerging networking technology for future employment and/or further education. Content standards based on current industry standards. Examines safety, networking, network terminology, and protocols, Local Area Networks (LANs), OSI model, cabling, cabling tools, IP addressing, and network standards. Emphasis is on decision-making and problem-solving techniques. After the completion of Cisco IV students can take the Cisco Certified Networking Associate exam. This certification positions students for immediate opening in a talent-hungry technology job market or for engineering and science-focused college studies. Tech Prep Credits (college credits) are available in semesters I, II, III, and IV with an A or B grade. See instructor and counselors. *Meets the technology graduation requirement.*

**CISCO II (HCT1196)****Semester course:** 0.5 credit**Grades:** 9-12**Type of credit:** Occ Ed (CTE), Elective, College**Fee:** None**Prerequisites:** Cisco I

Continuation of Cisco I. This course covers safety, networking network protocols, LANs, Wide Area Networks (WANs), Ethernet, LAN switching, router IOS, TCP/IP addressing, router configuration, dynamic routing, static routing and the network administrator's role and function. Emphasis within the course is on techniques to solve networking problems. Tech Prep Credits (college credits) are available in semesters I, II, III, and IV with an A or B grade. See instructor and counselors. *Meets the technology graduation requirement.*

**CISCO III (HCT1197)****Semester course:** 0.5 credit**Grades:** 10-12**Type of credit:** Occ Ed (CTE), Elective, College**Fee:** None**Prerequisites:** Cisco II

Continuation of Cisco II. Coursework covers configuring LANs, Novell Networks, Internet-work, Packet Exchange (IPX) routing, Interior Gateway Routing Protocol (IGRP), WANs, and network troubleshooting. Tech

Prep Credits (college credits) are available in semesters I, II, III, and IV with an A or B grade. See instructor and counselors. *Meets the technology graduation requirement.*

### **CISCO IV (HCT1198)**

**Semester course:** 0.5 credit

**Grades:** 10-12

**Type of credit:** Occ Ed (CTE), Elective, College

**Fee:** None

**Prerequisites:** Cisco III

This course continues Cisco III. It covers Integrated Services Data Networks (ISDN), Point-to-Point Protocols (PPP) and frame relay design, configuration and maintenance. After the completion of Cisco IV students can take the Cisco Certified Networking Associate exam. This certification positions students for immediate opening in a talent-hungry technology job market or for engineering and science-focused college studies. Tech Prep Credits are available in Semesters I, II and III/IV with an A or B grade. See instructor and counselors. *Meets the technology graduation requirement.*

### **FAMILY HEALTH (HCT7141)**

**Semester course:** 0.5 credit, first semester of 9<sup>th</sup> grade health

**Grades:** 9

**Type of credit:** CTE

**Fee:** None

**Prerequisites:** None

Family Health is a one-semester required course at the 9th grade as part of the Academy. The focus of the course is the development of decision-making skills. The goals are to provide information needed to understand the different aspects of health and wellness and build skills in evaluating information so that wise lifestyle choices are promoted. These goals will be achieved through the use of lecture, films, speakers, videotapes, discussion, activities, and readings/assignments.

### **GAME DESIGN AND PROGRAMMING**

**Semester course:** 0.5 credit

**Grades:** 9-12

**Type of credit:** Occ Ed (CTE), Elective

**Fee:** None

**Prerequisites:** None

Game Design and Programming is a comprehensive, step-by-step introduction to 3D game programming. Organized into three parts, the course begins with an introduction to the game development industry, the game development process, and game engines. Part two covers JavaScript and Web programming and illustrates multiple concepts including variables, loops, and arrays. The final part of the course brings all of the concepts learned together, as students incrementally build a 3D game as each skill is introduced. *Meets the technology graduation requirement.*

### **GRAPHIC ARTS (HCT7782)**

**Semester course:** 0.5 credit

**Grades:** 9-12

**Type of credit:** Occ Ed (CTE), Elective

**Fee:** None

**Prerequisites:** None

This is an exploratory course in graphic communications. Students learn the elements of graphic design and the tools for computer-generated graphic documents. Students each work at their own workstation in the graphics lab on Macintosh computers. Students have professional training and hands-on learning opportunities using software like: *InDesign, FreeHand, Illustrator* and *Photoshop*. Included in the course curriculum is history and theory of design, printing and publishing. This project-based learning environment includes student projects like: newsletters, logos, digital illustrations and digital photography. *Meets the technology graduation requirement.*

### **HORTICULTURE I (HCT7750)**

**Semester course:** 0.5 credit

**Grades:** 9-12

**Type of credit:** Occ Ed (CTE), Elective, Science credit = Ecology

**Fee:** None

**Prerequisites:** None

In this one semester introductory course, the student learns the scope of the industry, opportunities and knowledge required to qualify for these opportunities. The student also learns the use of horticulture equipment, studies greenhouse use, plant physiology and propagation and plant identification. Soil-water-plant relations are studied and floral design is introduced.

**ADVANCED HORTICULTURE (HCT7751)****Semester course:** 0.5 credit, may be taken more than once for credit **Grades:** 9-12**Type of credit:** Occ Ed (CTE), Elective, Science credit = Ecology **Fee:** None**Prerequisites:** Horticulture I or Ecology

This one-semester class includes the study of plant material for landscaping and gardening, landscape design, applied soil fertility, management for both landscape gardening and greenhouse planting and the use of chemicals for insect and weed control. The class includes study of turf management, landscaping and greenhouse management as applied to the environment. Individual study is possible.

**INDEPENDENT LIVING (HCT7142)****Semester course:** 0.5 credit **Grades:** 11-12**Type of credit:** CTE **Fee:** None**Prerequisites:** Academy health courses

Independent Living is a comprehensive class that is essential for students who deal with realities such as relating to self, family, workplace, community and the world. This class combines the studies of career exploration, professional networking, money management, financial planning, credit, taxes, clothing repair, meal planning, insurance and transportation. *Meets health requirement.*

**INTRODUCTION TO RADIO (HCT7618)****Semester course:** 0.5 credit **Grades:** 9-12**Type of credit:** Occ Ed (CTE), Elective **Fee:** \$1 lab fee**Prerequisites:** None

This course introduces the student to the world of mass media and broadcasting. Students will produce audio projects through hands-on experience in production booths. In addition, they will become familiar with how radio and television fit in the larger picture of mass media; will review the history of radio/TV; will learn regulations of radio broadcasting; will be able to write short scripts; will learn vocal techniques to read those scripts; and in the process will learn the operation of various types of broadcast equipment; finally, they will be introduced to the business of broadcast sales and marketing. *Meets the technology graduation requirement.*

**ADVANCED RADIO (HCT7759)****Semester course:** 0.5 credit, may be taken more than once for credit **Grades:** 9-12**Type of credit:** Occ Ed (CTE), Elective **Fee:** \$1 lab fee**Prerequisites:** Intro to Radio

Students in this course actually operate C-89.5 FM, our nationally-recognized, trend-setting radio station. Each student is trained as an on-air announcer. In addition they work in over a dozen different departments including: production, news reporting, public affairs, promotions, public relations, traffic, network and many other areas of the broadcast industry. Advanced radio is actually a series of classes in which student's progress in their skills and responsibilities, eventually reaching directorships and station management. Each student actually works as an intern in this Public Radio Station. *Meets the technology graduation requirement.*

**INTRODUCTION TO TECHNOLOGY (HCT1401)****Semester course:** 0.5 credit **Grades:** 9-12**Type of credit:** Occ Ed (CTE), Elective **Fee:** None**Prerequisites:** None

Suggested course for all students, especially those with limited computer use and practice as this course will assist you in skill development for paper and project writing and formatting. Students will learn a variety of basic technology applications as they relate to business use. Basic keyboarding by touch, 10-Key, internet search engines, Microsoft Word, Excel and Access, Power Point presentations and Web Page design. Students learn to compose at the keyboard with emphasis on spelling, punctuation and correct grammar. Tech Prep Credit is available for this course (see counselors). *Meets the technology graduation requirement.*

**INTRODUCTION TO TELEVISION BROADCASTING (HCT7618)****Semester course:** 0.5 credit **Grades:** 9-12**Type of credit:** Occ Ed (CTE), Elective **Fee:** \$1 lab fee**Prerequisites:** None

Students will learn all aspects of video production through hands-on experience. Television production will include small format field production, editing, scriptwriting, set design, lighting, talent, camera work, audio production, directing and graphic design. Students will learn production roles and potential careers in the video and television industry by means of assisting in the production of a morning bulletin. Students will also learn to evaluate media using critical thinking skills. Through media literacy lessons students will learn to deconstruct media in an effort to reconstruct it. Production of student video projects will occur throughout the class and a major project will constitute the final evaluation. *Meets the technology graduation requirement.*

### **ADVANCED TELEVISION BROADCASTING (HCT7609)**

**Semester course:** 0.5 credit

**Grades:** 9-12

**Type of credit:** Occ Ed (CTE), Elective

**Fee:** \$1 lab fee

**Prerequisites:** Intro to TV Broadcasting

Students in this course build their video production and storytelling skills. In addition to advanced requirements in video pre-production and production phases, special attention is paid to acquiring post-production editing skills. A series of additional skills is taught including: news editing, studio camera operation, floor directing, audio board operations, studio lighting, switching, and directing, among others. *Meets the technology graduation requirement.*

### **MARKETING I (HCT1335)**

**Semester course:** 0.5 credit

**Grades:** 9-12

**Type of credit:** Occ Ed (CTE), Elective

**Fee:** None

**Prerequisites:** Graphic Arts I or instructor's signature

Introduction to Marketing is a course that teaches marketing concepts and skills and the underlying business foundations require for the understanding and development of marketing. Elements such as distribution, financing, marketing-information management, pricing, product/service management, promotion and selling along with the foundation of economics and communications are introduced in this course. Students run and operate the student store during lunch. The student store is a training lab.

### **MARKETING II**

**Semester course:** 0.5 credit

**Grades:** 10-12

**Type of credit:** Occ Ed (CTE), Elective

**Fee:** None

**Prerequisites:** Marketing I

Continuation course. Students in advanced marketing class take on leadership roles, advanced workplace skills, and advanced training lab assignments and projects.

### **NUTRITION AND WELLNESS (HCT2227)**

**Semester course:** 0.5 credit

**Grades:** 10-12

**Type of credit:** CTE

**Fee:** None

**Prerequisites:** Academy health courses

In this one semester class students will work with group members to choose recipes and prepare foods. Skills developed include: kitchen safety and sanitation, cooking techniques, equipment identification and use, making average meals healthier and choosing foods based on nutritional and environmental factors. Included in this course are opportunities to explore careers in the industry. Leadership and teamwork are emphasized throughout Foods and Nutrition. *Meets health requirement.*

### **PERSONAL CHOICES (HCT7144)**

**Semester course:** 0.5 credit, second semester of 9<sup>th</sup> grade health

**Grades:** 9

**Type of credit:** CTE

**Fee:** None

**Prerequisites:** None

Personal Choices is a one-semester course offered at the 9th grade as part of the Academy. This course provides students opportunities to acquire knowledge and apply decision-making skills. It promotes the desire to attain and /or maintain good health. Students study causes and consequences of such problems as stress, depression, suicide, addiction, and abuse/violence.

**WEB DESIGN I (HCT1182)****Semester course:** 0.5 credit**Type of credit:** Occ Ed (CTE), Elective**Prerequisites:** None**Grades:** 9-12**Fee:** None

Authoring using XHTML. Provides students with a survey of basic internet services and protocols including HTTP, FTP, E-mail, information searching, and security. Students also get a comprehensive introduction to HTML and XHTML including text formatting, tables, frames, forms, and Cascading Stylesheet with an emphasis on well-formed valid code. Setup and maintenance of web sites and file and directory structure will also be emphasized. *Meets the technology graduation requirement.*

**WEB DESIGN II (HCT1434)****Semester course:** 0.5 credit**Type of credit:** Occ Ed (CTE), Elective**Prerequisites:** Web Design I**Grades:** 9-12**Fee:** None

Continues the designing and development aspects of Web Design I. Students author sites using Dream Weaver, Flash, and Fireworks. *Meets the technology graduation requirement.*

## VISUAL, PERFORMING and FINE ARTS

### **ART SURVEY (HFA6086)**

**Year-long course:** 0.5 credit

**Type of credit:** Fine arts, elective

**Prerequisites:** None

**Grades:** 9-12

**Fee:** \$35 lab fee

This course includes working in both two-and three-dimensional design. It will give the student a good understanding of art in general and how it influences our everyday life and experiences. It will explore the general elements and principles of design. Activities will be planned so that the application of these principles can be explored through a variety of media and techniques. Such activities as: printmaking, painting exercise, color mixing and theories, art history, pattern package design, interior design, and sculpture problems may be included in this course of study.

### **CERAMICS (HFA6116)**

**Semester course:** 0.5 credit

**Type of credit:** Fine arts, elective

**Prerequisites:** None

**Grades:** 9-12

**Fee:** \$35 lab fee

This one-semester course will enable the student to recognize the properties, possibilities, and limitations of clay by creating functional and nonfunctional works of ceramics using basic hand-building techniques. The content will include, but not be limited to, the use of tools, equipment, and materials, art vocabulary, functional and nonfunctional form, material preparation, object production, decoration, firing, critical thinking and analysis, historical and cultural perspectives and career opportunities. Studio time will be interspersed with information gathering, research and presentations, as well as demonstrations.

### **ADVANCED CERAMICS (HFA6119)**

**Semester course:** 0.5 credit, may be taken more than once for credit

**Type of credit:** Fine arts, elective

**Prerequisites:** Ceramics and Instructors permission

**Grades:** 10-12

**Fee:** \$35 lab fee

This course will enable students to build on what they already know about the properties, possibilities, and limitations of clay by creating functional and nonfunctional works of ceramics by hand and on the wheel. In addition to studio work, students are expected to complete research on a ceramic artist to present to the class as well as review a show at a gallery/museum of their choice. This course may be repeated by a student for multiple credits, but requires an increased level of proficiency on their work.

### **CONCERT CHOIR (HFA6525)**

**Semester course:** 0.5 credit, may be taken more than once for credit

**Type of credit:** Fine arts, elective

**Prerequisites:** None

**Grades:** 9-12

**Fee:** None

This ensemble is open to all students who desire to learn how to sing independently and with others. This ensemble performs a wide range of repertoire- from Classical to Gospel to Pop and everything in between. No previous singing experience is required for entry into this ensemble. If you have always wanted to give singing a try, this is the class for you. Evening and outside performances are a regular part of the curriculum.

### **CREATIVE MUSIC WORKSHOP (MUSIC SURVEY 1) (HFA6590)**

**Semester course:** 0.5 credit, may be taken more than once for credit

**Type of credit:** Fine arts, elective

**Prerequisites:** None

**Grades:** 9-12

**Fee:** None

Explore creative musical expression by composing a piece or pieces of music. Students will compose a piece of music using elements of composition, music theory, rhythm, listening and performance. This composition can be an individual or group project, which will culminate with a performance and a recording of the composition. Any style of music is acceptable.

### **DRAMA I (HLA0260)**

**Semester course:** 0.5 credit

**Grades:** 9-12

**Type of credit:** Fine arts, elective, LA

**Fee:** None

**Prerequisites:** None

This is an introduction to Theatre. Students learn basic theatre technique, terms, expectation and improvisation. This introductory class focuses on acting, improvisation, movement, voice and creative communication. *Can replace "N" grade earned in LA 10B or LA 11B.*

### **DRAMA II (HLA0295)**

**Semester course:** 0.5 credit, may be taken more than once for credit

**Grades:** 9-12

**Type of credit:** Fine arts, elective, LA

**Fee:** None

**Prerequisites:** Drama I

This class is responsible for producing the Winter Play. Together this ensemble studies a known play and recreates it onstage, always in a unique setting. Drama 2 students must have some prior theatre experience either at Nathan Hale or elsewhere and they must be prepared to rehearse after school during second quarter and have a desire to perform on stage. *Can replace "N" grade earned in LA 10B or LA 11B.*

### **DRAMA III (HLA0395)**

**Semester course:** 0.5 credit, may be taken more than once for credit

**Grades:** 10-12

**Type of credit:** Fine arts, elective, LA

**Fee:** None

**Prerequisites:** Drama II or documented acting experience

This one semester production class focuses on producing an original show that is shared with the Nathan Hale community in late May. Students must be prepared to rehearse after school during the month of May and be risk-takers in the content of the piece. This ensemble will read, write and create a play based upon their ideas, talents, skills and desires. *Can replace "N" grade earned in LA 10B or LA 11B.*

### **DRAWING & PAINTING (HFA6365)**

**Semester course:** 0.5 credit

**Grades:** 9-12

**Type of credit:** Fine arts, elective

**Fee:** \$35 lab fee

**Prerequisites:** None

This is a one-semester studio course emphasizing the production of artistic work that expresses personal thought, feeling, and observation. With reference to art history, art aesthetics, and the Elements of Design, students will learn a variety of sketching, shading, and compositional techniques. Painting instruction includes exploration of analogous, monochromatic, and complementary color schemes. Pen and ink, printmaking, watercolor, and pastel are just a few of the materials and topics covered. This class is suited for all levels of artistic experience and ability.

### **ADVANCED DRAWING & PAINTING (HFA6366)**

**Semester course:** 0.5 credit

**Grades:** 9-12

**Type of credit:** Fine arts, elective

**Fee:** \$35 lab fee

**Prerequisites:** Drawing & Painting; Instructor Permission

This one semester course continues the study and production of drawing and painting in a variety of media.

### **FASHION ILLUSTRATION (HFA6215)**

**Semester course:** 0.5 credit

**Grades:** 9-12

**Type of credit:** Fine arts, elective

**Fee:** \$35 lab fee

**Prerequisites:** None

Students will explore the world of fashion by drawing a croquis model and clothing it. You will have the opportunity to try your own designs and by using the elements and principles of design will render your drawings and produce "flats" to present your work. Men are welcome also, as some of our best designers are men. Students taking this course need to be self-motivated as much of the curriculum is driven by interest.

### **FASHION ILLUSTRATION ADVANCED (HFA1499)**

**Semester course:** 0.5 credit, may be taken more than once for credit

**Grades:** 9-12

**Type of credit:** Fine arts, elective

**Fee:** \$25 lab fee

**Prerequisites:** Fashion Illustration

Students will further explore the world of fashion by using models and exploring fabrics and design. You will have the opportunity to try your own designs and by using the elements and principles of design will render your drawings and produce “flats” to present your work. Men are welcome also, as some of our best designers are men. Students taking this course need to be self-motivated as much of the curriculum is driven by interest.

### **GUITAR (HFA6505)**

**Semester course:** 0.5 credit

**Grades:** 9-12

**Type of credit:** Fine arts, elective

**Fee:** None

**Prerequisites:** None; ownership of guitar recommended, not required

Each student will understand, learn how to do, and demonstrate the following techniques for guitar: a.) correct posture and hand positions for playing, b.) basic rhythm and note reading in first position (at 1<sup>st</sup> fret), and reading TAB, c.) natural major and minor chords, and some flat and sharp ones where possible, d.) playing together a classical guitar, and several pop/rock, or other songs, e.) learn about various guitar techniques, styles, and different types of music, through learning and applications from videos/DVD's.

### **JAZZ BAND (HFA6939)**

**Semester course:** 0.5 credit, may be taken more than once for credit

**Grades:** 9-12

**Type of credit:** Fine arts, elective

**Fee:** None

**Prerequisites:** Audition; Wind Ensemble simultaneous enrollment. Student must be available for Zero Period

Learn about jazz music/history through rehearsal and performance. This ensemble travels to festivals in and around the northwest as well as performing concerts and providing entertainment at the school. Members of this ensemble also form smaller jazz combos with additional performance opportunities. Members of this ensemble are required to be in Wind Ensemble. Evening and outside performances are a regular part of the curriculum.

### **ORCHESTRA (HFA6715)**

**Semester course:** 0.5 credit, may be taken more than once for credit

**Grades:** 9-12

**Type of credit:** Fine arts, elective

**Fee:** None

**Prerequisites:** None

Orchestra is for string players (violin, viola, cello, bass, harp) who want to explore the world of string music. We play music of many different eras and styles. Modern music is also included, with improvising, composing, and fiddling as part of the curriculum. Evening and outside performances are a regular part of the curriculum.

### **PHOTOGRAPHY I (HCT1499)**

**Semester course:** 0.5 credit

**Grades:** 9-12

**Type of credit:** Fine arts, elective

**Fee:** \$85 lab fee

**Prerequisites:** 9<sup>th</sup> graders must have instructor's signature. Photography is a class for self-starters using black-and-white film. Students are expected to shoot assignments on their own time and use class time for darkroom production. The art of photography as well as basic technical information on the history of photography, light, exposure, camera controls and darkroom technique are taught during the first few weeks of this class and continued throughout the remainder of the semester. *Should have a 35 mm SLF film camera.*

### **PHOTOGRAPHY II (HCT1501)**

**Semester course:** 0.5 credit

**Grades:** 10-12

**Type of credit:** Fine arts, elective, CTE

**Fee:** \$85 lab fee

**Prerequisites:** Instructor permission and Grade of C or better in Photo I; Class is designed to improve and refine skills learned in photo I. Photography II is a class for self-starters using black-and-white film. Students are expected to shoot assignments on their own time and use class time for darkroom production. The art of photography as well as basic technical information on the history of photography, light, exposure, camera controls and darkroom technique are taught during the first few weeks of this class and continued throughout the remainder of the semester. *Should have a 35 mm SLR film camera.*

### **PHOTOGRAPHY III (HCT1502)**

**Semester course:** 0.5 credit

**Grades:** 10-12

**Type of credit:** Fine arts, elective, CTE

**Fee:** \$85 lab fee

**Prerequisites:** Instructor permission and Grade of C or better in Photo I and Photo II, camera ownership

Students develop their own area of interest. This class is a combination of silver-based and digital imaging. Students are expected to shoot assignments on their own time and use class time for darkroom production. Students are expected to be strong printers and will work on developing a strong design sense.

**PHOTOGRAPHY IV (HCT 1502)****Semester course:** 0.5 credits, may be taken more than once**Grades:** 10-12**Type of credit:** Fine arts, elective, CTE**Fee:** \$85 lab fee**Prerequisites:** Instructor permission and Grade of C or better in Photo I, II, and III. Students must have a single lens reflex 35mm camera.

Students are self-assigning and are expected to work heavily in digital imaging. The end result of this class is a digital portfolio on CD.

**PIANO (HFA6701)****Semester course:** 0.5 credit**Grades:** 9-12**Type of credit:** Fine arts, elective**Fee:** None**Prerequisites:** None

Learn music history, theory, and ear training during this course of lab instruction. Work in this could lead to participation in the Jazz Band or Vocal Jazz. This course is designed for students with no previous music experience.

**VOCAL JAZZ ENSEMBLE (HFA6832)****Semester course:** 0.5 credit, may be taken more than once for credit**Grades:** 10-12**Type of credit:** Fine arts, elective**Fee:** None**Prerequisites:** Audition

Learn about jazz music and history through rehearsal and performance. This ensemble maintains a very busy evening and outside performance schedule throughout the year. This ensemble ideally consists of 8 men, 8 women and a full rhythm section (piano, bass, drums, guitar). Auditions for this group are held in the spring of the preceding year.

**INSTRUMENTAL ENSEMBLE (BAND) (HFA6723)****Semester course:** 0.5 credit, may be taken more than once for credit**Grades:** 9-12**Type of credit:** Fine arts, elective**Fee:** None**Prerequisites:** None although experience on a wind or percussion instrument is desired

Of primary focus is the rehearsal and performance of quality wind ensemble literature. Many different musical styles are explored and rehearsed. As well as playing concert band music, this ensemble performs as the Raider Band at football and basketball games throughout the year. Members of this ensemble also have opportunities to participate in chamber music, attend state solo and ensemble festivals, competitions and perform with the Orchestra. Evening and outside performances are a regular part of the curriculum.

## EDUCATION SUPPORT CLASSES

### **ELD 3 ADJUNCT (HLA2085)**

**Semester course:** 0.5 credit, may be taken more than once for credit      **Grades:** 9-12

**Type of credit:** Elective      **Fee:** None

**Prerequisites:** Instructor permission and learning the English language

9<sup>th</sup> grade Academy ELL students receive modified texts, help with reading and writing assignments in their classes, and in addition, vocabulary building, grammar and other writing activities, such as journals, poems and short papers.

10<sup>th</sup> grade Integrated Studies ELL students receive modified texts, help with reading and writing assignments. In addition, students do vocabulary building, grammar and other writing activities, such as journals, poems and short papers.

11<sup>th</sup> and 12<sup>th</sup> grade ELL students receive modified texts, help with reading and writing assignments in their 11th grade Humanities classes and/or 12th grade Language Arts and American Government. In addition, students do vocabulary building, grammar and other writing activities, such as journals, poems and short papers. Students also receive assistance with their Culminating Project.

### **FOCUS CLASSES (HUE0341)**

**Semester course:** 0.5 credit, may be taken more than once for credit      **Grades:** 9-10

**Type of credit:** Elective      **Fee:** None

**Prerequisites:** Students must have an IEP and instructor permission

Focus classes are mandatory for students with IEPs, and are designed to support students with work in Health, Science, World History, and Language Arts courses while addressing their IEP goals and objectives for the year. Special Education staff re-teaches the general education curriculum as necessary.

### **STUDY SKILLS (HLA9225)**

**Semester course:** 0.5 credit, may be taken more than once for credit      **Grades:** 11-12

**Type of credit:** Elective      **Fee:** None

**Prerequisites:** Students must have an IEP and instructor permission

Study Skills classes are mandatory for students with IEPs who require additional support with core academic class content. Subjects taught include test preparation and reading and writing strategies with an emphasis in basic skills. Students work toward their annual IEP goals through assignments from their general education curriculum.

## LANGUAGE ARTS DEPARTMENT

### LANGUAGE ARTS 9A/B – 9TH GRADE ACADEMY (HLA0120/HLA0124)

**Year-long course:** 1.0 credit

**Grades:** 9

**Type of credit:** LA; honors designation available

**Fee:** None

**Prerequisites:** None

An inclusive class integrated with WH I/II. The class explores the relationship between power and identity through historical, religious and cultural analysis as well as literature, art, film and music. Students use the writing process (prewriting, drafting, revising and editing) to produce narrative, expository, creative and persuasive papers. Additionally, students read and respond to classic and contemporary literature as well as complete an independent reading requirement of 300 to 600 pages. Seminars, presentations and focused class discussions are an integral part of the curriculum. expository, creative and persuasive papers.

### LANGUAGE ARTS 10 A/B – 10TH GRADE INTEGRATED STUDIES (HLA0010/HLA0011)

**Year-long course:** 1.0 credit

**Grades:** 10

**Type of credit:** LA; honors designation available

**Fee:** None

**Prerequisites:** None; LA 9A/B is preferred

This year-long course is integrated with Social Studies and Biology to provide a comprehensive, rigorous academic experience based around essential questions. The Integrated Studies year is broken down into four sub-units: Competition, Progress, Systems and Renewal. The three disciplines also share common critical thinking skills like evidence, significance and viewpoint. Students must also complete an independent reading requirement of 400 to 800 pages per semester. In Language Arts, students will become skilled analytical, persuasive and narrative writers, read and respond to classic and contemporary literature and engage in culminating performances and seminars that inspire multiple intelligences and interests.

### LA 11A/B AMERICAN LITERATURE (HLA0012/HLA0013)

**Year-long course:** 1.0 credit

**Grades:** 11

**Type of credit:** LA; AP designation available

**Fee:** None

**Prerequisites:** None; LA 10 A/B is preferred

American Literature is a one-year course, which exposes students to a variety of texts from some of the major writers and literary periods throughout U.S. history. There is a strong focus on writing – both expository and creative. Students will be able to identify the differences between Pre-and Post Enlightenment thinking and the basic tenets of the Romantic and Realist literary movements in 19th century North America. Additionally students will investigate the experiences of people immigrating to the U.S. and explore culture and race and how they shape human identity. All students will also complete the Video Quilt project in which groups will explore civil rights issues and create a dramatic video. The eleventh grade Language Arts course also offers an AP designation within every Language Arts class. The option is offered to all students, as AP skills will be incorporated into the course curriculum. Students must sit for the AP exam at the end of the year in order to earn the AP designation on their transcript.

### LA 12 A/B (HLA0014/HLA001402)

**Semester course:** 1.0 credit

**Grades:** 12

**Type of credit:** LA; AP designation available

**Fee:** None

**Prerequisites:** None; LA 11 A/B preferred

This course will serve both as an excellent preparation for college level work AND as an effective way to “round out” a 4-year, rigorous and comprehensive English program. Through the study of both time-honored **and** contemporary classics, students will explore the multitude of ways in which various world literature, including classical mythologies and philosophies, inform our modern sensibilities. Students will engage in intense reading, spoken, and written literary analysis as they explore such works as *The Odyssey*, *Oedipus Rex*, *The Invisible Man*, *The Amazing Adventures of Kavalier and Klay*, *The Stranger*, *Hamlet*, Native American short stories, Beat Poetry and more. Classes consist of daily discussions, regular reading checks, periodic exams, papers, and group/individual creative projects. Students will also receive guidance with the Senior Project process and “after high school” preparation. This course is excellent preparation for the kind of work students will encounter at the college level and is to be taken as a year-long course. The twelfth grade Language Arts course also offers an AP designation within every Language Arts class. The option is offered to all students, as AP skills will be

incorporated into the course curriculum. Students must sit for the AP exam at the end of the year in order to earn the AP designation on their transcript.

### LANGUAGE ARTS M (HLA9227)

**Year-long course:** 1.0 credit

**Grades:** 12

**Type of credit:** LA

**Fee:** None

**Prerequisites:** For students with IEPs, instructor permission required.

Course content covers reading, writing, and literature aligned with individual IEP goals and grade-level district standards. This class offers individual attention in the area of transition support for students who will be leaving the high school setting within the next two years. Coursework includes instruction to support and mentor students throughout their Senior Projects.

### CREATIVE WRITING (HLA0275)

**Semester course:** 0.5 credit, may be taken more than once for credit

**Grades:** 10-12

**Type of credit:** LA, elective

**Fee:** None

**Prerequisites:** None

This course is for 10<sup>th</sup>-12<sup>th</sup> grade students at varying writing skill levels, **but** with a **keen** interest in Creative Writing. Students will immerse themselves in the craft of story-writing and poetry as they enhance their ability to first understand the art of literature and then to **create it**. We will read literature and discuss it in terms of symbolism, archetypes, plot, characterization, setting, etc. as well as writing technique and style and use our reading as springboards for the imagination. Students will experiment with character and plot development, dialogue, alternate points of view, style, and themes in their fiction writing. Poetry writing will incorporate poetic devices and forms and allow students to experiment with this rich genre. Students will be expected to participate actively in writing workshops and to make creative writing a daily ritual both in class and at home. Seniors meeting graduation requirements for this course have priority over other students for enrollment. *May be taken to replace an "N" grade in LA 10B or LA 11B.*

### DEBATE (HLA0090)

**Semester course:** 0.25 credit/semester, may be taken more than once

**Grades:** 9-12

**Type of credit:** LA, Social Studies, elective

**Fee:** Tournament dependent

**Prerequisites:** No academic ones, must be available zero period

Nathan Hale has a proud and young tradition of a student-run debate class that is advised by a coach from the University of Washington during zero period 2 times per week. Students participate in Urban Debate League tournaments as well as non-league matches throughout the Puget Sound. Students are advised on the formal debate format, how to develop arguments, how to support those arguments and research topics. *May be taken to replace an "N" grade in LA 10B or LA 11B.*

### JOURNALISM (HLA0466)

**Semester course:** 0.5 credit

**Grades:** 9-12

**Type of credit:** LA, elective

**Fee:** None

**Prerequisites:** None

Students in this one-semester class learn and practice writing skills (news features, editorials, sports, heading, editing, proofing), formatting skills (layouts, design), and marketing skills.

### ADVANCED JOURNALISM (NEWSPAPER) (HLA0470)

**Semester course:** 0.5 credit, may be repeated 4 times for credit

**Grades:** 9-12

**Type of credit:** LA, elective

**Fee:** None

**Prerequisites:** Journalism I

Students in this one-semester class use the skills and knowledge from beginning journalism to produce the Sentinel Newspaper. Transcript will indicate advanced status and students should enroll for "newspaper" on their option sheet. *May be taken to replace an "N" grade in LA 10B or LA 11B.*

### READING IMPROVEMENT (HLA9732)

**Semester course:** 0.5 credit, may be repeated 4 times for credit

**Grades:** 9-12

**Type of credit:** LA

**Fee:** None

**Prerequisites:** Students with IEPs, instructor permission required

A variety of strategies are used to increase students' reading ability. Comprehension and vocabulary building are emphasized. The curriculum is designed to meet IEP goals and objectives.

## MATHEMATICS DEPARTMENT

Nathan Hale High School is using Interactive Mathematics Program (IMP) as its primary text series. This series (which integrates the math strands of algebra, geometry, trigonometry, probability, statistics, and discrete mathematics) is problem-centered and has a strong emphasis on mathematical thinking and understanding, communication, writing, and working well within collaborative student groups. **Graphing calculators are an essential part of every course and are mandatory.** Students' appropriate placement for math was assigned per their math teachers. If their level is incorrect or they are not assigned a math course for 9-11 graders, they need to see their current math instructor and/or their counselor.

### **MATH 1A/B (HMA1888/1889)**

**Year-long course:** 1.0 credit

**Grades:** 9-12

**Type of credit:** Math; honors designation available

**Fee:** None

**Prerequisites:** 8<sup>th</sup> grade Math and/or by recommendation; purchase of a graphing calculator

Using the interactive math program, this five-unit course focuses on the following topics: Unit 1 (Patterns): Function tables, variables, positive & negative numbers, basic geometric concepts, proof, and basic calculator programming; Unit 2 (The Game of Pig): Game strategy, experimental and theoretical probability, the gambler's fallacy, and expected value; Unit 3 (The Overland Trail): Mathematical models, interpreting & creating graphs, solving equations; Unit 4 (The Pit & the Pendulum): Normal distribution, standard deviation, making & refining conjectures, analyzing data collected from experiments exploring quadratics; Unit 5 (Shadows): Similar polygons (especially triangles), proportions, basic trigonometric ratios and their application. This course has an integrated Open Honors system.

### **MATH 2A/B (HMA1898/1899)**

**Year-long course:** 1.0 credit

**Grades:** 9-12

**Type of credit:** Math; honors designation available

**Fee:** None

**Prerequisites:** Completion of Math 1B with a C or better; purchase of a graphing calculator

Using the interactive math program, this five-unit course focuses on the following topics: Unit 1 (Solve it!): Algebraic representations of problems, distributive property, solving linear equations, relationships between algebraic expressions, functions, equations, and graphs, using graphs to solve non-linear problems; Unit 2 (Is There Really a Difference?): Collecting and analyzing data, double bar graphs, hypothesis testing (including the null hypothesis), chi-square statistic; Unit 3 (Do Bees Build It Best?): Area, Pythagorean Theorem, perimeter, trigonometric ratios, and volume and surface area of prisms; Unit 4 (Cookies): Graphing and solving linear systems of equations and inequalities, creating and solving linear programming problems; Unit 5 (All About Alice): Exponents (positive, negative, zero, fractional), exponential functions, introduction to logarithms, scientific notation. This course has an integrated Open Honors system.

### **MATH 3A/B (HMA1909/1911)**

**Year-long course:** 1.0 credit

**Grades:** 9-12

**Type of credit:** Math; honors designation available

**Fee:** None

**Prerequisites:** Completion of Math 2B with a C or better; purchase of a graphing calculator

Using the interactive math program, this five-unit course focuses on the following topics: Unit 1 (Fireworks!): Continues algebraic investigations of IMP Year 2 Unit *Solve It!*, quadratic expressions, equations, and functions; Unit 2 (Orchard Hideout): Circles! Area, circumference, distance & midpoint formulas, coordinate geometry. Revisit similar triangles, trigonometry, Pythagorean Theorem; Unit 3 (Meadows or Malls?): Linear programming (introduced in IMP Year 2 Unit *Cookies*) in three variables, solving linear systems of equalities and inequalities, matrices (inverses, operations); Unit 4 (Small World, Isn't It?): Modeling population growth with exponential functions, introduction to the irrational constant  $e$ , natural logarithms, instantaneous rate of growth, derivatives; Unit 5 (Pennant Fever): Probability, counting principles, combinations, permutations, binomial theorem, Pascal's Triangle. This course has an integrated Open Honors system.

### **GENERAL MATH M (HMA9329)**

**Year-long course:** 1.0 credit

**Grades:** 9-12

**Type of credit:** Math

**Fee:** None

**Prerequisites:** Students must have an IEP, instructor permission is required

Course content includes, but is not limited to, basic math skills, consumer math, and beginning algebra. Placement is provided for students whose math skills have been assessed at lower than those needed to

successfully complete Integrated Math I, or if progress in Integrated Math I was not sufficient. The curriculum is designed to meet IEP goals and objectives.

### **PRE-CALCULUS I & II (HMA1925/HMA1926)**

**Year-long course:** 1.0 credit

**Grades:** 10-12

**Type of credit:** Math

**Fee:** None

**Prerequisites:** Completion of Math 3B with a C or better and honors designation; purchase of a graphing calculator.

This five-unit course focuses on the following topics: Unit 1 (High Dive): Extends triangle trigonometry to circular functions, breaking up motion into horizontal and vertical components, polar coordinates, modeling motion; Unit 2 (As The Cube Turns): Calculator programming, representation of a 3-D object in two dimensions, animation, transformations; Unit 3 (Know How): Students explore concepts such as radian measure, ellipses, a proof of the quadratic formula, the laws of sines and cosines, and complex numbers; Unit 4 (The World of Functions): This unit builds on students' previous knowledge of functions. Modeling data with functions, combining functions, transforming functions; Unit 5 (The Pollster's Dilemma): The Central Limit Theorem is the cornerstone of this unit. Students also investigate confidence intervals and margins of error and also build in their understanding of normal distributions and standard deviation. The unit culminates with a student-generated sampling project. This course has an integrated Open Honors system.

### **CALCULUS I & II (HMA1927/ HMA1928)**

**Year-long course:** 1.0 credit

**Grades:** 11-12

**Type of credit:** Math

**Fee:** None

**Prerequisites:** Completion of Pre-Calculus with a C or better and honors designation; purchase of a graphing calculator

Topics include-- Differentiation: Limits, the derivative, applications of the derivative, including max/min problems, implicit differentiation and related rates. Integration: area under a curve and Riemann sums, the definite integral, average value of a function, Fundamental Theorem of Calculus, some techniques of integration, applications to area and volume, and calculus of trigonometric, logarithmic, and exponential functions.

### **AP CALCULUS I & II (HMA1929/ HMA1932)**

**Year-long course:** 1.0 credit

**Grades:** 11-12

**Type of credit:** Math

**Fee:** None

**Prerequisites:** Completion of Pre-Calculus with a B or better and honors designation; a graphing calculator

AP Calculus is a rigorous, fast-paced mathematics course. Students who elect to take this class must agree to take the AP exam in May. Topics include: Differentiation: limits, the derivative, applications of the derivative, including max/min problems, implicit differentiation and related rates. Integration: area under a curve and Riemann sums, the definite integral, average value of a function, Fundamental Theorem of Calculus, integration by substitution, applications to area and volume, and the calculus of trigonometric, logarithmic, and exponential functions. Elementary differential equations, slope fields and kinematics are also covered.

### **AP STATISTICS (HMA1944/ HMA1945)**

**Year-long course:** 1.0 credit

**Grades:** 11-12

**Type of credit:** Math

**Fee:** None

**Prerequisites:** Completion of Math 3B with a C or better & honors designation; a graphing calculator

This course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad themes: Exploring Data: Observing patterns and departures from patterns; Planning a Study: Deciding what and how to measure; Anticipating Patterns: Producing models using probability and simulation; and Statistical Inference: Confirming models. For more advanced math students, AP Statistics can be taken as the first Statistics course, to be followed in college by a calculus-based course. The course involves learning about the use of statistics as a tool in data analysis and the design of experiments. There is an emphasis on the use of technology and the doing of projects that highlight data analysis, sample surveys, and the design of experiments. You will probably find the course challenging but extremely valuable if you ever asked the question, "What's this stuff good for?" in a math class.

**PHYSICAL EDUCATION DEPARTMENT****AEROBICS (HPE0975)**

**Semester course:** 0.5 credit, may be taken more than once for credit      **Grades:** 9-12  
**Type of credit:** PE      **Fee:** None

**Prerequisites:** None

This course is designed for students serious about physical fitness. It combines aerobic workouts with flexibility and strength development.

**ALTERNATIVE ACTIVITIES (HPE8014)**

**Semester course:** 0.5 credit, may be taken more than once for credit      **Grades:** 9-12  
**Type of credit:** PE      **Fee:** None

**Prerequisites:** None

This class has non-traditional, individual and team activities. Open to all skill levels and grade levels, this course includes, but is not limited to rugby, ultimate frisbee, team handball, juggling, hackeysack, etc.

**LIFETIME SPORTS (RACQUET SPORTS) (HPE8451)**

**Semester course:** 0.5 credit, may be taken more than once for credit      **Grades:** 10-12  
**Type of credit:** PE      **Fee:** None

**Prerequisites:** None

This course includes racquetball, tennis, badminton and pickleball from basic instructions through maximum participation.

**SWIMMING (HPE8426)**

**Semester course:** 0.5 credit, may be taken more than once for credit      **Grades:** 10-12  
**Type of credit:** PE      **Fee:** None

**Prerequisites:** None

This course is open to all skill levels and includes individual stroke analysis, water polo, and some beginning synchronized swimming, diving and life-saving techniques.

**WEIGHT TRAINING/CONDITIONING (HPE8231)**

**Semester course:** 0.5 credit, may be taken more than once for credit      **Grades:** 9-12  
**Type of credit:** PE      **Fee:** None

**Prerequisites:** None

This course teaches the basics of weight training and conditioning. Students learn the proper techniques for lifting free weights and how to condition using various weight machines. Along with training techniques the instructor teaches the basics of anatomy, kinesiology, and diet.

**SCIENCE DEPARTMENT****NATHAN HALE GRADUATION REQUIREMENTS: 3 years of Science****REQUIRED CLASSES:****INTEGRATED SCIENCE I & II (9TH GRADE ACADEMY) (HSC1412/ HSC1413)****Year-long course:** 1.0 credit**Grades:** 9**Type of credit:** Science**Prerequisites:** None

9th Grade Integrated Science primarily involves the study of Physical Science. To further students' understanding of fundamentals of physics and chemistry, our work will explore the basic question "How do matter and energy interact?" Specific topics investigated during the course are density; heat transfer; electromagnetic energy; gas laws; engineering and robotics; force and motion. Students will be asked not only to demonstrate understanding of concepts, but also to apply that understanding to new situations and problems. *This course fulfills a "lab science" requirement for student applying to a four-year college.*

**BIOLOGY I & II (HSC3110/HSC3210)****Year-long course:** 1.0 credit**Grades:** 10**Type of credit:** Science**Prerequisites:** Integrated science or comparable course

Students investigate characteristics of living things, life processes, populations, genetics and biotechnology, mechanisms of change and ecological dynamics in this inquiry based class. *This course fulfills a "lab science" requirement for student applying to a four-year college.*

**ELECTIVE CLASSES:****CHEMISTRY I & II (HSC1111/ HSC1112)****Year-long course:** 1.0 credit**Grades:** 11-12**Type of credit:** Science, elective**Prerequisites:** Biology I & II; biology teacher signature

This two-semester course, developed by the American Chemical Society, is an applied chemistry approach to a college preparatory class. Topics focus on practical environmental applications of chemistry including the chemistry of water resources, petroleum compounds, energy and foods, nuclear reactions and biological systems. Required skills include an understanding of the scientific method and average to above-average math skills. *This course fulfills a "lab science" requirement for students applying to a four-year college.*

**CHEMISTRY HONORS I & II (HSC1362/ HSC1363)****Year-long course:** 1.0 credit**Grades:** 11-12**Type of credit:** Science, elective**Prerequisites:** Biology I & II; biology teacher signature

This two-semester "traditional" chemistry course is a lab/lecture/homework class recommended for students planning to be science/math majors after high school. *This course fulfills a "lab science" requirement for students applying to a four-year college.*

**AP ENVIRONMENTAL SCIENCE I & II****Year-long course:** 1.0 credit**Grades:** 11-12**Type of credit:** Science, elective**Prerequisites:** Chemistry

AP Environmental Science is a class devoted to the study of environmental systems, how humans interact with the environment, and the development of environmentally sustainable practices. Students will learn how scientists study environmental issues, how matter and energy cycle through earth systems, how humans alter natural systems, how our cultural and economic interests interact with natural systems, and how humans can live sustainably. Individual, community, regional, national and global scales will be considered. This course will utilize a broad variety of learning resources, including reading, writing, film, research, laboratories, field work, Socratic seminars and more. Students who care about our environment and want the background necessary to take action are encouraged to enroll. *This course fulfills a “lab science” requirement for students applying to a four-year college.*

**PHYSICS I & II (HSC3112/ HSC3212)****Year-long course:** 1.0 credit**Grades:** 12**Type of credit:** Science, elective**Prerequisites:** Pre-calculus/Math IV (can be concurrently enrolled)

Physics is described as the fundamental science of the natural world. Through collaborative labs, lectures, discussions and homework in this two-semester class, students study gravitation and motion in time and space. The emphasis is on student-centered modeling and testing of physical concepts. Extensive use of computers for lab data collection and analysis is taught. *This course fulfills a “lab science” requirement for student applying to a four-year college.*

**ANATOMY AND PHYSIOLOGY (HSC1541)****Semester course:** 0.5 credit**Grades:** 11-12**Type of credit:** Science, elective**Prerequisites:** Biology I/II

Through dissections, computer models, lab activities, CPR training, UW Health Science tours and other class work students will learn about the body systems of living things. We will focus our exploration on human physiology. Through the work that we do, students will gain an improved understanding about how organs work and how the different organs of the body interact to keep the organism alive. We will also explore health and fitness issues. Students who enroll in this class will participate in animal dissection. *This course fulfills a “lab science” requirement for students applying to a four-year college.*

**ASTRONOMY (HSC2289) - Offered 08-09 (Offered in years alternating with GEOLOGY )****Semester course:** 0.5 credit**Grades:** 10-12**Type of credit:** Science, elective**Prerequisites:** None

Astronomy is a lab science course designed to introduce students to the composition, structure, and dynamics of the universe. Upon completion of this course, students will be able to: Describe star formation, classification, and evolution; identify the zodiac and other constellations in the night sky; compare different types of land and space-based telescopes; evaluate astronomical data to answer questions about space and planets; evaluate stellar and planetary systems for the potential for life; describe the different methods for which we learn about space; describe the main events in the history of astronomy; describe how evidence is used to develop different cosmologies *This course fulfills a “lab science” requirement for students applying to a four-year college.*

**ECOLOGY (HSC3718)****Semester course:** 0.5 credit**Grades:** 10-12**Type of credit:** Science, elective; Horticulture = CTE credit**Prerequisites:** at least 1 semester of Biology or permission of instructor.

Through lab activities, field trips, outdoor service projects, and other class work students will explore the interdependence of life on earth. The instructors of this class emphasize an active approach to learning science and want to give students every opportunity to explore the natural world. Additionally, we will investigate both local and global environmental issues. *This course fulfills a “lab science” requirement for students applying to a four-year college.* See also HORTICULTURE for CTE credit and advanced work in this field.

**GEOLOGY - Offered 09-10 (Offered in years alternating with ASTRONOMY)****Semester course:** 0.5 credit**Grades:** 10-12**Type of credit:** Science**Prerequisites:** None

This course involves the study of Earth systems, materials, processes, and history. Topics include petrology (the study of rocks, their composition, and their formation), tectonics (including plate tectonics, mountain-building, volcanism, and earthquakes), geomorphology (the process that shape the Earth’s surface, including wind and water erosion, glaciers, landslides and avalanches), and environmental geology (which endeavors to study humans’ relationships with Earth and its systems). Students will use discipline-specific inquiry methods (field observations, mapping, modeling, and hypothesis testing) to gain an understanding of local geologic processes and history, including volcanoes, earthquakes and glaciation. Students can expect a heavy emphasis on outdoor fieldwork, which is an important part of geologists’ work and an important component of this class. *This course fulfills a “lab science” requirement for student applying to a four-year college.*

**GENETICS/BIOTECHNOLOGY (HCT1982/HCT 1983)****Semester course:** 0.5 credit**Grades:** 11-12**Type of credit:** Science, elective**Prerequisites:** Biology I & II

Genetics/Biotech is an advanced biology offering focusing on human genetics and the role of biotechnology in human health, medicine and commerce. Students explore the mechanisms of Mendelian genetics, particularly in the context of inherited disorders and diseases. We teach the following biotechnology labs, made possible by Fred Hutchinson Cancer Research Center and the University of Washington Departments of Genetics and Genome Sciences: Bacterial Transformation, DNA extraction, DNA electrophoresis, ELISA testing, Human Genome DNA Sequencing, and Malarial Resistance. *This course fulfills a “lab science” requirement for student applying to a four-year college.*

**MATHEMATICS, ENGINEERING AND SCIENCE ACHIEVEMENT (MESA) (HUE9557)****Semester course:** 0.5 credit**Grades:** 10**Type of credit:** Science, elective, CTE**Prerequisites:** sophomore status and instructor permission

MESA is made possible through a partnership between the University of Washington School of Engineering and community sponsors, including Boeing and The Bill and Melinda Gates Foundation. The mission of MESA is to increase the numbers of under-represented populations in the fields of mathematics, engineering, science and technology. Students complete several engineering projects, increase logic and problem-solving skills, compete in city-wide competitions and begin research and preparation for application to colleges and universities.

## SOCIAL STUDIES DEPARTMENT

### DEBATE

**Semester course:** 0.25 credit, may be taken more than once

**Grades:** 9-12

**Type of credit:** LA, Social Studies, elective

**Fee:** Tournament dependent

**Prerequisites:** No academic ones, must be available zero period.

Nathan Hale has a proud and young tradition of a student-run debate class that is advised by a coach from the University of Washington during zero period 2 times per week. Students participate in Urban Debate League tournaments as well as non-league matches throughout the Puget Sound. Students are advised on the formal debate format, how to develop arguments, how to support those arguments and research topics.

### WORLD HISTORY I AND II (9TH GRADE ACADEMY) (HSS1010/ HSS1011)

**Semester course:** 1.0 credit, honors designation available

**Grades:** 9

**Type of credit:** Social Studies

**Fee:** None

**Prerequisites:** None

This two-semester class is a study of world cultures, with focus on comparative religion/philosophy, connections between geography and culture, and historical context for current events. The first semester covers the Greek and Roman roots of democratic government and ideals of citizenship. Then we turn to the Middle East and the interconnected development of Judaism, Christianity and Islam, the rise of the Islamic Empire, and finally the history of U.S. policy in the Middle East. In the second semester, we move to Asia for study primarily of India and China. We examine Indian religions and their influence on art, architecture and India's great dynasties. Colonialism and independence are background for current relations with Pakistan and India's nuclear program. In China we turn again to a brief study of China's most influential religions/philosophies. We then examine events from China's long and often turbulent history of interaction (or lack thereof) with outsiders that continues to color China's world view and influence Chinese relations with the U.S. and its neighbors. High-level thinking and rigorous work are expected of all students. An Honors designation is granted to those students who meet the Honors criteria. The curriculum is integrated with 9<sup>th</sup> grade language arts. Critical thinking and writing skills are emphasized in the four core Academy classes.

### WORLD HISTORY III AND IV (HSS1063/ HSS1064)

**Semester course:** 1.0 credit, honors designation available

**Grades:** 10

**Type of credit:** Social Studies

**Fee:** None

**Prerequisites:** None, WH I and II preferred

World History III and IV are part of the Tenth Grade Interdisciplinary Studies Program, integrating curriculum via essential questions with Biology and Language Arts. Units of study begin with "Western Ideas of Justice," focusing on the Middle Ages, Renaissance, and Enlightenment, with an emphasis on art and philosophy. This unit is followed by study of the Scientific and Industrial revolutions and their social implications. Focus then shifts to Africa, first studying pre-colonial life, then moving to study of colonial Congo and the Belgian rubber trade, independence movements and modern Africa. In spring, study shifts to Latin America, where the focus may be on one of several areas: Nicaragua, Cuba, Mexico, or other. Skills taught during the year include writing for social studies and across the curriculum, research, speech and debate, analysis of primary documents, inference, cause-effect, small group work, responsible scholarship, the five habits of mind for critical thinking, and more.

### AMERICAN STUDIES (US HISTORY 11A/B) (HSS1112/HSS1212)

**Semester course:** 1.0 credit, AP designation available

**Grades:** 11

**Type of credit:** Social Studies

**Fee:** None

**Prerequisites:** None, WH III and IV preferred

The 11th grade American Studies program offers a rigorous and rewarding program to all 11th grade students. Students are directed in an in-depth study of specific topics related to the broader themes of the course: What does it mean to be an American? How has America's role changed over time with regard to foreign affairs? Have our natural rights been protected by government? Students concentrate on developing college-level skills in research, analysis of information, understanding of literature and creation of both written and presented work. Students will learn to assess historical materials-their importance-and to weigh the evidence and interpretations presented in historical scholarship. The program will develop the skills necessary to learn to read historical materials, to analyze and criticize historical evidence and to arrive at conclusions on the basis of an informed judgment, and to

present ideas clearly and persuasively in essay form. For those students who chose to pursue it, there is an Advanced Placement option in U.S. History so that they will be prepared to take the Advanced Placement test.

**AMERICAN GOVERNMENT & ECONOMICS (AM GOV'T) (HSS1742/HSS174202)****Year-long course:** 1.0 credit**Grades:** 12**Type of credit:** Social Studies**Fee:** None**Prerequisites:** None, US 11A and B preferred

American Government and Economics is a Nathan Hale graduation requirement that examines the workings of the U.S. Government, political and economic systems. The course is divided into a study of the principles of the Constitution, the structure of the government, individual liberties, economics, current issues as well as citizenship. The goal is to help students become critical, creative citizens. Further, the students will analyze in what ways does the media impact our lives, our perceptions? Students will be asked to respond to a number of films and demonstrate their understanding of the importance of film in a demonstration. Included in American Government is a focus on the issues of race that affect all aspects of American political life. The course will examine the history of western racial ideas as a preface to examining whiteness and privilege and will then study new ideas of antiracism programs and methods for young people and others. The course features an activist approach in which students will both read and critically assess news, academic and sociological texts and other information, as well as do interviews, performance and social action. Skills include research, information management, speech and debate, persuasion, responsible scholarship, interviewing, civics skills and reading from primary documents.

**AMERICAN GOVERNMENT M (HSS9342/HSS934202)****Year-long course:** 1.0 credit**Grades:** 12**Type of credit:** Social Studies**Fee:** None**Prerequisites:** For students with IEPs, instructor permission required.

Course content parallels that covered in other American Government classes. IEP written language and reading goals are covered through course curriculum.

## WORLD LANGUAGE DEPARTMENT

### **FRENCH 1 A/B**

**Year-long course:** 1.0 credit

**Type of credit:** Elective

A two-semester introduction to the study of French language and culture with a focus on developing conversational fluency in French.

**Grades:** 9-12

**Fee:** \$20 for workbook

### **FRENCH 2 A/B**

**Year-long course:** 1.0 credit

**Type of credit:** Elective

**Prerequisites:** French 1A/B

A two-semester continuation of the study of the French language with greater opportunities to develop communication skills via reading, writing, and speaking.

**Grades:** 9-12

**Fee:** \$20 for workbook

### **JAPANESE 1A/B (HWL5311/ HWL5312)**

**Year-long course:** 1.0 credit

**Type of credit:** Elective

**Prerequisites:** None

A two-semester introduction to the study of the Japanese language and culture taken from a native speaker.

**Grades:** 9-12

**Fee:** \$20 for workbook

### **JAPANESE 2A/B (HWL5313/ HWL5314)**

**Year-long course:** 1.0 credit

**Type of credit:** Elective

**Prerequisites:** Japanese 1A/B

A two-semester continuation of the study of the Japanese language with greater opportunities to develop communication skills via reading, writing and speaking. Instructor possesses native fluency.

**Grades:** 9-12

**Fee:** \$20 for workbook

### **JAPANESE 3A/B (HWL5315/ HWL5316)**

**Year-long course:** 1.0 credit

**Type of credit:** Elective

**Prerequisites:** Japanese 2A/B

A two-semester class with emphasis on proficiency in communicative skills using situational conversation, with in-depth study of grammar and culture. Faculty routinely hosts teacher from Japan to assist with these students' facility with the language. These students are encouraged to, but not required to, participate in the spring exchange with our sister school in Naha, Japan.

**Grades:** 10-12

**Fee:** \$20 for workbook

### **JAPANESE 4A/B (HWL9056/HWL9057)**

**Year-long course:** 1.0 credit

**Type of credit:** Elective

**Prerequisites:** Japanese 3A/B, instructor's permission required

A two-semester class with emphasis on proficiency in communicative skills using situational conversation, with in-depth study of grammar and culture. Faculty routinely hosts teacher from Japan to develop further these students' facility with the language. These students are encouraged to, but not required to, participate in the spring exchange with our sister school in Naha, Japan.

**Grades:** 10-12

**Fee:** \$20 for workbook

### **JAPANESE AP (HWL2245)**

**Year-long course:** 1.0 credit

**Type of credit:** Elective

**Prerequisites:** Japanese 3A/B; Students must sit for the AP Exam in May; instructor's permission required

A two-semester class with emphasis on proficiency in communicative skills using situational conversation, with in-depth study of grammar and culture. Usually taught in conjunction with Japanese 4 A/B. Faculty routinely hosts teacher from Japan to develop further these students' facility with the language. These students are encouraged to, but not required to, participate in the spring exchange with our sister school in Naha, Japan.

**Grades:** 11-12

**Fee:** \$20 for workbook

**SPANISH 1A/B (HWL5411/ HWL5412)****Year-long course:** 1.0 credit**Type of credit:** Elective**Prerequisites:** None**Grades:** 9-12**Fee:** \$20 for workbook

A two-semester introduction to the study of Spanish language and culture with a focus upon developing conversational fluency in Spanish.

**SPANISH 2A/B (HWL5421/HWL5422)****Year-long course:** 1.0 credit**Type of credit:** Elective**Prerequisites:** Spanish 1A/B**Grades:** 9-12**Fee:** \$20 for workbook

A two-semester continuation of the study of the Spanish language with greater opportunities to develop communication skills via reading, writing and speaking.

**SPANISH 3A/B (HWL5431/ HWL5432)****Year-long course:** 1.0 credit**Type of credit:** Elective**Prerequisites:** Spanish 2 A/B**Grades:** 10-12**Fee:** \$20 for workbook

A two-semester class with emphasis on proficiency in communicative skills, with in-depth study of grammar, reading and short stories are from a variety of Spanish literature.

**SPANISH 4A/B (HWL1356/ HWL1357)****Year-long course:** 1.0 credit**Type of credit:** Elective**Prerequisites:** Spanish 3 A/B, instructor's permission required**Grades:** 11-12**Fee:** \$20 for workbook

This is a two-semester course to further language proficiency and development, and to review and prepare students for the advanced placement and college entrance examinations.

**SPANISH AP (HWL5006/HWL500602)****Year-long course:** 1.0 credit**Type of credit:** Elective**Prerequisites:** Spanish 3 A/B; Students must sit for the AP Exam in May, instructor's permission required**Grades:** 11-12**Fee:** \$20 for workbook

This is a two-semester course to further language proficiency and development, and to review and prepare students for the advanced placement and college entrance examinations, usually taught in conjunction with Spanish 4 A/B.