



# Course Catalog 2025-26

## West Seattle High School

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West Seattle High School Counselors

<https://westseattlehs.seattleschools.org/resources/counseling-center/registration/>

Courses available to West Seattle High School Students for the 2025-26 school year.

# **West Seattle High School Course Catalog 2025-2026**



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## REGISTRATION INFORMATION

Students pre-register in February (incoming 9<sup>th</sup> graders register in April) for the following year. Carefully read the course descriptions noting the important information about course prerequisites. Talk with your teachers, parents, and counselor about which classes you should consider taking next year. Choose classes that support your career goals, enhance your interests, or teach you a new skill.

*Classes will be offered based on staff availability and the number of students who request courses. Signing up for a course is not a guarantee of enrollment.*

### IMPORTANT POLICIES

**Yearlong Scheduling:** West Seattle High School students register for the following year's classes in the spring. Both semesters' courses are selected at this time. **Students will remain with the same teacher for the full year in yearlong courses. Students should choose courses carefully as schedule changes are extremely limited.**

**AP classes:** Honors and AP courses are a full-year commitment. If students choose one or more of these courses, they are committing to the enrollment for the whole school year.

**AP Classes:** Taking the AP exam is an expectation when a student signs up for AP course. Currently, the AP exam costs \$120 per test- students on free/reduced lunch are not required to pay this fee.

**Schedule Changes** (five-day rule): Schedule changes must be completed before the end of the 5<sup>th</sup> school day of the first semester and before the end of the 5<sup>th</sup> school day of the second semester. *Classes dropped after the 10<sup>th</sup> day of the semester but before the 5<sup>th</sup> week of the semester will result in a **W** on the student's transcript. Students who are withdrawn from a class after the 5<sup>th</sup> week of the semester will earn an **E** on their transcript for that course unless the withdrawal is due to a move to another school.* Parent/guardian signature is required to process a request for withdrawal.

Incompletes are rarely given and must be completed within six school weeks of the end of

the grading period, or the Incomplete will become an E grade.

**Course Fees:** We believe students should be able to take courses of their choice regardless of their ability to pay required course fees. Students should see their counselor if they need fee assistance.

**TA (Teacher or Office Assistant):** *Only available to Juniors and Seniors (NO exceptions).* Students may take only one TA position per semester. Such credits may not exceed a total of 2.0 credits. Teacher Assistant positions earn .25 credit Office Assistant positions earn .50 credit.

**Athletic Eligibility:** To participate on a school sports team, students must have earned a grade point of 2.0 or higher in five subjects during the previous semester of school. Continuing eligibility will require a student athlete to earn no less than a 2.0 grade point average in five subject areas (2.5 credits) as reported on their current report card.

**NCAA Athletic Eligibility:** Students interested in participating in college athletics after high school need to be aware that specific academic courses are required for eligibility. Please see the athletic director, your counselor or go to the following websites for more detailed information: [www.ncaa.org](http://www.ncaa.org) or [www.ncaaeligibilitycenter.org](http://www.ncaaeligibilitycenter.org)

## GRADUATION REQUIREMENTS

### West Seattle High School Graduation Requirements

<b>Course Type</b>	<b>Class of 2021 and beyond</b>	<b>4-year college recommendations</b>
Language Arts	4.0 credits	4.0 credits
Mathematics	3.0 credits	3.0+ credits
Science	3.0 credits	3.0 credits (1 lab science)
Social Studies	3.0 credits	3.0 credits
Fine Arts	1.0 credits***	1.0 credits
Health	0.5 credits	0.5 credit
Physical Edu	1.5 credits	1.5 credits
Career/Tech Edu	1.0 credits	1.5 credits
World Language*	Not a HS requirement****	2.0+ credits****
Electives	7.0 credits****	2.0 credits
Total Credits	24 credits	21 credits

\*Any Seattle school student can earn Competency Based Credit in any given language by completing a Proficiency Exam in Reading, Writing, Listening and Speaking. See your counselor for more information.

\*\*Two years of middle school language study counts as one high school credit; however, it is advisable to take another 2-3 years of language study at the high school level (these should be two consecutive years of the same language).

\*\*\*1.0 credits may be a part of the personalized pathway requirement. The PP may change overtime based on the students educational or career goals in the High School and Beyond.

\*\*\*\*World Languages are recommended for students planning on attending a 2 or 4-year college or university for admissions purposes. These may be taken as a part of the personal pathway or elective credits.

#### **Additional Requirements**

- 60 hours of community service learning
- Washington State History (usually completed in 7<sup>th</sup> or 8th grade)
- High School and Beyond Plan
- Pass state assessments in core content areas (ELA, Math, Science)

*Students must continue to attempt the exams until they have passed in order to graduate and receive a diploma.*

## LANGUAGE ARTS

### Graduation Requirements:

*4.0 credits (8 semesters) of English Language Arts  
LA 9, 10, 11, 12 as required by SPS*

### **LA9: INTRODUCTION TO LITERATURE AND COMPOSITION**

*9th grade – yearlong: .5 credit per semester*

Introduction to Literature and Composition 9A/B is a year-long course that concentrates on guided and critical reading of texts from different genres that reflect themes of identity and self-discovery and where the focus of composition is developing clear and purposeful writing. The course prepares students to grapple with the fundamental notions of the self as reflected in a range of texts and genres. Readings, both classical and contemporary, lend themselves to literary analysis, represent a variety of reading levels and showcase an assortment of themes and cultures. Close attention is paid to recognizing connections amongst texts, between texts and the world and between texts and the self. While building and honing reading skills, students also develop writing proficiency by crafting clear and purposeful essays while adhering to conventions of composition. At the conclusion of the course students understand the complexities surrounding identity and self-discovery and how meaning is conveyed through literature, allowing them critical perspective with which to examine texts in World Literature and Composition in 10th grade.

### **LA10: WORLD LITERATURE AND COMPOSITION**

*10th grade – yearlong: .5 credit per semester*

World Literature and Composition 10A/B is a year-long course where students read international texts, including four selections from the Seattle Public Schools 10th grade reading list and additional supplemental works including poetry, short stories and nonfiction. The course concentrates on critically reading how the human experience is expressed in literature from around the world. The course prepares students to understand fundamental notions of world or non-western literature reflected in a range of texts and genres. Readings lend themselves to literary analysis, represent a variety of cultures, and showcase an assortment of themes. The texts allow students to build on understandings of identity, which they acquire in Introduction to Literature and Composition, and combine that knowledge with how writers portray themselves and the world around them. While honing reading skills, students also develop writing proficiency by crafting increasingly clear and purposeful essays with an emphasis on refinement and

style. At the conclusion of the course students recognize recurring themes and patterns in World Literature and how historical and cultural influences are represented in the works, allowing them critical perspective with which to examine American Literature and Composition in 11th grade.

### **LANGUAGE ARTS 9M/10M/11M**

*9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> grade – yearlong: .5 credit per semester*

*Prerequisite: Individualized Education Plan*

This course is designed to activate student thinking and learning about the interactive process of reading and writing. Using the Hampton-Brown Edge text and supplemental materials, students will engage with Essential Questions throughout the school year to expand their critical thinking skills. 0053pecific strategies will enhance reading strategies, vocabulary, literary analysis, fluency and phonics, oral and written expression and grammar.

### **LA11: AMERICAN LITERATURE AND COMPOSITION**

*11th grade – yearlong: .5 credit per semester*

American Literature and Composition 11/B is a year-long course that concentrates on critically reading different interpretations of the American experience and the American dream, with an emphasis on increased sophistication through reading, writing and speaking. The course prepares students to grapple with the fundamental notions of American identity as it is expressed in a range of texts and genres. Readings, both classical and contemporary, lend themselves to literary analysis, represent a variety of reading levels and cultures, and showcase an assortment of themes. The texts allow students to build on understandings of identity, which they acquire in Introduction to Literature and Composition and World Literature and Composition) this time developing an understanding of Americanness and its multiple meanings. Close attention is paid to recognizing connections amongst texts, between texts and the world and between texts and the self. While honing reading skills, students also develop writing proficiency by crafting increasingly clear and purposeful essays with an emphasis on refinement and style. At the conclusion of the course students recognize recurring themes and patterns in American literature and how historical and cultural influences are represented in the works.

### **LA11AP: ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION**

*11th grade – yearlong: .5 credit per semester*

*Prerequisites: None. Students are recommended to read a non-fiction/ memoir book over the summer as well as take the AP Language Exam in the spring.*

AP English Language and Composition begins to provide students with opportunities to write about a variety of subjects from a variety of disciplines and to demonstrate an awareness of audience and purpose. The overarching objective is to enable students to write effectively and confidently across the curriculum. Therefore, this composition course emphasizes the **expository, analytical, and argumentative** writing that forms the basis of academic and professional communication, as well as the personal and reflective writing that fosters the development of writing facility in any context. In addition, this course will focus on skills necessary to read primary and secondary sources carefully, to synthesize material from these texts in their own compositions, and to cite sources using conventions recommended by professional organizations. The purpose of the AP English Language and Composition course is to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity. AP English Language and Composition is designed to emphasize the content, purpose, and audience and to allow this focus to guide the organization of their writing. In addition, the informed use of research materials and the ability to synthesize varied sources (to evaluate, use, and cite sources) are integral parts of the AP English Language and Composition course. Students will also learn to evaluate the legitimacy and purpose of sources used through researched argument papers designed to require students to consider each source as a text that was itself written for a particular audience and purpose.

## **LA12: ENGLISH 101 COMPOSITION**

*12th grade – yearlong: .5 credit per semester*

**College in the High School** is a “Dual Enrollment” class designed to develop students’ college readiness skills by providing them with more in-depth opportunities to acquire and strengthen the reading, writing, and critical thinking skills needed be successful by college-readiness standards. Students will demonstrate their ability to apply pre-reading, during-reading and post-reading strategies to complex texts. Throughout this course, students will be able to develop and adapt an individualized writing process which may include pre-writing, drafting, collaborative workshopping, revising, and editing, to compose texts. Also, they will apply rhetorical concepts (writer, audience, subject, purpose, context) to analyze and compose a variety of texts, as well as demonstrate critical thinking

strategies in reading and writing to compose well-developed, evidence-based claims. This dual enrollment class is supported by North Seattle College, and is transferable to subsequent college enrollment, fulfilling the English 101 credit. It is paid for by the state of Washington. For more information, see [this link](#).

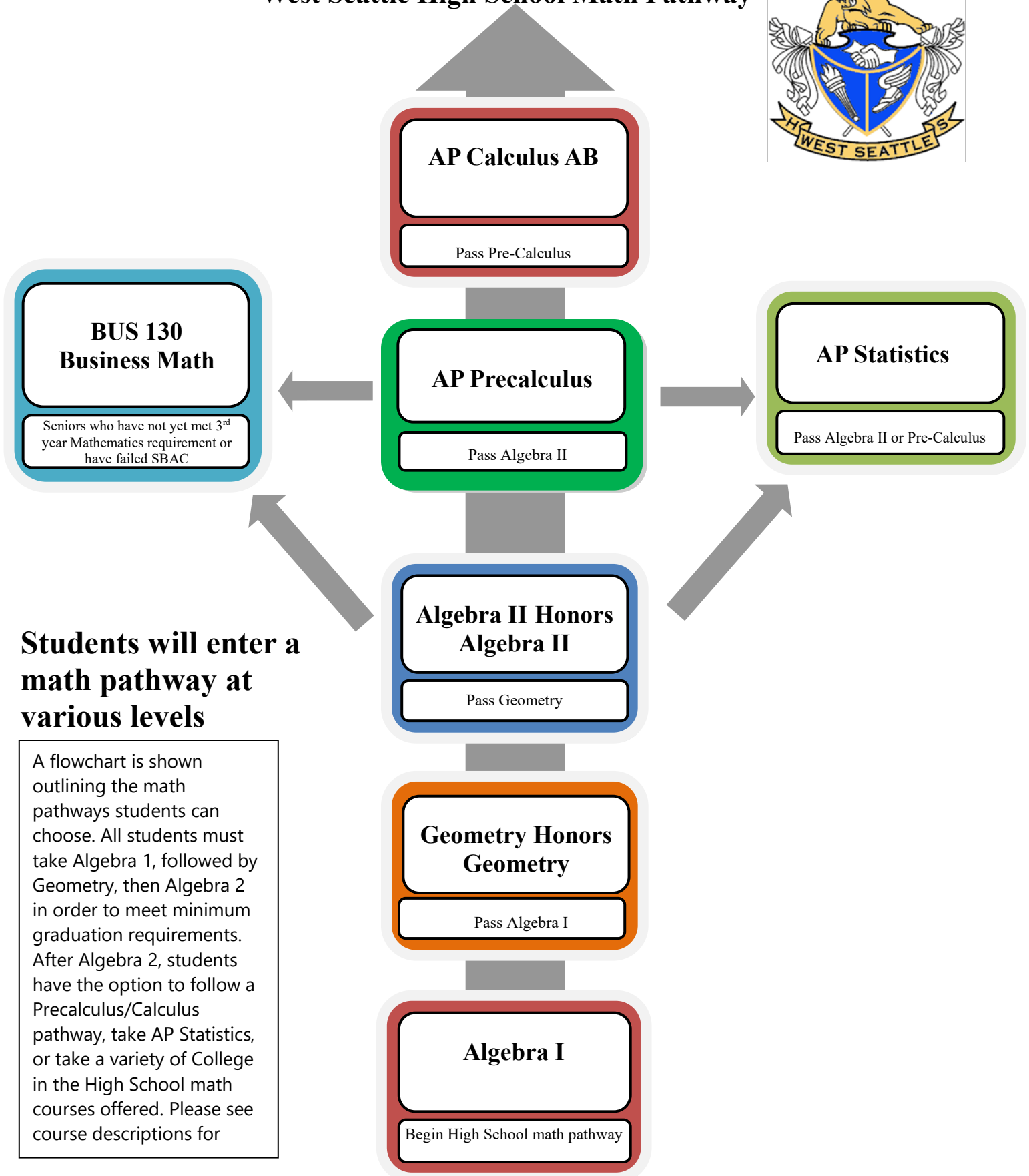
## **LA12AP: ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION**

*12th grade – yearlong: .5 credit per semester*

*Prerequisites: None. Students are recommended to complete a novel, either classic or contemporary, over the summer as well as take the AP Literature Exam in the spring.*

AP Literature and Composition begins the intensive study of **literature and poetry** from various genres and periods, concentrating on works of recognized literary merit. The pieces are chosen to invite and reward rereading. Reading in an AP course is both wide and deep. This reading necessarily builds upon the reading done in previous Language Arts courses. In this AP course, students read works from several genres and periods from the sixteenth to the twenty-first century but, more importantly, they get to know a few works well. They read deliberately and thoroughly, taking time to understand text complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form. In addition to considering literary artistry, students reflect on the social and historical values it reflects and embodies. Careful attention to both textual detail and historical context provides a foundation for interpretation, whatever critical perspectives are brought to bear on the literary works studied. A generic method for the approach to such close reading involves the following elements: the experience of literature, the interpretation of literature, and the evaluation of literature. These aspects of reading are important for an AP English Literature and Composition course. Moreover, each corresponds to an approach to writing about literary works.

## West Seattle High School Math Pathway





## MATHEMATICS

### Graduation Requirements:

*3 credits of Math through Algebra 2*

*Smarter Balance Assessment 2015+*

### *See Table for Math Sequence*

#### **ALGEBRA I A:**

*Yearlong: .5 credit per semester*

*Prerequisites: None*

In this course, students begin with simplifying expressions, solving linear and literal equations and justifying steps using mathematical properties. Next, students engage in a deeper analysis and formalization of functions in context. Students identify and describe function features such as domain and range, increasing and decreasing intervals, and discrete versus continuous. Students represent arithmetic sequences explicitly and recursively using function notation, then evaluate and interpret meaning of solutions within a context. Students build upon their prior knowledge of linear functions to model real-world situations using multiple representations and using multiple forms of linear equations. Students extend properties of exponents to rational exponents and use these properties to create equivalent expressions in both exponential and radical form. Students model and evaluate exponential growth and decay contexts (including geometric sequences) using multiple representations and fluently translate between representations. Students compare the properties of linear functions with exponential functions.

#### **ALGEBRA I B:**

*Yearlong: .5 credit per semester*

*Prerequisites: Algebra I A*

In this course, students model real life situations with quadratic functions using multiple representations and fluently translate between representations. Students manipulate quadratic functions by using algebraic properties to highlight key features, determine contextual information, and solve problems. Students graph quadratic functions to highlight key features. Students write and solve quadratic equations by factoring, completing the square, and using the quadratic formula. Students solve linear-linear, linear-exponential, and linear-quadratic systems of equations algebraically and graphically which model real-world situations. Students interpret their solution to a system in the context of the problem (which may include no solutions, one solution, two solutions, or infinite solutions). Students solve and graph one variable inequalities and graph two variable and systems of inequalities. Students write constraints and identify viable solutions for real-world problems using systems of linear inequalities. Students create a line of best fit given a scatter plot or data points. Students will be able to create an estimated line of best fit by hand and

compute the least-squares line of best fit using technology. Students use technology to fit non-linear curves to data. Students will create and interpret appropriate data displays and summary statistics of one-variable quantitative data.

#### **GEOMETRY A**

*Yearlong: .5 credit per semester*

*Prerequisites: Algebra I*

In this course, students formalize vocabulary definitions and notation. Students write formal proofs of angle and line relationships and triangle properties established informally in prior courses. Students analyze parallel and perpendicular lines on the coordinate plane, establish the slope criteria for parallel and perpendicular lines, and use them to solve problems. Students use geometric tools to make formal constructions of common geometric figures. Students use constructions to explore geometric relationships, concepts, and theorems. Students formalize their understanding of rigid and non-rigid transformations. Students identify and perform transformations of geometric figures on the coordinate plane and in space utilizing construction skills. Students establish congruency of triangles through transformations and establish criteria for triangle congruence (ASA, SAS, SSS). Students write formal proofs to show triangle congruence. Students identify different types of triangles on the coordinate plane by calculating slopes, midpoints, and distances to determine the triangle's properties. Students develop a formal definition of similarity and establish criteria that can be used to prove two triangles are similar. Students experiment with dilated shapes in space and on the coordinate plane, calculate and use scale factors and proportional relationships to solve for missing information, and apply the properties of similarity to solve real world problems and prove theorems about triangles.

#### **GEOMETRY B**

*Yearlong: .5 credit per semester*

*Prerequisites: Algebra I and Geometry A*

In this course, students use similarity to establish the trigonometric ratios for right triangles. Students solve real-world situations that can be modeled with right triangles using both the Pythagorean theorem and trigonometric ratios. Students formally prove the Pythagorean theorem using right triangle similarity and extend the Pythagorean theorem to the coordinate plane to develop the distance formula. Students establish and prove the characteristics and properties of special quadrilaterals and parallelograms both in space and on the coordinate plane. Students write formal proofs of quadrilateral properties. Students calculate the probability of single or compound events. Students identify independent and dependent events by calculating their conditional probabilities. Students calculate the probability of a union, intersection, or

complements of events to make informed decisions. Students establish the geometric relationships among chords, arcs, angles, and lines that are within or intersecting with circles. Students construct the inscribed and circumscribed circle of a triangle. Students apply the definition of similarity and congruence based on transformations to prove all circles are similar. Students develop methods for computing areas and arc lengths of circles and establish the definition of radian measure. Students solve mathematical and modeling problems involving area and volume of two- and three-dimensional shapes.

### **ALGEBRA 2A:**

*Yearlong: .5 credit per semester*

*Prerequisites: Algebra 1 and Geometry*

In this course, students interpret key features of quadratic functions by analyzing equations, graphs, and tables, and use quadratic functions to model situations and solve problems. Students connect prior work with quadratics to understand the parabola as a conic section. Students compare similarities and differences between quadratic and absolute value functions. Students extend their understanding of number to the complex numbers and find complex solutions to quadratic equations. Students determine the behavior of polynomial functions and identify the key features of higher order polynomial functions by investigating structure/behavior of their graphs and equations. Students apply the Remainder Theorem and utilize factoring, long division, or synthetic division to identify the zeros of a polynomial. Students extend their understanding of complex numbers to determine the complex roots of a higher order polynomials. Students solve systems of functions, including polynomial functions, graphically. Students solve equations with rational exponents or radical expressions and identify the properties of radical functions. Students create equivalent expressions using the properties of exponents to solve rational, exponential, or radical equations. Students identify solutions as rational, irrational, and/or extraneous. Students model real-world situations with exponential functions. Students understand the definition of a logarithm as the inverse of an exponential function. Students incorporate the definition of logarithms and properties of exponents to solve equations and interpret solutions within a context.

### **ALGEBRA 2B:**

*Yearlong: .5 credit per semester*

*Prerequisites: Algebra 1, Geometry and Algebra 2A*

In this course, students interpret categorical and quantitative data to make inferences and justify conclusions based on statistical simulations, studies, surveys, and experiments. Students estimate population percentiles by analyzing the normal curve. Students gather, summarize, evaluate, and interpret

data to answer statistical questions. Students assess linear models of bivariate data using residual plots and the correlation coefficient. Students learn to manipulate rational expressions, write rational equations, graph rational functions, and identify key features of rational functions, such as end-behavior, intercepts, increasing, etc. Students revisit the concept of an extraneous solution. Students use factoring and the long division algorithm to rewrite rational expressions, equations, and functions into equivalent forms. Students use the unit circle to define a radian and use symmetry to extend the values of trigonometric functions into all four quadrants. Students determine properties of trigonometric graphs by “unfolding” the unit circle. Students explore sine and cosine functions and their graphs to model periodic situations and explore the effects of transformations on the amplitude, period, and midline of the function.

### **AP PRE-CALCULUS A**

*Yearlong: .5 credit per semester*

*Prerequisites: Algebra 2*

AP Precalculus A is designed to be equivalent to the first half of a one-semester college precalculus course and prepares students to take the AP Precalculus Exam in May. AP Precalculus A has an Advanced Placement designation and qualifies for an extra 1.0 GPA quality point. This course centers on functions modeling dynamic phenomena. This research-based exploration of functions is designed to better prepare students for college-level calculus and provide grounding for other mathematics and science courses. In this course, students study a broad spectrum of function types that are foundational for careers in mathematics, physics, biology, health science, social science, and data science. Furthermore, as AP Precalculus may be the last mathematics course of a student's secondary education, the course is structured to provide a coherent capstone experience and is not exclusively focused on preparation for future courses. This first semester focuses on polynomial, rational, exponential, and logarithmic functions.

### **AP PRE-CALCULUS B**

*Yearlong: .5 credit per semester*

*Prerequisites: Algebra 2*

AP Precalculus B is designed to be equivalent to the second half of a one-semester college precalculus course and prepares students to take the AP Precalculus Exam in May. AP Precalculus B has an Advanced Placement designation and qualifies for an extra 1.0 GPA quality point. This course centers on functions modeling dynamic phenomena. This research-based exploration of functions is designed to better prepare students for college-level calculus and

provide grounding for other mathematics and science courses. In this course, students study a broad spectrum of function types that are foundational for careers in mathematics, physics, biology, health science, social science, and data science. Furthermore, as AP Precalculus may be the last mathematics course of a student's secondary education, the course is structured to provide a coherent capstone experience and is not exclusively focused on preparation for future courses. This second semester focuses on trigonometric and polar functions as well as functions involving parameters, vectors, and matrices.

### **AP CALCULUS A/B A**

*Yearlong: .5 credit per semester*

*Prerequisites: Successful completion of Pre-Calculus*

AP Calculus AB A is designed to be the equivalent of the first half of a one-semester college calculus course and prepares students to take the AP Calculus AB Exam in May. AP Calculus AB A has an Advanced Placement designation and qualifies for an extra 1.0 GPA quality point. In this course, students build on prior knowledge to understand the concept of a limit. Students learn techniques for determining limits, and how to evaluate limits for functions that are not continuous. Students consider what an instantaneous rate of change at a point means, and from this develop the definition of a derivative. Students find derivatives of the many function types they have studied in previous courses. They develop a toolbox of methods for determining the derivative of different function types. Students apply derivatives to understand the relationships between position, velocity, and acceleration, and to related rates. Students analyze key features of functions through analyzing their derivatives.

### **AP CALCULUS A/B B**

*Yearlong: .5 credit per semester*

*Prerequisites: Successful completion of Pre-Calculus*

AP Calculus AB B is designed to be the equivalent of the second half of a one-semester college calculus course and prepares students to take the AP Calculus AB Exam in May. AP Calculus AB B has an Advanced Placement designation and qualifies for an extra 1.0 GPA quality point. In this course, students develop the understanding of an integral through approximation of area and accumulation of change. Students apply the Fundamental Theorem of Calculus to integrate functions. Students study and learn to solve differential equations. Students consider the applications of integration to find area under a curve and volumes of 3-dimensional solids.

### **AP STATISTICS A**

*Yearlong: .5 credit per semester*

*Prerequisites: Successful completion of Pre-Calculus or Algebra 2 (with teacher recommendation).*

Students who complete both semesters of AP statistics will have had the equivalent of a one-semester college statistics class. AP Statistics A has an Advanced Placement designation and qualifies for an extra 1.0 GPA quality point. Throughout the course, three big ideas are considered – variation and distribution, patterns and uncertainty, and data-based predictions, decisions, and conclusions. Students learn how to display, summarize, and interpret data on single- and two variable quantitative and categorical variables. They learn how to fit models to data (a normal model to quantitative data, a linear model to bivariate data), evaluate the appropriateness of those models, and use the models to make predictions. They learn about the types of statistical studies including observational studies, experiments, and surveys. They learn how randomness and randomization are key parts of gathering unbiased data in any statistical study. Students study randomness through the lens of probability, focusing on conditional probability, binomial probabilities, normal probabilities, and random variables. Students apply their understanding of randomness and probability to develop the concept of a sampling distribution and its uses.

### **AP STATISTICS B**

*Yearlong: .5 credit per semester*

*Prerequisites: Successful completion of Pre-Calculus or Algebra 2 (with teacher recommendation).*

Students who complete both semesters of AP statistics will have had the equivalent of a one-semester college statistics class. AP Statistics B has an Advanced Placement designation and qualifies for an extra 1.0 GPA quality point. Throughout the course, three big ideas are considered – variation and distribution, patterns and uncertainty, and data-based predictions, decisions, and conclusions. Students build on their understanding of sampling distributions to make inferences about populations based on the results of a single sample. Students use the sampling distribution of a sample proportion to create an estimate of a population value from a sample using a confidence interval based on the normal distribution. They also learn how to use conditional probability to determine the likelihood of a particular sample occurring given it came from a specific population, leading to the process of a hypothesis test. Students extend these two skills (creating confidence intervals and conducting hypothesis tests) to make inferences about the mean of a population using the t-distribution. They also learn how to compare samples from two different populations using normal and t-distributions. Students make inferences about categorical data in multiple categories using the chi-square distribution. Finally, students extend their work with linear regression to

determine confidence intervals and conduct hypothesis tests on the slope of a regression line.

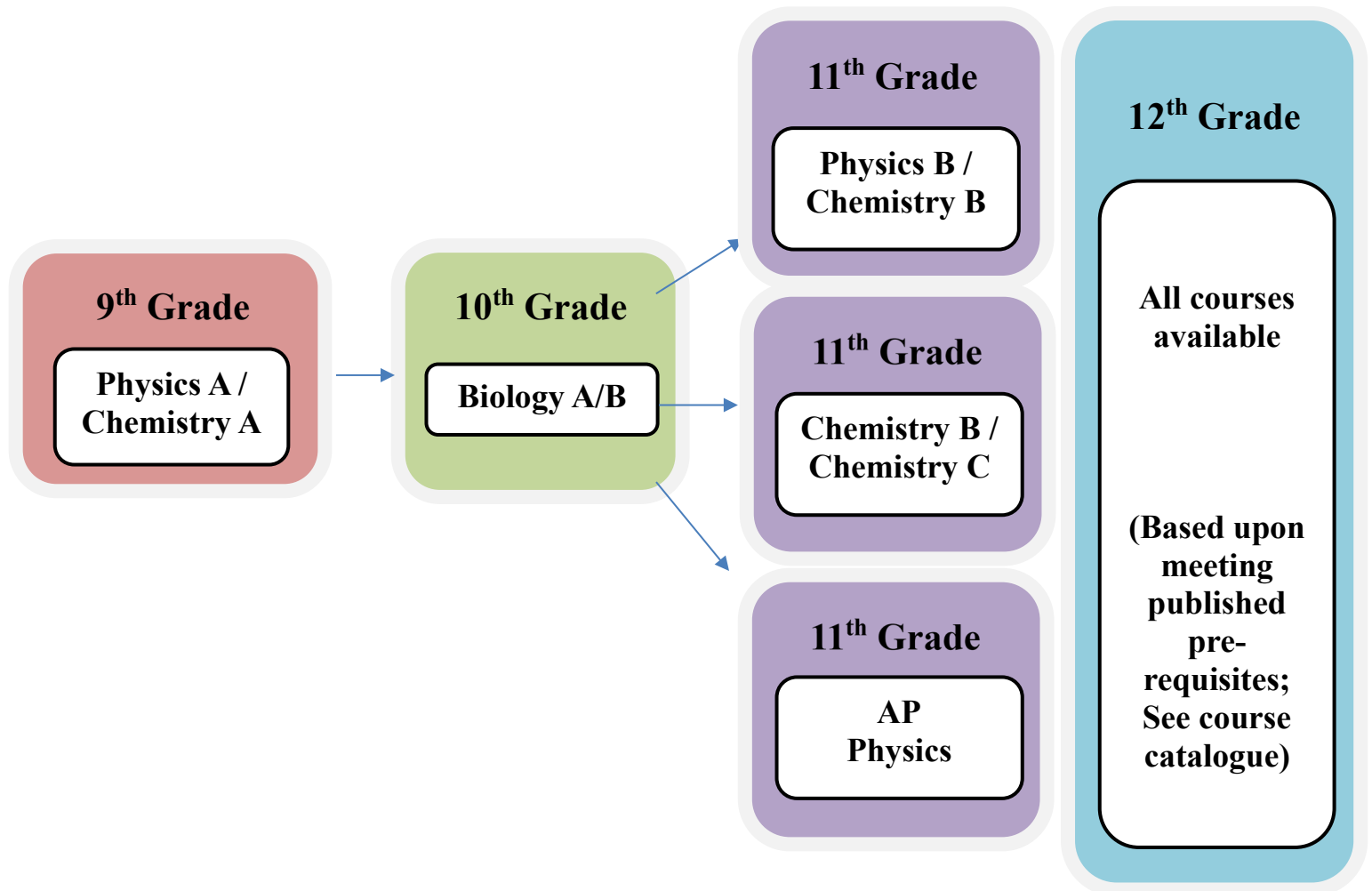
### **BUSINESS 130 MATH**

*Semester long: .5 credit per semester*

*Prerequisite: Algebra I and Geometry.*

The course includes instruction and review of basic math functions to prepare students for business classes. Topics may include using ratio-proportion, percents, estimating, basic algebra, trade/cash discounts, promissory notes, credit terms, and other consumer related activities. Although this course does not fulfill the math requirement for four-year degrees, it does fulfill the math requirement for many two-year Associate in Technical Arts (ATA) degrees. Including Accounting, Business Information Technology, Business Management, Construction Management, Culinary Arts, Horticulture, Hospitality and Tourism, Medical Information Technology, and others. Completion of this course with a D or higher fulfills the high school math graduation pathway requirement.

## West Seattle High School Science Pathway



A flowchart is shown outlining the science pathways students can choose. All students must take Chem A/Phys A followed by Biology. After Biology, for their second year of physical science students can opt into either Phys B/Chem B, Chem C (yearlong Chemistry for students with a STEM focus), or AP Physics (yearlong Physics for students with a STEM focus). Once students have completed this three-year sequence all science options are available to them as seniors

## SCIENCE

### Science Graduation Requirements:

*3.0 credits (3 years)*

**4.0 Credits are recommended for a 4-yr College**

*Taking a NGSS exam is also required (Junior year)*

### **PHYSICS A/CHEMISTRY A**

*9<sup>th</sup> grade – yearlong .5 credit per semester*

*Prerequisite: None*

This combo is the standard year-long science experience for all freshmen. The class is designed to engage students in scientific reasoning where students will share previous knowledge, work together to collect and analyze new evidence, and support conclusions about natural phenomena. Topics include units on Charge, Magnetism, and Waves (PhysA) and Atomic Structure, Chemical Bonding, and Nuclear Science (ChemA).

### **BIOLOGY A/B**

*10<sup>th</sup> grade – yearlong .5 credit per semester*

*Prerequisite: None*

Seattle Public Schools' Biology curriculum for the BIO A course is called Carbon TIME (Transformations in Matter and Energy), developed by Michigan State University. The BIO A course includes a focus on processes that transform matter and energy at multiple scales: Cellular and atomic molecular: combustion, photosynthesis, cellular respiration, digestion, and biosynthesis Organismal: growth and metabolism in plants, animals, and decomposers Ecosystem: matter cycling and energy flow Earth systems: carbon cycling and climate change Biology A contains 6 units, each built around a real-world phenomenon or problem: System and Scale, Animals, Plants, Decomposers, Ecosystems and Human Energy Systems. Throughout each unit, students share their prior knowledge and ask questions about the unit phenomena. Students carry out investigations and obtain and evaluate information to gather evidence, they analyze and interpret that evidence to make sense of what they are learning and engage in argumentation through discourse to come to consensus about the ideas explored in each lesson. Students create an initial model and then use the evidence they've gathered, and ideas discussed as a class to revise that model and eventually construct an explanation of the phenomenon of the unit using their final model. Throughout the storyline of each unit students apply these practices to explore the Crosscutting Concepts (CCC) of Patterns, Energy and Matter, and Cause and Effect.

### **PHYSICS B**

*11<sup>th</sup>, grade – yearlong: .5 credit per semester*

*Prerequisites: Physics A, Biology A/B*

This one-semester course is usually combined with the Chemistry B course to complete a student's third-year requirement in science. Physics B examines topics such as Energy, Forces, and Gravitation and their connections to the motion of objects. Students will share their current knowledge and make predictions in a collaborative group-based environment, and then analyze new evidence from laboratory experiments to support conclusions around phenomena.

### **CHEMISTRY B**

*11<sup>th</sup> grade – 1 semester, 0.5 credit*

*Prerequisites: Chemistry A, Biology A/B*

This one-semester course is normally combined with the one-semester Physics B to complete a student's third-year requirement in science. Students first take a serious look at the nature of science and its role in our society. In-depth chemistry topics include a focus on atomic theory, how we learn about the workings of chemistry by measuring quantities and using a mathematical approach (the Mole concept), and chemical reactions.

### **CHEMISTRY B/C HONORS**

*11<sup>th</sup> grade – 2 semesters, 0.5 credit per semester*

*Prerequisites: Chemistry A and Biology A/B*

This course combo is an approved alternate to the normal ChemB/PhysB combination in Junior year. It serves any student who is considering a collegiate STEM degree and/or wants a more technical and mathematical approach to chemistry. This course is two semesters: first is Honors Chem B (see the course description for Chem B; this Honors section will increase the technicality and mathematics of that course). Semester 2 is Chemistry C, which will deal with advanced college-prep topics such as electron configurations, molecular geometry, thermochemistry, gas laws, electrochemistry, and more. Second semester also features more intensive laboratory experiences and lab-report writing.

### **AP BIOLOGY 1/2**

*11<sup>th</sup>, 12<sup>th</sup> grade – yearlong: .5 credit per semester*

*Prerequisites: Biology and Chemistry.*

Advanced Placement Biology is a one-year course which prepares students for the College Board Advance Placement Exam in biology. The course is designed using the materials provided by College Board and is intended to be equivalent to one year of college biology for science majors. STUDENT LEARNING OBJECTIVES (SLO'S) 1. Be able to use laboratory equipment and perform laboratory procedures of the type usually found in first year college biology courses. 2. Be able to demonstrate proficiency in concepts, principles and terminology used in the first-year college biology course. 3. Be able

to discuss effectively and in depth a wide variety of biological topics as identified in the "Course Description" section of The College Board Advance Placement Course Description. UPON COMPLETION OF THIS COURSE, STUDENTS SHOULD: 1. be able to use laboratory equipment and perform laboratory procedures of the type usually found in first year college biology courses; 2. be able to demonstrate proficiency in concepts, principles and terminology used in a first year college biology course; 3. be able to discuss effectively and in depth a wide variety of biological topics as identified in the "Course Description" section of The College Board Advance Placement Course Description. 4. be prepared to take the college Board AP Examination.

### **AP ENVIRONMENTAL SCIENCE 1/2**

*11<sup>th</sup>, 12<sup>th</sup> grade – yearlong: .5 credit per semester*

*Prerequisite: successful completion of biology and chemistry*

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. *(Please see the College Board Website for additional information)*

### **AP PHYSICS A/B**

*11<sup>th</sup>, 12<sup>th</sup> grade – yearlong: .5 credit per semester*

*Prerequisite: Algebra 2 (Honors Chemistry recommended)*

*Concurrent with Pre-Calc or higher*

This is a mathematics-based, college-level course intended for strong science students. This course is modeled after first-year college physics coursework. *(Please see the College Board Website for additional information)*

## **SCIENCE ELECTIVES:**

### **ASTRONOMY**

*10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup> grade – one semester: .5 credit*

*Prerequisite: Algebra 1*

Students will investigate and learn how to describe star formation, classification, and evolution of the universe. Students will operate a telescope to find planets, nebulae, and galaxies at night; evaluate astronomical data to answer questions about space and planets; and apply modern astrophysics and particle physics principles to understand the characteristics of galaxies and the universe. Content will include Patterns in the sky Motion of celestial objects Distances Ancient

astronomy Matter and energy Mass and energy Matter and atomic structure Light Properties of light Telescopes Telescope design and optics

### **NW ECOLOGY**

*11<sup>th</sup>, 12<sup>th</sup> grade – one semester: .5 credit*

*Prerequisite: successful completion of biology, physics, and chemistry.*

NW Ecology is a lab science course devoted to the study of how humans are connected to their environment with a special focus on our local Pacific Northwest ecosystem. Students analyze their lifestyle to learn how they impact the environment and what can be done to help maintain it. The course explores the hydrologic cycle and human impacts upon it. Students work in design teams to build models of a NW watershed, and they analyze the high school building and grounds and re-design it to be water friendly. As part of this course students work outside in 2 gardens. A native plant garden where they install, maintain and learn about native plants and why they are important and a climate change garden where they observe and monitor plants through several phenophases.

### **NW GEOLOGY**

*11<sup>th</sup>, 12<sup>th</sup> grade – one semester: .5 credit*

*Prerequisite: successful completion of biology, physics, and chemistry.*

NW Geology is a lab science course devoted to the study of how matter and energy is transformed on and inside the Earth. In this course students learn geologic processes have resulted in our local environment. Topics covered in this course include: The geologic composition of the earth. The Age of Earth and how Geologists use rocks to tell the story of the past. The Puget Sound basin, geology and the geologic history of the Puget Sound. How our current geologic setting was formed during the last ice age and how glaciers change the geologic landscape.

## SOCIAL STUDIES

### Graduation Requirements:

*3 credits (6 semesters)*

*World History I, II, III*

*US History 11A and 11B*

*American Government 12A*

*(Completion of Washington State History or equivalent)*

### **WORLD HISTORY I**

*9th grade: 0.5 credit per semester*

*Prerequisites: None*

World History 1 is the first semester of three semester length sequenced courses that investigate civilizations across the globe focusing on 600 C.E. through 1440 C.E. Students will study the beginnings of trans-regional interactions. Specific guiding questions for the period of time students will study necessitate that they analyze how trade routes grew leading to the exchange of goods and ideas as well as conflict between societies and evaluate changes in social hierarchies and their impact on gender relations and family life. World History 1 begins to prepare students to engage some of the deepest questions facing historians from explaining the rise and fall of societies to the role geography and cultural diffusion has played in shaping society and individuals. Unlike traditional world history courses that only look at specific civilizations at different time intervals, the Seattle Public Schools program of study utilizes the latest research to provide a balanced, panoramic look across world cultures over time. State-mandated Since Time Immemorial curriculum will be integrated throughout this course as directed by Seattle Public Schools and the Office of the Superintendent of Public Instruction.

### **WORLD HISTORY II**

*10<sup>th</sup> grade: yearlong: .5 credit per semester*

World History 2 investigate the emergence of civilizations across the globe and how they grew and evolved via interaction with one another into kingdoms, empires, and eventually the nations we recognize today. Students will engage in the study of the global convergence and industrialization and global integration. Specific guiding questions to facilitate the investigation of this period and these world events include inquiry into the ways art and technology reflected the rise of individualism and articulated the role of the individual within society and what were the causes and consequences of imperial expansion. World History 2 continues to prepare students to engage some of the deepest questions facing historians and to hone their historian skills. Unlike traditional world history courses that only look at specific civilizations at different time intervals, the Seattle Public Schools program of study utilizes the latest research to provide a balanced, panoramic look across world cultures over time. By building on the foundation of World History 1,

students will gain firm grounding in historical methodology and deepen their understanding of the economic, political, and social factors that have shaped the world.

### **WORLD HISTORY III**

*10<sup>th</sup> grade: yearlong: .5 credit per semester*

World History 3 investigates the emergence of world cultures and nations that we recognize today. Specifically, students will be investigating global conflicts and politics and their consequences in the twentieth century and the global economy, society, and culture in the twentieth century. Specific guiding questions to shape the study of this time period include: What is the relationship between the major global conflicts in the 20th century and to what extent were their outcomes positive or negative and How does the unequal distribution of wealth throughout the world shape the global economy, society, and culture? World History 3 builds upon the historical research skills and content knowledge of the two previous courses to allow students even more entry points into thinking and writing like a historian. Unlike traditional world history courses that only look at specific civilizations at different time intervals, the Seattle Public Schools program of study utilizes the latest research to provide a balanced, panoramic look across world cultures over time. By the conclusion of World History 3, students will have a firm grounding in historical methodology as well as an understanding of the economic, political, and social factors that have shaped the world, preparing them for a focused, year-long study of American History in the 11th grade.

### **AP WORLD HISTORY 1/2**

*10<sup>th</sup> grade: yearlong: .5 credit per semester*

The primary intent of the AP World History course is to teach the history of the world from a truly global stance rather than from the dominant perspective of Western civilization. This approach therefore places emphasis on worldwide historical processes and connections among the whole gamut of human societies. To achieve a comprehensive understanding of these events, students need both factual knowledge and the ability to critically assess such information. This course helps them on both fronts, teaching the historical facts in the context of how progressive changes-- environmental, social, scientific, and political--influenced the various societies they touched, as well as how these groups interacted with each other. Students are exposed to many primary sources in an effort to show them how historical analysis works and how they can proceed to make their own informed interpretations of world events, both past and present. Significantly, the course is organized by five defining time periods, not by geographical areas. This concept of "periodization" is a vehicle that facilitates seeing



both the continuities and changes over time that form the framework for understanding world history.

### **ADVANCED PLACEMENT U.S. HISTORY 11A/B**

*11<sup>th</sup> grade – yearlong: .5 credit per semester*

*Prerequisites: Demonstrated success in social studies and English courses.*

The student will be able to apply social studies skills. 2. The student will be able to show knowledge of significant persons, groups, places, and events. 3. the student will be able to show understanding of significant vocabulary and concepts. UPON COMPLETION OF THIS COURSE, STUDENTS SHOULD: 1. be able to identify major themes in American history and to relate and to assess the importance of those themes to the present; 2. know why the United States constitution was created and how its unique structure permits adaptation to a changing social environment; 3. understand the gradual development of political parties, a strong national government, and the selective enlargement of democracy; 4. understand how the institution of slavery affected political, economic and social organization in the United States; 5. be able to analyze the sectional interests that led to civil war; 6. be familiar with the transformation of the American frontier; 7. be able to analyze how Native Americans and others became victims of "Manifest Destiny"; 8. be familiar with the conditions that led to the industrialization of the United States; 9. be able to describe how American society was modified by the reform movements such as populism; 10. understand how the emigration of people from other regions of the world to the United States and the internal movement of people from rural areas to urban centers affected American life; 11. understand the historical roots of conflicting American drives towards isolationism and intervention regarding world affairs and how that affected our foreign policy and involvement in wars; and 12. develop faith in the future, based on knowledge of American achievements against great odds in the past.

### **ETH STUDIES US HISTORY 11A/B**

*11<sup>th</sup> grade – yearlong: .5 credit per semester*

*Prerequisites: None*

This course is designed to investigate US History, yourself and society through the lens of Ethnic Studies. We will engage in critical thinking around issues of race, gender and class since 1776, with an emphasis on the 20<sup>th</sup> Century. Students will explore these issues through reading, writing and discussion. The themes of this course include identity, power and oppression, liberation and resistance. We will integrate the arts and center marginalized histories, voices, literature and current events to understand cross cultural relationships throughout US History.

### **AMERICAN GOVERNMENT**

*12<sup>th</sup> grade – one semester: .5 credit*

*Prerequisites: None.*

The purpose of this course in American Government, Civics and Economics is to give students an historical and current day understanding of how their government works, the importance of civic engagement in a democracy and how their economic system operates in order for them to participate meaningfully in making decisions that affect their lives. While covering the formal institutions of government, the course also places emphasis on the informal workings of the political and economic processes at the federal, tribal, state and local levels. A focus on the rights and responsibilities of citizens addressed in the Washington and United States Constitutions informs students of the fundamental values, expectations and institutions of our democracy and an acceptance of the privileges of citizenship. This course explores the dynamics and tensions involved in the operations of our local, state, tribal and federal government, in the electoral systems such as elections, ballot measures, initiatives, and referendum and in the way our economy influences and is influenced by government. Through the completion of the course, students will understand and be able to reflect upon the extent to which we live in a free society.

### **ADVANCED PLACEMENT U.S. GOVERNMENT & POLITICS 1**

*12<sup>th</sup> grade – yearlong: .5 credit per semester*

*Prerequisite: AP Government is intended to match the intensity of an introductory college Government class. All the readings are at the college level and the class moves very quickly.*

AP U.S. Government and Politics is an introductory college-level course in U.S. government and politics. Students cultivate their understanding of U.S. government and politics through analysis of data and text-based sources as they explore topics like constitutionalism, liberty and order, civic participation in a representative democracy, competing policy-making interests, and methods of political analysis.

### **ADVANCED PLACEMENT U.S. GOVERNMENT & POLITICS 2**

*12<sup>th</sup> grade – yearlong: .5 credit per semester*

*Prerequisite: AP Government is intended to match the intensity of an introductory college Government class. All the readings are at the college level and the class moves very quickly.*

United States Government and Politics gives students an analytical perspective on government and politics in the United States. This course includes the study of general concepts used to interpret U.S. government and politics along with the analysis of specific examples. Students successfully completing this course will: know important facts, concepts, and

theories pertaining to U.S. government and politics; understand typical patterns of political processes and behavior and their consequences; be able to analyze and interpret basic data relevant to U.S. government and politics; be able to critically analyze relevant theories and concepts, apply them appropriately. This course requires considerable reading and homework outside of class to be successful. *Summer reading prior to the course is mandatory as is taking the AP test in May.*

## WORLD LANGUAGES

### World Language Graduation Requirements:

2.0 credits

#### **SPANISH 1, 2, 3, 4/AP**

#### **FRENCH 1, 2, 3, 4/AP**

#### **CHINESE 1, 2, 3, 4/AP**

*Prerequisites: Students should have a 60% or higher grade in previous course (except level 1) or native speaker status. Students who have been most successful in any level have had an 80-85% or higher in previous world language level.*

- Level 1 focuses on written and oral communication in the present tense. The first year covers greetings and simple conversations, the use of correct grammar, spelling, punctuation and syntax in basic writing assignments, and simple reading of forms, maps, advertisements and letters. Basic cultural information is also part of the course.
- Level 2 adds the past tense to the skills mastered in level one, with additional vocabulary and more details of grammar and syntax in spoken language, reading and written work. There is a continued focus on cultural information.

*Past Freshmen enrolled in Spanish II, French II, or Chinese II have found that succeeding in second year High School foreign language presents a high-level challenge. Incoming Freshmen and Transfer Students who enroll in any of these courses will be expected to independently review and master first-year material before the beginning of the school year and periodically throughout the course.*

- Level 3 offers a hands-on opportunity to engage in a variety of culturally relevant historical and social themes that allow students to develop their language skills in all areas. In the AP class, students will be asked to engage in a similar

theme-based curriculum on a higher level. The AP course is technically a level 5 course, but students can take it after level 3 if they are feeling motivated and prepared. Students that would prefer another year of study before embarking on AP-level curriculum are encouraged to sign up for Level 4 after Level 3. All students should be prepared to be independent learners, complete homework on time, and be willing to engage with other members in the class in the target language at an advanced level.

## PHYSICAL EDUCATION

### Graduation Requirements:

1.5 credits (3 semesters), Students must take a Competency Based Assessment

#### **PERSONAL FITNESS**

9th grade – one semester: .5 credit

*Prerequisites: None*

This is the introductory Physical Education class for 9<sup>th</sup> grade students required by the Seattle School District. Students will have general PE team sport units ranging from Ultimate Frisbee to Volleyball, and fitness testing. Students will also study the following topics that reflect the *Five for Life* Health and Fitness Concepts: Introduction to Fitness, and Fitness Planning, the importance of muscular strength and muscular endurance, the importance of cardiorespiratory endurance to healthy living, how body composition impacts life, and the importance of flexibility in maintaining a healthy life. The course culminates with a State of Washington Classroom Based Assessment Test, based on the *Five for Life* Health and Fitness Concepts.

#### **LIFETIME SPORTS**

All grades – one semester: .5 credit

*Prerequisites: None*

What does a student need to know to be a physically active and healthy adult? This is the essential question students will be answering through a lifetime sports lens. Students will concentrate on the rules of lifetime sports and will participate in leisure activities including golf, archery, disc sports, orienteering, yoga/Pilates, bowling and more. Students will examine how these lifetime activities can positively impact their fitness levels. Daily physical conditioning (stretching, conditioning, running) will be emphasized as an integral basic of each unit. Students will participate in measuring their fitness levels and working towards standard on the physical fitness test.

#### **TEAM SPORTS**

All grades – one semester: .5 credit

*Prerequisites: None*

What does a student need to know to be a physically

active and healthy adult? This is the essential question students will be answering through a team sports lens. Students will learn about and participate in over 16 different alternative, global and traditional team sports such as volleyball, bucca ball, ultimate Frisbee, badminton, flag football and more. Daily physical conditioning (stretching, conditioning, running) will be emphasized as an integral basic of each unit. Students will participate in measuring their fitness levels and working toward standards on the physical fitness test.

### **WEIGHT TRAINING AND CONDITIONING**

*All grades – one semester: .5 credit*

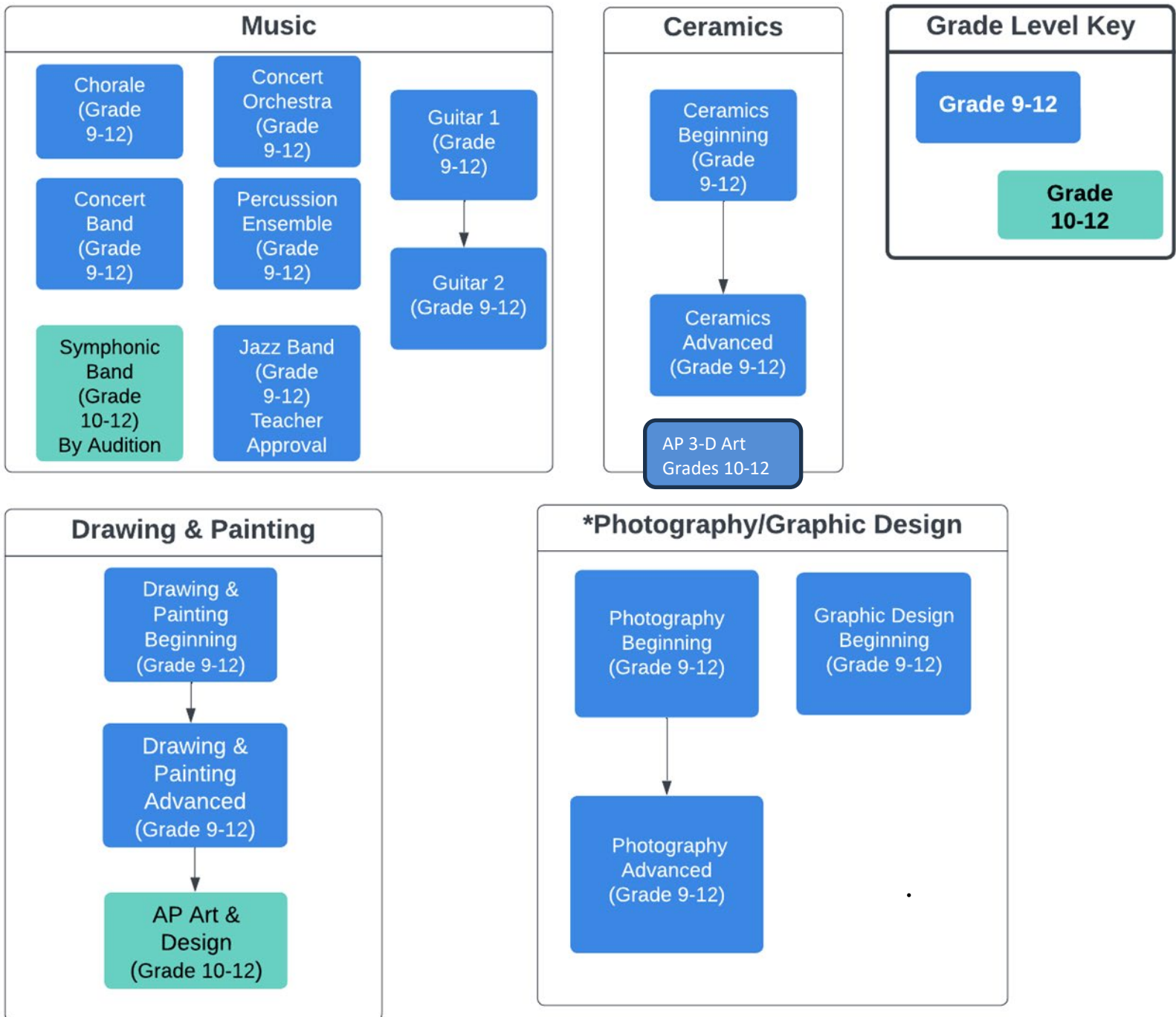
*Prerequisites: None*

Students will participate in the following activities: weight training, walks and runs, speed and agility, core training, and stretching. Students will be exposed to fitness routines/plans that will incorporate different muscle groups using a variety of training techniques and equipment. Proper safety in lifting and stretching will be taught. Students will be given an overview of anatomy and sports nutrition as well.

## Fine Art Course Sequences

All Art Courses are .5 or 1.0 Fine Art credits, depending on if it's a semester or year long course

\*Courses can count as CTE or Fine Art Credit



## FINE ARTS

### Graduation Requirements:

2.0 credits (4 semesters)

### ART:

#### **CERAMICS BEGINNING**

*All grades – one semester: .5 credit*

*Prerequisites: None*

Students incorporate the Elements of Art and Principles of Design as part of their investigation into Ceramic Art. Studio time includes demonstrations, planning time and development of works to reflect skill building and student vision in expressing relevant ideas. Hand building construction methods may include pinch, coil, slab, and some schools may offer introduction to the wheel as an option. Students may explore traditional and non-traditional aspects of surface decoration and firing techniques. Students explore color and glazing techniques on finished pieces as an integral part of the ceramic process. Students engage in written reflection, other presentation methods, as part of investigating artists and artistic styles. Skills learned are applicable to fields of Architecture, model making, engineering, mechanics or other fields with 3D application.

#### **CERAMICS ADVANCED**

*All grades – one semester: .5 credit*

*Prerequisites: Ceramics Beginning*

This course may be repeated for credit. In this course students will develop higher level work in more complex assignments, and work expressing student voice. Students have opportunities to develop wheel throwing skills, explore a greater range of techniques which may include a range of glaze techniques, sgraffito, raku firing, or work on a larger scale. More emphasis includes attention to surface details, handles, lids, and spouts. Students should be expected to self-assess and improve through the process of researching, discussion planning, constructing and evaluating their work. Students may be expected to write proposals for independent work and complete research projects on ceramic artists or cultural art forms. Students are encouraged to visit ceramic studios and explore other artists work to broaden their understanding of the practice and application of ceramic work. As a preparatory Career and Technology (CTE) equivalent course, students demonstrate leadership and employability skills. Students have expanded opportunities to make direct connections to careers as working artists. Course content may include portfolio development, guest speakers from arts industries, and development of professional responsibility skills such as time management, reliability and punctuality, ability to multi-task and present oneself professionally.

## **DRAWING & PAINTING BEGINNING**

*All grades – one semester: .5 credit*

*Prerequisites: None*

In this course students practice skills and develop ideas through investigation of the Elements of Art and Principles of Design and compositional strategies. Students will practice critique of their own work and of peers as part of reflection and responding, to support improving and refining work, using Visual Art specific vocabulary. Students develop a body of work showcasing a range of media, which might include graphite, pen, colored pencils, pastels, markers, ink, watercolor, tempera, acrylic and printmaking. Students are exposed to and discuss art from other time periods and cultures to develop a deeper appreciation and understanding of how and why art is made. Students are encouraged to synthesize artists styles, concepts, and techniques as they develop finished pieces to visually communicate personal thought, emotion, or statements.

## **DRAWING & PAINTING ADVANCED**

*All grades – one semester: .5 credit*

*Prerequisites: Drawing and Painting I Beginning or Teacher approval*

This course may be repeated for credit. In this course students continue to develop their skills and ideas through investigation of the Elements of Art and Principles of Design and compositional strategies. Students develop a body of work expressing more independence and voice in a range of media, which might include graphite, pen, colored pencils, pastels, markers, ink, watercolor, acrylic and printmaking ink. Students discuss art from other time periods and cultures to develop a deeper appreciation and understanding of how and why art is made. Students are able to critique their own work and that of peers as part of reflection and responding, to support improving and refining work, using Visual Art specific vocabulary. As a preparatory Career and Technology (CTE) equivalent course, students demonstrate leadership and employability skills. Students have expanded opportunities to make direct connections to careers as working artists. Course content may include portfolio development, guest speakers from arts industries, and development of professional responsibility skills such as time management, reliability and punctuality, ability to multi-task and present oneself professionally.

## **AP 2-D ART AND DESIGN A**

.GRADE 10-12, .5 CREDITS

PREREQUISITES: BEG AND ADV PAINTING AND DRAWING

This year-long AP 2-D Art and Design course presents an inquiry-based approach to learning about art and design. Students conduct in-depth and

sustained investigation of 2-D materials and processes such as painting, graphic design, photography, digital imaging, digital and traditional illustration, collage, printmaking, fabric design, weaving, and fashion illustration. This process supports students to become inquisitive and thoughtful artists and designers.

During the second semester of the course, students develop a portfolio in preparation for AP College Board submission. This course is recommended but not limited to students looking to apply to art colleges after high school. Students may receive CTE credit after fulfilling all Fine Arts credit requirements.

### **AP 2-D ART AND DESIGN B**

Grade 10-12, .5 credits

Prerequisites: AP 2-D Art and Design A

This year-long AP 2-D Art and Design course presents an inquiry-based approach to learning about art and design. Students conduct in-depth and sustained investigation of 2-D materials and processes such as painting, graphic design, photography, digital imaging, digital and traditional illustration, collage, printmaking, fabric design, weaving, and fashion illustration. This process supports students to become inquisitive and thoughtful artists and designers. During the second semester of the course, students develop a portfolio in preparation for AP College Board submission. This course is recommended but not limited to students looking to apply to art colleges after high school. Students may receive CTE credit after fulfilling all Fine Arts credit requirements

### **AP 3-D ART AND DESIGN A**

Grade 10-12, .5 credits

Prerequisites: beg and adv ceramics

This year-long AP 3-D Art and Design course presents an inquiry-based approach to learning about art and design. Students conduct in-depth and sustained investigation of 3-D materials and processes such as sculpture, architectural rendering and models, fabrics and fibers, installation, assemblage, metal work, ceramics, and glass work. This process supports students to become inquisitive and thoughtful artists and designers. During the second semester of the course, students develop a portfolio in preparation for AP College Board submission. This course is recommended but not limited to students looking to apply to art colleges after high school. Students may receive CTE credit after fulfilling all Fine Arts credit requirements.

### **AP 3-D ART AND DESIGN B**

Grade 10-12, .5 credits

Prerequisites: AP 3-D Art and Design A

This year-long AP 3-D Art and Design course presents an inquiry-based approach to learning about art and design. Students conduct in-depth and sustained investigation of 3-D materials and processes such as

sculpture, architectural rendering and models, fabrics and fibers, installation, assemblage, metal work, ceramics, and glass work. This process supports students to become inquisitive and thoughtful artists and designers. During the second semester of the course, students develop a portfolio in preparation for AP College Board submission. This course is recommended but not limited to students looking to apply to art colleges after high school. Students may receive CTE credit after fulfilling all Fine Arts credit requirements.

### **MUSIC:**

#### **CONCERT CHOIR A**

Grades 9-12 0.5 credits

No prerequisites

Concert Choir is a year-long performing ensemble with mixed voices; soprano, alto, tenor, and bass. Students enrolled in Concert Choir learn appropriate technique, tone, articulation, phrasing and style through the performance of literature from multiple genres and eras. Students learn melodic, rhythmic and harmonic theory as it applies to the concert ensemble and improve their ability to sight sing. Students practice habits of a good musician and ensemble etiquette. Semesters 1-2: Students learn beginning vocal technique. Students learn to match pitch and correctly perform rhythms in repertoire. Students practice singing on solfege syllables. Students learn basic music notation terminology and apply the knowledge in music reading. Students learn correct performance etiquette, including timely arrival, supportive audience behavior, and facial and body engagement in performance. Students analyze and evaluate group choral performances from recordings. Students are introduced to the concepts necessary to perform in various styles and repertoire. Semesters 3-4: Students learn to sing with breath energy, support, and management in their vocal tone. They learn to maintain the established tempo of a given piece. Students learn to distinguish between and sing stepwise and skipping passages from the written notation. Students visually and aurally distinguish between whole and half steps, understand duple vs. triple meter, and can apply this knowledge in their singing. Students identify and perform examples of staccato and legato articulation and accents. Students begin to analyze and evaluate the performances of other choirs and solo artists, using that knowledge in setting goals for the ensemble. Semesters 5-6: Students obtain experiences necessary to become musicians in the industry through increased leadership responsibilities,

understanding of the roles of all members of the ensemble, and the responsibilities required of all musicians to properly prepare for a variety of performance situations. Students develop skills to select repertoire and suggest appropriate music for various performance situations. Students continue to build on skills, including advanced sight-singing and self-assessment. Students expand their grasp and demonstration of correct vocal technique. They demonstrate growth in their ensemble skills by singing with attention to blend among individual sections and balance between parts. In music literacy, students read/perform/notate/create syncopated and dotted eighth-sixteenth patterns. Semesters 7-8: Students observe and apprentice with professionals in performing ensembles, deepening their understanding of the expectations of performers/composers/educators in the music industry. Students perform a wider variety of musical styles with higher levels of complexity. Students expand their mastery of the voice as an instrument and gain the skills to identify their own musical strengths and areas of growth. Students demonstrate an appreciation of the various historical aspects of choral music and will learn to articulate their appreciation to audiences. As a preparatory Career and Technical Education (CTE) equivalent course, students demonstrate leadership and employability skills. Students have expanded opportunities to make direct connections to careers as working artists. Course content may include: portfolio development, guest speakers from arts industries, and development of professional responsibility skills such as time management, reliability and punctuality, ability to multi-task and present oneself professionally.

### **CHAMBER ORCHESTRA A/B**

*All grades - yearlong: .5 credit per semester*

*No Prerequisites.*

This year-long performing ensemble is for advanced students who play violin, viola, cello, and bass. Orchestra students play a wide variety of music from different cultures and time periods and perform in school concerts and regional festivals. Students develop advanced skills in tone production, phrasing, rhythmic and aural acuity, and the advancement of technical skills such as shifting, vibrato, bow control, and posture.

### **CONCERT BAND A/B**

*All grades - yearlong: .5 credit per semester*

*No Prerequisites.*

Concert Band is a year-long course for students who play traditional woodwind, brass and percussion

instruments. Students gain intermediate and advanced knowledge in ensemble skills, practice habits, personal musicality, and technique. Students are introduced to music from a variety of cultures and time periods, work with a conductor, and can perform in a large ensemble setting to develop ensemble technique and musical leadership. Students practice appropriate rehearsal skills, ensemble and performance etiquette, cultivate life-long leadership skills, and executive musical skills, including music theory concepts and knowledge of musical composition, arranging, and improvisation. Students learn major/minor scales, chord progressions, intervals, and tuning from a concert A. Students perform in school concerts, regional festivals, and athletic events. Concert Band may be repeated for credit. Semesters 1-2: Students learn proper rehearsal skills, performance etiquette and proper playing technique on their chosen instrument. Students explore concepts necessary to raise their individual level of musicianship and learn their role as a productive and contributing member of the ensemble. This includes learning to play with appropriate technique, tone, articulation, phrasing and style for a high school ensemble. In addition, students increase their adeptness in sight-reading and are introduced to concepts necessary to perform in various styles and repertoire appropriate for the ensemble. Semesters 3-8: Building on skills and knowledge acquired in previous semesters, students increase their level of skill on their chosen instrument, gain a greater knowledge of the musical concepts and deepen their understanding of their role within the ensemble particularly in the development of leadership skills. Students broaden their understanding of styles, genres, and time periods and hone the skills necessary to self-assess their individual musical and technical progress as well as how they are performing in their role within the ensemble. Students begin to make personal musical decisions that are in alignment with goals of the ensemble.

### **CONCERT ORCHESTRA A/B**

*All grade -- yearlong: .5 credit per semester*

*No Prerequisites*

Students may take this course for Occ Ed credit after completing enough semesters of string courses to fulfill the Fine Arts Credit Requirement. Concert Orchestra is a performing ensemble that may include woodwind, brass and percussion instrumentation in addition to a core of string students. Students gain intermediate to advanced knowledge in ensemble skills, practice habits, personal musicality, and technique. As a vehicle for skill acquisition, students are introduced to music from a variety of cultures and time periods, work with a conductor, and can perform in chamber settings to develop ensemble technique and musical leadership. Students practice appropriate rehearsal

skills and performance etiquette, cultivate life-long leadership skills, and executive musical skills. Skills include music theory concepts and knowledge of musical composition, arranging, and improvisation. Students learn major/minor scales, chord progressions, intervals, and ensemble etiquette. Students perform in school concerts and regional festivals. Attention to fine detail and awareness of their instrument's role within the ensemble will be taught. Concert Orchestra may be repeated for credit. Semesters 1-2: Students learn rehearsal skills, performance etiquette, and technique on their instrument necessary to perform repertoire appropriate for the ensemble. Semesters 3-8: Building upon skills and knowledge acquired in previous years, students increase their level of musical and technical development on their chosen instrument. Students gain a greater knowledge of musical concepts. They deepen their understanding of their role within the ensemble, particularly in the development of leadership skills. Students broaden their understanding of styles, genres, and time periods. Students hone the skills necessary to self-assess their individual musical and technical progress as well as how they are performing in their role within the ensemble. Students begin to make personal musical decisions that are in alignment with goals of the ensemble.

### **GUITAR LAB 1**

*All grades – one semester: .5 credit per semester*

*Prerequisites: None*

Students in this class learn the basic skills and concepts to gain a rudimentary proficiency performing on a guitar. Students learn correct body posture, how to tune the instrument, and the physical aspect of the instrument. Students learn technical skills including left hand finger exercises, left hand chord formation, strum patterns, and melodic finger picking technique. Students learn to recognize and notate music in tablature, chordal, and traditional note head notation. Students listen to, analyze, and describe music from a variety of genres, which may include Classical, Rock, Folk, and Jazz. Audio and visual examples of guitarists and music from various historical periods and world cultures will be included. This is a one semester course.

### **GUITAR LAB 2**

*All grades – one semester: .5 credit per semester*

*Prerequisites: Guitar Lab 1 or teacher approval*

Guitar Lab 2 is an advanced guitar class for students who have a basic understanding of the guitar and are interested in building their music theory and playing skills. Building on skills and knowledge acquired in Guitar Lab I, students continue to develop their individual musicianship and playing technique for the guitar. In this class, advanced finger ability exercises, note reading, chord construction, sight-singing, improvisation, and music theory will be introduced.

Students help choose the style/genre of guitar music they wish to study with the instructor. Students listen to, analyze, and describe audio and visual examples of guitarists and music from various historical periods and world cultures to broaden their understanding of music in its relation to history and culture. Students gain experience in improvisation and in composing music within specified guidelines. Students perform alone and with others a varied repertoire of music.

### **JAZZ BAND A/B**

*All grades- yearlong: .5 credit per semester*

*Prerequisites: Teacher Approval*

*0 Period Only!*

Jazz Band is a year-long performing ensemble with traditional wind and rhythm section instrumentation. Students enrolled in Jazz Band are expected to participate in all Jazz Band activities during or outside the normal school day, including participation in festivals and trips. Students take the skills and concepts learned in band ensembles and apply them to beginning to intermediate jazz music literature. Students learn and grow as musicians as they increase their individual musicianship and skills as a member of a jazz performing ensemble. Students gain experiences performing jazz in its various styles with its foundation in the concepts of swing. If students cannot acquire their own equipment, equipment will be provided for them. Jazz Band may be repeated for credit. Semesters 1-2: Students learn proper rehearsal skills, performance etiquette and demonstrate proper playing technique on their chosen instrument. Students are introduced to the basic concepts of swing and become fluent in performing appropriate articulation and nuance of swing 8th-notes and quarter notes. The ensemble is introduced to the concepts necessary to perform in various styles including Medium Swing, Latin, Ballad, and Up-tempo Swing. Students develop their individual musicianship and technical skills and their understanding of their role within the jazz ensemble. Students learn the basic concepts necessary to perform an improvised jazz solo. Semesters 3-8: Students continue their learning of individual playing technique on their chosen instrument and build on their knowledge of concepts needed to play in all styles of jazz. Students learn more advanced improvisation soloing techniques and begin to learn the basics of jazz theory like chord progressions and arranging. As a preparatory Career and Technical Education (CTE) equivalent course, students demonstrate leadership and employability skills. Students have expanded opportunities to make direct connections to careers as working artists. Course content may include portfolio development, guest speakers from arts industries, and development of professional responsibility skills such as time management, reliability and punctuality, ability to multi-task and present oneself professionally.



**PERCUSSION ENSEMBLE A/B:**

*All grades - yearlong: .5 credit per semester*

*No Prerequisites.*

This course may take one of several forms that includes, but is not limited to: a drumline, a marimba ensemble, an African Drum ensemble, a Steel Pan ensemble, or any configuration of pitched and unpitched percussion equipment. Students learn literature from a variety of time periods and cultures with the appropriate technique, instrument specific articulation, phrasing and style. Students perform in school concerts and regional festivals. Semesters 1-2: Students learn proper rehearsal skills, performance and audience etiquette and demonstrate proper playing technique on their instrument. Students are introduced to concepts necessary to raise their level of individual musicianship and learn their role as a productive and contributing member of the ensemble. This includes rudiments on pitched and non-pitched percussion, scales on pitched percussion, and music notation for various types of percussion. Students increase their adeptness in sight-reading and their ability in fundamental concepts with other ensemble members. The ensemble is introduced to the concepts necessary to perform in various styles and repertoire appropriate for the ensemble. Semesters 3-8: Building on skills and knowledge acquired in semesters 1-2, students continue to develop their understanding of the basic concepts of individual musicianship, learning more about music theory, history, and notation. Students develop their technical skills through a focus on drum rudiments and technique exercises and their understanding of their role within the percussion ensemble.

**SYMPHONIC BAND A/B**

*10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup> grade - yearlong: .5 credit per semester*

*Prerequisites: Audition and/or teacher approval*

The Symphonic Band is a year-long performing ensemble with traditional woodwind, brass, and percussion instrumentation. Students enrolled in Symphonic Band will be expected to participate in all Symphonic Band activities during or outside the normal school day, including participation in athletic band. Students will take the skills and concepts learned in Concert Band and apply them to more difficult music literature. Awareness of their instrument's role and attention to fine detail within the ensemble will be taught. Students entering their 3rd year will be eligible for Occ Ed credit. Prerequisite: Minimum of 1-year participation in Concert band, Audition and/or teacher approval. Symphonic Band may be repeated for credit. technique. As a vehicle for skill acquisition, students are introduced to music from a variety of cultures and time periods, work with a conductor, and can develop technique and musical leadership. Students practice appropriate rehearsal skills, performance etiquette,

cultivate life-long leadership skills and executive musical skills, including music theory concepts, knowledge of musical composition, arranging, and improvisation. Students learn major/minor scales, chord progressions, intervals, and ensemble etiquette. Students perform in school concerts, regional festivals and athletic events. Attention to fine detail and awareness of their instrument's role within the ensemble will be taught. Symphonic Band may be repeated for credit. Semesters 1-2: Students learn rehearsal skills, performance etiquette and proper playing technique on their chosen instrument. Students learn their role as a productive and contributing member of the ensemble. The ensemble is introduced to the concepts necessary to perform in various styles and repertoire appropriate for the ensemble. Semesters 3-4: Building on skills and knowledge acquired in previous years, students increase their level of skill on their chosen instrument, gain a greater knowledge of the musical concepts and deepen their understanding of their role within the ensemble. Students broaden their understanding of a wider variety of styles, genres, and time periods. Students begin to demonstrate skills necessary to self-assess their individual performance and how they are performing in roles within the ensemble. Students begin to make personal musical decisions that are in alignment with goals of the ensemble. Semesters 5-8: Building on skills and knowledge acquired in previous years, students will perform a wider variety of styles and genres with higher levels of complexity and requiring a higher level of maturity. As a preparatory Career and Technical Education (CTE) equivalent course, students demonstrate leadership and employability skills. Students have expanded opportunities to make direct connections to careers as working artists. Course content may include portfolio development, guest speakers from arts industries, and development of professional responsibility skills such as time management, reliability and punctuality, ability to multi-task and present oneself professionally.

**MEDIA ARTS (FINE ART & CTE; GRAD PATHWAY)**

**ALL CLASSES COUNT TOWARDS EITHER FINE ART AND CTE CREDIT (.5 TOWARDS A GRAD REQUIREMENT AND WAIVE .5 OF THE OTHER). STUDENTS WHO PASS ALL FOUR CLASSES OR THREE CLASSES AND CAREER CONNECT COMPLETE A GRADUATION PATHWAY.**

**GRAPHIC DESIGN BEGINNING**

*All grades – one semester: .5 credit*

*Prerequisites: None*

Graphic Design Beginning is an introduction to elements and principles of design, visual communication, typography and imagery as they apply

to practical visual solutions. Students explore all aspects of graphic design produce deliverables that convey messages and persuade viewers. Students use industry-standard software to create posters, brochures, logos, and other digital and print media. Students explore current trends in graphic production and will develop their own artistic style. This is an exploratory Career and Technical Education (CTE) course. As such, students demonstrate leadership and employability skills. Students are provided with opportunities to make direct connections to careers as working artists. Course content may include portfolio development, guest speakers from arts industries, and development of professional responsibility skills such as time management, reliability and punctuality, ability to multi-task and present oneself professionally.

### **GRAPHIC DESIGN ADVANCED**

*10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup> – one semester: .5 credit*

*Prerequisites: successful completion of graphic design beginning*

Graphic Design Advanced emphasizes the development of an individual style and creative approach to design. Students are challenged to grow as an independent learner with more complex and open-ended design assignments. Students also explore hands on processes in Design such as Screen Printing. Students explore real-world, client-based projects such as Yearbook or promotional materials for the district, school, or class. Students can earn college credit once Beginning and Advanced Graphic Design are completed with a satisfactory grade. This course may be cross-credited for Fine Arts. This course may be repeated for credit.

### **PHOTOGRAPHY BEGINNING**

*All grades – one semester: .5 credit*

*Prerequisites: None*

Students learn to operate cameras including use of manual settings such as focus, shutter speed, aperture, and ISO controls. Students apply rules of photo composition and elements of art to a variety of photo genres such as portraiture, candid, landscape, still-life, urban, architectural, and abstract. Students adjust the contrast, sharpness, and other aspects of their images through processing and editing. All students learn basic darkroom techniques, experimental hands on processes and digital cameras and industry-standard photo editing software. Students also have the opportunity to work with film and film development, as well as professional scanning equipment. This is an exploratory Career and Technical Education (CTE) course. As such, students demonstrate leadership and employability skills. Students have opportunities to make direct connections to careers as working artists. Course content may include portfolio development, guest speakers from arts industries, and development of professional responsibility skills such as time

management, reliability and punctuality, ability to multi-task and present oneself professionally.

### **PHOTOGRAPHY ADVANCED+ ~**

*10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade – one semester: .5 credit*

*Prerequisites: Photograph Beginning*

Students learn more advanced photography techniques and concepts related to studio lighting, portfolio building, development of artistic voice, mixed media/alternative processes, working with film and darkroom processes, etc. that draw on creative and critical thinking skills. Students improve their shooting, editing, workflow, critiquing, and gallery display skills. Students assemble, evaluate, and prepare a portfolio which can be used for college submission. As a preparatory Career and Technical Education (CTE) course, students demonstrate leadership and employability skills. Students have expanded opportunities to make direct connections to careers as working artists. Course content may include portfolio development, guest speakers from arts industries, and development of professional responsibility skills such as time management, reliability and punctuality, ability to multi-task and present oneself professionally.

### **THEATRE:**

#### **THEATRE BEGINNING**

*All grades – one semester: .5 credit*

*Prerequisites: None*

During this course, students are introduced to the foundations of acting including ensemble, concentration, imagination, creative risk taking, and observation. Students develop and refine artistic techniques through the means of creating character, preparing a scene for performance, improvising, and devising original stories. Basic stage terminology, staging composition, memorization skills, movement, vocal production techniques, script analysis, audience etiquette, and storytelling forms are covered. Students evaluate works of theatre and learn peer feedback and self-reflection processes.

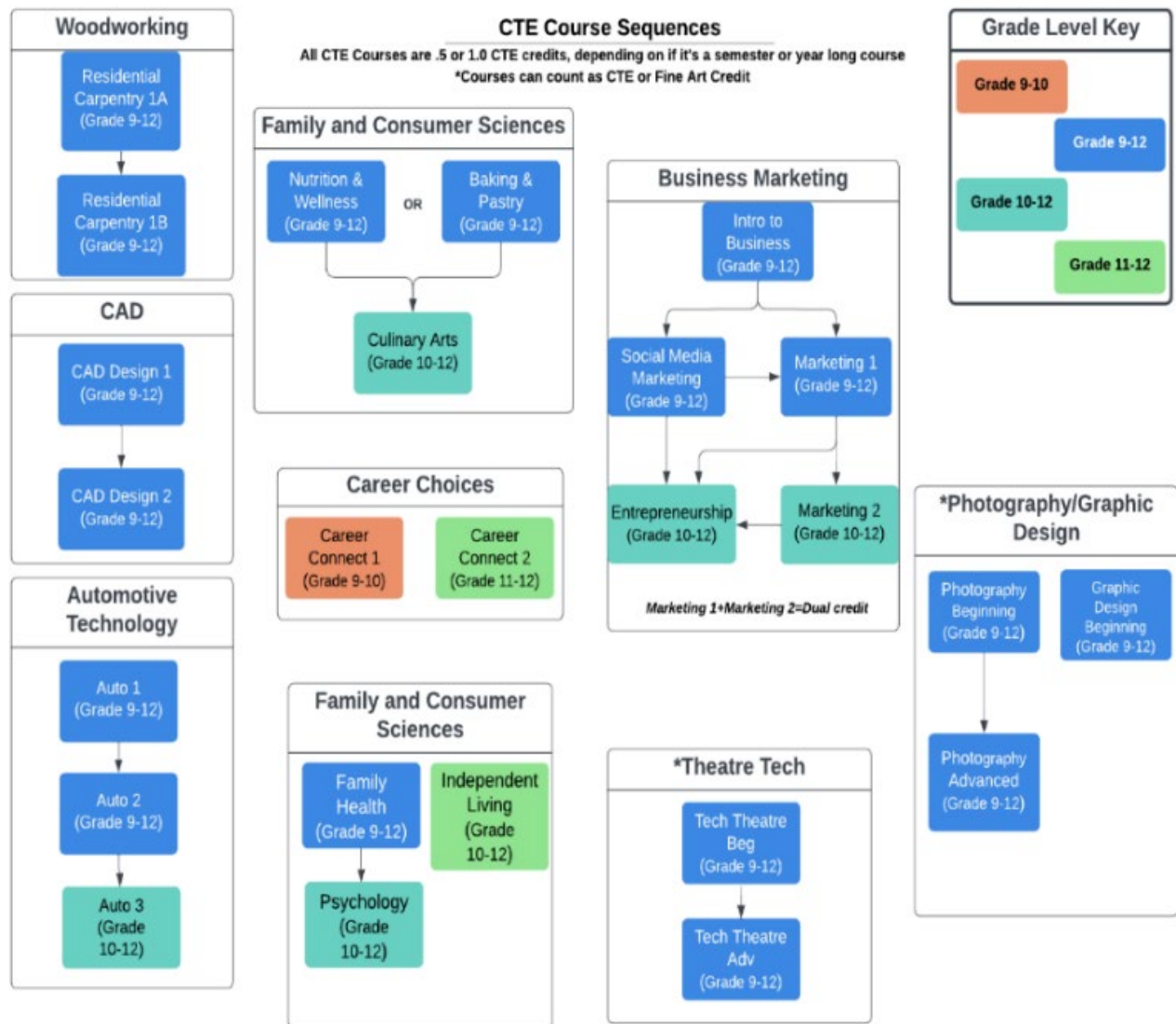
#### **THEATRE ADVANCED**

*All grades – one semester: .5 credit*

*Prerequisites: Theatre Beginning*

During this course, students continue to deepen their acting repertoire by selecting new monologue and scene material for performance and feedback. Opportunities for additional student and teacher-driven script selection will increase exposure to a variety of forms, styles, regions, and periods of theatre literature. Specialized acting skills might include acting methods such as Meisner or Stanislavski and movement-based acting techniques such as Laban, Rasa boxes, Viewpoints, and Suzuki. Other skills of advanced study might include pantomime, mask work, improvisation, stage combat, stage make-up, and creative drama with the goal of building out the

advanced theatre student's resume of training experiences.



## CAREER AND TECHNICAL EDUCATION

### Graduation Requirements:

1.0 credits (2 semesters)

### **AUTOMOTIVE:**

#### **AUTO TECHNOLOGY I**

All grades – one semester: .5 credit

Prerequisites: None

In this course students study the history and development of the application of various power sources to do work. The emphasis is in basic theory and operation of the gasoline engine and the use of

basic automotive hand tools and test equipment, e.g., compression tester, vacuum gauge, timing light, hydrometer, voltmeter, time pressure gauge, radiator pressure tester, etc. This is a consumer-oriented course. The major projects are to service and tune-up automobiles.

### **AUTO TECHNOLOGY II**

*All grades – one semester: .5 credit*

*Prerequisites: Auto Technology I*

*Science cross credit*

*Industry certifications*

This course continues to prepare individuals to apply technical knowledge and skills to repair, service, and maintain all types of automobiles. Includes instruction in brake systems, electrical systems, engine performance, engine repair, suspension and steering, automatic and manual transmissions and drive trains, and heating and air conditioning systems.

### **AUTO TECHNOLOGY III**

*10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade - one semester: .5 credit*

*Prerequisites: Auto Technology I and II*

*Science cross credit*

*Free Tech Prep college credit*

*Industry certifications*

This course continues to prepare individuals to apply technical knowledge and skills in more of a shop foreman role of leadership. Still working to repair, service, and maintain all types of automobiles. Includes instruction in brake systems, electrical systems, engine performance, engine repair, suspension and steering, automatic and manual transmissions and drive trains, and heating and air conditioning systems. Gain certification that meets industry needs. College credit can be earned in this program.

### **Business Marketing**

#### **ENTREPRENEURSHIP**

*10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade --one semester: .5 credit*

*Prerequisites: Introduction to Business, Social Media Marketing or Marketing I*

In this innovative course, students will explore the exciting world of entrepreneurship, focusing on the skills and mindset needed to turn ideas into successful ventures. Through hands-on projects, collaborative brainstorming sessions, and real-world case studies, students will learn how to identify market opportunities, create business plans, and develop strategies for launching and growing their own businesses. Emphasizing creativity, problem-solving, and resilience, this course inspires students to think like entrepreneurs and equips them with practical tools to navigate the challenges of starting and managing a

business. Whether aspiring to launch a startup or simply enhance their business acumen, students will find valuable insights in this dynamic class.

### **MARKETING I**

*All grades --one semester: .5 credit*

*Prerequisites: Introduction to Business*

In this engaging course, students will dive into the world of marketing, exploring key concepts such as consumer behavior, market research, branding, and digital marketing strategies. Through interactive projects and real-life case studies, students will learn how to develop effective marketing campaigns, analyze target audiences, and utilize various media platforms. This course fosters creativity and analytical thinking, empowering students to understand the role of marketing in today's business landscape. Ideal for those interested in pursuing careers in marketing, advertising, or business, this class provides essential skills and insights for success in a competitive environment.

### **INFORMATION TECHNOLOGY**

#### **CAD DESIGN AND ENGINEERING I**

*All grades – one semester .5 credit each semester*

*Prerequisites: None*

Students will begin by learning how to identify and create scale drawings in plan, elevation, and isometric perspective views. We will then utilize these drawings to build an accurate 3D model. Finally, this 3D model will be constructed utilizing fabrication methods and technology common to industrial manufacturing. Software utilized will include Rhinoceros 3D, Surf Cam and Google Sketch up. Manufacturing tech will include CNC routers, Laser Cutter&#47, Engravers, and Rapid Prototyping 3D printers.

#### **CAD DESIGN AND ENGINEERING II**

*All grades – one semester: .5 credit*

*Prerequisites: CAD Design and Engineering I*

CAD 2 will further develop students' 3D modeling and modern manufacturing skills. Project possibilities include, but are not limited to Product Design, Architecture, and Transportation Design. Further emphasis will be placed on professional practice, industrial standard working drawings and the expectations of modern engineers/ designers. Software utilized will include Rhinoceros 3D, Surf Cam, and Google Sketchup. Manufacturing tech will include CNC routers, Laser Cutter/Engravers, and Rapid Prototyping 3D printers.

### **EXPLORING COMPUTER SCIENCE**

*All grades – one semester: .5 credit*

*Prerequisites: Successful completion of Pre-Calculus*

Exploring Computer Science will develop the computer science skills of algorithm development, problem solving, and programming. Students will also be introduced to topics such as interface design, limits of computers and societal and ethical issues of software engineering. This course is designed for students interested in computing careers and is a broad introduction to computer science. There are five content areas in the Exploring Computer Science curriculum: Human Interface Interaction; Problem Solving; Web Design; Introduction to Programming; and Robotics. Students will learn what programmers and computer scientists do and how technologists think.

### **AP COMPUTER SCI A1 &2**

*Yearlong: 1.0 credit per semester*

*Prerequisites: None*

The AP Computer Science A1/A2 course is intended to service students that are planning to major in computer science or other disciplines that require significant involvement with technology. Students will be able to demonstrate their ability to design, write, analyze, debug and document programs and subprograms using JAVA. This course is designed to prepare students for the AP Computer Science A exam and can be used as a 4th year Science or Math Credit.

This course is for those that are curious about a career in technology or have a personal interest in computing and technology. There is no prerequisite to take this course. This course is designed to prepare students for the AP Computer Science Principles exam.

### **CAREER CHOICES**

#### **CAREER CONNECT 1**

*9<sup>th</sup> and 10<sup>th</sup> grade – one semester: .5 credit*

*Prerequisites: None*

Teachers will provide students with instruction in the career planning process directly related to local industry data, career interest, and skill attainment. Students will be developing a professional career portfolio, which includes career assessments, resumes, cover letters, and artifacts of student's work that illustrate their essential skills to potential employers. Students will evaluate their employability skills, identify their personal values, learning styles, and career interests. Learning will take place through authentic classroom projects, career panels, field trips, internships, and job interviews.

#### **CAREER CONNECT 2**

*11<sup>th</sup> and 12<sup>th</sup> grade – one semester: .5 credit*

*No Prerequisites*

In this class, students will have an internship experience and demonstrate a deeper understanding of worksite learning including workplace expectations, self-awareness in the class and on the job, and career research. This course will focus on goal setting as a factor of success. This course was designed to assist students with exploring career pathways and develop skills necessary to make meaningful career decisions. This course will assist students in assessing their personal strengths and weaknesses as they relate to career decisions. Students will develop skills in this course that are transferable to all occupations, through participating in an embedded internship, class discussions and problem solving. Students will be able to recognize that career enhancements and career changes are common and that they need to be prepared with the proper tools, resources, and guidance to make informed decisions about their career pathways throughout their lifetime.

### **Business Management A**

*All grades. .5 credit*

*Prerequisites: None*

**Credentials:** Dual College Credit

This is the first course in a year-long class designed to provide a fundamental understanding of business management.

### **Business Management B**

*All grades. .5 credit*

*Prerequisites: Business Management A or Marketing*

**Credentials:** Dual College Credit

This is the first course in a year-long class designed to provide a fundamental understanding of business management.

### **FAMILY & CONSUMER SCIENCES**

#### **BAKING AND PASTRY**

*All grades--one semester: .5 credit*

*Prerequisites: None*

This course allows students a more in-depth study of baking and pastry arts. Areas of study include baking terminology, tool and equipment use, formula conversions, functions of ingredients, and methods used in creating yeast breads, pastries, quick breads, and other desserts. The fundamentals of dough and basic decorating skills are covered. The appropriate use of technology and industry-standard equipment is an integral part of this course. Upon successful completion of this course, students will have acquired entry-level skills for employment in this field. Units of study include safety and sanitation, knife skills, equipment use, quick breads, yeast breads, desserts/pastries and dessert plating. The course is

used as a pre-requisite for advanced courses in Food Production.

### **CULINARY ARTS 1A**

*10, 11, 12--yearlong: 1.0 credit*

*Prerequisites: Must have successfully completed 0.5 credits of Baking and Pastry or Nutrition and Wellness or other SPS cooking course*

First semester, the course covers theory and practice of the principles of cooking, terminology, recipe development, ingredients, equipment, safety, and career development. We focus on stocks, sauces and soups, knife skills along with flavor profiles. Industry skills lead to culinary, hospitality, and food service careers.

### **CULINARY ARTS 1B**

*10, 11, 12--yearlong: 1.0 credit*

*Prerequisites: Culinary Arts 1A. Must have successfully completed 0.5 credits of Baking and Pastry or Nutrition and Wellness.*

This is the second semester of Culinary Arts 1A. To be in Culinary Arts, you need to sign up for the whole year. Second semester covers a variety of food preparations, continues nutrition, food and beverage service, safety and production methods in school and outside the program. We cover plating, advanced baking, catering etc. Industry skills lead to culinary, hospitality, and food service careers.

### **FAMILY HEALTH**

**Graduation Requirement:**

*9th grade -- one semester: .5 credit*

*Prerequisites: none*

This course integrates Washington Health essential learning with standards and competencies from the National Standards of Family and Consumer Sciences Education. The course focuses on the interrelationships of healthy choices and a productive satisfying life. Topics include personal health, wellness, and healthy living, careers, nutrition, growth and development, global, mental, community, environmental and reproductive health, health risks, communication, family living, fitness and safety, first aid; CPR, HIV/Aids and consumer health. Students explore careers in health and medical fields, apply 21st Century skills, obtain certifications and utilize The course is a cross credit with Health Education UPON COMPLETION OF THIS COURSE, STUDENTS SHOULD: 1. know some of the physical, mental, social and environmental determinants of health; 2. know examples of positive methods for dealing with stress; 3. know relationships between lifestyle and disease; 4. be able to chart progress of selected chronic diseases; 5. be able to identify causative factors in accidents, theorize possible preventions, and provide basic emergency care; 6. know the progress of human growth and development as well as the range of normal

individual differences; 7. know what assists optimal development in the embryo, fetus and child; 8. be able to use skills for effective interpersonal relationships in work, living and recreational settings; 9. be able to identify factors that determine readiness for a successful marriage and raising a family; 10. be able to apply criteria for evaluation health products and resources; 11. value good mental and physical health; 12. know the short and long term effects of tobacco, drug and alcohol abuse as well as alternatives to misuse; 13. know the causes, preventions and legal implications of child abuse and sexual abuse; and 14. be able to make wise decisions concerning sexual behavior.

### **INDEPENDENT LIVING**

*10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade--one semester: .5 credit*

*Prerequisite: None*

The course uses a variety of learning strategies, technology and real-world applications to explore and develop essential skills, including: resource and time management; nutrition; food preparation; health, wellness and safety; relationships; having fun; preparing and balancing a career, education, and work; housing; knowledge of community resources; and coping skills. Included in the class are opportunities to explore careers, global and cultural influences, and Family, Career and Community Leadership (FCCLA) National student leadership activities.

### **NUTRITION AND WELLNESS**

*All grades--one semester: .5 credit*

*Prerequisite: None*

The course focuses on the practices and early eating and nutritional habits formed through families, paving the way to lifelong health and well-being across the lifespan. Skills gained from the course content in nutrition and wellness lead to more careful meal planning and choices, as well as a transfer of knowledge and employability skills to careers in dietetics, fitness, and all related fields such as food analysis, production, preparation, and hospitality. The course may be used in a variety of ways, including a pre-requisite for advanced courses in Food Production, Careers in Education, Family and Community Services, Human Development, Child Development and courses in the Health Sciences strand. Family Health, Independent Living, Personal Choices, or Work and Family Foundations are highly desired pre-requisite courses. Per OSPI, the course may also be developed in conjunction with health and fitness components on an individual school basis.

### **PSYCHOLOGY**

*10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade --one semester: .5 credit*

*Prerequisites: Letter grade "C" or above in health*

The field of study brings together an introduction to Psychology, statistics, cognitive perspective, and the learning perspective, in addition to the dysfunctional behavior, and research methodology. The course may count for CTE credit if taught by an FCS instructor with CTE certification. Students are assessed for embedded 21st Century Skills and National FCCLA (Family, Career, and Community Leaders of America) activities and projects and eligible cross equivalent Interpersonal Relationships or Social Studies credit.

### **TECH THEATRE:**

#### **TECH THEATRE BEGINNING**

*All grades – one semester: .5 credit*

*Prerequisites: None*

This production-oriented course provides a foundation to stagecraft skills and safety procedures preparing students for industry and college study of technical theatre. Students receive an introduction to scenic design and construction, lighting, sound, properties, costumes, make-up, special effects, theatre management, stage management, and theatre terminology. Students actively participate on a crew to mount a production. Throughout the course students engage in problem solving and collaboration. Students research costuming, properties and set pieces in support of historical accuracy or vision of the production. Instructor will guide students in the use of power and hand tools in constructing set pieces, applying special effects, and using a variety of sound and lighting equipment. Costume construction and basic makeup application may be explored. Students shadow the advanced production crews for stage management and/or theatre management including but not limited to box office, concession, publicity, ushering, and backstage coordination. Behind-the-scenes show experience will be acquired through the school's production schedule. As a preparatory Career and Technical Education (CTE) equivalent course, students demonstrate leadership and employability skills. Students have expanded opportunities to make direct connections to careers as working artists. Course content may include portfolio development, guest speakers from arts industries, and development of professional responsibility skills such as time management, reliability and punctuality, ability to multi-task and present oneself professionally.

#### **TECH THEATRE ADVANCED**

*All grades – one semester: .5 credit*

*Prerequisites: Tech Theatre Beginning*

Students in this course will be expected to understand, apply, analyze and assist in the creation of a unifying concept for a production in one or more of the following disciplines: lighting, sound, properties, set construction, special effects, costumes, make-up, theatre management and stage management.

Students in this course are take on leadership roles in the production of mainstage shows. As leaders and team members students explore aesthetic criteria to communicate artistic choices through a production. Students participate in the post-production critique for continued improvement of their design skills. While in the course, students connect with working professionals in the field of technical theatre. Students continuing in the class may have the opportunity to create a portfolio demonstrating their knowledge and abilities as a tool for further education and/or employment. As a preparatory Career and Technical Education (CTE) equivalent course, students demonstrate leadership and employability skills. Students have expanded opportunities to make direct connections to careers as working artists. Course content may include portfolio development, guest speakers from arts industries, and development of professional responsibility skills such as time management, reliability and punctuality, ability to multi-task and present oneself professionally.

### **WOODWORKING:**

#### **RESIDENTIAL CARPENTRY 1A**

*All grades – one semester: .5 credit*

*Prerequisites: None*

Residential Carpentry is a preparatory course that prepares individuals to apply technical knowledge and skills to lay out, cut, fabricate, erect, install, and repair wooden structures and fixtures, using hand and power tools. Includes instruction in technical mathematics, framing, construction materials and selection, job estimating, blueprint reading, foundations and roughing-in, finish carpentry techniques, and applicable codes and standards.

#### **RESIDENTIAL CARPENTRY 1B**

*All grades – one semester: .5 credit*

*Prerequisites: Residential Carpentry 1A*

Residential Carpentry is a preparatory course that prepares individuals to apply technical knowledge and skills to lay out, cut, fabricate, erect, install, and repair wooden structures and fixtures, using hand and power tools. Includes instruction in technical mathematics, framing, construction materials and selection, job estimating, blueprint reading, foundations and roughing-in, finish carpentry techniques, and applicable codes and standards.

### **JOURNALIC WRIT YEARBOOK**

*All grades –yearlong .5 credit each semester*

*Prerequisite: None*

Join our dynamic Yearbook class and be part of creating a cherished keepsake for our school community! Open to all grade levels, this hands-on course allows students to explore photography, design, and writing as they collaborate to produce the annual yearbook. With a budget exceeding \$20,000, you'll

gain valuable skills in project management and teamwork while capturing the memorable moments of the school year. Whether you're passionate about storytelling, graphic design, or marketing, there's a place for you in our Yearbook class!

### **JOURNALISM YRBK ADVANCED**

*All grades –yearlong .5 credit each semester*

*Prerequisite: Journalic Writ Yearbook*

Elevate your yearbook skills in the Advanced Yearbook class, designed for returning students ready to take on greater challenges! Building on your previous experience, this course dives deeper into advanced photography techniques, design concepts, and leadership roles within the yearbook team. Collaborate with peers to enhance storytelling and layout while managing the production of our high-quality yearbook, with a budget exceeding \$20,000. If you're passionate about refining your craft and contributing to a lasting legacy for our school, this class is the perfect next step for you!

### **LEADERSHIP**

*All grades –yearlong .5 credit each semester*

*Prerequisite: None*

Join our High School Leadership class, made up of elected ASB students, emerging leaders, and any student looking to be involved in a leadership role in our school! This dynamic course is responsible for organizing and running all social events in the school, including pep assemblies, dances, cultural assemblies, clubs, and community events. Develop your leadership skills, collaborate with peers, and take an active role in shaping our school culture while creating memorable experiences for everyone. Whether you're passionate about event planning or eager to make a difference, this class is the perfect opportunity to engage and lead!

### **PUBLISH JOURNALISM 1**

*All grades –yearlong: 0.5 credit each semester*

*Prerequisites: None*

Students will complete all activities necessary to plan, publish and sell the school's newspaper. Students will learn basic principles of journalism, layout and design, and desktop publishing. Utilizing desktop publishing software, students will create newspaper spreads, articles, advertisements, and information graphics. Students will demonstrate knowledge of the law and ethics of journalism as well as an understanding of design style.

### **PUBLISH JOURNALISM 2**

*All grades –yearlong: .5 credit each semester*

*Prerequisites: Publishing Journalism 1*

Students will complete all activities necessary to plan, publish and sell the school's newspaper. Students will learn basic principles of journalism, layout and design, and desktop publishing. Utilizing desktop publishing

software, students will create newspaper spreads, articles, advertisements, and information graphics. Students will demonstrate knowledge of the law and ethics of journalism as well as an understanding of design style.

## **SPECIAL PROGRAMS**

### **ENGLISH AS A SECOND LANGUAGE**

*Bilingual students who qualify via the Washington English Language Proficiency Exam (WELPA) are enrolled in these courses. They exit the ESL program by obtaining a Level 4 on the WELPA.*

### **ESL LANGUAGE ARTS 9A/B, 10A/B**

*9<sup>th</sup>, 10<sup>th</sup> grade—yearlong 0.5 credit/semester*

*Prerequisite: WELPA score*

The curriculum for this course aligns with ELA common core standards. It also includes the Edge curriculum, published by Hampton-Brown. There is emphasis on increasing English reading, writing, speaking, and listening skills.

### **ESL LANGUAGE ARTS 11A/B, 12A/B**

*11<sup>th</sup>, 12<sup>th</sup> grade—yearlong 0.5 credit/semester*

*Prerequisite: WELPA score*

The curriculum for this course aligns with the ELA common core standards. It also includes the Edge curriculum, published by Hampton-Brown. There is emphasis on increasing English reading, writing, speaking, and listening skills.

### **ESL WORLD HISTORY 1-3 MULTILEVEL**

*9<sup>th</sup>, 10<sup>th</sup> grade—3 semesters 0.5 credit/semester*

*Prerequisite: WELPA score*

The curriculum for this course aligns with the Washington State Social Studies standards. It includes chronological and regional study of geography, history, culture, politics, and economics.

### **ESL US HISTORY 11A/B**

*11<sup>th</sup> grade—yearlong--.5 credit per semester*

The curriculum for this course aligns with the Washington State Social Studies standards. There is a focus on the completion of a junior project which gives juniors the necessary skills to advance to American Government. It includes research, primary and secondary sources, conducting interviews, writing a social studies topic report, and making a presentation.

### **ESL AMERICAN GOVERNMENT AND ECONOMICS**

*12<sup>th</sup> grade—one semester--.5 credit*



The curriculum for this course aligns with the Washington State Social Studies standards. There is a focus on the completion of a power point project which includes research, primary sources, conducting interviews, writing a historical report, and making a presentation.

### **ESL EXTENSION**

*9<sup>th</sup>-12<sup>th</sup> grade—one semester--5 credit per semester*

This class gives ESL students additional support for their mainstreamed classes and additional skills need to pass EOC and HSPE exams.

### **INDIVIDUALIZED EDUCATION PROGRAM** *(IEP Services)*

A student's special needs, as outlined in an IEP, will determine what type and number of services the student will receive. The IEP Case Manager and IEP Teamwork with the counselor, department chair, parents, and the student's other teachers to help the student succeed. We offer a continuum of services that range from support provided in the general education classroom, to special education content area classrooms for instructional and functional academic needs, to off campus classes through Exploratory Internship Program (XIP) and City Campus programs. Emphasis is placed on educating each student in the least restrictive environment based on their individual needs. Questions can be directed to your student's case manager or our special education department chair, Mykenna Ikehara [mkikehara@seattleschools.org](mailto:mkikehara@seattleschools.org).

### **FOCUS**

*Prerequisite: Individual Education Plan*

Focus provides resources and extended learning to students with IEPs. Students will receive specially designed instruction (SDI) outlined in their IEPs in reading, math, written expression, behavior, communication skills and organization skills. Needed skills will be taught using large group, small group and individualized instruction. Supplementary instruction may be provided by various computer-assisted instructional packages. Students will be expected to stay fully engaged in SDI lessons, working on current classroom assignments, make-up work, reading, academic planning, and improving study and organizational skills.

### **ADVISORY EXTENDED**

*Prerequisite: Individual Education Plan*

A minimum of 6 lessons each on Academic, SEL and Career topics. Lessons may include High School and Beyond plan curriculum or additional career planning lessons which support and reinforce the purpose deeper learning for goal setting, decision making, resilience, college knowledge and financial literacy. Time for test retakes and tutoring required. Student-

Led Conferences are encouraged. Advisor/parent conferences for students with D/Es encouraged. Incorporating lessons on financial literacy are encouraged.

### **COMMUNICATION SKILLS**

*Prerequisite: Individual Education Plan*

Communication Skills classes are taught using actual student experiences and situations. Developmental and cultural differences are considered in each lesson. Communication skills teachers' verbal and non-verbal social cues and strategies are used for emotional regulation. Additionally, student-to-student communication and conflict resolution are explored. Further, students will receive academic as well as study skills support according to IEP goals.

### **LANGUAGE ARTS M**

*Prerequisite: Individual Education Plan*

Our Language Arts M classes are built upon delivery of the pragmatic skills which students will require to maximize their independence in the wider world such as common word/phrase recognition, conceptual organization, and written communication. Students successfully completing this course will be able to use written, verbal and/or visual language to communicate their needs, wants and desires.

### **MATH FOR DAILY USE**

*Prerequisite: Individual Education Plan*

The focus in this course is to enable students to successfully negotiate common mathematical tasks such as grocery shopping, transportation and basic money management. Students are challenged according to their ability which is reflective of student placement within a continuum or service delivery.

### **SCIENCE SURVEY**

*Prerequisite: Individual Education Plan*

A mixed ability class focused on basic science and scientific principles, including, but not exclusive to, Newtonian physics, astronomy, geology, meteorology, medicine and electricity and invention.

**Goals and objectives:** A successful student will participate in class discussions, complete assigned tasks, attempt all material regardless of difficulty, maintain positive progress with regard to aligned IEP goal(s) as ascertained by a process of continuous assessment, recorded within monthly IEP progress report. **Materials:** Provided. **CLASSROOM EXPECTATIONS:** A successful student will be ready for class in time, in dress and in attitude, respect fellow students and keep their hands to themselves, listen, then think, then ask.

## **LIFE SKILLS**

*Prerequisite: Individual Education Plan*

The Life Skills class provides students with essential living skills such as basic hygiene, interpersonal communication, self-management, social etiquette, basic nutrition and planning. It is the central goal of this course that upon completion students will be able to: maximize their safety in the workplace and/or community via a variety of self-management techniques, such as sight recognition of common work and community signage and/or computer keyboarding skills. Students will be encouraged to take advantage of family and community-based leisure activities as they transition from school to the wider world.

## **PRE-VOCATIONAL TRAINING**

*Prerequisite: Individual Education Plan*

The Pre-Vocational Training classes are designed to establish the foundational skills which are essential for both competitive and managed employment. Skills that are focused on include demonstrating resilience, being able to stay on task; following directions; exhibiting flexibility and working to an established standard.

## **EXPLORATORY INTERNSHIP PROGRAM (XIP)**

*Prerequisite: Open to students aged 15+ who have Individual Education Plans, application required, see Counselor*

*Credits: 1.5 or 3 credits Occ. Ed., Elective*

- XIP/Career Choices at John Stanford Center Offices, Mailroom and Community sites (half day, 1.5 credits)
- XIP/Landscaping at Ingraham High School (all day, 3 credits)

## **OFF CAMPUS PROGRAMS**

### **RUNNING START**

The Running Start program at all of the 2-year colleges provides high school juniors and seniors the opportunity to earn high school and college credits at the same time. Tuition is free at The Seattle Colleges. Students are responsible for purchasing their own books, paying lab costs and providing their own transportation to the campus. To qualify, students must have earned 10 credits prior to entering the program; students must also take the COMPASS Assessment test (offered regularly at each Community College). *It is important to meet with your counselor to discuss successful test results and receive assistance in completing the Running Start Application.* Enrollment for Fall courses must be completed in the Spring prior to enrollment.

### **SKILLS CENTER:**

*Prerequisite: junior or senior, 10 high school credits completed; application required, see Counselor*

All Skills Center programs are high rigor (state-approved preparatory) and keyed to industry forecasts for high wage careers. These courses are driven by market demand, so Skills Center students are motivated to enter the workforce at a high level, plus get a jumpstart on college and careers.

The Seattle Public Schools Skills Center provides a chance for delivering advanced career and technical education programming, distributed throughout the city. (We do not currently provide transportation.)

For a current list of skills center program offerings and cross-credits please go to their website: <https://skillscenter.seattleschools.org/school-year/>