



## **SCHOOL BOARD ACTION REPORT**

**DATE:** September 21, 2018  
**FROM:** Denise Juneau, Superintendent  
**LEAD STAFF:** Michael Tolley, Associate Superintendent of Teaching and Learning, mftolley@seattleschools.org, (206) 252-0017; Kyle Kinoshita, Chief of Curriculum, Assessment and Instruction, kdkinoshita@seattleschools.org, (206) 252-0050; Caleb Perkins, Director of Career and College Readiness; cbperkins@seattleschools.org, (206) 252-0062

**For Introduction:** October 17, 2018

**For Action:** October 30, 2018

### **1. TITLE**

Approval of courses with new content as defined by Superintendent Procedure 2026.

### **2. PURPOSE**

This Board Action Report asks the Board to approve courses with new content that have been recommended by the Board.

### **3. RECOMMENDED MOTION**

I move that the School Board approve the courses, including an Ethnic Studies course, as set for in the Board Action Report.

### **4. BACKGROUND INFORMATION**

#### **a. Background**

Seattle educators submit proposed new courses every year and after a formal review by the central office staff, those recommended for inclusion in the district secondary course catalog are either referred to the Associate Superintendent for Teaching and Learning, if made up of revised content, or to the Superintendent and the Board. For the latter, according to Superintendent Procedure 2026, "if the proposed course is made up of content new to the district course of study, the Superintendent recommends the course to the Board" and "the Board acts on the recommendation".

After reviewing the courses that were uploaded to the district course catalog from December 2011 (when Superintendent Procedure 2026 was adopted) through January 2017, staff from Curriculum, Assessment, and Instruction (CAI) noted that many courses should have gone before the Board per SP2026. However, according to available records, they did not. Attached is the list of the new courses that should have been brought before the board. Since 2017, the new course form has been updated to assure courses are evaluated as to whether they are new or revised content. After consulting with the Curriculum and Instruction Policy Committee in April on the need to review these courses (see attached memorandum), it was decided that these courses would be brought to this committee in the fall as part of the regular reviews of new courses. It should be noted that a large number of these courses are world language competency courses

reflecting the district’s efforts to add the option to earn competency-based credits across a wide variety of languages.

The district’s online course catalog provides additional information on these courses including required federal and state data, as well as some district-specific fields, such as course descriptions and course objectives. Those with a Seattle Public Schools email account can review this additional information for particular courses by accessing the catalog here: <https://coursecatalog.seattleschools.org>.

In conjunction with seeking approval of these courses, the Curriculum, Assessment, and Instruction (CAI) team is also submitting a new Ethnic Studies course code title to be available in the 2019-20 school year. This proposed course has been developed by educators who have deep expertise in the subject, and was reviewed by numerous Seattle educators and community members supportive of providing this content for students in the district given its importance and ability to engage students and as part of the district’s formal Ethnic Studies initiative. While much of the content of the course has been a part of a variety of other social studies or English courses, an Ethnic Studies course code title will allow for the option to go more deeply into the topic by providing exclusive attention to the themes of Ethnic Studies. The existence of the course code will make a statement regarding the commitment of Seattle Public Schools to the development of Ethnic Studies in the district. A description of this course is also included for review as an attachment in this Board Action Report.

**b. Alternatives**

Do not approve the courses and as result, these courses will not be available for schools to use. For the courses that have already been listed in the district’s course catalog, this would mean that schools would need to stop teaching courses they have already started teaching. In the case of the new Ethnic Studies course title, it would prevent schools from exercising an opportunity to delve more deeply into the history and current issues related to Ethnic Studies. This alternative is not recommended given the merits of these courses and the disruption discontinuing them would cause.

**5. FISCAL IMPACT/REVENUE SOURCE**

The revenue source for this motion is N/A.

This motion has no immediate fiscal impact.

Expenditure:  One-time  Annual  Multi-Year  N/A

Revenue:  One-time  Annual  Multi-Year  N/A

**6. COMMUNITY ENGAGEMENT**

With guidance from the District’s Community Engagement tool, this action was determined to merit the following tier of community engagement:

- Not applicable
- Tier 1: Inform
- Tier 2: Consult/Involve
- Tier 3: Collaborate

For the Ethnic Studies course, the course description was shared with the Ethnic Studies Working Group, the Equity and Race Advisory Committee, the African American Male Advisory Committee and community leaders in the Southeast Seattle Educational Coalition (SESEC) and NAACP and an opportunity to provide comments was given.

**7. EQUITY ANALYSIS**

For the majority of these courses included in this Board Action Report, we did not formally use the racial equity analysis toolkit but it is understood that Seattle educators regularly propose new courses, including the ones included in this report, that are meant to increase student access to greater opportunities to learn and engage in standards-based learning.

With respect to the Ethnic Studies course, there is emerging research that the presence of ethnic studies provides strong benefits to identity safety for students of color and assists white mainstream students deepen their understanding of equity. The presence of the history and current issues connected to peoples of color, long underrepresented in the curriculum of many school districts including Seattle, is a matter of basic justice.

**8. STUDENT BENEFIT**

This will provide new course offerings to students and/or ensure students can continue to engage in courses they are already taking.

**9. WHY BOARD ACTION IS NECESSARY**

- Amount of contract initial value or contract amendment exceeds \$250,000 (Policy No. 6220)
- Amount of grant exceeds \$250,000 in a single fiscal year (Policy No. 6114)
- Adopting, amending, or repealing a Board policy
- Formally accepting the completion of a public works project and closing out the contract
- Legal requirement for the School Board to take action on this matter
- Board Policy No. \_\_\_\_\_, [TITLE], provides the Board shall approve this item
- Other: Required by Superintendent Procedure 2026

**10. POLICY IMPLICATION**

Policy 2026 indicates it is within the Board's power to prescribe the course of study to serve the needs of students. The process is laid out in the accompanying procedure which is being followed here.

**11. BOARD COMMITTEE RECOMMENDATION**

This motion was discussed at the Curriculum and Instruction Policy Committee meeting on October 5<sup>th</sup>. The Committee reviewed the motion and moved the item forward with a recommendation for approval by the full Board.

**12. TIMELINE FOR IMPLEMENTATION**

Upon approval of this motion, these courses will be added to the district's course catalog.

**13. ATTACHMENTS**

- ☐ New Course Listing from 2011-2017 (for approval)
- High School Ethnic Studies Course Description—~~DRAFT~~ (for approval)
- ☐ April 2018 Memorandum to Curriculum & Instruction Policy Committee on Course Approval (for reference)
- Seattle Public Schools: Ethnic Studies Task Force – rvsd 09/14/17 (for reference)
- Ethnic Studies in Seattle Public Schools PowerPoint (for reference – from work session February 7, 2018)

New Course Listing from 2011-2017

COURSE#	COURSE_NAME	START DT	FULL CATALOG DESCRIPTION
HSC4163	ASTRONOMY 1(CIHS)	9/1/2012	Astronomy 1 (CIHS) is the first semester of a lab course introducing the composition, structure, and dynamics of the universe. Students may enroll for University of Washington Astronomy 101 credit concurrently.
HSC4164	ASTRONOMY 2(CIHS)	9/1/2012	Astronomy 2 (CIHS) is the second semester of a lab course introducing the composition, structure, and dynamics of the universe. Students may enroll for University of Washington Astronomy 101 credit concurrently.
HSC8316	ASTRONOMY 1-M	9/1/2014	Pre Requisites: IEP eligibility, at least one area of qualification and teacher permission. This is a modification of a course by the same title in the regular program. Students focus on key content, expectations are modified.
HSC8317	ASTRONOMY 2-M	9/1/2014	Pre Requisites: IEP eligibility, at least one area of qualification and teacher permission. This is a modification of a course by the same title in the regular program. Students focus on key content, expectations are modified.
HSC8320	FORENSICS A-M	9/1/2014	Pre Requisites: IEP eligibility, at least one area of qualification and teacher permission. This is a modification of a course by the same title in the regular program. Students focus on key content, expectations are modified.
HSC8321	FORENSICS B-M	9/1/2014	Pre Requisites: IEP eligibility, at least one area of qualification and teacher permission. This is a modification of a course by the same title in the regular program. Students focus on key content, expectations are modified.
HLA5284	EXPOS WRITING CRITICM (CIHS)	9/1/2015	ENG 131 and 242, on Power (CIHS) cultivates active reading and critical writing on texts about power and social justice, offering students a sense of what college reading and writing looks like for an academic audience
HLA5667	CRIT LIT SOCIAL INQ	9/1/2012	Critical Literacy and Social Inquiry is a seminar course designed to support students in determining the central ideas and themes of rigorous nonfiction texts and analyzing their development.
HLA5668	LITERATURE INQUIRY	9/1/2012	The Literature and Inquiry is a semester-long course that engages students in close analysis of classics and other rich texts. Through extended discussion and argument, students learn to justify their observations, support their claims, and develop an intertextual...
HLA5669	LIT ARCHTYPE ANALYS	9/1/2012	Literature Archetype and Analysis is a seminar course designed to engage students in extended inquiry into foundational and enduring archetypes/themes in stories. Students will develop an understanding of the sources of archetypes and their expression over time in literature and myth.
HLA5930	ETHNIC LIT (CIHS)	9/1/2013	Ethnic Literature is a College in the High School Language Arts course for juniors and seniors. Upon successful completion of this course, students may receive University Credit for Comparative Literature 240.
HLA7954	BRIDGE TO COLLEGE ENGLISH A	9/1/2015	This course is the first semester in a year-long course. The course is offered to 12th grade students who scored below the college-ready (level 2) on the Smarter Balanced Assessment ELA 11th grade assessment.
HLA7955	BRIDGE TO COLLEGE ENGLISH B	9/1/2015	This course is the second semester in a year-long course. The course is offered to 12th grade students who scored below the college-ready (level 2) on the Smarter Balanced Assessment ELA 11th grade assessment.
HSS6030	GLOBAL LEADERSHIP IMMER 1	9/1/2015	In Global Leadership 1, students study the social and enviornmental impacts of complex, interconnected global issues using a student-centered curriculum that focuses on the development of students leadership skills
HSS6031	GLOBAL LEADERSHIP IMMER 2	9/1/2015	In Global Leadership 2, students continue their study of global issues using a curriculum that focuses on the students\ development of advanced leadership skills. Prerequisite: Global Leadership 1. This class will be taught in a language other than English.

New Course Listing from 2011-2017

<b>COURSE#</b>	<b>COURSE_NAME</b>	<b>START DT</b>	<b>FULL CATALOG DESCRIPTION</b>
HMA2522	COLLECT OF EVID MA 1	9/1/2012	This course is designed for students to create and/or augment a Collections of Evidence in Algebra 1 or Geometry. Students will submit their collections of work to OSPI as an alternative way to pass the End of Course exam.
HMA2523	COLLECT OF EVID MA 2	9/1/2012	This course is designed for students to create and/or augment a Collections of Evidence in Algebra 1 or Geometry. Students will submit their collections of work to OSPI as an alternative way to pass the End of Course exam.
HMA7952	BRIDGE TO COLLEGE MATH A	9/1/2015	Bridge to College Math is for students who have taken Algebra 2, scored a Level 2 on the Smarter Balanced Assessment, and who are not already taking Precalculus
HMA7953	BRIDGE TO COLLEGE MATH B	9/1/2015	Bridge to College Math is for students who have taken Algebra 2, scored a Level 2 on the Smarter Balanced Assessment, and who are not already taking Precalculus
HWL2902	CAMBODIAN 1 COMP NM	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice Mid (NM) proficiency across skill levels.
HWL2903	CAMBODIAN 2 COMP NH	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice High (NH) proficiency across skill levels.
HWL2904	CAMBODIAN 3 COMP IL	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Low (IL) proficiency across skill levels.
HWL2905	CAMBODIAN 4 COMP IM	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Mid (IM) proficiency across skill levels.
HWL2906	CEBUANO 1 COMP NM	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice Mid (NM) proficiency across skill levels.
HWL2907	CEBUANO 2 COMP NH	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice High (NH) proficiency across skill levels.
HWL2908	CEBUANO 3 COMP IL	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Low (IL) proficiency across skill levels.
HWL2909	CEBUANO 4 COMP IM	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Mid (IM) proficiency across skill levels.
HWL2910	CHAM 1 COMP NM	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice Mid (NM) proficiency across skill levels.
HWL2911	CHAM 2 COMP NH	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice High (NH) proficiency across skill levels.
HWL2912	CHAM 3 COMP IL	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Low (IL) proficiency across skill levels.
HWL2913	CHAM 4 COMP IM	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Mid (IM) proficiency across skill levels.

New Course Listing from 2011-2017

<b>COURSE#</b>	<b>COURSE_NAME</b>	<b>START DT</b>	<b>FULL CATALOG DESCRIPTION</b>
HWL2914	CHUUKESE 1 COMP NM	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice Mid (NM) proficiency across skill levels.
HWL2915	CHUUKESE 2 COMP NH	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice High (NH) proficiency across skill levels.
HWL2916	CHUUKESE 3 COMP IL	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Low (IL) proficiency across skill levels.
HWL2917	CHUUKESE 4 COMP IM	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Mid (IM) proficiency across skill levels.
HWL2918	FULANI 1 COMP NM	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice Mid (NM) proficiency across skill levels.
HWL2919	FULANI 2 COMP NH	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice High (NH) proficiency across skill levels.
HWL2920	FULANI 3 COMP IL	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Low (IL) proficiency across skill levels.
HWL2921	FULANI 4 COMP IM	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Mid (IM) proficiency across skill levels.
HWL2922	HAITIAN CREOLE 1 COMP NM	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice Mid (NM) proficiency across skill levels.
HWL2923	HAITIAN CREOLE 2 COMP NH	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice High (NH) proficiency across skill levels.
HWL2924	HAITIAN CREOLE 3 COMP IL	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Low (IL) proficiency across skill levels.
HWL2925	HAITIAN CREOLE 4 COMP IM	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Mid (IM) proficiency across skill levels.
HWL2926	KIRGIZ 1 COMP NM	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice Mid (NM) proficiency across skill levels.
HWL2927	KIRGIZ 2 COMP NH	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice High (NH) proficiency across skill levels.
HWL2928	KIRGIZ 3 COMP IL	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Low (IL) proficiency across skill levels.
HWL2929	KIRGIZ 4 COMP IM	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Mid (IM) proficiency across skill levels.

New Course Listing from 2011-2017

<b>COURSE#</b>	<b>COURSE_NAME</b>	<b>START DT</b>	<b>FULL CATALOG DESCRIPTION</b>
HWL2930	KRIO 1 COMP NM	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice Mid (NM) proficiency across skill levels.
HWL2931	KRIO 2 COMP NH	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice High (NH) proficiency across skill levels.
HWL2932	KRIO 3 COMP IL	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Low (IL) proficiency across skill levels.
HWL2933	KRIO 4 COMP IM	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Mid (IM) proficiency across skill levels.
HWL2934	LAO 1 COMP NM	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice Mid (NM) proficiency across skill levels.
HWL2935	LAO 2 COMP NH	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice High (NH) proficiency across skill levels.
HWL2936	LAO 3 COMP IL	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Low (IL) proficiency across skill levels.
HWL2937	LAO 4 COMP IM	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Mid (IM) proficiency across skill levels.
HWL2938	MANDINKA 1 COMP NM	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice Mid (NM) proficiency across skill levels.
HWL2939	MANDINKA 2 COMP NH	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice High (NH) proficiency across skill levels.
HWL2940	MANDINKA 3 COMP IL	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Low (IL) proficiency across skill levels.
HWL2941	MANDINKA 4 COMP IM	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Mid (IM) proficiency across skill levels.
HWL2942	NIGERIAN 1 COMP NM	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice Mid (NM) proficiency across skill levels.
HWL2943	NIGERIAN 2 COMP NH	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice High (NH) proficiency across skill levels.
HWL2944	NIGERIAN 3 COMP IL	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Low (IL) proficiency across skill levels.
HWL2945	NIGERIAN 4 COMP IM	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Mid (IM) proficiency across skill levels.



New Course Listing from 2011-2017

<b>COURSE#</b>	<b>COURSE_NAME</b>	<b>START DT</b>	<b>FULL CATALOG DESCRIPTION</b>
HWL2946	PASHTO 1 COMP NM	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice Mid (NM) proficiency across skill levels.
HWL2947	PASHTO 2 COMP NH	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice High (NH) proficiency across skill levels.
HWL2948	PASHTO 3 COMP IL	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Low (IL) proficiency across skill levels.
HWL2949	PASHTO 4 COMP IM	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Mid (IM) proficiency across skill levels.
HWL2950	SAMOAN 1 COMP NM	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice Mid (NM) proficiency across skill levels.
HWL2951	SAMOAN 2 COMP NH	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice High (NH) proficiency across skill levels.
HWL2952	SAMOAN 3 COMP IL	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Low (IL) proficiency across skill levels.
HWL2953	SAMOAN 4 COMP IM	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Mid (IM) proficiency across skill levels.
HWL2954	SONINKE 1 COMP NM	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice Mid (NM) proficiency across skill levels.
HWL2955	SONINKE 2 COMP NH	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice High (NH) proficiency across skill levels.
HWL2956	SONINKE 3 COMP IL	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Low (IL) proficiency across skill levels.
HWL2957	SONINKE 4 COMP IM	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Mid (IM) proficiency across skill levels.
HWL2958	TAIWANESE 1 COMP NM	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice Mid (NM) proficiency across skill levels.
HWL2959	TAIWANESE 2 COMP NH	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice High (NH) proficiency across skill levels.
HWL2960	TAIWANESE 3 COMP IL	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Low (IL) proficiency across skill levels.
HWL2961	TAIWANESE 4 COMP IM	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Mid (IM) proficiency across skill levels.

New Course Listing from 2011-2017

<b>COURSE#</b>	<b>COURSE_NAME</b>	<b>START DT</b>	<b>FULL CATALOG DESCRIPTION</b>
HWL2962	TIBETAN 1 COMP NM	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice Mid (NM) proficiency across skill levels.
HWL2963	TIBETAN 2 COMP NH	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice High (NH) proficiency across skill levels.
HWL2964	TIBETAN 3 COMP IL	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Low (IL) proficiency across skill levels.
HWL2965	TIBETAN 4 COMP IM	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Mid (IM) proficiency across skill levels.
HWL2966	TOISHANESE 1 COMP NM	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice Mid (NM) proficiency across skill levels.
HWL2967	TOISHANESE 2 COMP NH	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice High (NH) proficiency across skill levels.
HWL2968	TOISHANESE 3 COMP IL	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Low (IL) proficiency across skill levels.
HWL2969	TOISHANESE 4 COMP IM	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Mid (IM) proficiency across skill levels.
HWL2970	FINNISH 1 COMP NM	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice Mid (NM) proficiency across skill levels.
HWL2971	FINNISH 2 COMP NH	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice High (NH) proficiency across skill levels.
HWL2972	FINNISH 3 COMP IL	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Low (IL) proficiency across skill levels.
HWL2973	FINNISH 4 COMP IM	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Mid (IM) proficiency across skill levels.
HWL2974	CATALAN 1 COMP NM	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice Mid (NM) proficiency across skill levels.
HWL2975	CATALAN 2 COMP NH	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice High (NH) proficiency across skill levels.
HWL2976	CATALAN 3 COMP IL	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Low (IL) proficiency across skill levels.
HWL2977	CATALAN 4 COMP IM	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Mid (IM) proficiency across skill levels.

New Course Listing from 2011-2017

<b>COURSE#</b>	<b>COURSE_NAME</b>	<b>START DT</b>	<b>FULL CATALOG DESCRIPTION</b>
HWL2978	ALBANIAN 1 COMP NM	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice Mid (NM) proficiency across skill levels.
HWL2979	ALBANIAN 2 COMP NH	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice High (NH) proficiency across skill levels.
HWL2980	ALBANIAN 3 COMP IL	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Low (IL) proficiency across skill levels.
HWL2981	ALBANIAN 4 COMP IM	9/1/2012	0
HWL2982	TONGAN 1 COMP NM	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice Mid (NM) proficiency across skill levels.
HWL2983	TONGAN 2 COMP NH	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice High (NH) proficiency across skill levels.
HWL2984	TONGAN 3 COMP IL	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Low (IL) proficiency across skill levels.
HWL2985	TONGAN 4 COMP IM	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Mid (IM) proficiency across skill levels.
HWL2986	TURKISH 1 COMP NM	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice Mid (NM) proficiency across skill levels.
HWL2987	TURKISH 2 COMP NH	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice High (NH) proficiency across skill levels.
HWL2988	TURKISH 3 COMP IL	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Low (IL) proficiency across skill levels.
HWL2989	TURKISH 4 COMP IM	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Mid (IM) proficiency across skill levels.
HWL2990	LINGALA 1 COMP NM	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice Mid (NM) proficiency across skill levels.
HWL2991	LINGALA 2 COMP NH	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice High (NH) proficiency across skill levels.
HWL2992	LINGALA 3 COMP IL	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Low (IL) proficiency across skill levels.
HWL2993	LINGALA 4 COMP IM	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Mid (IM) proficiency across skill levels.
HWL2994	WOLOF 1 COMP NM	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice Mid (NM) proficiency across skill levels.

New Course Listing from 2011-2017

COURSE#	COURSE_NAME	START DT	FULL CATALOG DESCRIPTION
HWL2995	WOLOF 2 COMP NH	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice High (NH) proficiency across skill levels.
HWL2996	WOLOF 3 COMP IL	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Low (IL) proficiency across skill levels.
HWL2997	WOLOF 4 COMP IM	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Mid (IM) proficiency across skill levels.
HWL3267	DUTCH 1 COMP NM	9/1/2014	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice Mid (NM) proficiency across skill levels.
HWL3268	DUTCH 2 COMP NH	9/1/2014	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice High (NH) proficiency across skill levels.
HWL3269	DUTCH 3 COMP IL	9/1/2014	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Low (IL) proficiency across skill levels.???
HWL3270	DUTCH 4 COMP IM	9/1/2014	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Mid (IM) proficiency across skill levels.?
HWL3271	GREEK 1 COMP NM	9/1/2014	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice Mid (NM) proficiency across skill levels.
HWL3272	GREEK 2 COMP NH	9/1/2014	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice High (NH) proficiency across skill levels..
HWL3273	GREEK 3 COMP IL	9/1/2014	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Low (IL) proficiency across skill levels.???
HWL3274	GREEK 4 COMP IM	9/1/2014	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Mid (IM) proficiency across skill levels.?
HWL3275	PORTUGUESE 1 COMP NM	9/1/2014	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice Mid (NM) proficiency across skill levels.
HWL3276	PORTUGUESE 2 COMP NH	9/1/2014	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice High (NH) proficiency across skill levels.
HWL3277	PORTUGUESE 3 COMP IL	9/1/2014	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Low (IL) proficiency across skill levels.???
HWL3278	PORTUGUESE 4 COMP IM	9/1/2014	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Mid (IM) proficiency across skill levels.?
HWL3279	TWI 1 COMP NM	9/1/2014	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice Mid (NM) proficiency across skill levels.

New Course Listing from 2011-2017

COURSE#	COURSE_NAME	START DT	FULL CATALOG DESCRIPTION
HWL3280	TWI 2 COMP NH	9/1/2014	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice High (NH) proficiency across skill levels.
HWL3281	TWI 3 COMP IL	9/1/2014	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Low (IL) proficiency across skill levels.???
HWL3282	TWI 4 COMP IM	9/1/2014	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Mid (IM) proficiency across skill levels.?
HWL3283	URDU 1 COMP NM	9/1/2014	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice Mid (NM) proficiency across skill levels.
HWL3284	URDU 2 COMP NH	9/1/2014	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice High (NH) proficiency across skill levels.
HWL3285	URDU 3 COMP IL	9/1/2014	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Low (IL) proficiency across skill levels.???
HWL3286	URDU 4 COMP IM	9/1/2014	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Mid (IM) proficiency across skill levels.?
HWL3287	MONGOLIAN 1 COMP NM	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice Mid (NM) proficiency across skill levels.
HWL3288	MONGOLIAN 2 COMP NH	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice High (NH) proficiency across skill levels
HWL3289	MONGOLIAN 3 COMP IL	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Low (IL) proficiency across skill levels.???
HWL3290	MONGOLIAN 4 COMP IM	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Mid (IM) proficiency across skill levels.?
HWL3291	UKRAINIAN 1 COMP NM	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice Mid (NM) proficiency across skill levels.
HWL3292	UKRAINIAN 2 COMP NH	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice High (NH) proficiency across skill levels
HWL3293	UKRAINIAN 3 COMP IL	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Low (IL) proficiency across skill levels.??
HWL3294	UKRAINIAN 4 COMP IM	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Mid (IM) proficiency across skill levels.?
HWL3295	POLISH 1 COMP NM	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice Mid (NM) proficiency across skill levels.
HWL3296	POLISH 2 COMP HN	9/1/2012	WorldLang

New Course Listing from 2011-2017

COURSE#	COURSE_NAME	START DT	FULL CATALOG DESCRIPTION
HWL3297	POLISH 3 COMP IL	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Low (IL) proficiency across skill levels.???
HWL3298	POLISH 4 COMP IM	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Mid (IM) proficiency across skill levels.?
HWL3299	HEBREW 1 COMP NM	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice Mid (NM) proficiency across skill levels.
HWL3300	HEBREW 2 COMP NH	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice High (NH) proficiency across skill levels
HWL3301	HEBREW 3 COMP IL	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Low (IL) proficiency across skill levels.???
HWL3302	HEBREW 4 COMP IM	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Mid (IM) proficiency across skill levels.?
HWL3303	PUNJABI 1 COMP NM	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice Mid (NM) proficiency across skill levels.
HWL3304	PUNJABI 2 COMP NH	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice High (NH) proficiency across skill levels
HWL3326	PUNJABI 3 COMP IL	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Low (IL) proficiency across skill levels.???
HWL3327	PUNJABI 4 COMP IM	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Mid (IM) proficiency across skill levels.?
HWL3331	BAMANA 1 COMP NM	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice Mid (NM) proficiency across skill levels.
HWL3332	BAMANA 2 COMP NH	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice High (NH) proficiency across skill levels.
HWL3333	BAMANA 3 COMP IL	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Low (IL) proficiency across skill levels.
HWL3334	BAMANA 4 COMP IM	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Mid (IM) proficiency across skill levels.
HWL3335	BOSN-CROAT-SERB 1 COMP NM	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice Mid (NM) proficiency across skill levels.
HWL3336	BOSN-CROAT-SERB 2 COMP NH	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice High (NH) proficiency across skill levels.

New Course Listing from 2011-2017

<b>COURSE#</b>	<b>COURSE_NAME</b>	<b>START DT</b>	<b>FULL CATALOG DESCRIPTION</b>
HWL3337	BOSN-CROAT-SERB 3 COMP IL	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Low (IL) proficiency across skill levels.
HWL3338	BOSN-CROAT-SERB 4 COMP IM	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Mid (IM) proficiency across skill levels.
HWL3339	BENGALI 1 COMP NM	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice Mid (NM) proficiency across skill levels.
HWL3340	BENGALI 2 COMP NH	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice High (NH) proficiency across skill levels.
HWL3341	BENGALI 3 COMP IL	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Low (IL) proficiency across skill levels.
HWL3342	BENGALI 4 COMP IM	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Mid (IM) proficiency across skill levels.
HWL3343	KINYARWANDA 1 COMP NM	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice Mid (NM) proficiency across skill levels.
HWL3344	KINYARWANDA 2 COMP NH	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice High (NH) proficiency across skill levels.
HWL3345	KINYARWANDA 3 COMP IL	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Low (IL) proficiency across skill levels.
HWL3346	KINYARWANDA 4 COMP IM	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Mid (IM) proficiency across skill levels.
HWL3347	HINDI 1 COMP NM	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice Mid (NM) proficiency across skill levels.
HWL3348	HINDI 2 COMP NH	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice High (NH) proficiency across skill levels.
HWL3349	HINDI 3 COMP IL	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Low (IL) proficiency across skill levels.
HWL3350	HINDI 4 COMP IM	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Mid (IM) proficiency across skill levels.
HWL3692	PERSIAN 1 COMP NM	9/1/2014	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice Mid (NM) proficiency across skill levels.
HWL3693	PERSIAN 2 COMP NH	9/1/2014	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice High (NH) proficiency across skill levels.

New Course Listing from 2011-2017

COURSE#	COURSE_NAME	START DT	FULL CATALOG DESCRIPTION
HWL3694	PERSIAN 3 COMP IL	9/1/2014	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Low (IL) proficiency across skill levels.
HWL3695	PERSIAN 4 COMP IM	9/1/2014	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Mid (IM) proficiency across skill levels.
HWL3906	SWEDISH 1 COMP NM	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice Mid (NM) proficiency across skill levels.
HWL3907	SWEDISH 2 COMP NH	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice High (NH) proficiency across skill levels.
HWL3908	SWEDISH 3 COMP IL	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Low (IL) proficiency across skill levels.
HWL3909	SWEDISH 4 COMP IM	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Mid (IM) proficiency across skill levels.
HWL3962	BULGARIAN 1 COMP NM	9/1/2013	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice Mid (NM) proficiency across skill levels
HWL3963	BULGARIAN 2 COMP NH	9/1/2013	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice High (NH) proficiency across skill levels.
HWL3964	BULGARIAN 3 COMP IL	9/1/2013	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Low (IL) proficiency across skill levels.
HWL3965	BULGARIAN 4 COMP IM	9/1/2013	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Mid (IM) proficiency across skill levels.
HWL3966	THAI 1 COMP NM	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice Mid (NM) proficiency across skill levels.
HWL3967	THAI 2 COMP NH	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice High (NH) proficiency across skill levels.
HWL3968	THAI 3 COMP IL	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Low (IL) proficiency across skill levels.
HWL3969	THAI 4 COMP IM	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Mid (IM) proficiency across skill levels.
HWL4183	LATVIAN 1 COMP NM	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice Mid (NM) proficiency across
HWL4184	LATVIAN 2 COMP NH	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice High (NH) proficiency across skill levels.



New Course Listing from 2011-2017

COURSE#	COURSE_NAME	START DT	FULL CATALOG DESCRIPTION
HWL4185	LATVIAN 3 COMP IL	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Low (IL) proficiency across skill levels.
HWL4186	LATVIAN 4 COMP IM	9/1/2012	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Mid (IM) proficiency across skill levels.
HWL6369	LATIN 3A (CIHS)	9/1/2016	The prerequisite for this class is Latin 3A or its equivalent. To receive UW credit for this course students must fulfil the requirements for Latin 3A CIHS and Latin 3B CIHS.
HWL6370	LATIN 3B (CIHS)	9/1/2016	The prerequisite for this class is Latin 3A or its equivalent. To receive UW credit for this course students must fulfil the requirements for Latin 3A CIHS and Latin 3B CIHS.
HWL6377	SPANISH IMMERSION 1A	9/1/2014	Prerequisite: N/A. Express increasingly complex concepts and ideas verbally and in writing. Demonstrate understanding of a variety of authentic literature and media. Increase ability to paraphrase. Cultural understanding is interwoven.
HWL6378	SPANISH IMMERSION 1B	9/1/2014	Prerequisite: Spanish Immersion 1A. Express increasingly complex concepts and ideas verbally and in writing. Demonstrate understanding of a variety of authentic literature and media. Increase ability to paraphrase. Cultural understanding is interwoven.
HWL6379	SPANISH IMMERSION 2A	9/1/2014	Prerequisite: Spanish Immersion 1A. Express increasingly complex concepts and ideas verbally and in writing. Demonstrate understanding of a variety of authentic literature and media. Increase ability to paraphrase. Cultural understanding is interwoven.
MFA5993	CERAMICS	9/1/2013	In this course, students will learn a variety of ceramic techniques, gain knowledge of the field of ceramics, and become aware of the value of ceramics in our society and other cultures.
MFA5994	INTRO TO THEATRE ART	9/1/2013	Students will explore the art of theatre through stage presence, acting (vocal skills and movement), improvisation, performance process, production elements, and cultural and historical aspects.
MFA5995	INTERM THEATRE ARTS	9/1/2013	Pre-requisite: Intro to Theatre Arts. Theatre students will expand their exploration of theatre through a deeper questioning of how theatre teaches us about ourselves and our relationship to society.
MFA5996	ADV THEATRE ARTS	9/1/2013	Pre-requisite courses: Intro to Theatre Arts, Intermediate Theatre Arts .Students will develop leadership in theatre arts through a student-selected focus and investigate theater's role in social change.
MFA5997	PLAY PRODUCTION	9/1/2013	Pre-requisite: Audition and with teacher approval. Student will participate in the rehearsal process and performance of a play.
MFA5998	MUSICAL PRODUCTION	9/1/2013	Pre-requisite: Audition and with teacher approval. Student will participate in the rehearsal process and performance of a musical.
MFA6161	CHAMBER ORCHESTRA	9/1/2015	Chamber Orchestra is for advanced music students who play violin, viola, cello and bass. Students will play a wide variety of music from different eras. Pre-requisite: audition and teacher approval
MFA6368	TREBLE CHOIR	9/1/2015	Inclusive choral performing ensemble for women's voices. Performs fun, engaging choral literature from a variety of genres, cultures, and styles and learns correct vocal technique and musicianship skills. No pre-requisite.

New Course Listing from 2011-2017

<b>COURSE#</b>	<b>COURSE_NAME</b>	<b>START DT</b>	<b>FULL CATALOG DESCRIPTION</b>
MFA8277	6TH GRADE ORCHESTRA	9/1/2013	Instruction in basic and intermediate string orchestra techniques for those with at least one year of experience on their chosen string instrument. Beginning players will be accommodated.
MFA8278	7TH GRADE ORCHESTRA	9/1/2013	Instruction in basic and intermediate string orchestra techniques for those with at least one year of experience on their chosen string instrument. Beginning players will be accommodated.
MFA8279	8TH GRADE ORCHESTRA	9/1/2013	Instruction in basic and intermediate string orchestra techniques for those with at least one year of experience on their chosen string instrument. Beginning players will be accommodated.
MFA8287	INTERMEDIATE CHOIR	9/1/2013	Intermediate choral performing ensemble. Students learn and perform a variety of choral literature in conjunction with correct vocal technique, musicianship and ensemble skills. Pre-requisite: Beginning Choir or teacher approval.
MFA8288	ADVANCED CHOIR	9/1/2013	Advanced choral performing ensemble. Students learn and perform quality choral literature in conjunction with correct vocal technique, musicianship and ensemble skills. Pre-requisite: Intermediate Choir or teacher approval.
MFA8291	STEEL DRUM ENSEMBLE	9/1/2013	Steel Drum Ensemble emphasizes developing performance technique specific to steel drumming. This includes mallet technique, improvisation, sight-reading, independent learning and the development of listening and ensemble skills.
MFA8292	ECLECTIC STRINGS	9/1/2013	Eclectic Strings is the playing of music appropriate for both bowed and strummed stringed instruments. Derived from a broad range of sources; individual instrumentalists and ensembles. Advanced 7th /8th grade music students only.

## High School Ethnic Studies Course Description—DRAFT

For inclusion in the 2019-20 High School Course Catalog

### Description:

Ethnic Studies is the interdisciplinary study of race, ethnicity, and indigeneity ([including the relationship of Native American peoples with the land](#)) with a focus on the experiences and perspectives of people of color within and beyond the United States.

Ethnic Studies engages students in a critical dialogue about intersectional identities, historical perspectives on the roots of oppression, and the social movements that have challenged that oppression. Ethnic Studies provides students with an opportunity to analyze the ways in which race and racism have been, and continue to be, powerful social, cultural, and political forces and their connections to other axes of stratification, including gender, class, sexuality, and legal status.

This course is designed to help students develop their abilities to:

- ☐ Tell their own story about their own lives and identities.
- ☐ Listen to others and understand multiple perspectives on an issue.
- ☐ Make connections between their lives and with people from differing identities.
- ☐ Develop a deeper understanding of how the discipline of Ethnic Studies connects to their own lives and current struggles.
- ☐ Develop their creative capacities to design projects that inspire others to better understand ethnicity and race.
- ☐ Critically analyze historical narratives and the media to recognize bias, racism, and other forms of oppressive discourse.
- ☐ Analyze the impact and draw lessons from social movements that have shaped race and ethnicity throughout history.
- ☐ Develop a plan to address an important issue related to ethnicity and race facing our society today.

These are general themes that show up throughout the course:

- ☐ The role of language, ancestry, race, class, ethnicity, gender, sexuality, and culture in different ethnic groups. Recognizing regional differences that have helped to define different ethnicities and cultures.
- ☐ Diverse collective expressions through literature, art, philosophy, music, theater, and film throughout history. The ways pop culture shape identity.
- Social movements, including: anti-slavery, education, labor, women’s rights, civil rights, LGBTQ rights, and public health.

April Memo to C&I Committee - Approval of Courses



To: Curriculum and Instruction Policy Committee  
From: Dr. Caleb Perkins, Director of College and Career Readiness  
[cbperkins@seattleschools.org](mailto:cbperkins@seattleschools.org)  
Date: April 6, 2018  
RE: Board Action Report on Approval of Courses

Dear Committee Members,

We plan to present a Board Action Report on the approval of courses per Superintendent Procedure 2026 at an upcoming Curriculum and Instruction Policy Committee meeting. Per this procedure, the Board needs to vote on proposed courses that that are made up of content new to the district course of study. After reviewing the courses that were uploaded to the district course catalog in school years prior to 2017-18, we have noted that some of these courses may have needed to go before the Board given SP2026 but, according to available records, did not. In addition, we anticipate that there will likely be several new course offerings accompanying our full transition to the 24-credit requirement in the 2019-20 school year.

Given the desire to address the review of both sets of these course offerings in a coordinated way, the proposal is to submit a Board Action Report that addresses both these courses from prior years and potential new courses at a C&I Policy Committee meeting in the Fall of 2019. The exact number and names of the course offerings to be approved will be discussed and reviewed over the new few months with the Legal Department and will be included in the final BAR packet.

Links:

- ☐ Superintendent Procedure 2026:  
[http://www.seattleschools.org/UserFiles/Servers/Server\\_543/File/District/Departments/School%20Board/Procedures/Series%202000/2026SP.pdf](http://www.seattleschools.org/UserFiles/Servers/Server_543/File/District/Departments/School%20Board/Procedures/Series%202000/2026SP.pdf) (for reference)



## Seattle Public Schools ETHNIC STUDIES TASK FORCE

rvsd 09/14/17

**“Ethnic Studies” aims at social justice, societal transformation, and the fundamental equality of all people.**

To be successful long-term, the SPS Ethnic Studies initiative, like any other major initiative, must be responsive to the context within which it exists. That means, it must be *locally relevant and globally credible*.

### Guiding Principles

1. **Critical examination:** Ethnic Studies initiative fosters critical examination of historical and contemporary oppression in all its forms and variations, including racism, hegemony, patriarchy, sexism, and colonialism.
2. **Decentering euro-centric perspectives:** Ethnic Studies initiative examines and deconstructs euro-centric worldviews, racism, and “white privilege”, and honors the voices that have been historically marginalized, oppressed or erased.
3. **Communal co-construction:** Ethnic Studies initiative encourages students, educators, and community to co-construct meaning and (hi)stories that are unbiased, socially just, celebratory of multiple perspectives, and connected to the community context.
4. **Interdisciplinary & intellectually curious pedagogy:** Ethnic Studies curriculum prioritizes critical knowledge of self in relation to others; integrates the community’s cultural wisdom; and promotes open-minded engagement in local and global affairs.
5. **Activist and responsive:** Ethnic Studies initiative challenges systemic injustices in all its manifestations; acknowledges the contributions of historical liberation and resistance movements; and is relevant to the daily lived experiences of students, educators, and community.
6. **Student-affirming:** Ethnic Studies initiative is implemented in classrooms in ways that are sensitive to and affirming of students’ lives and experiences as whole persons (i.e., cognitive and social-emotional/affective dimensions).
7. **Leadership resolve:** Ethnic Studies initiative demands courageous championing by leadership at all levels, including ensuring equitable access to sustained resources (people, time, money).

## Definition

Ethnic Studies aims to empower all students by making the curriculum relevant to their lives, background and circumstance. It is an equitable approach to teaching centered on people that have been traditionally or historically oppressed and marginalized. It is fundamentally focused on teaching the truth about and as experienced by all peoples, particularly regarding race/ethnicity, racism, sexism, and white supremacy.

Ethnic Studies occurs in all subjects to counteract the impact of systems of oppression (e.g., colonialism, racism, patriarchy, capitalism). Teachers and students work together to understand the creative and intellectual products, contributions and present-day experiences of diverse communities.





# Seattle Public Schools



Photos by Susie Fitzhugh

## Ethnic Studies in Seattle Public Schools

BOARD WORK SESSION

February 7, 2018

Dr. Kyle D. Kinoshita

# History of the problem

- Ethnic studies: result of protests by students and community in the late 60's
- Educators and scholars of color pressed schools, school districts, and textbook companies to produce and offer curricula that reflected the diversity of the United States population instead of exclusively European-American perspective





# Problem: Ongoing omission

- In '70's-'90's materials addressed glaring omissions and stereotypes, but as national concern shifted toward accountability, efforts to develop inclusive content subsided
- Educators often assumed publishers 'took care' of bias
- Systematic analyses found the opposite--Euro-American experiences and world-views continued to predominate
- Materials featured superficial representations of racially/ethnically diverse people or limited coverage to "contributions" to mainstream history
- Portrayed race and racism as in the "past"--"slavery" and "civil rights movement"--masking current realities of continued racial oppression
- Result: marginal effect on students because racial attitudes are acquired actively, not passively.

Source: The Academic and Social Value of Ethnic Studies: A Research Review Christine E. Sleeter

# Recent history

- **Slow progress**  
studies was practiced U.S. court rules
- Outright opposition: 2010 shutting down of Mexican American Studies in Arizona
- Galvanized resurgence: Ethnic studies throughout California, Portland OR, Connecticut and other U.S. cities
- AZ ban overturned by U.S. court ruling

Arizona's ban on Mexican American



# Origin of ethnic studies partnership in Seattle

- ERAC recommendation 2015-16
- NAACP ethnic studies resolution--January, 2017
- SEA Center for Race and Equity actions:
  - SEA Leadership Summit
  - SEA Action on Black Lives Matter
- Seattle Public Schools resolution--May, 2017
- Partnership of NAACP-SEA-Seattle Public Schools--present



Purpose: A part of Board Goal #2, Eliminating the opportunity gap

The “super six”:

- CSIPs Equity Goals/Building Leadership Teams (BLT) training
- **Ethnic Studies planning and pilot**
- Race and Equity Teams (RET) expansion--from 31 to 41 schools total
- Preventative and positive discipline
- Family engagement/partnership: Welcoming environments
- My Brother’s Keeper (MBK) expansion

# Purpose: Ethnic studies builds *identity safety*

- Research on ethnic studies documents positive relationship between racial/ethnic identity of students of color and academic achievement
- Consistent finding: effect of students who studied own ethnicity:
- Were more likely to graduate and go on to college
- Expressed high awareness of race and racism and high regard for being Black or Latin/x
- Developed academic identity connecting school learning with their ethnic self
- Became aware of how education can serve their own advancement as well as serve their community
- For white students--courses with cross-group interaction reduced bias and had positive impact on “democracy outcomes”

Source: The Academic and Social Value of Ethnic Studies: A Research Review Christine E. Sleeter

# Ethnic studies--engagement

- Ethnic Studies Task Force--65 parents, teachers, community members, university faculty
- June-August 2017
- Task: define ethnic studies, develop recommendations
- Adopted “Guiding Principles” setting standards for Ethnic Studies in Seattle Public Schools
- Main recommendations: 1) Create working group 2) Create pilot 3) Prioritize ethnic studies and adopt curriculum over a multi-year period 4) Others re: RETs

# SPS Ethnic Studies Task Force Definition

Ethnic Studies aims to empower all students by making the curriculum relevant to their lives, background and circumstance. It is an equitable approach to teaching centered on people that have been traditionally or historically oppressed and marginalized. It is fundamentally focused on teaching the truth about and as experienced by all peoples, particularly regarding race/ethnicity, racism, sexism, and white supremacy.

# Ethnic Studies Curriculum Guiding Principles I-III

- 1. Critical examination:** Ethnic Studies initiative fosters critical examination of historical and contemporary oppression in all its forms and variations, including racism, hegemony, patriarchy, sexism, and colonialism.
- 2. Decentering euro-centric perspectives:** Ethnic Studies initiative examines and deconstructs euro-centric worldviews, racism, and “white privilege”, and honors the voices that have been historically marginalized, oppressed or erased.
- 3. Communal co-construction:** Ethnic Studies initiative encourages students, educators, and community to co-construct meaning and (hi)stories that are unbiased, socially just, celebratory of multiple perspectives, and connected to the community context.



# Guiding Principles IV-V

## **4. Interdisciplinary & intellectually curious pedagogy:**

Ethnic Studies curriculum prioritizes critical knowledge of self in relation to others; integrates the community's cultural wisdom; and promotes open-minded engagement in local and global affairs.

**5. Activist and responsive:** Ethnic Studies initiative challenges systemic injustices in all its manifestations; acknowledges the contributions of historical liberation and resistance movements; and is relevant to the daily lived experiences of students, educators, parents/families, and community.

## Guiding Principles VI-VII

**6. Student-affirming:** Ethnic Studies initiative is implemented in classrooms in ways that are sensitive to and affirming of students' lives and experiences as whole persons (i.e., cognitive and social-emotional/affective dimensions).

**7. Leadership resolve:**

Ethnic Studies initiative demands courageous championing by leadership at all levels, including ensuring equitable access to sustained resources (people, time, money).

# Workgroup Planning Focus

- Approximately 25 SPS teachers from elementary, middle high school
- Urgent need to increase people of color membership
- Assistance from higher education faculty
- Tasks: Identification of Ethnic Studies Curriculum & Instructional Resources
- Creation of Learning Targets and Essential Questions related to Ethnic Studies
- Identification of best instructional practices to enhance learning engagement
- Decision-making on professional development

# Ethnic studies work group and curriculum framework pilot

K-12 & Grade-level specific in the content areas of:

- English Languages Arts
- Social Studies
- Science
- Math
- Arts
- Field trip opportunities

# Ethnic Studies Framework Themes-Social Studies

**THEME 1: Origins, Identity, Culture.** Essential questions:

- Who are you?
- Who constructs race? What is the impact and who benefits from the social construct of race?
- What role does the natural environment and cultural geography play in the development of humans?

**THEME 2: Power, Privilege, Oppression.** Essential questions:

- How have power dynamics changed throughout history?
- How are systems of knowledge (science/technology) influencing power and oppression?

**THEME 3: The History of Resistance and Liberation.** Essential questions:

- How have past and present movements challenged systems of oppression?

**THEME 4: Student Action.** Essential questions:

- How can we critically analyze the biases created by power dynamics and leverage this to change oppressive systems today?
- How can I as an individual impact my community in a positive way?
- How do I hold myself accountable to effective social change, whether at the individual or collective level?

# Schools Piloting Ethnic Studies 2018-Second Semester

## **Elementary**

- John Muir

## **K-8**

- Orca

## **Middle**

- Denny International

## **Comprehensive High School**

- Cleveland
- Garfield

## **Choice School High School**

- Center School

# Most recent work

- Developing lessons for Black Lives Matter in Schools week--first teaching materials produced
- Elementary, middle, and high
- Mandates for change:
  - End Zero Tolerance
  - Hire Black Teachers
  - Mandate Black History/Ethnic Studies

# Most recent work

- Black Lives Matter in Schools week themes were developed by Philadelphia educators
- SPS Ethnic Studies Working Group developed elementary, middle, and high school lessons on themes:
  - Monday – Black Lives Matter and Ethnic Studies
  - Tuesday – Globalization and Black Immigrant Rights
  - Wednesday – Black Trans and Queer Identity Affirmation
  - Thursday – Black Families and the Impact of Mass Incarceration
  - Friday – Black Women



# Board goal attainment

## Board goal as written in #2 Eliminating Opportunity Gap, September 2017

- **Basic**--Identify and inventory existing offerings
- **Proficient**--Conduct a small pilot on ethnic studies curriculum
- **Distinguished**--Schools identify what they have learned and share how it can be replicated at other schools

## Status and planned work, as of February 2018

- **Interviewed principals, identified existing courses**
- **Pilot of curriculum framework set for six schools 2<sup>nd</sup> semester**
- **Pre- and post-survey of racial attitudes**
- **Debrief of framework set for May**
- **Scope and sequence work to begin on existing courses, 2<sup>nd</sup> semester**
- **Materials ID'd for potential adoption**

# What to expect by June and beyond--next steps

- Completion of the pilot of the Ethnic Studies Framework
- Framework review--feedback from teachers and students, finalization
- Survey of teachers, students to measure impact
- Ethnic studies scope and sequence for courses and elementary social studies
- Spring, possible summer professional development-University of Washington-Bothell/ Professor Wayne Au
- Goal: Ensuring Ethnic Studies is required for graduation for ALL Seattle Public School students