Cleveland STEM High School

2026-2027
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, University of Washington Psychology 101, 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, Projects in Computer Science 1, and Projects in Computer Science 2.

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 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 the 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
93-100	A	4.0
90-92	A-	3.7
87-89	B+	3.3
83-86	B	3.0
80-82	B-	2.7
77-79	C+	2.3
73-76	C	2.0
70-72	C-	1.7
67-69	D+	1.3
60-66	D	1.0
Below 60	E	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 which is the unweighted GPA.

Class rank and weighted GPA do 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. Cleveland STEM High School's policy is to not release class rank or weighted GPA.

Washington State Minimum Credit Requirements for Class of 2024 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**

Other Graduation Requirements

- **24 Credits Minimum** in specific courses listed above.
- **Graduation Pathway**: In the classes of 2020-27, students must meet at least one of these pathway options to graduate:
    - **English Language Arts and Mathematics Pathway** – Using either Exams scores or Courses as approved by the State Board of Education, or a combination of the approved exams and courses.
    - **CTE Sequence**: Complete a 2-credit sequence of courses in a pre-approved Seattle Career Pathway, which leads to a recognized career certificate or allows students to earn dual credit.

- **Military Pathway**: successful completion of the Armed Services Vocational Battery for students interested in military careers.

- **High School and Beyond Plan**: The State of Washington requires all students to create a High School and Beyond Plan.
- **Service Learning**: Seattle Public Schools requires students to complete 60 hours of service learning before graduation. Students who have not attended Seattle schools for all four years will be responsible for 15 hours of service per year enrolled.

For more information visit: Seattle Public Schools Graduation Requirements

Local Programs Offering High School Credit

One World Now
World language program that offers high school classes and 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 the University of Washington for high school credit.
UW STEMsub
STEM Summer classes at the University of Washington for high school credit.
Seattle Public Schools Skills Center
Career and Technical Education (CTE) courses that give students options to continue career-focused learning in four-year colleges, or earn post-secondary certification, or join the work-force right out of high school. Skills Center provides this training through regular school year courses and summer program classes.
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 a.m.-4 p.m.
Location: Ground floor of building 2
Phone: 206-252-7814
Fax: 206-252-7998
CEEB Code: 481055

Kelly Tagupa, Registrar
206-252-7814
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Room: 2151

Napsiyah Sallee, Head Counselor for Students with Last Names (A-E)
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Course Details By Department

Language Arts

Intro to Lit & Comp 9A/9B Honors
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.

Asian American Literature (Intro to Lit & Comp 9A/9B Honors)
Credits: 1.0 / Yearlong
Grade: 9
Graduation Requirement Satisfied: L A 9
Asian American Literature is a year-long course that focuses on critically reading Asian American interpretations of the American experience and the American dream, with an emphasis on increasing the sophistication of students' reading, writing and speaking skills. The content rests on a foundational understanding of how and why Asian American literature emerged: as a response to anti-Asian legislation, cultural images, and American racial formation. As a result, students are required to think critically and metacognitively about identity, culture, ethnicity, race, power, inequities, and experiences of marginality.

Please note that the title of this Asian American Literature course will be Intro to Lit & Comp 9A/9B H on the student's schedule and transcript, but will utilize the Asian American Literature course curriculum.

World Literature & Composition 10A/10B Honors

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.

English 131 Composition

Credits: 1.0 / Yearlong

Grade: 11

Graduation Requirement Satisfied: L A 11

This course a yearlong course and is tied to the University of Washington's English 131 – English Composition. This yearlong course offers students an intensive writing class at the college level. Students will work closely with the instructor to develop a portfolio of writing that reflect an ability to write papers with complex claims that matter in academic contexts. The first semester will expose students to a variety of nonfiction and literary texts; students will develop their ability to read, analyze and synthesize complex texts and write with multiple types of evidence to support writing in various contexts. Student writing - research, drafting, revision, and editing - will take many forms over the course of the semester, including reading responses, formal and informal, to classmates papers and formal and informal essays. As part of a community of writers, students will need to push boundaries in reading, discussion, and writing. Students will learn to ask probing questions that lead to deeper, more interesting, more challenging ideas. As a writer, students will be asked to integrate complex, academic texts with personal reaction and opinion. Reading carefully and critically will give a focus to the course; the expectation is to apply close reading skills to published essays, classmates writing, and self-

reflective essays. As students read critically, participate in discussion, write, and revise, they will develop the ability to read and listen carefully and analytically, speak with confidence and authority, and write clearly and persuasively. These skills comprise critical thinking, which students will practice in this course, use throughout their career in college, and rely on as they take on new challenges. Students may elect to earn 10 University of Washington credits (if the full year is taken) and meet the university's composition requirement.

English 111 Composition Literature

Credits: 1.0 / Yearlong
Grade: 12
Graduation Requirement Satisfied: L A 12

In this writing course, students work closely with their peers and instructor to develop a portfolio that reflects an ability to write papers with complex claims that matter in academic contexts. The readings in this class focus on both literary texts and scholarship about literature. Students will learn college level skills of analysis and research using a variety of fiction and non-fiction texts. Principles taught include line of inquiry, synthesis, formulating research questions. Students will use fiction as a starting point to discuss and research real life issues and topics. Through this UW course, eligible students have the option register to earn UW credits through the UW in the High School program.

College Prep Literacy 1 A/B

Credits: 1.0 / Yearlong
Grades: 9, 10
Graduation Requirement Satisfied: English Language Arts Elective

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.

Mathematics

Algebra 1A/1B

Honors credit is offered- please speak to the instructor.
Credits: 1.0 / Yearlong (blocked with Algebra 1 Lab)
Grades: 9
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 (blocked with Algebra 1)
Grades: 9
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 (blocked with Geometry Lab)
Grades: 9, 10
Prerequisite: Algebra 1
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 (blocked with Geometry)
Grades: 9, 10
Prerequisite: Algebra 1, Co-enrollment in Geometry
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 (blocked)
Grades: 9, 10, 11
Prerequisite: Geometry
Graduation Requirement Satisfied: Math

Algebra 2A/B is a year-long Algebra 2 course. Students begin the course with a study of sequences, which is also an opportunity to revisit linear and exponential functions. Students represent functions in a variety of ways while addressing some aspects of mathematical modeling. This work leads students to analyze situations that are well modeled by polynomials before pivoting to study the structure of polynomial graphs and equations. Students do arithmetic on polynomials and rational functions and use different forms to identify asymptotes and end behavior.

Next, students extend exponent rules to include rational exponents. Students solve equations involving square and cube roots before developing the idea of i, a number whose square is -1. The number i expands the number system to include complex numbers and allows students to solve quadratic equations with non-real solutions.

Building on rational exponents, students return to their study of exponential functions and establish that the property of growth by equal factors over equal intervals holds even when the interval has non-integer length. Students use logarithms to solve for unknown exponents, and are introduced to the number e and its use in modeling continuous growth. Logarithm functions and some situations they model well are also briefly addressed.

Students learn to transform functions graphically and algebraically. In previous courses and units, students adjusted the parameters of particular types of models to fit data. In this course, students consolidate and generalize this understanding. This work is useful in the study of periodic functions that comes next. Students work with the unit circle to make sense of trigonometric functions, and then students use trigonometric functions to model periodic relationships.

Pre-Calculus A/B

Honors credit is offered- please speak to the instructor.

Credits: 1.0 / Yearlong (unblocked)
Grades: 10, 11, 12
Prerequisite: Algebra 2
Graduation Requirement Satisfied: Math

Pre-Calculus A/B is a year-long Pre-Calculus course. Students spend the first semester studying Trigonometry. Students learn to use special triangles positioned within the unit circle to determine geometrically the values of sine, cosine, and tangent at special angles. They then use those values to explore sinusoidal functions and model periodic phenomena with trigonometric functions and solve trigonometric equations. Students expand their understanding of trigonometric ratios to include secant, cosecant, and cotangent ratios and build on their understanding of Trigonometry to define and explore Trig Identities and use them to build proofs and solve equations. Second semester, students learn how to analyze and describe function behavior using concepts such as intervals, extrema, concavity, and limits. They will then learn about vectors and matrices, which are areas of mathematics that are used in calculating and presenting data for analysis of spatial relationships and systems.

Pre-Calculus Lab A/B

Credits: 1.0 / Yearlong (unblocked)
Grades: 10, 11, 12
Prerequisite: Algebra 2, Co-enrollment in Pre-calculus
Graduation Requirement Satisfied: Math 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 (blocked)
Grades: 11, 12
Prerequisite: Pre-calculus
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. 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
Credits: 2.0 / Yearlong (blocked)
Grades: 11, 12
Prerequisite: Algebra 2
Graduation Requirement Satisfied: Math

AP Statistics is a year-long AP course. AP Statistics has an Advanced Placement designation. 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.

Ethnic Studies Math (BUS130)
Credits: 1.0 / Yearlong (unblocked)
Grades: 11, 12
Prerequisite: Algebra 2
Graduation Requirement Satisfied: Math

Ethnic Studies Math is a College in High School Course where students learn math applications & philosophy through a critical lens. Students will learn about different mathematical models that expand and support skills learned in precalculus and statistics. Additionally, the course will cover topics on number theory and math history. The focus of this course is to show students the expanses of mathematical theories and applications through project-based learning. Eligible students will earn 5 college credits for Business Math through Edmonds College. We invite students to take this course concurrently with precalculus, statistics, or calculus.

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
Prerequisite:

- Must be a rising junior or senior
- Completing a summer homework assignment & application by the summer due date (usually mid-August)
- Student essay explaining why they want to take AP Chemistry
- Completion of Algebra 2 before enrollment
- Rising Juniors: Earning an A in both semesters of 10th grade biology
- Rising Seniors: Successful completion of Chemistry B and Physics B

Advanced Placement (AP) chemistry is a yearlong course that prepares students for the AP chemistry exam in early May. The course is intended to be the equivalent of an entire year of first-year college chemistry for STEM careers. Students will study 9 units of chemistry as outlined in the College Board's AP chemistry Course & Eam Description. Students will perform chemistry experiments in order to prepare for the laboratory components of the AP exam. The course is challenging, fast-paced, requires daily homework and practice, and requires frequent assessment. The course is strongly recommended for any student who is considering any field in medicine, engineering, or any STEM major.

AP Environmental Science 1-2

Credits: 2.0 / Yearlong
Grades: 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 Lab

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

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

Credits: 1.0 / Yearlong

Grade: 10

Graduation Requirement Satisfied: WH 3, Social Studies

World History 3 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
Credits: 1.0 / Yearlong
Grade: 10
Graduation Requirement Satisfied: WH 3, Social Studies

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
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.

Latinx American History 11 Honors:

Credits: 1.0 / Yearlong
Grade: 11
Graduation Requirement Satisfied: US 11A, US 11B

Ethnic studies themes to be critically explored throughout this course include: origins, identity, agency, power & oppression, the history of resistance & liberation, reflection, and action. This course will emphasize and center Latinx American histories within US History that often get ignored, marginalized, or lip serviced. Students will be exposed to the intersectional realities of what it means to be Latinx (race, gender, orientation, class, occupation, etc.) in this country and how Latinx American histories are an integral part of the fabric of United States history. This course will also cover content from other racialized groups in the U.S. Together we will center students' needs, lived experience, and knowledge in order to cultivate criticality as community.

Filipinx American US History

Credits: 0.5 / Semester
Grade: 12
Graduation Requirement Satisfied: Social Studies

Filipinx American U.S. History Studies is a course developed by the Filipinx community of Seattle. This course helps students develop geographic literacy, economic understanding, civic wisdom and commitment, and historical knowledge and perspective from 1877-1950's from a Filipino American lens. This course will also cover content from other racialized groups in the U.S. We aim to teach from a pedagogy that honors students' needs, lived experience, and knowledge. We will heavily rely on communal connections to supplement the needs of each student. Students are encouraged to bring themselves into the classroom in every capacity.

History of the Course: For 50 years, the Filipino American community of Seattle has been tirelessly advocating for the inclusion of our history in Seattle public schools.

American Government Honors

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.)
Intro to Programming is the first class in the computer science pathway. It is designed for students with little or no prior programming experience. Class projects include building a desktop computer, building and programing a robot, 3D printing, and more to learn introductory programming concepts.

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.)

Learn about programming by making games. Students will learn about different industry tools (Unity, Blender, Github), basic programming, 3D design, and game design to create their own games for PC and Virtual Reality Headsets.

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.)

AP Computer Science Principles gives students a broad overview of many different concepts in computer science. Half the class covers important parts of our technological world. Topics include: How digital information is stored, how the Internet works, cybersecurity, the impacts of technology, and more. The other half covers programing in the Python programming language learning topics like functions, if statements, loops, lists, and more. At the end of the year, students have the option to take the AP Computer Science Principles Test to earn college credit.

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 covers the fundamentals of Computer Science taught in a first-quarter college level course. Students gain an understanding of the Java programming language and Object-Oriented Programming. Students will learn how to use if statements, loops, arrays, classes, objects, and more in Java. At the end of the year, students have the option to take the AP Computer Science A Test to earn college credit.

Projects in Computer Science 1

Credits: 1.0/Yearlong
Grades: 12th or with teacher permission
Graduation Requirement Satisfied: Career Technical Education
Pathway: **SOCS**

Projects in Computer Science will provide an opportunity for students to undertake a software development project under the supervision of the teacher and local computing professionals. The beginning of this course will focus on tools (Github, VS Code, Unity, ect.) and processes (Agile Development and Scrum) used to develop software in a professional setting. Students choose what they want their project to be, whether a website, a video game, a mobile app, an api, or any other software project. They will then choose the programming languages and tools they want and use an industry standard software development process to plan, build, and deploy their project.

This course can be taken alone or together with Advanced Computer Science.

Advanced Computer Science (Projects in Computer Science 2)
Credits: 1.0/Yearlong
Grades: 12th or with teacher permission
Graduation Requirement Satisfied: Career Technical Education
Pathway: SOCS
This course is meant for those want a challenge in computer science. Students will work through Carnegie Mellon University's college programming class. Students will gain a deep understanding of Python, Object Oriented Programming, and robust software design. This class will move at an extremely quick pace, is a great deal of work, and requires self-paced independent study. You should only take this class if you are wanting to study computer science in college or want to challenge your programming skills.

This course can be taken alone or together with Projects in Computer Science 1.

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.)

The first course in Cleveland's Engineering Pathway introduces students to the engineering design process (brainstorming, designing and testing solutions to a challenge). This process is applied to the fields of Civil, Mechanical and Electrical Engineering. Technical skills developed include drafting, basic woodshop skills, Computer Aided Design (CAD), and 3D printing. Projects change frequently based upon community partnerships, national challenges, and student interest, and have included CO_2 powered dragsters, bridge design, and biomechanical prosthetics.

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.)

The second course in Cleveland's Engineering Pathway continues to apply the engineering design process through canon engineering fields. The first semester is modeled after a college level architecture studio, where students learn architecture form, sustainable design strategies, design structures in the CAD program Revit and build a physical model. Students will have the opportunity to pass an Industry Recognized Certificate (IRC) on Revit that will make them competitive applying for

internships, college, and employment. The second semester explores Aeronautical Engineering designing gliders and rockets through CAD, building physical models, and testing and evaluating their designs.

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

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 10 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.

Students who earn a C or higher for this course are eligible to receive CTE college credit from Highline College.

University of Washington's College in the High School Psychology 101

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.)

PSYCH 101 is a yearlong course in Psychology. Students may earn a 1.0 CTE credit and up to 5 University of Washington college credits for successful completion of the course, provided that course objectives are met, and the student chooses to pay the college fee and complete all required college-level content in addition to the high school course content. Students who earn college credit will receive a grade and transcript from the University of Washington. Specific information regarding college credit and fees will be provided by the class instructor.

As a survey of the major areas of psychological science, this course focuses on the scientific study of human behavior and mental processes. Topics include social behavior, personality, psychological disorders and treatment, learning, memory, human development, biological influences on behavior, and research methods. Additional topics may include sensation and perception, states of consciousness, thinking, intelligence, language, motivation, emotion, stress and health, cross-cultural psychology, and applied psychology. Students choose 21st century skills using embedded FCCLA (Family, Career, and Community Leaders of America) national programs to assess learning and provide evidence of meeting requirements.

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. Through this UW course, eligible students have the option to register to earn UW credits through the UW in the High School program.

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) In this year-long journalism course, students practice writing, photography and design to produce the yearbook for Cleveland High School. Students will learn the importance of journalism and how to work as a team to complete tasks successfully and on time.

Students will learn technical skills on DSLR cameras and Mac computers. Students will be trained on reporting techniques (finding sources, conducting interviews, taking notes), writing news stories, photography (portraits and candids), layout design and marketing. Students will also learn about media literacy and journalistic standards and ethics.

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.).

Youth Entrepreneurs Program (Career Connections 2)

Credits: 0.5 / Semester or 1.0 / Yearlong
Grades: 9, 10, 11, 12
Graduation Requirement Satisfied: Career Technical Education

The mission of the YEP course is to cultivate a safe space where students can think differently about their career aspirations, free from the limitations of conventional paths. YEP is on a journey to create awareness/exposure and access to non-traditional pathways to STEM employment career opportunities. YEP is poised to take bold steps toward addressing the critical demand for skilled trades in our economy. We have developed a robust job source pipeline that connects students with high-paying jobs immediately after high school. This initiative will offer tangible career opportunities through apprenticeships, internships, and direct job placements. We aim to ensure that YEP graduates are well-prepared and highly sought after in the job market. This pipeline will empower students with financial independence and contribute to developing a skilled workforce essential for our nation's economic growth.

Recording Arts 1&2

Credits: 0.5 / Semester or 1.0 / Yearlong
Grades: 9, 10, 11, 12
Graduation Requirement Satisfied: Career Technical Education

Students can take this course as a semester long or yearlong class. Students who take the course as a yearlong course will be eligible for four free college CTE credits at Shoreline College if they maintain a grade of a C or higher.

Recording Arts Tech

Music Production. Beats. Podcasts. Sound Effects. Audio Engineering. Live Sound. DAWs. Mics. MIDI…

Recording Arts Tech guides students through both the creative and technical aspects of sound production. They use their skills to produce professional recordings that serve as standalone projects or integrate seamlessly into film, video, broadcast, live, or mixed media productions.

Career Readiness:

Students gain real-world experience working independently and collaboratively, while exploring various career pathways in the Audio/Video & Communications industry. Students use industry-standard equipment and software throughout the course.

Audio Proficiency:

- Master the operation and maintenance of sound equipment
- Capture high-quality audio in diverse settings
- Edit, mix, and refine recordings
- Adapt projects creatively for different audiences

Whether your passion lies in creating captivating music or designing immersive audio environments, Recording Arts Tech offers hands-on instruction and real-world experience to enhance your technical abilities and artistic vision.

Woods 1
Credits: 0.5 / Semester
Grades: 9, 10, 11, 12
Graduation Requirement Satisfied: Career Technical Education

This introductory class in Woodworking provides students with the opportunity to study many of tools, materials, and processes common to working with wood and wood construction. The course curriculum combines technical instruction with hands on shop experience. Students learn to operate tools and machines used in the trades and industry. Safety in all shop activities is emphasized.

Construction Concrete Pre-Apprenticeship
Credits: 0.5 / Semester or 1.0 / Yearlong
Grades: 12
Graduation Requirement Satisfied: Career Technical Education
The Construction Concrete Pre-Apprenticeship program is a Career Development Certification Program aimed at training and certifying 12 participants as lab technicians specializing in materials testing and quality control for the construction industry. In partnership with Kleinfelder, the program will provide classroom instruction, hands-on lab training, and professional mentoring to equip students with the skills necessary to secure jobs in a high-demand field. This program will target 12 seniors and Postgraduates of the Y.E.P program returning from outside communities. These students and partner members will be able to work together in industry-recognized certifications, positioning them for immediate employment upon program completion. The program will address the critical shortage of skilled technicians in construction and engineering while supporting local workforce development from high school and post-high school.

Worksite Learning
Credits: 0.25, 0.5, or 1.0 credit depending on hours completed
Grades: 11, 12
Graduation Requirement Satisfied: Career Technical Education

Students who already have a job or internship may be eligible to apply to earn worksite learning CTE credit. The job or internship would take place at a business or non-profit, where students will learn in the context of real-world situations. Students must talk to their counselor to participate in this program. Students will be supervised by the Career Connected Learning Coordinator who will create a contract and learning plan with the student, parents/guardians, worksite manager, and school. To qualify, students must have completed the 10th grade, be at least 16 years old, and be able to provide their own transportation to the job or internship site. Students must complete a minimum of 90 hours in order to earn credit for this course.

Fine Art

Concert Band
Credits: 1.0 / Yearlong
Grades: 9, 10, 11, 12
Course Fee: $20/semester or sliding scale fee
Graduation Requirement Satisfied: Fine Art
No Prerequisite: However, prior experience playing an instrument supports student success.

Following Concert Band, students may either advance to Symphonic Band or repeat Concert Band for additional credit.

Concert Band is a year-long course for students who play woodwind, brass, and percussion instruments. Students learn how to practice their instrument, rehearse together in small groups and full ensembles, perform for the community, and improve musicality and musical literacy skills. Students explore music of many styles, cultures, and time periods. Repertoire ranges from the 1600s to the 2020s, spanning genres such as film/TV/videogame, pop, rock, classical, R&B, kpop, hip hop, and jazz.

First semester emphasizes basic practice and rehearsal techniques, focusing on "pep band" style music to support our school sporting events.

Second semester delves more deeply into creating a vibrant performance and often includes jazz or brass-band style music alongside our varied concert band repertoire.

Students are expected to work as a team and also independently: All students are expected to practice significantly outside of class to maximize the effectiveness of group rehearsal time during class.

All band instrument players are welcome. Guitar/bass/piano players may be required to play a secondary instrument, such as percussion, whenever no parts are available for their primary instrument.

Concert Orchestra
Credits: 1.0 / Yearlong
Grades: 9, 10, 11, 12
Course Fee: $20/semester or sliding scale fee
Graduation Requirement Satisfied: Fine Art
No Prerequisite: However, prior experience playing an instrument supports student success.

Following Concert Orchestra, students may either advance to Symphony Orchestra or repeat Concert Orchestra for additional credit.

Concert Orchestra is primarily a string ensemble (violins, violas, cellos, basses), but may include woodwind, brass, and percussion instrumentation.

Students learn how to practice their instrument, rehearse together in small groups and full ensembles, perform for the community, and improve musicality and musical literacy skills. Students explore music of many styles, cultures, and time periods. Repertoire includes classical pieces from the 1600s to the 2020s and also a variety of contemporary pieces, including film/tv/videogame music, pop, rock, R&B, and music from varied cultures around the world.

Students practice appropriate rehearsal skills and performance etiquette, cultivate life-long leadership skills, and executive musical skills. Students learn instrument technique, major/minor scales, and concepts of composition/arrangement and improvisation. Students perform for the community in school concerts and regional festivals.

Students are expected to work as a team and also independently: all students are expected to practice significantly outside of class to maximize the effectiveness of group rehearsal time during class.

Guitar Lab 1
Credits: .5 / Semester
Grades: 9, 10, 11, 12
Course Fee: $20/semester or sliding scale fee
Graduation Requirement Satisfied: Fine Art
No prerequisite. This course may be repeated for credit. This is a one semester course.

In Guitar Lab 1, students learn the basic skills and concepts that enable them to learn songs independently beyond the classroom.

Students learn healthy and effective posture, a variety of chord shapes, how to read chord charts and techniques for learning new chords, strum patterns, single-note strategies, and the names of the notes on the guitar.

Students learn to recognize and notate music in tablature and chord charts and may also use traditional music "notehead" notation. Students listen to, analyze, and describe music from a variety of genres, which may include R&B, Indie, Rock, Pop, Folk, Bluegrass, Singer-Songwriter, Classical, and Jazz. Audio and visual examples of guitarists and music from various historical periods and world cultures will be included.

Music Survey
Credits: .5 / Semester
Grades: 9, 10, 11, 12
Course Fee: $20/semester or sliding scale fee
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 on the piano, percussion, and/or guitar. 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: $20/semester or sliding scale fee
Graduation Requirement Satisfied: Fine Art

No prerequisite. Next course that may follow is Advanced Percussion Ensemble. This course may be repeated for credit.

Students will practice, rehearse, and perform together primarily as a drumline. This includes bass drums, snare drums, cymbals, and tenor drums. In addition to drumline, the percussion students may also form a Steel Pan a marimba ensemble, an African Drum ensemble, a Steel Pan ensemble, or any configuration of percussion.

Students learn how to read traditional sheet music notation for these percussion instruments, and develop healthy and effective physical technique on these instruments.

Students perform in school concerts, assemblies, sporting events, and regional festivals and competitions.

Students are expected to work as a team and also independently. All students are expected to practice significantly outside of class to maximize the effectiveness of group rehearsal time during class. Students practice accountability, leadership, and collaborative communication skills through their work in this course.

Percussion Ensemble Advanced
Credits: 1.0 / Yearlong
Grades: 9, 10, 11, 12
Prerequisite: Satisfactory completion of audition and permission of the instructor.
Course Fee: $20/semester or sliding scale fee
Graduation Requirement Satisfied: Fine Art

Prerequisite: completion of Percussion Ensemble or Audition, with Instructor Approval.

This is the most advanced course in CHS's percussion sequence. It 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.

Please see the course description for "Percussion Ensemble" for reference:

Percussion Ensemble Advanced builds upon the skills from Percussion Ensemble and delves deeper into techniques for excellence on percussion instruments. Students in this class are expected to be percussion/drumline leaders: practicing their instrument daily, helping less experienced players improve their technique, and practicing excellent positive professional etiquette during rehearsals and performances.

Symphony Orchestra
Credits: 1.0 / Yearlong
Grades: 9, 10, 11, 12
Prerequisite: Satisfactory completion of audition and permission of the instructor
Course Fee: $20/semester or sliding scale fee
Graduation Requirement Satisfied: Fine Art
Prerequisite: completion of Concert Orchestra or Audition, with Instructor Approval.

This is the most advanced course in CHS's orchestra sequence. It 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.

Please see the course description for "Concert Orchestra" for reference:

Symphony Orchestra builds upon the skills from Concert Orchestra and delves deeper into techniques for excellence on string instruments. Students in this class are expected to be orchestra leaders: practicing their instrument daily, helping less experienced players improve their technique, and practicing excellent positive professional etiquette during rehearsals and performances.

Symphonic Band

Credits: 1.0 / Yearlong
Grades: 9, 10, 11, 12
Prerequisite: Satisfactory completion of audition and permission of the instructor
Course Fee: $20/semester or sliding scale fee
Graduation Requirement Satisfied: Fine Art
Prerequisite: completion of Concert Band or Audition, with Instructor Approval.

This is the most advanced course in CHS's band sequence. It 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.

Please see the course description for "Concert Band" for reference:

Symphonic Band builds upon the skills from Concert Band and delves deeper into techniques for excellence on band instruments. Students in this class are expected to be band role models: practicing their instrument daily, helping less experienced players improve their technique, and practicing excellent positive professional etiquette during rehearsals and performances.

AP Music Theory A/B

Credits: 1.0 / Yearlong
Grades: 9, 10, 11, 12
Prerequisite: There is no pre-requisite for this class, although students are strongly encouraged to be concurrently enrolled in a music ensemble or have other musical experience.
Course Fee: $20/semester or sliding scale fee
Graduation Requirement Satisfied: Fine Art

AP Music Theory is a two-semester, college-level course designed to prepare students for the AP exam—an exam for which many four-year universities offer college credit with scores of 4 or 5. The course develops essential musicianship skills, including reading, writing, and analyzing musical notation, dictation, ear training, and sight singing. Though it focuses on European Classical traditions—emphasizing part-writing and harmonic analysis—the course also explores diverse musical styles such as pop, rock, jazz, R&B, hip hop, and non-European classical music. In the first semester, students build a strong foundation in musical vocabulary and fundamentals, mastering concepts like pitches, intervals, scales, chords, meter, rhythm, phrase structures, and introductory counterpoint and harmonic analysis.

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.
Did you know that art is about much more than a painting hanging in a museum or a perfectly drawn shape? Did you know that you (yes, YOU) are an artist with powerful stories and perspectives to share? In Art Survey, you will learn about the various ways visual art can transform spaces, influence opinions, agitate or calm nerves, and cultivate compassion and empathy. It's true - by making and sharing artwork, we learn more about ourselves, each other, and what is possible in the world.
From drawing and painting to sculpture and printmaking, we will develop skills in order to express ourselves creatively within a supportive and inclusive environment. We will look to historic and contemporary artists, especially those who have been traditionally excluded or pushed to the margins, for inspiration and guidance.

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.
Whether you are an expert or a beginner, this class welcomes anyone who wants to learn more about drawing and painting techniques. So much of capturing our world with graphite or paint involves learning to SEE differently. In this class, we will work on forging new neural pathways as we train our eyes (and hands!) to more keenly notice line and shape, light, and shadow. From pencil and charcoal to acrylic and watercolor, we will build technical and conceptual skills in a variety of media. Working in a supportive and inclusive environment, we will share ideas, take risks, and learn to approach creative problems with compassion and joy.

Ceramics
Credits: 0.5 / Semester
Grades: 9, 10, 11, 12
Graduation Requirement Satisfied: Fine Art
No prerequisite. This course may be repeated for credit.
As an introductory class, you will get to know the nature of clay through a series of hand-built projects. You will learn three main hand-building techniques: pinching, slabs, and coiling. You will also learn how to add color with underglaze AND glaze. You will create both sculptural and functional pieces (meaning some of your finished work will be food and microwave-safe, and some will not). In addition to hands-on work, you will learn about how clay has been used throughout human history, and look to historic and

contemporary artists for inspiration. Finally, you will learn about the science of clay, including what it's made of and what happens when it interacts with water, heat, and air.

Graphic Design Beginning
Credits: 0.5 / 1st Semester
Grades: 9, 10, 11, 12
Graduation Requirement Satisfied: Cross crediting in CTE & Fine Art
No prerequisite. In this class, students will learn the basics of graphic design and digital art. They will become proficient in Canva, Adobe Photoshop, and Adobe Illustrator, three of the most widely used apps in the industry. They will learn and practice a professional workflow of designing for clients, including creative briefs, iteration, peer review, and final delivery. They will also develop an understanding of art criticism and careers in the graphic design industry. Topics covered include the Principles of Design, Typography, Composition and Color Theory. This is an exploratory Career and Technical Education (CTE) course.

Graphic Design Advanced
Credits: 0.5 / 2nd Semester
Grades: 9, 10, 11, 12
Graduation Requirement Satisfied: Cross crediting in CTE & Fine Art
Prerequisite: Graphic Design Beginning. This course may be repeated for credit.
In this class, students will continue to develop the technical and aesthetic aspects of their design work while exploring subjects and techniques of personal interest, as well as completing more complex design campaigns requiring multiple deliverables. Students will explore all
aspects of graphic design and produce deliverables that convey messages and persuade viewers. Students will develop advanced skills in industry standard software (Adobe Photoshop, Adobe Illustrator and Adobe After Effects) to create projects in their own artistic style or to fulfill
the needs of a client.

This is a preparatory Career and Technical Education (CTE) course, where they will be trained and offered an opportunity to earn an Adobe Certification, which qualifies as an Industry Recognized Credit (IRC).

Video Beginning A
Credits: 0.5 / 1st Semester
Grades: 9, 10, 11, 12
Graduation Requirement Satisfied: Cross crediting in CTE & Fine Art
No prerequisite. In this class, students will learn the basics of video production, including pre-production (writing, planning, scheduling), production (camera, lights, sound), and post-production (editing, audio mix, FX). This first semester will focus on non-fiction filmmaking. Students will learn how to document real life and express themselves through visuals and audio. They will also develop an understanding of film criticism and careers in the film industry.

Students will learn how to properly use DSLR cameras (exposure, focus, lenses) and how to edit on Adobe Premiere (the industry standard video editing app). Students will complete a mixture of individual and group projects. This is an exploratory Career and Technical Education (CTE) course.

Video Advanced A
Credits: 0.5 / 2nd Semester
Grades: 9, 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.
In this class, students will focus on "narrative filmmaking" as they learn advanced skills in pre-production (storyboarding, screenwriting, planning), production (camera movement, cinematic lighting, production design, acting), and post-production (sound design, scene editing). They will study advanced story concepts like character, plot, theme and genre. They will also develop an understanding of film criticism and careers in the film industry.

Students will learn advanced skills with DSLR cameras and Adobe Premiere (the industry standard video editing app). Students will complete a mixture of individual and group projects. At the end of this semester course, students will produce a short narrative film that will be screened at a local youth film festival.

This is a preparatory Career and Technical Education (CTE) course, where they will be trained and offered an opportunity to earn an Adobe Certification, which qualifies as an Industry Recognized Credit (IRC).

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

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

Universal PE is a course designed to foster a learning environment that supports and engages students of all abilities. It offers a range of inclusive activities that promote a healthy and active lifestyle. This class is thoughtfully structured to meet the needs of every student, providing them with the tools and opportunities to fully participate in. Universal PE will cultivate a supportive culture through inclusive lessons and games, as well as, enhance access to physical education and physical activity using UDL strategies, structured routines, and varied instructional methods. Universal PE will feature inclusive activities by integrating disability sports and collaborating with local community programs. Additionally, it will promote healthy, active lives through genuine connections among peers through physical activity.

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.

General Courses & Electives

Shakespeare
Credits: 0.5 / Semester 1
Grades: 9, 10, 11, 12
Graduation Requirement Satisfied: Language Arts Elective
Students will read Shakespearean drama, which includes history, tragedy, comedy and romance. Their analysis, both oral and written, will offer excellent practice in understanding the plays of Shakespeare, and, by extension, other plays as well.

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.

Young Queens (Leadership)
Credits: 1.0 / Yearlong
Grades: 9, 10**,** 11, 12
Graduation Requirement Satisfied: Elective
Young Queens is a leadership course that focuses on social justice, service-learning, and engaging projects. Participants learn to take initiative, collaborate with others, and develop problem-solving skills. These activities empower youth to lead with purpose, achieve personal goals, academic success and contribute positively to their communities.

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
Advisory 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 (Associated Student Body)
Credits: 1.0 / Yearlong
Grades: 9, 10, 11, 12
Graduation Requirement Satisfied: Elective
Prerequisite: Must be voted into ASB cabinet to join this class.
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.

Service Learning
Credits: Non-credit bearing / Yearlong
Grades: 11, 12
Graduation Requirement Satisfied: 60 Service Learning Hours

Earn service hours volunteering at Maple Elementary, the Rainier Valley Food Bank or a different organization of your choice! We will help you get set up with a good match and complete a service learning orientation to prepare you. Then you will go directly to your service site on days with 80-minute periods and then come to the CHS library on Wednesdays. You can earn up to 60 service hours in this non-credit bearing course!

Special Education

Learning Lab
Credits: 1.0 / Yearlong
Grades: 9, 10, 11, 12
Graduation Requirement Satisfied: 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: Rainier Beach High School
Year 1 & 2: AM session (8:50 - 11:20 a.m.)
Year 1 & 2: PM session (12:45 - 3:15 p.m.)

- Credit Equivalencies with Math or Science available **(Year 1 only)**

- CTE Dual Credit available and Industry Certification available
- **Career Pathway: Science, Engineering, and Industry** – Seattle is home to two of the world's biggest and most dynamic industries: Aerospace and Maritime manufacturing! Students learn key manufacturing skills used in shipyards and aerospace employers in the Pacific Northwest. Our students learn safety, tool identification and proper use, fastener installation, machining, welding, fabrication, and much more! We help students gain industry experience with the chance to earn college credit and prepare them for an upcoming and fulfilling career in industry.

Automotive Technology: Location: Washington Middle School & West Seattle High School

Washington MS:
Year 1 & 2: AM session (8:50 – 11:20 a.m.)
Year 1& 2: PM session (12:45 - 3:15 p.m.)

West Seattle HS:

Year 1 & 2: AM session (8:50 – 11:20 a.m.)
Year 1& 2: PM session (12:45 - 3:15 p.m.)

- Credit Equivalency with Science available **(Year 1 only)**

- Dual Credit and Industry Certification available
- **Career Pathway: Science, Engineering, and Industry** – Are you interested in a hands-on class that requires critical thinking and passion for the auto industry? Gain a solid foundation and employable skills in automotive technology through our automotive classes! Students learn about brake systems, maintenance, and other systems that function within a vehicle.

Construction Trades: Location: Rainier Beach High School
Year 1 & 2: 8:50 – 11:20 am
Year 1 & 2: 12:45 – 3:15 pm

- Credit Equivalency in Math or Science available **(Year 1 only)**

- Industry Certification available
- **Career Pathway: Science, Engineering, and Industry** – This hands-on course covers both residential and commercial construction with an emphasis on job site safety. We focus on employability skills, problem-solving, trainability, team building, while working together to build tiny homes for unhoused people. Students gain experience with the tools and exposure to specialties including: Cement and Masonry, Wood Frame Carpentry, Roofing, Siding, Drywall and Painting, Finish Carpentry, Cabinet Installation, Flooring and Countertops.

Firefighting and Emergency Medical Services: Location: Washington Middle School

Year 1 & 2: 8:50 – 11:20 am

Year 1 & 2: 12:45 – 3:15 pm

- Credit Equivalency with Lab Science and PE (not Personal Fitness) **(Year 1 only)**

- Industry Certification available

- **Career Pathway: Science, Engineering, and Industry** – This course prepares students for careers as fire fighters and other emergency services careers. Student cadets leave class able to manage themselves and others during high-stakes emergency events, taking on a sense of responsibility and ownership for positive outcomes.

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

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

- Credit Equivalency in American Government (Social Studies)
- Industry Certification available
- **Career Pathway: Science, Engineering, and Industry** – Learn how to work on ships in Puget Sound! This course blends modern and traditional seafaring and deckhand skills with training in engine maintenance and repair. Students learn what it takes to work on fishing vessels, ferryboats, cargo ships and more. They develop fundamental skills in navigation, tides, currents, boat handling, knots, safety, communications, radar, meteorology, tool use, and marine engine maintenance and repair. Course work is taught on the water and in the classroom. Students 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: AM session (8:50 - 11:20 a.m.)

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

- Credit Equivalency in Fine Arts available
- Industry Certification available
- **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.

Medical Assisting/Health Sciences: Location: Lincoln High School
Year 1 & 2: AM session (8:50 – 11:20 a.m.)
Year 1 & 2: PM session (12:45 - 3:15 p.m.)

- Cross Credits in Science and Applied Math available
- CTE Dual Credit and Industry Certification available
- **Career Pathway: Health & Human Services** – Enter Medical Assisting, a fast-growing medical profession that combines people skills, organization, and compassion in a medical setting! Students practice the language and skills of doctors and other health professionals, using core knowledge that leads to healthcare, medical assisting, and medical office 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.

Nursing Assistant: Location: Franklin High School

Year 1: AM session (8:50 - 11:20 a.m.)
Year 1: PM session (12:45 - 3:15 p.m.)

- Credit Equivalency with Science available

- CTE Dual Credit and Industry Certification available
- **Career Pathway: Health & Human Services** – Nursing Assistant training is a fast track to post-secondary Health Sciences, and related Nursing Careers! Nursing is considered one of the entry points into the medical profession. In our Skills Center course, Students complete the 11 national health foundation standards, test basic knowledge and skills in their classroom and clinical site, then test for state licensure. Students in the CNA course must turn 16 years old by the time clinicals begin, which can be as early as March 1.
- **To prepare for the Nursing Assistant Certification test and complete the coursework for this program, hands-on learning ("clinicals") at an assisted living care will take place in second semester. Students are required to provide proof of several common vaccinations before entry into assisted living facilities, and these vaccinations will likely continue to include COVID vaccine and boosters. During clinicals, under the guidance of licensed staff, students will perform CNA tasks on real human patients, including cleaning of genitalia.*

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

Year 1: AM session (8:50 - 11:20 a.m.)
Year 1: PM session (12:45 - 3:15 p.m.)

- Credit Equivalency with English available

- CTE Dual Credit and Industry Certification available
- **Career Pathway: Health & Human Services** – This comprehensive course allows students to explore the world and work of teaching and the field of education. Through hands-on learning, students gain experience working in various educational settings and prepare for success in post-secondary teaching programs. 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 & 2: AM session (8:50 - 11:20 a.m.)
Year 1 & 2: PM session (12:45 - 3:15 p.m.)

- Credit Equivalency in Fine Arts and Geometry available
- Industry Certification available
- **Career Pathway: Technology** – Create animation and games! Students learn sketching and story-boarding in 2D animation and concepts of 3D. They learn skills necessary for a career in the animation and gaming industry. This course is a great preparation for college and career and provides a fantastic opportunity for students to express themselves creatively while learning industry standard technical skills.

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 some of the 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
Seattle Central College

Placement Exam Information at our local Seattle Colleges:

South Seattle College
Seattle Central College

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