Cleveland STEM High School

2024-2025
Registration Handbook

Welcome to Cleveland STEM High School!

This handbook includes important scheduling guidelines, graduation requirements, and course descriptions.

Cleveland High School's mission is to provide real world preparation for real world success in personalized, relevant and rigorous small learning communities. Cleveland High School has three STEM pathways.

School of Biomedical Life Sciences (SOLS) allows students to explore topics in the Life Sciences, such as Applied Molecular Biology, Physiology, Biomedical Science, and University of Washington Intro to Biology 100.

School of Engineering & Design (SOED) allows students to explore topics in engineering and design such as Intro to Engineering Design, Engineering Design and Development, and Principles of Engineering.

School of Computer Science (SOCS) allows students to explore topics in computer science such as Intro to Programming, Immersive Media, Advanced Placement Computer Science Principles, Advanced Placement Computer Science A, and Projects in Computer Science.

Schedule Change Policies

Changing a Student's Schedule:

· Schedule change requests can only be made if there is an error, academic misplacement, or due to extenuating circumstances. To do so, the student must submit a Schedule Change Request Form signed by their Parent/Guardian. Eligible 11th or 12th grade students can request to be a Teacher's Assistant in lieu of an elective class if they have fulfilled their Fine Art, PE, Health, and Career and Technical Education credits.

· A student may change a course due to error, academic misplacement or for extenuating circumstances within ten (10) school days of a new semester. The timeframe may be extended only for extenuating circumstances upon written approval of the Principal or the Principal designee.

· Marks and attendance should follow a student to the new class if the class change occurs after the first 10 school days of the semester.

· No student may drop a course if the result is a hole or no class in the middle of their schedule. Seniors who are on track to meet their graduation requirements may have the option of late arrival or an early dismissal in lieu of a dropped class.

Grade when Dropping a Class:

· No mark is recorded if a student drops a course within the first 10 school days of a semester.

· A "W" is recorded when a student drops a course after the first 10 school days of a semester and by the end of the 5th week.

· An “E” is recorded after the 5th week of the semester for any dropped course, except for the exceptions as stated below.

· Courses will only be dropped after the 5th week of the term without penalty of an “E” grade under circumstances that are highly extenuating as set out in writing and specifically approved by signature of the Principal or Principal designee. In that situation, a “W” is recorded instead of an “E”.

Schedule Change Request Policies & Grading Chart per the Seattle Public Schools Secondary Administration Procedures and K-12 Counseling Manual Services Manual.

Seattle Public Schools Grading Chart

Percentage **	Letter Grade	Grade Point*	Honors Class Rank Weighting**	Class Rank Weighting**
93-100	A	4.0	4.5	5.0
90-92	A-	3.7	4.2	4.7
87-89	B+	3.3	3.8	4.3
83-86	B	3.0	3.5	4.0
80-82	B-	2.7	3.2	3.7
77-79	C+	2.3	2.8	3.3
73-76	C	2.0	2.5	3.0
70-72	C-	1.7	2.2	2.7
67-69	D+	1.3	1.8	2.3
60-66	D	1.0	1.5	2.0
Below 60	E	0	0	0

Grade Point Average & Class Rank Information as Determined in PowerSchool

In high school, students earn a grade point average (GPA) based on credits and grades awarded. Seattle Public Schools shares the official GPA as recorded on the official transcript.

Note this information below is for informational purposes only:

- This GPA, along with weighting for advanced course work (honors, advanced placement, International Baccalaureate, and Running Start college-level courses taken during high school) determines class rank. Class rank is based on the district (weighted) GPA for each cohort of students. Each cohort is based on the projected graduation year (PGY) assigned when the student first enters 9th grade. Weighting is used to determine

class rank only and will not affect a students' official, cumulative grade point average (GPA). Weighted GPA is district determined and subject to change with school board policy.

- Class rank does not appear on official transcripts; it is not recorded due to feedback to OSPI from the State University Committee which created the State Transcript template.
- Class rank is printed on the Seattle Public Schools Academic Histories. All courses taken in-district or out-of-district prior to September 1, 2010 will not be weighted.
- Seattle Public Schools Valedictorian may not be determined solely by GPA. At Cleveland STEM High School, the Valedictorian is determined by the student who has completed more than half of their classes in Seattle Public Schools and has the highest class rank and weighted GPA.

Cleveland Graduation Requirements Checklist

Student Name: _____

Student ID: _____

English Language Arts- 4.0 Credits

☐ LA 9A	☐ LA 9B
☐ LA 10A	☐ LA 10B
☐ LA 11A	☐ LA 11B
☐ LA 12A	☐ LA 12B

Social Studies – 3.0 Credits

☐ World Hist 1	☐ World Hist 2
☐ World Hist 3	☐
☐ US Hist 11A	☐ US Hist 11B
☐ American Govt	☐

Math-3.0 Credits

☐ Alg 1A	☐ Alg 1B
☐ Geo A	☐ Geo A
☐ Alg 2B	☐ Alg 2B

Fine Arts-2.0 Credits or 1.0 *

☐	☐
☐	☐

*Can be revised with meeting other electives

Science- 3.0 Credits

☐ Physics A	☐ Chemistry B
☐ Biology A	☐ Biology B
☐ Physics B	☐ Chemistry B

Career Technical Education (CTE), 1.0 Credit

*All students in a Pathway

☐	☐
☐	☐

PE/ Health – 1.5 Credits, 0.50 Credits

☐ Personal Fitness	☐ Health
☐	☐

World Language- 2.0 Credits *

☐	☐
☐	☐

*Can be revised with meeting other electives

Additional Electives

Additional Requirements

☐ Washington State History
☐ High School &Beyond Plan
☐ 60 hours Service – Learning Hours

Grad Pathway Requirement

Meeting one or more of these pathways. See more info here: https://www.seattleschools.org/departments/graduation-requirements/

*The STEM (CTE) Pathway Courses for two years will meet requirements.

☐ English Grad Pathway + Math Grad Pathway
☐ *STEM (CTE) Grad Pathway
☐ ASVAB test

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Washington State Minimum Credit Requirements for Class of 2021 and Beyond

CLASSES	REQUIRED CREDITS
English	4
Mathematics	3
Science	3
Social Studies	3
Fine Art or Personalized Pathway Requirement (with a minimum of at least 1 credit completed of Fine Art)	2
Health	.5
Physical Education	1.5
Career and Technical Education (CTE)	1
Electives	4
World Language or Personalized Pathway Requirement	2
Total Required Credits	**24**

For more information visit website below:
https://www.seattleschools.org/academics/college_career_readiness/graduation_requirements

Local Programs Offering High School Credit

One World Now
World language classes that offer high school credit during the school year and summer.
Running Start
11th and 12th grade students take college classes at local colleges and earn high school and college credit simultaneously.
UW Upward Bound
Summer classes at University of Washington for high school credit.
UW STEMsub
STEM Summer classes at University of Washington for high school credit.
Seattle Public Schools Skills Center
Career and Technical Education (CTE) courses that give students options to continue to career-focused learning in four-year colleges, or earn post-secondary certification, or join the work-force right out of high school. We provide this training through our regular school year courses and our summer program.
Seattle Public Schools Summer School for Credit Retrieval
Students who need credit retrieval can register for 2 courses in the summer in Language Arts, Social Studies, Science, or Math. Applications are available in the counseling center during 2nd semester.

Cleveland Counseling Center

Counseling Hours: 8:30 AM-4:00 PM
Location: Ground floor building 2, across from the Attendance Office
Phone: (206) 252-7814
Fax: (206) 252-7998
CEEB Code: 481055

Kelly Tagupa, Registrar
(206) 252-7814
katagupa@seattleschools.org
Room: 2151

Napsiyah Sallee, Head Counselor for Students with Last Names (A-He)
nssallee@seattleschools.org

Claire Abe, Counselor for Students with Last Names (Hi-Ng)
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Chloe Kimiai, Counselor for Students with Last Names (Nh-Z)
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Course Details By Department

Language Arts

Intro to Lit & Comp 9A/9B

Honors credit is offered- please speak to the instructor.

Credits: 1.0 / Yearlong

Grade: 9

Graduation Requirement Satisfied: L A 9

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. Students will demonstrate the ability to independently read a variety of texts from many genres and use routine reading strategies to understand how meaning is conveyed in literature. The objectives include analysis of fiction and non-fiction to explain specific choices authors make, especially word choice, language details, literary devices, figurative language, audience, purpose, and form. By understanding how writers write, students become more proficient in their own composition skills and write for specific audiences with clear purposes. They use the writing process to construct explanatory and persuasive essays, observing conventions of grammar and usage and using appropriate vocabulary. Students also deliver a formal presentation to a specific audience for a clear purpose. Together these objectives represent appropriate rigor and intellectual engagement that build over time within the course and create a foundation from which their high school knowledge and skills can be built. Introduction to Literature and Composition prepares students for the complexities they will face in college and career through a carefully constructed course of study. The course leads students in examining self identity amidst historical and cultural forces that influence literature while also guiding them as critical readers and writers. As a result, students are prepared to analyze themes, culture, race, gender, individuality, and community through the lens of literature. Personal and collective journeys are explored in the texts as a way to understand how authors convey meaning through a variety of vehicles. Through a structured progression of topics that present the formation of the self, students gain knowledge and skills that enable them to read and write with a purpose and understand how authors use literature to characterize and interpret the human experience.

World Lit & Comp 10A/10B

Honors credit is offered- please speak to the instructor.

Credits: 1.0 / Yearlong

Grade: 10

Graduation Requirement Satisfied: L A 10

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 end 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. They independently read a variety of texts moving to deeper levels of critical thinking in analyzing themes and meaning in literature. The course objectives also include explaining how language, literary devices and rhetorical choices are used to achieve specific goals. Students read different genres including poetry. By understanding how writers write, students become more proficient in their own composition skills and write explanatory and persuasive essays about a variety of topics, using concrete and figurative language. They revise their work to develop refinement and style, selecting the most appropriate genre when writing for an identified audience and specified purpose. Together these objectives represent appropriate rigor and intellectual engagement that build over time within the course and add to the progression of their knowledge and skills throughout high school. World Literature and Composition 10A prepares students for the complexities they will face in college and career through a carefully constructed course of study. The course leads students in examining historical and cultural influences on literature while also guiding them as critical readers and writers. The class promotes an understanding of works in their contexts and of the enduring human values which unite divergent literary traditions. As a result, students analyze universal themes, such as justice, individuality and community, while recognizing the unique context of each work. Through a structured progression of topics that present the formation of the other and the self, students gain knowledge and skills that enable them to read and write with a purpose and understand how authors use texts to illuminate similarities and differences within the human experience.

Ethnic Studies Lit & Comp 11A/11B

Honors credit is offered- please speak to the instructor.

Credits: 1.0 / Yearlong

Grade: 11

Graduation Requirement Satisfied: L A 11

Ethnic Studies: American Literature and Composition 11A is the first semester of a year-long course that amplifies voices of historically marginalized people by concentrating on critically reading different definitions and experiences of what it means to be American, with an emphasis on increased sophistication through reading, writing and speaking. The course prepares students to grapple with the fundamental notions of American identity, both the White Supremacist narrative and crucial counternarratives, as 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, power and oppression, liberation and resistance, and reflection and action to interrogate American racial power. At the conclusion of the course, students demonstrate the ability to recognize, explain, and deconstruct recurring themes and patterns -- the American Dream, for example -- present in American literature. In doing so, they develop a deeper understanding of a diverse range of cultural and historical experiences. In American Ethnic Studies Literature and Composition students also select and independently read a variety of texts for meaning. Developing sophistication in critical reading, they evaluate and critique relationships among genres and author choices based on audience, purpose and form. Students use the writing process to revise with sophistication. They evaluate, synthesize and apply multiple sources of information to explore, address or demonstrate a thesis. Students also develop strong and concise written and oral summaries and analyses of literary and informational texts and are able to support them with textual evidence. By learning to evaluate and assess reasoning and rhetoric, students generally learn the skills to construct effective arguments about explanatory and narrative texts. In terms of oral skills, students prepare for and effectively participate in a range of structured interactions. Through a structured progression of content, the course focuses on critical thinking, communicating, and writing within a framework of universal themes and cultural diversity as expressed through a variety of genres.

Comparative Lit Comp 12A/12B

***Honors credit is offered- please speak to the instructor.*

Credits: 1.0 / Yearlong

Grade: 12

Graduation Requirement Satisfied: L A 12

Comparative Literature and Composition 12A/B is a year-long course that synthesizes critical reading and writing skills from previous years, focusing on texts that cross a wide range of genres, and embody a high level of thematic and technical complexity. The course prepares students to grapple with the rigors of comparative analysis they will encounter in college. Readings, both classical and contemporary, fiction and non-fiction, represent a diverse range of authentic voices and showcase an assortment of themes. They are also sufficiently complex to lend themselves to literary analysis. The texts allow students to build on critical interpretive skills they have encountered in previous years of study. At the conclusion of the course students analyze literature in depth, allowing them critical perspective with which to examine complex texts beyond high school. Students demonstrate the ability to identify and analyze how similar themes developed in two different pieces of literature. Students analyze universal themes, such as justice, individuality and community, through archetypal stories that span genres. Through a structured progression of topics, students gain knowledge and skills that enable them to read and write with a purpose and understand how authors use texts to illuminate similarities and differences within the human experience. Additionally, students analyze style and structure in fiction and non-fiction texts and how it affects meaning. They also understand and analyze how historical and cultural movements provide context for literature and recognize how archetypes function in a variety of literary texts. At the fundamental core of this approach is an understanding that students read for depth, recognizing the differences between reading for entertainment and reading for education. As for writing skills, students write essays that synthesize materials by comparing and contrasting two complex literary texts. Approaching the writing process independently, they clearly and intentionally consider audience, purpose and form for a variety of writing tasks. Students will bring engaged critical thinking and inquiry to all class discussions and give frequent, effective presentations, formal and informal, designed to engage and instruct.

College Prep Literacy 1 A/B

Credits: 1.0 / Yearlong

Grades: 9, 10

Graduation Requirement Satisfied: English Language Arts

This is a yearlong Language Arts elective course based on standards contained in the Washington State Common Core Standards. It is designed to enable high school students to sharpen academic reading and writing skills in preparation for college, career, and life. This course will focus on improving reading comprehension through skill development, increasing understanding of narrative and expository text structures, including academic reading, functional reading, informational reading and technical reading, to learn more effectively from subject-matter textbooks in Science, History/Social Studies, Math and English. Students will be introduced to narrative and expository organizational patterns, as well as the academic language used, and the integration of reading and writing in the classes. Frequent progress monitoring is implemented to ensure growth and acceleration. Content covered in this course is based upon student needs, and teachers select the appropriate materials.

Bridge to College English (BTCE) A/B

Credits: 1.0 / Yearlong

Grades: 12

Graduation Requirement Satisfied: English Language Arts

This course emphasizes focused reading, writing, speaking & listening, and research work. This course will develop students' college and career readiness by building skills in critical reading, academic writing, speaking and listening, research and inquiry. We will engage with rigorous texts and activities to deepen our appreciation of other cultures, valuing evidence and responding to varying tasks across content areas. Students will learn to evaluate the

credibility of information, critique others' opinions, and construct their own opinions based on evidence. By the end of the course, students will be able to use strategies for critical reading, argumentative writing, independent thinking and speaking. The course will also develop essential habits of mind necessary for student success in college, including independence and persistence. Students who have scored in the Level 2 range on the ELA SBA and who get a passing grade in this course will be able to use this class as a substitute for passing the ELA SBA if s/he does not pass this year. Students who earn a B in this course qualify for automatic placement into a college Writing Composition course in participating Washington community and technical colleges.

Mathematics

Algebra 1A/1B

Honors credit is offered- please speak to the instructor.

Credits: 1.0 / Yearlong

Graduation Requirement Satisfied: Math

Algebra 1A/B is a year-long Algebra 1 course. 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 and contrast the properties of linear functions with exponential functions.

Algebra 1A/1B Lab

Credits: 1.0 / Yearlong

Graduation Requirement Satisfied: Math Elective

Algebra Lab 1A/B provides support for students to strengthen their understanding of concepts in the Algebra 1A/B course. The Algebra Lab course is taken in conjunction with Algebra 1A, but is not a replacement for Algebra 1A/B.

Geometry A/B

Honors credit is offered- please speak to the instructor.

Credits: 1.0 / Yearlong

Graduation Requirement Satisfied: Math

Geometry A/B is a year-long Geometry course. 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 A/B Lab

Credits: 1.0 / Yearlong

Graduation Requirement Satisfied: Math Elective

Geometry Lab A/B provides support for students to strengthen their understanding of concepts in the Geometry A/B course. The Geometry Lab course may be taken in conjunction with Geometry A/B, but is not a replacement for Geometry A/B.

Algebra 2A/2B

Honors credit is offered- please speak to the instructor.

Credits: 2.0 / Yearlong

Graduation Requirement Satisfied: Math

Algebra 2A/B is a year-long Algebra 2 course. 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. Students extend their knowledge of exponential functions as they model situations with compound interest and make use of Euler's number, e.

Pre-Calculus A/B

Honors credit is offered- please speak to the instructor.

Credits: 1.0 / Yearlong

Graduation Requirement Satisfied: Math

Pre-Calculus A/B is a year-long Pre-Calculus course. Students expand their understanding of functions to include piecewise, logarithmic, and trigonometric functions. Students use composition of functions to identify and find the inverse of a function. They investigate and identify the characteristics of exponential and logarithmic functions in order to graph these functions and solve equations and practical problems. This includes the role of e, natural and common logarithms, laws of exponents and logarithms, and the solutions of logarithmic and exponential equations. Students investigate and identify the characteristics of polynomial and rational functions and use these to sketch the graphs of the functions. They determine zeros (both real and complex), upper and lower bounds, y-intercepts, symmetry, asymptotes, intervals for which the function is increasing or decreasing, and maximum or minimum points. They deepen their understanding of the

Fundamental Theorem of Algebra. Students use special triangles positioned within the unit circle to determine geometrically the values of sine, cosine, and tangent at special angles. Students expand their understanding of trigonometric ratios to include secant, cosecant, and cotangent ratios. Students derive the Law of Sines and the Law of Cosines. They use previous knowledge and apply their understanding of the Pythagorean theorem and oblique triangles to discover these formulas and use them to solve problems. Students model periodic phenomena with trigonometric functions. Students expand their understanding of trigonometric functions to include tangent, secant, cosecant, and cotangent. The inverse trigonometric functions are then used to solve trigonometric equations, evaluate their solutions using technology, and interpret these solutions in the appropriate contexts.

Pre-Calculus Lab A/B

Credits: 1.0 / Yearlong

Graduation Requirement Satisfied: Elective

This course is designed to reteach Algebra 2 Standards necessary for success in Pre-calculus. These standards include solving, writing equations, graphing, and applying functions: polynomial, exponential/logarithmic, rational, and trigonometric. The course involves re-teaching and pre-teaching of standards aligned with lessons in the Pre-calculus course.

AP Calculus A/B

Credits: 2.0 / Yearlong

Graduation Requirement Satisfied: Math

AP Calculus AB A/B is designed to be the equivalent of a one-semester college calculus course and prepares students to take the AP Calculus AB Exam in May. AP Calculus AB A/B 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 Statistics & Intro to Statistics (CIHS)

Credits: 2.0 / Yearlong

AP Statistics A is a year-long AP Statistics course. 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.

MATH 107 Math in Society A/B
Credits: 1.0 / Yearlong
Grades: 12
Students in this yearlong course are eligible to earn 5.0 college credit after completing this course (tuition fees apply). This course introduces math topics used in a variety of liberal arts disciplines, such as mathematical modeling, representational statistics, probability, and finance math. Completion of this course with a D or higher fulfills the math graduation pathway requirement.

Science

Physics A
Credits: 0.5 / Semester
Grade: 9
Graduation Requirement Satisfied: Lab Science
Physics A: Mechanistic Models for Electricity, Magnetism, and Waves is divided into 3 units. Unit 1 Charge addresses the following NGSS Performance Expectations (PEs): PS3-3 Convert one form of energy into another form of energy, PS3-5 Objects interacting through electric or magnetic fields changes the forces and energy. Unit 2 Magnetism addresses the following PEs: PS3-5, PS2-5 Electric current produces a magnetic field and a changing magnetic field produces an electric current. Unit 3 Waves addresses the following PEs: PS3-3, PS3-2 Energy at the macroscopic scale = energy associated with motion and relative position of particles (objects), PS4-1 Relationships among frequency, wavelength, and speed of waves, PS4-3 Electromagnetic radiation as a wave model or a particle model, PS4-4 Effects of different frequencies of electromagnetic radiation on matter, PS4-5 Technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy.

Chemistry A
Credits: 0.5 / Semester
Grade: 9
Graduation Requirement Satisfied: Lab Science
Chemistry A: Atomic Structure and Periodicity is divided into 4 units. Unit 1 The Atom addresses the following NGSS Performance Expectations (PEs): PS1-1 Properties of elements on the periodic table, PS1-2 Explain the outcome of a simple chemical reaction, ESS1-3 The way stars produce elements. Unit 2 Ionic Bonding and Conductivity addresses the following PEs: PS1-1, PS1-2, PS1-3 Structure of substances determined by forces between particles, PS2-6 Molecular-level structure is important in the functioning of designed materials. Unit 3 Covalent Bonding Reactions and Intermolecular Forces addresses the following PEs: PS1-1, PS1-2, PS1-3, PS2-6, ESS1-1 Life span of the sun and the role of nuclear fusion. Unit 4 Nuclear Science addresses the following PEs: ETS1-3 Evaluate a solution to a complex real-world problem, ESS1-3, PS1-8 Nuclear and energy changes during fission, fusion, and radioactive decay, ETS1-1 Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.

Biology A/B
Credits: 1.0 / Yearlong
Grade: 10
Graduation Requirement Satisfied: Lab Science

Biology A/B: Tracing Matter and Energy is divided into 6 units. Unit 1 Systems and Scale reviews the following NGSS Performance Expectations (PEs) covered in the Chemistry A course: PS1-4 Release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy, PS1-7 Atoms, and therefore mass, are conserved during a chemical reaction. Unit 2 Animals addresses the following PEs: PS1-4, PS1-7, LS1-2 Organization of interacting systems within multicellular organisms to allow the organism to function, LS1-6 Carbon, hydrogen, and oxygen from sugar re-combine to form amino acids and/or other carbon-based molecules, LS1-7 Cellular respiration transfers energy because bonds of food and oxygen molecules are broken and bonds in new compounds are formed, LS2-5 Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere. Unit 3 Plants addresses the following PEs: PS1-4, PS1-7, LS1-2, LS1-6, LS1-7, LS1-5 Photosynthesis transforms light energy into stored chemical energy. Unit 4 Decomposers provides an extension of Unit 2 and 3 to deepen students' understanding and addresses the following PEs: PS1-4, PS1-7, LS1-6, LS1-7, LS2-3 Cycling of matter and flow of energy in aerobic and anaerobic conditions. Unit 5 Ecosystems addresses the following PEs: PS1-7, LS2-5, LS2-4 Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem, ESS2-6 Cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere. Unit 6 Human Energy Systems addresses the following PEs: PS1-7, LS2-5, ESS2-6, LS2-7 Reducing the impacts of human activities on the environment and biodiversity, ESS2-2 One change to Earth's surface can create feedbacks that cause changes to other Earth systems, ESS2-4 Variations in the flow of energy into and out of Earth's systems result in changes in climate, ESS3-1 Human activity influenced by availability of natural resources, occurrence of natural hazards, and changes in climate, ESS3-2 Solutions for developing, managing, and utilizing energy and mineral resources, ESS3-3 Relationships among management of natural resources, the sustainability of human populations, and biodiversity, ESS3-4 Solution that reduces impacts of human activities on natural systems, ESS3-5 Current rate of global or regional climate change and associated future impacts to Earth systems, ESS3-6 Relationships among Earth systems and how those relationships are being modified due to human activity, ETS1-1 Analyze a major global challenge, ETS1-2 Design a solution to a complex real-world problem, ETS1-3 Evaluate a solution to a complex real-world problem, ETS1-4 Use a computer simulation to model the impact of proposed solutions to a complex real-world problem.

Physics B

Credits: 0.5 / Semester

Grade: 11

Graduation Requirement Satisfied: Lab Science

Physics B: Mechanics is divided into 3 units. Unit 1 Energy addresses the following NGSS Performance Expectations (PEs): PS2-2 Momentum is conserved when there is no net force, PS2-3 Minimize the force on an object during a collision, PS3-1 Energy changes and energy flow in and out, PS3-2 Energy at the macroscopic scale = energy associated with motion and relative position of particles (objects), PS3-3 Convert one form of energy into another form of energy. Unit 2 Force addresses the following PEs: PS2-2, PS2-3, PS2-1 Newton's second law of motion = relationship among net force, mass, and acceleration, PS2-4 Newton's Law of Gravitation and Coulomb's Law. Unit 3 Gravitation addresses the following PEs: PS2-4, PS3-2, PS3-3.

Chemistry B

Credits: 0.5 / Semester

Grade: 11

Graduation Requirement Satisfied: Lab Science

Chemistry B: Reactions, Reactions and Energy Transfer is divided into 5 units. Unit 1 The Mole addresses the following NGSS Performance Expectations(PEs): PS1-4 Release or absorption of energy from a chemical reaction, PS1-7 Atoms (mass) are conserved during a chemical reaction. Unit 2 Reaction Rates addresses the PE PS1-5 Effect of temperature or concentration on reaction rate. Unit 3 Stoichiometry addresses the PE PS1-7 Atoms (mass) are conserved during a chemical reaction. Unit 4 Thermochemistry addresses the following

PEs: PS1-4 Release or absorption of energy from a chemical reaction, PS3-4 Second law of thermodynamics. Unit 5 Equilibrium addresses the PE PS1-6 Conditions that produce increased amounts of products at equilibrium.

Forensics A/B

Credits: 1.0 / Yearlong

Grades: 10, 11, & 12

Graduation Requirement Satisfied: Lab Science

Unit 1: Intro to Forensic Science and the Law Forensic science is placed in historical and legal context. Students develop a baseline understanding of relevant legal terminology and forensic specialties. •How do we catch and convict criminals? •What types of specialists work in or consult with crime labs? Unit 2: Types of Evidence Students learn the relative value of testimonial and physical evidence. Class and individual evidence are defined and applied. •Can class evidence alone identify a criminal? •What other types of evidence may be helpful? •What should be the standard of proof? Unit 3: The Crime Scene Information at crime scenes must be gathered in a systematic way. Students learn how to process a crime scene and render a courtroom-ready sketch. •What steps are taken to secure and process a crime scene? •How is evidence collected? •How are crime scenes presented in court? Unit 4: Fingerprints Fingerprints are biological traits with both class and individual characteristics. Students learn to classify fingerprints and identify the minutiae used to individualize them. •Can fingerprints identify a criminal with absolute certainty? •What characteristics are used for fingerprint comparison? Unit 5: Hairs and Fibers Class evidence has limited probative value, but hair and fiber evidence can be compared both morphologically and chemically. •What information can hair provide? •How are fibers used to link suspects to the crime scene or to victims?" Unit 6: Blood Evidence Blood type is an inherited multi-allele genetic trait. Students will learn inheritance patterns that can include or exclude potential suspects or family members and the presumptive used by investigators in the field. Blood spatter evidence can be used to recreate a crime and infer the weapons involved and the sequence of events. •What determines a person's blood type? •How can blood type be used in forensic investigations? •What can blood spatter patterns tell an investigator about a crime? •How can these patterns be used to reconstruct a crime? Unit 7: Human Remains Remains can provide a wealth of information to investigators such as the post-mortem interval, sex, age, height, ethnicity etc. Students learn the stages of decomposition and the skeletal morphology used in the work of forensic anthropologists. •What can the remains of deceased victims tell investigators? •How do entomologists use insects in forensic investigations? Unit 8: DNA Evidence DNA evidence is the gold-standard of scientific forensic evidence. Students learn what DNA can and can't tell investigators and use various genetics techniques to amplify and analyze DNA samples. •What information can DNA tell us about an individual? •In what ways can investigators use DNA evidence in a court of law? Unit 9: Handwriting Analysis and Computer Forensics Most crimes have some sort of paper or electronic trail. Students learn the useful characteristics of handwriting and explore the fastest growing specialty in forensics – computer science. •Can an investigator use handwriting samples in a court of law? •Can handwriting samples identify a person? Unit 10: Tool Mark Impressions Over 60% of homicide victims in the United States are killed with a gun. Students will examine the characteristics of bullets and bullet cases that are used to match with suspect weapons. Impressions by tools are left at many crime scenes. •What evidence from a gun can be left behind at a crime scene? •What characteristics would you look for to determine the kind of weapon used in a crime? Unit 11: Drugs and Poisons Most evidence processed in US crime labs are drug crime related. Students will learn how drugs affect the human body and how drugs are classified. The dosage and method of delivery determine the toxicity of poisons. Students will learn analytical techniques to identify poisons. •What makes a substance poisonous?

AP Physics 1-2

Credits: 2.0 / Yearlong

Grades: 11 & 12

Graduation Requirement Satisfied: Lab Science

Designed by the College Board to parallel first-semester college-level courses in algebra-based physics, AP Physics 1 courses focus on Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory circuits. These courses may also include college-level laboratory investigations.

AP Chemistry 1-2

Credits: 2.0 / Yearlong

Grades: 11 & 12

Graduation Requirement Satisfied: Lab Science

Advanced Placement Chemistry is a yearlong course that prepares students for the College Board Advanced Placement Examination in Chemistry. The course is designed according to the outline provided by the College Board and is intended to be equivalent to one year of college chemistry for science majors. 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 chemistry courses; 2. be able to demonstrate proficiency in concepts, principles and terminology used in a first-year college chemistry class; 3. be able to discuss effectively and in depth a wide variety of chemistry topics as identified in the "Course Description" section of the College Board Advanced Placement Course Description for chemistry; and 4. be prepared to take the College Board AP examination in chemistry.

AP Environmental Science 1-2

Credits: 2.0 / Yearlong

Grades: 11 & 12

Graduation Requirement Satisfied: Lab Science

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the inter- relationships 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. Yet there are several major unifying constructs, or themes, that cut across the many topics included in the study of environmental science. The following themes provide a foundation for the structure of the AP Environmental Science course: 1) Science is a process. a) Science is a method of learning more about the world. b) Science constantly changes the way we understand the world. 2) Energy conservations underlie all ecological processes. a) Energy cannot be created; it must come from somewhere. b) As energy flows through systems, at each step it becomes more unusable. 3) The Earth itself is one interconnected system. a) Natural systems change over time and space. b) Biogeochemical systems vary in ability to recover from disturbances. 4) Humans alter natural systems. a) Humans have had an impact on the environment for millions of years. b) Technology and population growth have enabled humans to increase both the rate and scale of their impact on the environment. 5) Environmental problems have a cultural and social context. a) Understanding the role of cultural, social, and economic factors is vital to the development of solutions. 6) Human survival depends on developing practices that will achieve sustainable systems. a) A suitable combination of conservation and development is required. b) Management of common resources is essential.

University of Washington's College in the High School Biology 100 A/B: Addiction and the Brain

Credits 1.0 / Yearlong

Grades: 11 & 12

Graduation Requirement Satisfied: Science

BIOL100 Intro Biology is a yearlong course which explores the effects of a range of mood-altering drugs to teach students about brain structures, brain chemicals and genetic differences in people's response to drugs. Students will research and analyze careers in biomedical sciences and employment opportunities, as demonstrated by creating a careers investigation project and report to class. During this class, students will demonstrate competence in a laboratory setting by managing lab journals, demonstrating understanding of lab safety, ability to explain biomed applications and accurate record keeping; write lab reports.

Social Studies

World History 1-2

**Honors credit is offered- please speak to the instructor.*

Credits: 1.0 / Yearlong

Grade: 9

Graduation Requirement Satisfied: WH 1, WH 2

World History 1 is the first semester of a three-semester length sequenced courses that 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 study the origins, practices, and beliefs of early civilizations and the beginnings of trans regional interactions. Specific guiding questions for the period of time students will study necessitate that they identify patterns in the ways in which various civilizations emerged and developed, investigate plausible explanations for the appearance of early philosophical and ethical traditions around the world, understand how the exchange of goods and ideas were beneficial to the peoples involved, and be able to communicate how the changes in social complexity lead to new patterns in social hierarchy. World History 9A 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. World History 2 is the second of a three-semester length sequenced courses that investigates 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 9B 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 9A, 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 3-4

**Honors credit is offered- please speak to the instructor.*

Credits: 1.0 / Yearlong

Grade: 10

Graduation Requirement Satisfied: WH 3

World History 10A is the third semester of three semester length sequenced World History courses that 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 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 10A 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 10A, 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.
World History 4 emphasizes current foreign issues and investigates the historic and political causes of current problems. Student Learning Objectives - 1. 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.

Black Studies World History 3-4

**Honors credit is offered- please speak to the instructor.*

Credits: 1.0 / Yearlong

Grade: 10

Graduation Requirement Satisfied: WH 3

Black Studies - World History 3-4 spans the late 19th century to the present (~1870-today) through a student-driven, thematic approach that is anchored by an ethnic studies framework (Origins & Indigeneity, Identity & Agency, Action & Reflection, Power & Oppression, Resistance & Liberation).This course will lead students through a study into World History through the investigation of overarching themes of identity, power, collectivity, resilience, decolonization, liberation and joy, this course is designed to help students answer the questions like: 'Who am I?', 'Where am I from?', 'What are the living legacies of colonialism and how do we challenge them?', 'How do I understand world events from alternative perspectives, particularly those of black and African descent?', 'How is the liberation of all people tied to the liberation of black people? This course will analyze 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 with an emphasis on the Black and African contributions and experiences. 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 shaped by the contributions of Black and African people; and How does the unequal distribution of wealth throughout the world shape the global economy, society, and culture with an emphasis on the African continent?

Ethnic Studies US History 11A/11B

**Honors credit is offered- please speak to the instructor.*

Credits: 1.0 / Yearlong

Grade: 11

Graduation Requirement Satisfied: US 11A, US 11B

This course is designed to investigate self and society through the lens of Ethnic Studies. We will engage in problem-posing learning and critical inquiry to take ownership of our own narratives and to understand and respond to injustice in a variety of ways. The course explores four main areas of study: Identity, Power and Oppression, Liberation and Resistance, Action and Reflection. We will integrate the arts and center marginalized histories, voices, literature and current events including climate in/justice to explore solutions in

a changing world. US History 11A/B Ethnic Studies is the first semester of a year-long two semester course that analyzes United States history from the perspectives of groups of Color and tribal sovereignties. The semester begins with a review of the origins of the Unites States of America, including the genocide of Native peoples and their resistance to colonialism, the lives of enslaved people and their resistance to the institution of slavery and white terrorism that led to Jim Crow. This course will continue with a focus on Reconstruction, the exponential political gains of African Americans during this time and the violent backlash of European Americans. These concepts will be linked to contemporary issues and movements such as the current reparations movements. The course also spans the labor movement that emerged from industrial exploitation to the social movements of the early 20th century and how these events have a disproportionately negative legacy currently impacting communities of Color and tribal sovereignties. This course prepares students to grapple with the complexities of this country's history and democratic ideals with a racial lens.

Filipinx American US History 11A/11B

Honors credit is offered- please speak to the instructor.

Credits: 1.0 / Yearlong

Grade: 11

Graduation Requirement Satisfied: US 11A, US 11B

In Filipino American U.S. History 11A students will develop geographic literacy, economic understanding, and civic wisdom and commitment, and historical knowledge and perspective from 1877- 1950's from a Filipino American lens. Students will explore the influence of Filipino Americans on the development of politics, society, culture, and economy in the U.S. to deepen conceptual understanding in civics, geography, and economics. The course will cover the Philippine-American War, the Pensionado Act, the Filipino Labor Union, and the Tydings-McDuffie Act. Instruction will include development in skills, critical thinking, identity reflection, and our positionality within the U.S. and its historical context. By the end of the year students will be able to read historical materials, analyze and criticize historical evidence, arrive at conclusions based on an informed judgement, and present ideas clearly and persuasively. 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.

American Government

Honors credit is offered- please speak to the instructor.

Credits: 0.5 / Semester

Grade: 12

Graduation Requirement Satisfied: American Government/Civics

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 referendums 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.

Ethnic Studies

Credits: 0.5 / Semester

Grade: 12

Graduation Requirement Satisfied: Social Studies

The Ethnic Studies course focuses on the interdisciplinary study of race, ethnicity, and indigeneity; and on the experiences and perspectives of people of color within and beyond the United States recognizing Native Americans/Alaskan Native, while indigenous, are not ethnic peoples but rather sovereign citizens/descendants of tribal communities. Ethnic Studies engages students in a critical dialogue about intersectional identities, historical perspectives on the roots of oppression, and the social movements that have challenged that oppression. Through the course students will study the following topics: •The role of language, ancestry, race, class, ethnicity, gender, sexuality, and culture in different ethnic groups. Recognizing regional differences that have helped to define different ethnicities and cultures. •Diverse collective expressions through literature, art, philosophy, music, theater, and film throughout history and the ways pop culture shape identity. •Social movements, including: anti-slavery, education, labor, women's rights, civil rights, LGBTQ rights, and public health.

STEM Pathway SOCS: Computer Science

Intro to Programming

Credits: 0.5 / Semester 1

Grades: 9

Graduation Requirement Satisfied: Career Technical Education

Pathway: **SOCS** (This course can be taken as an additional elective by students in other pathways depending on space.)

Computer Science provides students with the skills and knowledge to understand the technology they use daily and to extrapolate this knowledge to understand and use emerging technologies. This course is modeled on Level 2 objectives from the Association of Computing Machinery (ACM) K-12 Computer Science Model Curriculum and will emphasize a project-based integrated format of lessons that emphasize a way of problem solving and thinking as a computer scientist. Content areas include: human interface interaction; problem solving; introduction to programming using Python primarily; and robotics. Students will learn or build on prior knowledge of what programmers and computer scientists do and how technologists think. Students will earn a .5 CTE credit for the course.

Immersive Media A

Credits: 0.5 / Semester 2

Grades: 9

Graduation Requirement Satisfied: Cross Credit in Career Technical Education or Fine Art

Pathway: **SOCS** (This course can be taken as an additional elective by students in other pathways depending on space.)

Computer technologies and creative media arts continue to have a transformative impact on our world, changing how we live and work. New models for constructing narratives and experiences through programming tools and software can provide students with valuable opportunities to prepare for careers in a variety of fields. Computer science and general problem-solving skills give students an edge in the world, and this course combines technical understanding with important skills such as creativity, critical thinking, communication, and collaboration. Introduction to Immersive Technologies gives students a starting point to potentially begin a career in computer science, game design, animation or creative narratives. This course is a projects-based class that will concentrate on teaching through activities and projects, culminating in an end of term project that will incorporate all the skills learned. This end of term project will give students an opportunity to see how software is created in industry and learn how to manage products using current approaches (such as Agile Software Development practices). This course starts with some basic game design theory to help students understand how the industry works and prepare them for the key elements of designing and developing a project. The students will then work through a series of lessons to teach them

industry tools (such as Unity) to learn the basics of programming, and then use these tools to create environments, systems and applications in 3D space. Students will learn to find or create and implement 3D models in the environment and code them to interact with users. The course then introduces how immersive technology can be used to put the user in a 3D environment and helps students develop a conceptual understanding of how the immersive system and setup is different from previous 3D experiences. Students will gain insight into the differences in user interfaces and control systems so they can implement these in their own projects. The Introduction to Immersive Technologies course uses a project-based approach to teach students computer science standards with 21st Century Skills while adding art, problem-solving, applied mathematics, and scientific theory to test applications and systems while allowing students to engage their own interests and ideas as they learn.

AP Computer Science Principles 1-2

Credits: 1.0 / Yearlong
Grades: 10
Graduation Requirement Satisfied: Career Technical Education
Pathway: **SOCS** (This course can be taken as an additional elective by students in other pathways depending on space.)

Advanced Placement Computer Science Principles encourages the application of creative processes while developing programs to solve problems using the basic logic structures involved in computer science. In addition to programming skills, students enrolled in the course learn the role and impact of technology and programming in society. The courses focus on an iterative approach to creation of programmatic and digital tools like the processes used by professional engineers and computer scientists. The course introduces students to a survey of computing topics and provides a comprehension of fundamental programming, the wide variety of applications of programming and 'programming's trans-formative potential for our global society.

AP Computer Science A1/A2

Credits: 1.0 / Yearlong
Grades: 11
Graduation Requirement Satisfied: Career Technical Education
Pathway: **SOCS** (This course can be taken as an additional elective by students in other pathways depending on space.)

AP Computer Science (CS) A1/A2 covers the fundamentals of CS taught in a first-semester college level course. Students will be able to demonstrate their ability to design, write, analyze, and document programs and sub programs. The overall goal for designing a computer program is to solve a given problem. Students will be able to specify and design a program that is understandable, adaptable to changing circumstances, and has the potential to be reused in whole or in part meanwhile thoroughly understanding the problem to be solved. Prerequisites is Algebra 1 and for students that seek cross-crediting, the course can qualifies as a math-based quantitative course if the student has successfully completed or is concurrently enrolled in Algebra II. AP CS can be denoted on a student's transcript as a math or science credit if the objectives are met and the student chooses or it qualifies for .5 CTE credit with Tech Prep credit options.

Projects in Computer Science 1-2

Credits: 1.0/Yearlong
Grades: 12
Graduation Requirement Satisfied: Career Technical Education
Pathway: **SOCS**

Projects in Computer Science 1-2 will provide an opportunity for students who have taken AP Computer Science to undertake a semester-long software development project under the supervision of the course instructor and local computing professionals (covering standard C-17 - Implement and manage software). The first half of this course will focus on software engineering and project management strategies (as outlined in standard C-12 - Demonstrate project management skills) and standard data structures and algorithms (C-16 - Develop

programs). As students create their products, they will be responsible for writing documentation and verifying correctness (standard C-18 Test and following a Quality Assurance Process).

STEM Pathway SOED: Engineering and Design

Engineering Design and Development 1 & 2
Credits: 1.0 / Yearlong
Grade: 9
Graduation Requirement Satisfied: Career Technical Education
Pathway: **SOED** (This course can be taken as an additional elective by students in other pathways depending on space.)
This is a course where students will work in teams of two to four to design and construct the solution to an engineering problem (original, taken from a database of problems, or a national challenge), applying the principles developed in the four preceding courses. Students will maintain a journal as part of a portfolio of their work. Each team will be responsible for delivering progress reports and making final presentations of their project to an outside review panel. The completed portfolio will be invaluable as students apply to college.

Intro to Engineering Design 1 & 2
Credits: 1.0 / Yearlong
Grades: 10
Graduation Requirement Satisfied: Career Technical Education
Pathway: **SOED** (This course can be taken as an additional elective by students in other pathways depending on space.)

This engineering course develops student problem solving skills, with emphasis placed on the development of three-dimensional solid models. Students will work from sketching simple geometric shapes to applying a solid modeling computer software package. They will learn a problem-solving design process and how it is used in industry to manufacture a product. The Computer Aided Design System (CAD) will also be used to analyze and evaluate the product design. The techniques learned and equipment used are state of the art and are currently being used by engineers throughout the United States.

Principles of Engineering 1-2
Credits: 1.0 / Yearlong
Grades: 11
Graduation Requirement Satisfied: Career Technical Education
Pathway: **SOED** (This course can be taken as an additional elective by students in other pathways depending on space.)
This is the third course in the Project Lead The Way (Pre-Engineering) Program and is a broad-based survey course designed to help students understand the field of engineering and engineering technology and its career possibilities. Students will develop engineering problem solving skills that are involved in post-secondary education programs and engineering careers. They will explore various engineering systems and manufacturing processes. They will also learn how engineers address concerns about the social and political consequences of technological change.

STEM Pathway SOLS: Biomedical Life Science

*** Due to a course sequence change during the 2023-2024 school year, the class of 2026 will take Applied Molecular Biology in 11th grade to complete their unduplicated sequence.***

Applied Molecular Biology A/B

Credits: 1.0 / Yearlong
Grades: 9
Graduation Requirement Satisfied: Career Technical Education
Pathway: **SOLS** (This course can be taken as an additional elective by students in other pathways depending on space.)

Applied Molecular Biology A/B is a year-long career and technical education course focused on applications of molecular biology and common molecular laboratory techniques to current topics in medicine and biomedical research. The semester is divided into three units. The first Unit, My Scientific Identity and Laboratory Techniques, focuses on essential laboratory skills and helping students to develop skills of success for advancing towards careers in medicine, laboratory research, public health, and other areas of allied health. The second unit, Essential Molecular Biology, serves as a review and builds upon molecular biology topics covered in Biology. The unit highlights foundation principles of prokaryotic and eukaryotic cell structure, DNA Structure, DNA replication, transcription, translation, and protein structure. In tandem with these core topics student will perform a genetic testing experiment that utilizes aspects or core molecular biology topics and build laboratory skills in DNA manipulation while allowing students to observe how mutations in DNA lead to changes in the protein products of genes. In third unit, Genetic Engineering, continue to build their laboratory skills by working through an advanced molecular cloning laboratory in which they learn how to manipulate a gene so that its protein product can be expressed and isolated in a bacterial vector. Students also gain leadership and further career path training through participation and skills competitions in the associated career and technical student organization, HOSA. Applied Molecular Biology B is the second semester of a year-long career and technical education course focused on applications of molecular biology and common molecular laboratory techniques to current topics in medicine and biomedical research. The semester builds on concepts taught in Applied Molecular Biology A and is divided into three units. The First Unit, Infectious Diseases, surveys the molecular biology and laboratory techniques that are used to study human pathogens, the development of disease diagnostics, epidemiology, the development of antibiotics and antibiotic resistance, and the development of vaccines. Laboratory experiences include basic microbiology, PCR and ELISA as diagnostic tools, and bacterial culture techniques in assessing antibiotic resistance and the transfer of pathogenic traits. The second Unit, Genetic testing and Counseling, focuses on understanding the molecular biology and laboratory techniques used to identify chromosomal and autosomal genetic abnormalities. The unit covers the differences between genotyping and DNA sequencing and the bioethics associated with genetic screening and counseling. Laboratory experiences include forensic genotyping utilizing multiplex PCR microsatellite analysis. The third unit, Cancer, explores the molecular biology and laboratory techniques used in cancer biology. Students will gain insight into oncogenes and their impact on the cell cycle and cell growth, diagnostic tools and current treatments for cancer, and a special focus on how gene expression and genetic manipulation influence cancer research and have led to new innovations in therapy. Laboratory experiences include work with DNA microarrays, RNA isolation and the use of qPCR to genetically profile cancer. Students will also gain leadership and further career path training through participation and skills competitions in the associated career and technical student organization, HOSA.

Physiology A/B

Credits: 1.0 / Yearlong
Grade: 10
Graduation Requirement Satisfied: Career Technical Education
Pathway: **SOLS** (This course can be taken as an additional elective by students in other pathways depending on space.)

Physiology A/B is a Bio-tech course for grade 9 students, with the opportunity to receive college credit. The course uses leadership projects, applied problems, and research relating to body systems, monitoring, and health conditions. Students will use software to design and build systems to monitor body functions and use research and experiments to lay a scientific foundation for subsequent courses. The course offers 21st Century Skill and HOSA (Future Health Occupations) student leadership opportunities. The course is a cross credit for Lab Science.

Bio Med Science 1-2
Credits: 1.0 / Yearlong
Grades: 11
Graduation Requirement Satisfied: Career Technical Education
Pathway: **SOLS** (This course can be taken as an additional elective by students in other pathways depending on space.)
Biomedical Science 1-2, an introductory course with leadership projects, problems, and research relating to medicine, body systems and health conditions. Students use research and determine factors leading to the death of a fictional person, then investigate lifestyle choices and medical treatments that might have prolonged the person's life. Key biological concepts include homeostasis, metabolism, and inheritance of traits, feedback systems, and diseases. Engineering principles include design process, feedback loops, fluid dynamics, and structures. The course provides an overview of all the courses in the Biomedical Sciences program and lays the scientific foundation necessary for student success in the subsequent courses. 21st Century Skills and HOSA (Future Health Professionals) student leadership activities are embedded in the course. The course is a cross credit for Lab Science.

University of Washington's College in the High School Biology 100 A/B: Addiction and the Brain
Credits 1.0 / Yearlong
Grades: 11 & 12
Graduation Requirement Satisfied: Science
Pathway: **Open to students from all pathways**

BIOL100 Intro Biology is a yearlong course which explores the effects of a range of mood-altering drugs to teach students about brain structures, brain chemicals and genetic differences in people's response to drugs. Students will research and analyze careers in biomedical sciences and employment opportunities, as demonstrated by creating a careers investigation project and report to class. During this class, students will demonstrate competence in a laboratory setting by managing lab journals, demonstrating understanding of lab safety, ability to explain biomed applications and accurate record keeping; write lab reports.

Career Technical Education (CTE)

Publish Yearbook 1-2
Credits: 1.0 / Yearlong
Grades: 9, 10, 11, 12
Graduation Requirement Satisfied: Career Technical Education
***This class requires some after school participation.**
PUBLISHING-YEARBOOK 1-2 TI (TRADE & INDUSTRY) Students will complete all activities necessary to plan, publish and sell the school's yearbook in two semesters.

Intro to Business
Credits: 0.5 / 1st Semester only
Grades: 9, 10, 11, 12
Graduation Requirement Satisfied: Career Technical Education
This course focuses on the general study of business, including the processes of interchanging goods and services (buying, selling and producing), business organization, and accounting as used in profit-making and nonprofit public and private institutions and agencies. Topics of study may include: world trade, stock market, housing, banks, finance, ethics, management and global business.

Marketing 1
Credits: 0.5 / 2nd Semester only
Grades: 9, 10, 11, 12
Graduation Requirement Satisfied: Career Technical Education
Marketing 1 is an introductory course which will expose students to the fundamental concepts of marketing. Students will evaluate interpersonal communication concepts and skills. This course will clearly define the marketing concept and lead students into a marketing education career pathway. Students may have the opportunity to participate and compete in DECA competitions and activities. Topics covered in Marketing 1 may include: what is marketing, introduction to business, marketing and economic concepts, human relations, how to get and keep a job, career development, selling and promotion.

Career Connections 1
Credits: 0.5 / Semester
Grades: 11
Graduation Requirement Satisfied: Career Technical Education
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. Finally, students will have access to the Microsoft Office Specialist Program (WORD, PowerPoint, Excel, Outlook, etc.).

Fine Art

Concert Band
Credits: 1.0 / Yearlong
Grades: 9, 10, 11, 12
Course Fee: $15/yr
Graduation Requirement Satisfied: Fine Art
No Prerequisite: However, prior experience playing a band instrument supports student success. Next courses that may follow are Symphonic Band, Wind Ensemble, Jazz Band or Advanced Jazz Band. Concert Band may be repeated for credit. 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 have the opportunity to 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

Credits: 1.0 / Yearlong
Grades: 9, 10, 11, 12
Course Fee: $15/yr
Graduation Requirement Satisfied: Fine Art

No prerequisite. For programs that have only Concert Orchestra, this is the entry level course. Prior experience playing an instrument supports student success. Next course in the sequence may be Symphony Orchestra; Chamber Orchestra; Eclectic Strings. This course may be repeated for credit. This course is eligible for Occupational Education which is equivalent to CTE credit. 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 have the opportunity to 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

Credits: .5 / Semester
Grades: 9, 10, 11, 12

Course Fee: $15/yr
Graduation Requirement Satisfied: Fine Art
No prerequisite. This course may be repeated for credit. 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 fingerpicking 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.

Music Survey
Credits: .5 / Semester
Grades: 9, 10, 11, 12
Course Fee: $15/yr
Graduation Requirement Satisfied: Fine Art
This one-semester course is open to all students interested in learning the basics of music theory and music history. Students learn skills and concepts to gain rudimentary proficiency in reading music. Students listen to, analyze and describe music from a variety of genres, which may include popular, folk, classical, world music, and jazz. Students explore compositional techniques. Discussion of non-Western music traditions may also be included.

Percussion Ensemble
Credits: 1.0 / Yearlong
Grades: 9, 10, 11, 12
Course Fee: $15/yr
Graduation Requirement Satisfied: Fine Art
No prerequisite. Next course that may follow is Advanced Percussion Ensemble. This course may be repeated for credit. 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.

Percussion Ensemble Advanced
Credits: 1.0 / Yearlong
Grades: 9, 10, 11, 12
Prerequisite: Satisfactory completion of audition and permission of the instructor.
Course Fee: $15/yr
Graduation Requirement Satisfied: Fine Art

Prerequisite: Audition, or instructor approval required. This course may be repeated for credit. This course is eligible for Occupational Education which is equivalent to CTE credit. Students may take this course for Occ Ed credit after completing enough semesters of Percussion Ensemble, Percussion Ensemble Advanced, or band courses to fulfill the Fine Arts credit requirement. This course may take one of several forms that include but are 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 advanced literature from a variety of time periods and cultures with an emphasis appropriate technique, instrument specific articulation, phrasing and style. Semesters 1-2: Students learn 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 3-4: Building on skills and knowledge acquired in semesters 1-2, students continue to develop their understanding of the basic concepts of individual musicianship, learning in more depth about music theory, history, and notation. Students develop their technical skills through focus on drum rudiments and technique exercises and their understanding of their role within the percussion ensemble. Semesters 5-8 (Occ Ed): In addition to building on skills and knowledge acquired in previous semesters, students engage in career-connected learning through activities addressing management, working creatively with others, implementing innovations, making judgements and decisions, communicating clearly, collaborating with others, being flexible, working effectively in diverse teams, leadership development, personal growth, employability and career skills, and social activities. 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.

Symphony Orchestra

Credits: 1.0 / Yearlong
Grades: 9, 10, 11, 12
Prerequisite: Satisfactory completion of audition and permission of the instructor
Course Fee: $15/yr
Graduation Requirement Satisfied: Fine Art

Prerequisite: Audition or teacher approval. The next course that may follow is Chamber Orchestra or Eclectic Strings, or this may be considered the most advanced course in the orchestral sequence. This course may be repeated for credit. This course is eligible for Occupational Education which is equivalent to CTE credit. Students may take this course for Occ Ed credit after completing enough semesters of orchestra to fulfill their Fine Arts credit requirement. The Symphony Orchestra is a performing ensemble that may include woodwind, brass and percussion instrumentation in addition to a core of string students. Instruction in Symphony Orchestra provides the student 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 develop technique and musical leadership. Students practice appropriate rehearsal skills, and 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 and regional festivals. Attention to fine detail and awareness of their instrument's role within the ensemble will be taught. Symphony Orchestra may be repeated for credit. Semesters 1-2: Students establish rehearsal skills, performance etiquette, and develop playing technique on

their instrument. They 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, 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 will broaden their understanding of a wider variety 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 roles within the ensemble. Students begin to make personal musical decisions that are in alignment with goals of the ensemble. 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.

Symphonic Band

Credits: 1.0 / Yearlong
Grades: 9, 10, 11, 12
Prerequisite: Satisfactory completion of audition and permission of the instructor
Course Fee: $15/yr
Graduation Requirement Satisfied: Fine Art

Prerequisite: Audition or teacher approval. The next course that may follow is Wind Ensemble, Jazz Band or Jazz Band Advanced. This course may be repeated for credit. This course is eligible for Occupational Education which is equivalent to CTE credit. Students may take this course for Occ Ed credit after completing enough semesters of band courses to fulfill the Fine Arts credit requirement. The Symphonic Band is a performing ensemble that may include woodwind, brass and percussion instrumentation. Instruction in Symphonic Band provides the student 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 have the opportunity to 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.

Art Survey

Credits: 0.5 / Semester

Grades: 9, 10, 11, 12

Graduation Requirement Satisfied: Fine Art

No prerequisite. This course may be repeated for credit. Students gain an understanding of the Elements of Art and Principles of Design as employed in their work. Students practice communicating an idea through works of art by using media, methods, and concepts. Projects may include but are not limited to printmaking with linoleum blocks and transfers, cardboard construction and surface design, jewelry design, as well as more conventional drawing and painting. In addition, students may experience a variety of methods, processes, and media in 2 and 3-dimensional art forms including: Drawing where students develop skills in line, shape, value, form, texture, and color. Painting with different mediums: tempera, watercolor, acrylic, oil sticks, pastels, and mixed media. Graphic Design and Illustration, Sculpture, Applied Arts/Craft, Printmaking, Digital Media and Design. Students learn the proper use, care and storage of art materials and learn to explore creative use of media and tools in their work. Students make connections to the Historical and Cultural aspects of the visual arts and develop an understanding of different forms of personal expression. Students develop vocabulary and observation skills to react, respond and reflect to different forms of the visual arts, and participate in judgment, assessment/evaluation in group discussions and individual critiques on the merits of different forms of visual arts.

Drawing & Painting

Credits: 0.5 / Semester

Grades: 9, 10, 11, 12

Graduation Requirement Satisfied: Fine Art

No prerequisite. This course may be repeated for credit. 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.

Ceramics

Credits: 0.5 / Semester

Grades: 10, 11, 12

Graduation Requirement Satisfied: Fine Art

Students gain knowledge of the field of ceramics and its value in our society and other cultures by participating in investigation, class discussion, and critiques. 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.

Intro to Media Arts (Digital Photography)
Credits: 0.5 / Semester
Grades: 9, 10, 11, 12
Graduation Requirement Satisfied: Cross crediting in CTE & Fine Art

Students will explore aspects of image manipulation, video editing, graphic design, game design, and basic photography skills in incorporating technology for use with a variety of products and academic areas. As a result of this course, students will be able to: Describe the safe use of computers, cameras, and other equipment. Identify, locate, and navigate Internet browsers and media's file management systems. Choose appropriate file size for output/presentation. Explain and use copyrights effectively. Learn, identify, and use the elements and principles of art, color theory. Develop and execute project plans and timelines. Utilize the artistic process (of pre-planning, creating, perseverance, and self-reflection) to communicate and express your ideas. Research emerging technologies, techniques and issues. Identify and use the 21st Century Skills. Develop a portfolio. This is an exploratory Career and Technical Education (CTE) course. As such, students will demonstrate leadership and employability skills. Students will be provided with 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.

Graphic Design Beginning
Credits: 0.5 / Semester
Grades: 9, 10, 11, 12
Graduation Requirement Satisfied: Cross crediting in CTE & Fine Art
No prerequisite. This course may be cross-credited for Fine Arts. Learning Sequence: Graphic Design Beginning is an introduction to elements and principles of design, spatial relationships, 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
Credits: 0.5 / 2nd Semester
Grades: 10, 11, 12
Graduation Requirement Satisfied: Cross crediting in CTE & Fine Art
Prerequisite: Graphic Design Beginning. This course may be cross-credited for Fine Arts. This course may be repeated for credit. Learning Sequence: Semester 1: Students continue to develop the technical and aesthetic aspects of their design work while exploring subjects and techniques of personal interest. Students explore all aspects of graphic design and produce deliverables that convey messages and persuade viewers. Students develop advanced skills in industry standard software to create projects in their own artistic style or to fulfill the needs of a client. Semesters 2-6: Students further their graphic arts knowledge and skills by completing

more advanced projects and researching the impact of graphic design on society. This is a preparatory Career and Technical Education (CTE) course. As such, students demonstrate leadership and employability skills. Students are provided with 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.

Video Beginning A
Credits: 0.5 / Semester
Grades: 9, 10, 11, 12
Graduation Requirement Satisfied: Cross crediting in CTE & Fine Art
Next course in this sequence: Video Advanced. This course may be cross-credited for Fine Arts. Learning Sequence: Semester 1: The focus of semester one is learning film language—the way moving images and sound combine to tell a story. This is achieved through hands-on experience with collaboratively envisioning, filming, and editing a film in a variety of formats: narrative, documentary, informational, experimental, essay, etc. In pre-production, students learn about story structure, shot lists, and storyboards, identifying and organizing the specific elements needed for planning a production. During production, students work as a team to apply their planning and shoot footage that demonstrates understanding of basic stabilization, composition, lighting, and audio considerations needed to tell a story. During post-production, students utilize industry-standard, non-linear editing software to assemble a rough cut, then make corrections and add effects, graphics, sounds, music, etc. Students also analyze existing media to learn how film language is used to communicate, inform, persuade, and deceive. Semester 2: Students further refine skills through the completion of additional productions, exploring different storytelling formats. 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.

Video Advanced A
Credits: 0.5 / Semester
Grades: 10, 11, 12
Graduation Requirement Satisfied: Cross crediting in CTE & Fine Art
Prerequisite: Video Beginning. This course may be cross-credited for Fine Arts. This course may be repeated for credit. Learning Sequence: Working in groups, students demonstrate increased competency in aesthetics, criticism and analysis, project documentation, script development, sound, camera work, lighting, and editing, as well as a strong work ethic. This course provides the opportunity to develop expertise in multiple areas of production, take on leadership roles, and begin honing skills in a specific area of interest such as writing, directing, shooting, or editing. Students receive critical feedback to inform and revise their concepts at each phase of production with the goal of developing a digital portfolio in a variety of genres that may include: school news production, client-based advertising or informational videos, narrative or documentary films, or music video. Students present their completed films to an audience through school broadcasts, community festivals, etc., responding to their own work as well as the work of their peers. Semesters 2-6: Students further refine their skills and cultivate their interests through the completion of additional portfolio projects. This is a preparatory Career and Technical Education (CTE) course. As such, students demonstrate leadership and employability skills. Students are provided with 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.

Video Special Projects A/B – Vantage Point Eagle News Network

Credits: 1.0 / Yearlong

Grades: 9, 10, 11, 12

Graduation Requirement Satisfied: Cross crediting in CTE & Fine Art

This course may be cross-credited for Fine Arts. This course may be repeated for credit. Learning Sequence: Semester 1: Students take on a leadership role in developing, planning, and editing highly refined film productions. Students explore emerging video production forms and techniques while demonstrating "industry standard" level competency in film and video aesthetics, criticism and analysis, project documentation, script development, sound, camera work, lighting, and editing, as well as work ethic. Students continue to develop their digital portfolio and submit completed work to festivals, competitions, school broadcasts, etc. Semesters 2-6: Students further refine their skills and cultivate their interests through the completion of additional portfolio projects. This is a preparatory Career and Technical Education (CTE) course. As such, 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 Beginning (Shakespeare)

Credits: 0.5 / Semester 1

Grades: 9, 10, 11, 12

Graduation Requirement Satisfied: Fine Art

No prerequisite. This course may be repeated for credit. 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.

Health & Physical Education

Health Education

Credits: 0.5 / Semester

Grade: 9, 10, 11, 12

Graduation Requirement Satisfied: Health

This course provides students opportunities to acquire knowledge and apply decision-making skills and promotes the desire to attain and/or maintain good health. It assumes that students have had some background in the structure and function of human body systems. This course covers the physical, social and emotional determinants of health; e.g., the physiology of stress, effect of nutrition on fetal development, weight control and self image, determining readiness for a family and basic parenting techniques. Students study causes and consequences of such problems as drug dependency, alcoholism, tobacco, child abuse, suicide, mental illness and rape. Interrelationships of the environment and health, population dynamics and handicapping conditions are other focuses. The relationship of lifestyle to disease is approached with special emphasis on possible ways to avoid chronic diseases; e.g., heart disease, diabetes and cancer. Genetics, sexually transmitted diseases, prevention of injury and death from accidents and emergency care also are explored. Cardiopulmonary resuscitation (C.P.R.) certification is usually available. A review of the life cycle from conception to death is included. The subject of thanatology (death education) and skills for coping with death

and dying are discussed. Evaluation of health products and health care resources and making decisions relative to their use are emphasized. Students also gain skills in how to update knowledge about health care.

Personal Fitness

Credits: 0.5 / Semester

Grade: 9/10

Graduation Requirement Satisfied: PE

This .5 credit High School Physical Education course, "Personal Fitness", must be taken before any elective choice Physical Education courses are taken. This high school course will be one of the three (1.5) required Physical Education classes needed for graduation. OUTLINE Week 1-3: Introduction to Fitness "GET FIT, GET SMART"; Intro Portfolio; Plan Components Week 3-6: Orientation Program Fitness Assessments, FITT Formula, Training Principals Week 6-9: Fitness Pre-Test Analysis; Goal Setting Muscular Fitness Endurance and Strength Week 9-12: Cardiorespiratory endurance Heart Rate Monitor Orientation Pedometers Week 12-15: Body Composition Nutrition Log; Health Management Flexibility Week 15-18: Post Fitness Tests Fitness Analysis; Goal Setting Portfolio Assessment Personal Fitness Plan

Weight Training & Conditioning

Credits: 0.5 / Semester

Grade: 10, 11, 12

Graduation Requirement Satisfied: PE

Health and Fitness Academic Content 1. Five Components of Fitness Activities 2. Intensity levels 3. Get Fit; Get Smart Portfolio 4. Goal Setting 5. Behavior log-Activity log Fitness Related Activates 1. Fitness Pre-Measurements 2. Functional Training 3. Circuit Training Weight Training Activities 1. Bones, Muscles, Joints 2. Weight Training Log 3. Circuits-with alternating, balanced muscle groups 4. Introduce Free Weights 5. Functional Training 6. Powerlifting 7. Personal Fitness Plan Social, Emotional and Safety 1. Orientation 2. Safety in lifting 3. Introduction to Partnering 4. Common Courtesy-Etiquette 5. Personal Space 6. Self Esteem; Self Confidence

Team Sports

Credits: 0.5 / Semester

Grade: 10, 11, 12

Graduation Requirement Satisfied: PE

The emphasis in this offering is on the development of physical fitness and skills in the traditional sports from beginning to advanced. An attempt will be made to develop skills to the point where enjoyment in the activities presented will have carry-over value into recreational activities of adult life. Team sports skills such as those of touch football, basketball, volleyball, soccer, softball, baseball, floor hockey, field hockey, speed ball, etc., may be covered. At least three different activities are included in the course. STUDENT LEARNING OBJECTIVES (SLO'S) A set of broad objectives for Health and Physical Education courses have been identified. These Student Learning Objectives indicate general outcomes expected to occur as a result of instruction. Two sets of objectives may be used for Physical Education. Option I The student is able to: (assess three or more) 1. stay afloat for five minutes or pass the Red Cross Advanced/Beginning Swimming Test; 2. make 5/10 basketball foul shots (15 feet); 3. serve a volleyball into the opposing court 2/3 times; 4. perform three tumbling stunts with good form; 5. perform five consecutive volleys/returns with a partner (racket sports); 6. roller skate with good form; and/or 7. demonstrate knowledge of athletics/sports rules and terminology. Option II The Presidential Physical Fitness Test may be used in place of Student Learning Objectives.

Individual & Dual Sports

Credits: 0.5 / Semester

Grade: 10, 11, 12

Graduation Requirement Satisfied: PE

Health and Fitness Academic Content 1. Five Components of Fitness Activities 2. Intensity levels 3. Get Fit; Get Smart Portfolio 4. Goal Setting 5. Behavior log-Activity log Fitness Related Activates 1. Fitness Pre-Measurements 2. Functional Training 3. Circuit Training Motor Skills (teacher choice per semester) 1. Locomotor; non-locomotor skills 2. Individual and Dual Sports would include but not limited to Racquet Sports Tennis Badminton Pickleball 3. Golf 4. Fencing 5. Archery 6. Recreational Games Bocce Ball Horseshoes Table Tennis 7. Multicultural Games Social, Emotional and Safety 1. Course Orientation 2. Safety in movement 3. Common Courtesy Etiquette 4. Teamwork 5. Personal Space 6. Sportsmanship

Physical Education Partner

Credits: 0.5 / Semester
Grade: 10, 11, 12
Graduation Requirement Satisfied: PE

The purpose of this class is to be partners and supports for students with disabilities in their modified physical education class. The class offering could include team sports, individual sports, exercises, and rhythmic activities. Principles taught in this class will follow the physical education core curriculum and enhance teaching and learning skills for students. The purpose of this class is to provide a modified physical education class to students with disabilities where students with and without disabilities come together in an inclusive cooperative learning environment that is set up towards modified curriculum outcomes. Physical Education partners of differing skill ability come together as classmates. Classmates of higher abilities act as mentors to assist teammates of lower abilities in developing sport-specific skills, and in successfully participating in a cooperative team environment. In this model peer partners without disabilities move between two roles; mentor and classmate. In the mentor role the peer partner can be instrumental in helping students practice and master foundational skills, and transition successfully to game play opportunities. As a teammate, students collaborate together to learn skills or play games as equal members of the class. These roles can be taken on by peer partners with and without disabilities, depending on their interests, abilities and skill level: • Reinforce directions • Demonstrate skills and lifetime active skills • Help obtain, set up or return equipment • Provide positive feedback • Model appropriate classroom and social behaviors • Help students transition from one activity to the next • Be a partner for learning skills or a teammate during a game • Share new ways of communicating and approaching learning • Come up with ideas for making skills accessible • And fun

World Language

Chinese 1A/1B

Credits: 1.0 / Yearlong
Grades: 9, 10, 11, 12
Graduation Requirement Satisfied: World Language

Chinese 1 is an introductory course in Mandarin Chinese language and culture. Students will acquire a basic understanding of the Chinese language and culture through project-based and functional-oriented activities. The objective for the course is to help students reach the Novice Low to Novice-Mid ACTFL proficiency level in listening, speaking, reading and writing. Games, crafts, arts, chants, songs, cooking, skit and video clips will be used to facilitate students' learning. Beginning text materials employ pinyin (the phonetic system indicating Chinese pronunciation in the English alphabet) and simplified characters. Students communicate in Chinese about such topics as greetings, classroom and courtesy expressions, numbers, family and friends, and school subjects. They will expand their understanding of culture through study of festivals, philosophy, geography and arts.

Chinese 2A/2B

Credits: 1.0 / Yearlong

Grades: 9, 10, 11, 12

Graduation Requirement Satisfied: World Language

Intermediate Chinese is open to students who have successfully completed Chinese 1A/1B-Beginning Chinese. Students continue to develop proficiency in all four language skills—listening, speaking, reading, and writing—with emphasis on the ability to communicate orally and in writing. They learn to function in real-life situations using more complex sentences and language structures. They read material on familiar topics and produce short writing samples. Students continue to explore the themes of Home Life, Student Life, Leisure Time, and Vacation and Travel. Elements of syntax, grammar and other language structures are studied more carefully. Chinese history and society are also studied in more detail.

Chinese 3A/3B

Credits: 1.0 / Yearlong

Grades: 9, 10, 11, 12

Graduation Requirement Satisfied: World Language

Chinese 3 is a course that enables students to read 200 characters and write 100 characters. Students will engage in extended conversations, provide and obtain more detailed information, express feelings and emotions more precise nuances, and exchange more detailed opinions on a variety of topics. The course prepares students to interpret a greater variety of texts and audio sources and to present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Close attention will be paid to variance in language use of homonyms, synonyms, tentative expressions, and greater familiarity with the history of the Chinese people and demonstrating an understanding of the relationship between the practices, products and perspectives of Chinese people.

AP Chinese 5A/5B

Credits: 1.0 / Yearlong

Grades: 9, 10, 11, 12

Graduation Requirement Satisfied: World Language

Performance Level: Intermediate Mid-High AP Chinese 5A is the first semester of a yearlong high school course that emphasizes contemporary issues of global importance. The course prepares students to read about and view current events in the Chinese-speaking world. They will discuss and present a variety of viewpoints, defending and justifying their opinions about the various issues. Close attention will be paid to developing substantive arguments and negotiating to reach consensus. At the conclusion of this course, students will -Ask and respond to a wide variety of questions with elaboration and substantiation of opinion -Carry on extended conversations with active and spontaneous input -Discuss or debate a wide variety of topics from the local to the international level -Read a wide variety of authentic texts, analyzing the author's style and perspective -Write research papers on topics of interest related to the Chinese-speaking world -Explain how history and culture affect opinions and viewpoints of people in the Chinese- speaking world The Chinese curriculum guided by a set of rigorously vetted course objectives that span expression of opinions to defending opinions with substantive arguments about issues of global importance. The course objectives encourage students to research issues of international importance to understand a variety of perspectives. This course prepares students for college and career through a carefully constructed course of study to build proficiency in Chinese. The course leads students to further develop a global perspective while learning to communicate with different types of people from the Chinese-speaking world. As a result, students are prepared to discuss and defend opinions, read authentic literature, write research papers on a topic of international importance, and discuss historical and philosophical backgrounds that have influenced the perspectives of people of the Chinese-speaking world. Through a structured progression of topics that build language and culture proficiency, students will gain the knowledge and skills to interact with understanding and respect with people from different countries and cultures, enhancing their skills as global citizens.

Spanish 1A/1B
Credits: 1.0 / Yearlong
Grades: 9, 10, 11, 12
Graduation Requirement Satisfied: World Language
Beginning students study language that can be used in everyday conversation. The course is taught using a natural approach to language learning. Students begin to communicate in the target language through interpersonal speaking and writing, presentational speaking and writing, and interpretive reading and listening. Students communicate about a variety of topics that may include greetings, talking about the weather, school subjects, foods, family and friends, and leisure activities. This class is conducted in Spanish as much as possible -- close to 90% -- and an emphasis is placed on becoming a competent communicator. Students expand their understanding of culture by studying about the countries of the Spanish-speaking world. Students should reach Novice Mid-level on the American Council on the Teaching of Foreign Languages (ACTFL) scale. Attendance and engagement are crucial to succeeding in this course.

Spanish 2A/2B
Credits: 1.0 / Yearlong
Grades: 9, 10, 11, 12
Graduation Requirement Satisfied: World Language
This class is conducted in Spanish 90 – 100% of the time. Students are expected to interact in Spanish 90- 100% of the time. Students will build on the basics learned in Spanish 1. The course is taught using a natural approach to language learning. Students develop their communication in Spanish through interpersonal speaking and writing, presentational speaking and writing, and interpretive reading and listening. Students continue to learn about Spanish-speaking countries through written materials, movies, speakers, group projects, stories, books, music, and games. Students should reach Novice High level on the American Council on the Teaching Foreign Languages (ACTFL) scale. Attendance and engagement are crucial to succeeding in this course.

Spanish 3A/3B
Credits: 1.0 / Yearlong
Grades: 9, 10, 11, 12
Graduation Requirement Satisfied: World Language
The class is conducted in Spanish. Students are expected to interact exclusively in Spanish. Students will build on the content and skills learned in Spanish 1 and 2. This class is taught using a natural approach to language learning. Students continue to develop their skills to communicate in the target language through interpersonal speaking and writing, presentational speaking and writing, and interpretive reading and listening to explore cultural themes. Students will deepen their understanding of products, practices and perspectives of the Spanish speaking world. Students will also expand their abilities of interpreting and producing in Spanish to include a greater variety of vocabulary, range of topics and accuracy in Spanish. Students should reach Intermediate Low level on the American Council on the Teaching Foreign Languages (ACTFL) scale. Attendance and engagement are crucial to succeeding in this course.

AP Spanish 5A/5B
Credits: 1.0 / Yearlong
Grades: 9, 10, 11, 12
Graduation Requirement Satisfied: World Language

Spanish 5 AP is a one-year high school course that emphasizes contemporary issues of global importance. The course prepares students to read about and view current events in the Spanish-speaking world. They will discuss and present a variety of viewpoints, defending and justifying their opinions about the various issues. Close attention will be paid to developing substantive arguments and negotiating to reach consensus.

At the conclusion of this course, students will ask and respond to a wide variety of questions with elaboration and substantiation of opinion; carry on extended conversations with active and spontaneous input; discuss or debate a wide variety of topics from the local to the international level; read a wide variety of authentic texts, analyzing the author's style and perspective; write research papers on topics of interest related to the Spanish-speaking world; explain how history and culture affect opinions and viewpoints of people in the Spanish-speaking world. The Spanish curriculum is guided by a set of rigorously vetted course objectives that span expression of opinions to defending opinions with substantive arguments about issues of global importance. The course objectives encourage students to research issues of international importance to understand a variety of perspectives. This course prepares students for college and career through a carefully constructed course of study to build language and culture proficiency. The course leads students to further develop a global perspective while learning to communicate with people of the Spanish-speaking world. As a result, students are prepared to discuss and defend opinions, read authentic literature, write research papers on a topic of international importance, and discuss historical and philosophical backgrounds that have influenced the perspectives of people of the Spanish-speaking world. Through a structured progression of topics, students will gain the knowledge and skills to interact with understanding and respect with people from different countries and cultures. At the end of the course students will have a working knowledge of the Spanish language at the ACTFL Intermediate-mid to Intermediate-high levels preparing them for the workplace, travel, or focus on more complex use of the Spanish language in higher education. At the end of this course students will be prepared to pass the AP exam.

Spanish Heritage Speaker A/B

Credits: 1.0 / Yearlong

Grades: 9, 10, 11, 12

Graduation Requirement Satisfied: World Language

Performance Level: Spanish for Heritage Speakers is a year-long course that supports, reinforces, and expands student knowledge of their own tongue. Because students understand at least the rudiments and structure of the language and have a working vocabulary, (to a greater or lesser extent), this course often moves faster than other Spanish courses. It will emphasize literary development (with a study of literature and composition). This course will also include culture and history of the variety of Spanish-speaking cultures. Students will learn translation skills. Students will demonstrate a deeper understanding of the relationship between the practices, products, and perspectives of Spanish-speaking people. At the conclusion of this course students will be able to: -Engage in conversation on familiar topics with spontaneity -Ask and answer a variety of questions with justification -Express opinions, feelings and attitudes using appropriate vocabulary -Understand both informal authentic audio recordings, broadcasts, and video -Use knowledge of Spanish language structure to derive meaning from a variety of authentic written text. -Write organized, coherent pieces incorporating a variety of details and description using both simple and complex sentence structures (up to 200 words) -Acknowledge, compare, and discuss the practices, beliefs and perspectives of Spanish-speaking cultures The Spanish for Heritage Speakers curriculum is guided by a set of rigorously vetted course objectives that focus on improving communication skills already present and span the formation of simple structures to more complex sentence structure and word choice to creatively describe a variety of topics and situations. The course objectives encourage students to talk and write about identity, technology and communication, food and travel, healthy lifestyle, art and music, careers, and the future. This course prepares students for the complexities they will face in college and career through a carefully constructed course of study. The course leads students in gaining a larger global perspective while learning to communicate with a variety of people in socially appropriate ways. As a result, students are prepared to perform actions like carrying on formal and informal conversations in Spanish to get or give information, read and write paragraphs about selected topics in Spanish, and communicate their understanding of some products, practices, and perspectives of Spanish culture. Through a structured progression of topics that are

current, relevant, and meaningful for them, students will gain the knowledge and skills that enable them to communicate in writing and speech and to practice being a better global citizen.

General Courses & Electives

Kingmakers (Personal Growth)
Credits: 1.0 / Yearlong
Grades: 9, 10**,** 11, 12
Graduation Requirement Satisfied: Elective
Kingmakers of Seattle is an elective program for Black male middle school and high school students, referred to as Kings, taught by Black male facilitators. Kingmakers supports the cultural, historical, social, and emotional needs of young Black boys and teens as it relates to their identity.

Office Assistant
Credits: 0.5 / Semester
Grades: 11, 12
Graduation Requirement Satisfied: Elective
Students will be assisting the main office, counseling office and attendance office in duties such as greeting visitors, delivering messages, envelopes and request to reports for the counselors and administrators, collating office forms, and other clerical tasks as needed. Students will learn office procedures and etiquette, and skills necessary to function in a business setting.

Teacher Assistant
Credits: 0.25 / Semester
Grades: 11, 12
Graduation Requirement Satisfied: Elective
Student assistants perform a valuable service within the schools in assisting teachers and administrative staff. Skills acquired by students often prove to be extremely useful in the job market. It is hoped that establishing good work patterns such as dependability, following directions, completing the task, and working well with others will help the student in making the transition from the school to the community.

Advisory
Credits: 1.0 / Yearlong
Grades: 9, 10, 11, 12
Graduation Requirement Satisfied: Elective
Mentorship is a class provided to every student to create a more personalized and supportive learning environment for all students. Students will have the same mentor teacher for all four years. Mentor teachers may act as the student's confidant, advocate and/or advisor. Individual records such as transcripts, resumes, recommendations, and application forms are kept by the mentor for easy access. Mentor teachers help their students keep on track towards graduation and prepare for college. In mentorship class, students will also learn study and social skills and can receive tutoring.

Leadership
Credits: 1.0 / Yearlong
Grades: 9, 10, 11, 12
Graduation Requirement Satisfied: Elective
This class is a leadership learning laboratory that supports and challenges students to develop the habits of citizenship, service, ethical leadership, and the ability to think and act on behalf of the common good. It focused not only on developing lasting leadership capacity, but on touching the hearts of youth, encouraging

them to live and act from their values, and feel empowered to make the world a better place. Only students elected into the Associated Student Body (ASB) are scheduled into this class.

Online Credit Retrieval
Credits: Dependent on the # of online courses taken / Semester
Grades: 12
Graduation Requirement Satisfied: Dependent on the course(s) completed
***Counselor permission required.**
Students in 12th grade that have previously not passed a course required to graduate are eligible to take online credit retrieval courses through Apex Learning, an OSPI approved online course vendor. Students will work with their counselor to determine which class(es) they need to complete. Students earn credit based on the number of online classes they successfully complete, usually in .5 credit increments.

Special Education

General Study Skills – M
Credits: 1.0 / Yearlong
Grades: 9, 10, 11, 12
Graduation Requirement Satisfied: ELA Elective
***Teacher permission required.**
This course is designed to teach specific study skills to IEP students based on their individual needs. Students will apply techniques and strategies to develop study habits to ensure success in core classes. Instruction will focus on goal setting, time management, and organizational skills needed by individual students.

Life Skills – M
Credits: 1.0 / Yearlong
Grades: 9, 10, 11, 12
Graduation Requirement Satisfied: Elective
***Teacher permission required.**
This course is designed for IEP students progressing towards independence. Students will learn basic finance, public transportation, and interpersonal skills to be a productive citizen of the community.

Seattle Public Schools Skills Center

All courses are year-long and earn 3 credits for the year - 1.5 credits per semester. Classes and schedule are subject to change.
https://skillscenter.seattleschools.org/

Advanced Manufacturing, Aerospace, and Maritime: Location: Wood Technology Center, Seattle Central College
Year 1: AM session (8:45 - 11:15 a.m.)
Year 1: PM session (12:45 - 3:15 p.m.)
Year 2: AM session (8:45 - 11:15 a.m.)
Year 2: PM session (12:45 - 3:15 p.m.)

- No prerequisites
- Cross credit available: math available
- Free Tech Prep college credit; Up to 35 free dual college credits can be earned
- Industry certifications
- CAREER PATHWAY: Science, Engineering, and Industry - Seattle is home to the world's greatest aircraft company and many of its supporting industries. Launch your career and college acceptance by learning how to build, service, and modify aircraft and aircraft components. Learn safety, tool identification & proper use, fastener installation, aluminum and titanium metal drilling, and gain industry experience and college credit.

Automotive Technology: Location: Washington Middle School/Skills Center Building, West Seattle High School
Washington MS Year 1 & 2: AM session (8:45 – 11:15 a.m)

West Seattle HS Year 1& 2: PM session (12:45 - 3:15 p.m.)

- No prerequisites
- No cross credit
- Industry certification
- CAREER PATHWAY: Science, Engineering, and Industry - Are you interested in a hands-on class that requires critical thinking as well as an interest in the auto industry? Gain a solid foundation in automotive technology and the skills for gainful employment. You will learn about brake systems, maintenance, and other systems that function within a vehicle. Gain certification that meets industry needs. College credit can be earned in this program.

Construction Trades: Location: Wood Technology Center, Seattle Central College
Year 1: AM session (8:45 - 11:15 a.m.)
Year 1: PM session (12:45 - 3:15 p.m.)
Year 2: AM session (8:45 - 11:15 a.m.)
Year 2: PM session (12:45 - 3:15 p.m.)

No prerequisites

- No cross credit
- Industry certifications
- CAREER PATHWAY: Science, Engineering, and Industry - This course covers both residential and commercial construction with an emphasis on job site safety. Students will focus on employability skills, problem-solving, trainability, team building, and will work on a tiny house for the homeless. Through hands-on projects students gain experience with the tools, materials and processes of the following trades: Cement and Masonry, Wood Frame Carpentry, Roofing, Siding, Drywall and Painting, Finish Carpentry, Cabinet installation, flooring and countertops.

Dental Assisting: Location: Health Science Center, Seattle Central College (1200 12th Ave)

Year 1: AM session (8:45-11:15 a.m.)

*Class offering contingent upon funding and enrollment

- Credit Equivalency with Science

The course introduces students to the high demand field of dentistry and dental assisting. Students explore topics that includes people skills, psychology, ethics, pre-clinical science, OSHA standards, HIPAA regulations, clinical

sciences, healthcare provider CPR and 7-hour HIV training required for mandatory state registration as a dental assistant for employment.

Firefighting and Emergency Medical Services: Location: Washington Middle School

Year 1: PM session (12:45 - 3:15 p.m.)
Year 2: PM session (12:45 - 3:15 p.m.)

- No prerequisites
- No cross credit
- Industry certifications
- CAREER PATHWAY: Science, Engineering, and Industry - This course prepares students for careers as firefighters and other emergency services careers. The cadet will be able to manage self, others, activities or events with responsibility for a positive outcome; apply leadership skills in real-world, family, community, and business/industry applications; and be tested on their ability to work with peers in a variety of subject areas by completing training and preparations at the highest levels.

Health Sciences/Medical Assisting: Location: Lincoln High School
Year 1: AM session (8:45 – 11:15 a.m.)
Year 2: AM session (8:45 – 11:15 a.m.)

Year 1: PM session (12:45 - 3:15 p.m.)
Year 2: PM session (12:45 - 3:15 p.m.)

- No prerequisites
- Science or Math cross credit
- Free TechPrep college credits
- Industry certifications
- CAREER PATHWAY: Health & Human Services - Enter Medical Assisting, a fast-growing medical profession that is part of Allied Health and the Health Sciences career cluster. Students practice the language and skills of doctors and other health professionals, using core knowledge that leads to healthcare and medical assisting occupations. The program uses National HOSA student leadership projects, modules, computer programs, industry standards, college curriculum, and problem-based activities in school and industry settings.

Maritime Vessel Operations: Location: Seattle Maritime Academy and Center for Wooden Boats

Year 1: PM session (12:45 - 3:15 p.m.)

- No prerequisites
- No cross credit
- Industry certifications
- CAREER PATHWAY: Science, Engineering, and Industry - Learn how to work on ships in Puget Sound! This course blends modern and traditional seamanship and deckhand skills with training in engine maintenance and repair. Learn what it takes to work on fishing vessels, ferry boats, cargo ships and more! Develop fundamental skills in navigation, tides, currents, boat handling, knots, safety, communications,

radar, meteorology, tool use, and marine engine maintenance and repair. Prepare for summer jobs and further training after high school that could result in Coast Guard certification.

Media Arts: Location: Nova High School

Year 1: PM session (12:45 - 3:15 p.m.)

- No prerequisites
- Fine Arts cross credit
- CAREER PATHWAY: Technology -In this course, students will gain a wide variety of digital media production skills and begin developing their own Media Arts portfolio. Students will learn the principles of graphic design, website design, animation, audio production, and video production with an emphasis on real-world projects.

Nursing Assistant: Location: Franklin High School

Year 1: AM session (8:45 - 11:15 a.m.)
Year 1: PM session (12:45 - 3:15 p.m.)

- No prerequisites
- Science cross credit
- Free TechPrep college credit
- Industry certification
- CAREER PATHWAY: Health & Human Services - Nursing Assistant training is a fast track to post-secondary Health Sciences, and related Nursing Careers and immediate employment in a rapidly growing field of nursing. Nursing is considered one of the entry points into the medical profession. Students first complete the 11 national health foundation standards, test basic knowledge and skills in their classroom and clinical site, then test for state license. National HOSA leadership, problem based learning, and clinical experiences provide opportunities. If the student earns at least an 80% in the Skills Center Nursing Assistant Program/Med Careers during the full academic school year (completes both semesters), and completes all necessary training for their CPR/BLS they will receive 14 Allied Health Credits with Seattle Colleges.

Teaching Academy/Careers in Education: Location: Franklin High School

Year 1: AM session (8:45 - 11:15 a.m.)

- No prerequisites
- Cross credit available: ELA
- College credit; Up to 12 free dual college credits can be earned
- Industry certifications
- CAREER PATHWAY: Health & Human Services - This comprehensive course will take you on a journey of exploration into the world and work of teaching and the field of education. Through hands-on learning, this course will provide opportunities to gain experience working in various educational settings and preparation for success in post-secondary teaching programs that may lead to a future career within this high demand career pathway. Following successful completion of this course students may take the instructional assistant test which can lead to career opportunities in Seattle Public Schools including childcare, instructional assistant, teacher, principal, and school counselor.

Video Game Animation and Programming: Location: Nova High School

Year 1: AM session (8:45 - 11:15 a.m.)
Year 1: PM session (12:45 - 3:15 p.m.)
Year 2: AM session (8:45 - 11:15 a.m.)
Year 2: PM session (12:45 - 3:15 p.m.)

- No prerequisites
- Fine Arts cross credit
- Industry certifications
- CAREER PATHWAY: Technology -Create animation and games! Learn sketching and story-boarding in 2D animation and concepts of 3D, learn skills necessary for a career in the animation and gaming industry. The Academy of Interactive Entertainment (AIE) is a leading educator for Computer Game Development and 3D digital media. This college is a star of 3D animation, game design, and visual FX. This course is a great preparation for college and career.

Running Start

Running Start is a program that allows 11th and 12th grade students to take college courses at Washington's 34 community and technical colleges. Students earn both high school and college credits for these courses. Running Start students and their families do not pay tuition during Fall, Winter, and Spring quarter. Running Start students and families are responsible for mandatory fees, books and transportation. If the student qualifies for free-reduced lunch, then they are eligible for a fee waiver to cover the additional mandatory fees and placement exam costs. Fee-waivers are available in the counseling center at Cleveland. Students receive both high school and college credit for these classes, which accelerates their progress through the education system.

Running Start Mission Statement
The mission of Running Start is to provide student services support to qualified high school students who are registered in college courses while following all Washington State Running Start laws and college policies and guidelines. We can serve our students and the college through:

- Promoting academic success through advising and counseling sessions.
- Promoting a successful transition from high school to college.
- Offering college transfer and career advising and counseling.
- Promoting Running Start through outreach to area high schools.
- Supporting accessibility and equity of the Running Start Program for eligible students.

Qualifications & Eligibility

- Be under 21 years of age and enrolled in any Washington State public high school or school district
- Have 11th or 12th grade status determined by student's high school district
- Recommended to have 3.0 cumulative GPA or higher
- Students must place in English 101 and/or college level math 100 level or above on an approved college placement assessment. Most colleges accept several placement options such as, Aleks, Wonderlik, Smarter Balance state exams with a level 3 or higher in ELA & Math, SAT, ACT, AP exam scores, and/or high school transcripts showing completion of high-level math courses for math placement only

Running Start Information at our local Seattle Colleges:
South Seattle College: http://www.southseattle.edu/running-start/
Seattle Central College: https://seattlecentral.edu/programs/high-school/running-start#

Placement Exam Information at our local Seattle Colleges:
South Seattle College: http://www.southseattle.edu/student-assessment-services/

Seattle Central College: https://seattlecentral.edu/enrollment-and-funding/enrollment-and-admissions/placement-for-classes/testing-center/placement-tests

Running Start Commitments

- Students take responsibility for keeping up-to-date on what's happening at Cleveland, including important dates and deadlines (State Assessments, PSAT, SAT, AP exams, school dances, ordering graduation supplies, graduation related events, senior class meetings)
- Running Start is a year-long commitment. Students may not start or end mid-year.
- All grades received will be added to the student's high school and college transcripts
- All grades received will be calculated into the student's GPA at their high school and college
- Students must maintain a minimum 2.0 GPA each quarter at the college, if they get below a 2.0 GPA the college will place them on academic probation, which may lead to withdrawal from the Running Start program

Running Start Important Dates, Deadlines, and Registration Information

The deadline to complete the Running Start registration process is May 1st to sign-up for the following school year. Please visit Cleveland's Running Start website for registration information and important dates and deadlines to apply: https://clevelandhs.seattleschools.org/resources/counseling/running-start/