

Ingraham High School  
1819 N. 135th Street, Seattle, WA 98133  
Main Office Tel 206-252-3880  
Fax 206-252-3881  
<https://ingrahamhs.seattleschools.org/>



# Ingraham High School Course Catalog 2024-25

# Table of Contents

Registration Policies and Procedures	3
Graduation Requirements	6
Specialty Programs at Ingraham	7
English Scope and Sequence	9
History Scope and Sequence	9
Science Scope and Sequence	9
Math Scope and Sequence	9
Language Arts Department	10
World Language Department	11
Social Studies Department	13
Social Studies Elective	14
Science Department	15
Mathematics Department	17
Performing and Visual Arts Department	19
Business and Technology Department	25
Family and Consumer Science Department	26
Fitness (PE) Department	28
Miscellaneous Electives	28
English Language Learning (ELL) Department	29
Community Based Training (CBT) Department	Error! Bookmark not defined.
IEP (Special Education) Department	Error! Bookmark not defined.
Questions and Answers about Ingraham	32
Welcome to the Ingraham Family!	33

# Registration Policies and Procedures

## Changing a student's schedules

Courses are established, and staff are assigned based on students' class requests made during spring registration. Students are given an opportunity to review and adjust their course selections during each advisory period in June. Changes may not be made after that window in June. There are a few exceptions:

- Adjustments due to classes passed over summer
- Corrections needed to meet graduation requirements
- Adjusting for Running Start schedules
- Level changes which require approval by teacher, counselor, and parent/guardian
- TA periods which require approval by teacher, counselor, and parent/guardian

### Balancing Classes:

- Sometimes counselor and administrators may have to adjust student schedules to balance class sizes.

**Rationale for policies:** We have numerous reasons for this policy change. The schedule changes have impact on:

- Decrease instruction time
- Staff productivity
- Staff Assignments at Ingraham
- Disrupt the learning environment

## Dropping a course

- No student may drop a course if the result is a hole in student's schedule.
- We encourage all students to have a full schedule.
- Parent/guardian signature is required for dropping a core class, switching out of honors/IB, or adding a Teacher Assistant or Office Assistant (TA/OA).
- If you need to drop a class due to extenuating **after 10 days, you will receive a "W"** (withdrawal, does not affect your GPA) on your transcript. **After 5 weeks, you will receive an "E"** (no credit, and this will negatively affect your GPA).

## Teaching/Office Assistant's

Students may be teaching or office assistants if they have additional space in their schedule. Students intending to register as an assistant would need to first check with their counselor to make sure the student is proceeding successfully toward graduation.

- A "Teaching Assistant" earns 0.25 credits for one (1) semester of satisfactory performance in the classroom. An "Office Assistant" earns .5 credits for one (1) semester of satisfactory performance.
- A maximum of 2.0 credits of TA/OA may count toward the general elective's requirements of graduation.

- Due to the 24-credit graduation requirement, any student graduating 2021 and beyond will be credit deficient if they take a TA class. They will then be responsible to make up credit outside of school.

## Pass/No Pass Grades

In addition to the procedures outlined in Board Policy C15.00 and Board Procedure D15.00, the following are required:

- The District Pass/No Pass request form is to be signed no later than the fifth week of the semester by the teacher, parent, student, and counselor to document that the counselor has advised the student of the potential impact(s) that a pass/no pass may have on college admissions. NCAA and some colleges interpret the "P" grade as the lowest possible passing mark or "D".
- Exceptions may be allowed based on IEP, 504 Plan, or extenuating circumstances approved by the principal.
- A student may not opt for a letter grade once the Pass/No Pass form has been submitted.
- Only one Pass/No Pass grade may be requested per semester and must be requested by the fifth (5th) week of the semester.

## Grade Modifications

A grade can only be changed: By the teacher of record for that specific course and grade; or by the Principal if the cause was a math error or bias; a grade change must be documented with a completed and fully signed District "Course/Grade/Credit Change" form. The teacher, counselor, data registration specialist and administrator must sign the form prior to data entry. This must be completed within five-weeks after that grading period has ended. The form will be placed in the students' accumulative file. Principal has the discretion to make exceptions for extenuating circumstances beyond the five-week deadline.

## Grade and Credit Replacements

If a student chooses grade replacement for a repeated course, the highest grade received will be counted toward the student's GPA and credits. The original grade will continue to appear on the student's transcript and academic history, but the student will not receive credit for the replaced course.

- The replacement mark must be an improvement over the original mark, and the credit earned in the replacement course must be equal to or greater than the credit previously earned in the course.
- Replacement courses may only replace the previously taken course, never courses taken later or at another academic institution outside of the Seattle School District.

If a student retakes a course and does NOT choose to have the course replace a former identical course, the additional identical course grade and credit will be counted under the "general elective" requirement.

## Incomplete Grades

A grade marked, as "Incomplete" must be changed to a letter grade within six school weeks of the following term. If no letter grade is provided, the grade will automatically become an "E". The Principal has the discretion to make exceptions for extenuating circumstances. This exception will be kept in the student's file.

## Physical Education Waivers

Waivers can be approved for military service, medical, religious, participation in direct athletics, for economic reasons (e.g., student is working to support self or family), or for another good cause. A physical education competency assessment still needs to be completed prior to graduation.

- No credit is earned when a PE waiver is approved.
- All PE waivers will be placed in the student's cumulative file.
- A PE Waiver form can be found in the Counseling Office and on the Ingraham Website.
- PE waivers submitted for sports participation must be submitted at the end of the season during the academic year that the student participated in that sport.

## Alternative Credit Courses

Equivalency credit for alternative learning experiences, non-high school courses, electronically mediated courses, internship. All alternative credit-learning experiences must be pre- approved by a counselor before a student begins such a course.

High school credits may be given for, but not limited to, the following:

- Counselor approval is required BEFORE registering in any non-Ingraham courses. Students must submit an equivalency course of study form to the school counselor for approval prior to beginning the experience to ensure that credit will be recognized.
- All equivalency courses of study attempted for credit must be documented on a student's transcript. Student is responsible for submitting an official transcript from the institution which the course was taken.
- Students may not opt to omit based on course outcome.
- Other courses offered by any school or institution if specifically approved for credit by the district.
- Credit based on competency testing for attempted courses which were failed may be granted by the district.
- PASS courses added by Seattle Public Schools (available under approved special circumstances).

## Making up a Failed Course

If a student fails a required course, student must retake it and pass it to graduate. Failed courses may be made up in some alternative programs or approved online options. Some Running Start courses can also qualify. Principal approval is required BEFORE registering in any non-Ingraham courses.

# Graduation Requirements

Ingraham High School offers many pathways of academic achievement: full IB diploma, early entrance IB diploma program, and general high school requirements (which include partial IB, Running Start, Skills Center, Seattle Vocational Institute, or other approved programs). Throughout your four years, you will have numerous opportunities to challenge yourself to complete honors, Advanced Placement (AP), and IB courses in areas you select or you can plan to pursue our IB Diploma Program (IBDP), which involves a full slate of rigorous course offerings and if attempted, allows the student to waive most other graduation requirements that are outside the realm of the IBDP (see graduation checklist on the Ingraham website, as well as specific requirements for your individual plan).

Please make sure to work with your school counselor to track your graduation requirements.

## Class of 2021 and Beyond

You will need 24 credits to graduate.

- 4 credits of English
- 3 credits of science
- 3 credits of math
- 3 credits of social studies
- 2 credits of art (1.0 credit is flexible based on your personal pathway)
- 0.5 credits of health
- 1.5 credits of PE
- 1.0 career and technical education (CTE/Occ. Ed.) credit
- 2 credits of world language (Credits are flexible based on your personal pathway)
- 4 elective credits
- Complete a graduation pathway

## Additional Graduation requirements

- 60 hours of service learning (IB diploma candidates will complete CAS instead)
- Completion of the Washington State physical education (PE) competency exam<sup>1</sup>
- Completion of Washington State History<sup>2</sup>
- Completion of a High School and Beyond Plan

---

<sup>1</sup> This is required even if a student obtains PE waivers due to disability, religious belief, or athletics.

<sup>2</sup> This requirement may have been met at your middle school. Check with your counselor with questions.

## Supplemental Graduation requirements for four-year college admission

(Note that the requirements listed meet the minimum core course requirements for admission to a four-year public college or university in Washington State. Students are strongly encouraged to exceed these minimum requirements to be competitive in the admissions process for out of state, private, and international colleges and universities.)

- Four credits of English; three credits of math (including one math based course senior year), two years of lab science (one credit must be algebra based, one credit must be biology, chemistry or physics, this course may meet the algebra based science requirements. Some colleges have more specific requirements; refer to their admissions requirements website); three credits of social science/history, one credit of art (most often one year of the same medium).
  - Take the PSAT as a sophomore and junior to prepare for taking the SAT and/or ACT.
  - World Languages
    - 2 years of the same world language.
    - Some colleges may accept the world language exam (STAMP).
- 

## Specialty Programs at Ingraham

### Community based training (CBT) Program

The goal of Ingraham's CBT program is to prepare students with disabilities for life after high school. We hope to give students a wide range of real-world experiences, vocational instruction, and social skills training. Each day we push our students towards independence, and we ultimately hope that every student in our department will leave Ingraham with an elevated sense of self-worth and an ability to determine their own future through self-advocacy. There are seven classrooms under the umbrella of the CBT program: two moderate/severe, two dyspraxia, two generic, and one autism spectrum (these classrooms are designated as low incidence). Depending on their needs, students in our department typically spend a portion of the day working on vocational and life skills, and many take a variety of both academic and elective classes, which could include American government, creative writing, drama, choir, and PE to prepare for their Special Olympics events. Students in the CBT program who take these courses move from classroom to classroom much like any Ingraham student would but within the CBT program. Additionally, some students seamlessly move from special education to general education classes several times during the day.

### Running start (RS) Program

The RS Program offered at all the Seattle area community colleges provide Ingraham juniors and seniors the opportunity to enroll in college level courses and to earn high school/college credit at the same time. Students can be granted up to 15-credits per quarter free of charge; credits beyond that must be paid for by the family. Students are responsible for purchasing their own books, paying lab costs and providing their own transportation to the campus, but may qualify for fee waivers (subject to income and college policies). Students are responsible for completing the RS Application through their college. Placement into college courses is done by either taking a placement test at the college or submitting your Smarter Balance and SAT/ACT scores. It is recommended that students have a 2.0 GPA when enrolling in Running Start. Students must meet with their school counselor each quarter to complete an enrollment

verification form and review graduation requirements prior to class registration. Early registration helps to avoid scheduling conflicts between Ingraham and your RS courses.

Students are required to complete all Ingraham based forms and follow the college instructions. Registration for running start is not until around May. Students should complete a FULL Ingraham schedule, and then we will make adjustments after successfully registering for college courses.

Running Start is also available summer quarter for rising juniors and seniors – see your counselor for information about summer quarter RS!

## IB certificates and the IB Diploma program (IBDP)

To complete the diploma, you must get to the fourth level of a world language by your second year of the diploma program. HCC students interested in opting into the early entrance IB program must enter high school at a level two of a world language. **If an HCC student is NOT at this point, they will be required to postpone IB until junior year.**

An IB certificate can be earned by taking any single IB level course and taking the end of year exam.

Students who wish to pursue the IBDP will take an IB level course in six different subject areas. Three IB courses at the Standard level (SL, a one-year course) and three IB courses at the Higher level (HL, a two-year course). Students will also complete an additional seventh subject, Theory of Knowledge (TOK) course, complete 150 hours of Creativity, Action, and Service (CAS), and write a 4,500-word research paper on a subject of their choice, known as the Extended Essay (EE).

At Ingraham, the IB Coordinators are Laura Turner and Angela Peck, who can guide students through the IB planning process, [laturner@seattleschools.org](mailto:laturner@seattleschools.org) 206-252-4032 or [alpeck@seattleschools.org](mailto:alpeck@seattleschools.org) 206-252-3926.

## Advanced placement (AP) Courses

Ingraham currently offers a few AP courses. Students may choose to take the AP Exam for the potential of earning college credit.

## Highly Capable Cohort (HCC)

The HCC pathway at Ingraham is known as early entrance. At the end of 9th grade, students will be given the opportunity to opt into the early entrance program, or to postpone until 11th grade. HCC students must be at level 2 in a World Language to start the IB Diploma program as a sophomore. If they are not at a level 2, and would like to pursue the IB Diploma this can be done starting their junior year. If in 9th grade, HCC students opt in (early entrance includes teacher approval, completion of application packet, and a grade evaluation) students will complete the rigorous IB Diploma Program a year early. In 12th Grade, HCC students will have many opportunities and pathways to complete their senior year and still be competitive in the college process. See your counselor for individual planning.



## English Scope and Sequence

- 9th grade: Intro the Lit Comp 9 (regular or honors)
- 10th grade: World Lit Comp 10 (regular or honors)
- 11th grade: IB Literature
- 12th grade: IB Literature
  - 12th graders currently have the option of College in the High School English based on counselor recommendation.

## History Scope and Sequence

- 9<sup>th</sup> grade: World History 1/2 (regular or honors)
- 10<sup>th</sup> grade: World History 3 (regular or honors) OR LGBTQIA World History 3 (both options are only one semester)
- 11<sup>th</sup> grade: IB History of the Americas
- 12<sup>th</sup> grade: American Government (one semester) OR IB 20<sup>th</sup> Century History (full year)

## Science Scope and Sequence

- 9<sup>th</sup> grade: Physics A/Chemistry A (regular or honors)
- 10<sup>th</sup> grade: Biology (or honors)
- 11<sup>th</sup> grade: Physics B/Chemistry B (regular or honors)

Note: This sequence can start in 7<sup>th</sup> grade. You would have more flexible options after you complete Physics B/Chemistry B after 9<sup>th</sup> grade. For all students, while Physics B/Chemistry B is recommended, it can be replaced with another science that fits your High School and Beyond Plan.

HCC students: If you are starting this sequence in 7<sup>th</sup> grade and postponing the IB diploma until 11<sup>th</sup> grade, you have the option of taking an IB science class in 10<sup>th</sup> grade however you cannot test in this course and it cannot count towards your IB diploma in any way.

## Math Scope and Sequence

- 9<sup>th</sup> grade: Algebra 1
- 10<sup>th</sup> grade: Geometry (regular or honors)
- 11<sup>th</sup> grade: Algebra 2 (regular or honors)

Note: This sequence can start in middle school so follow the correct sequence. Geometry can be taken concurrently with either Algebra course if a student wishes to speed up their track. While most students should take Algebra 2, it can be replaced with other math courses. After Algebra 2, you can take Business Math, Pre-calculus, IB Math, or AP Statistics.

# Language Arts Department

## 9th Grade

### **Introduction to Literature and Composition 9A/B - Year**

Introduction to Literature and Composition is a yearlong 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. Readings, both classical and contemporary, lend themselves to literary analysis, represent a variety of reading levels and display 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 creating clear and purposeful essays while adhering to conventions of composition. Honors credit is available.

\*NCAA Initial Clearinghouse Approved Course

## 10<sup>th</sup> grade

### **WORLD LITERATURE AND COMPOSITION 10A/B - YEAR**

World Literature and Composition is a yearlong course where students read international texts 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. Honors credit is available.

\*NCAA Initial Clearinghouse Approved Course

## 11th and 12th grade

### **IB LITERATURE 11 [YEAR 1] A/B SL and**

### **IB LITERATURE 12 A/B [YEAR 2] HL - YEAR**

This two - YEAR sequence of courses prepares students to take the IB Literature exam at the Higher level. IB Literature is built on the assumption that literature is concerned with our conceptions, interpretations and experiences of the world. The study of literature can therefore be seen as an exploration of the way it represents the complex pursuits, anxieties, joys and fears to which human beings are exposed in the daily business of living. Through the study of a wide range of literature, the IB Literature course encourages students to appreciate the artistry of literature and to develop an ability to reflect critically on their reading. Works are studied in their literary and cultural contexts, through close study of individual texts and passages, and by considering a range of critical approaches.

\*NCAA Initial Clearinghouse Approved Course

# World Language Department

## **FRENCH 1 A/B - YEAR Material fee**

\*Contact Roxy Lewis for placement questions in French [rmlewis@seattleschools.org](mailto:rmlewis@seattleschools.org)

Learn to carry on a conversation with a French speaker about self, family, friends, school, fashion and fun activities. Read and write simple stories and messages in French. Learn where French speakers live and all they do.

## **FRENCH 2 A/B - YEAR Material fee**

Students must have successfully completed French 1.

Learn how to live like a local in a French-speaking country. Carry on conversations about travel, leisure activities, and holidays. Read authentic texts and write about topics of personal interest. Explore different ways of life.

## **FRENCH 3 A/B - YEAR Material fee**

Students must have successfully completed French 2.

Expand your knowledge of the French speaking world through traditional and modern art, literature, and music. Engage in extended conversations, express opinions, feelings and emotions. Improve your reading and writing fluency.

## **IB FRENCH 4 A/B SL - YEAR Material fee**

Students must have successfully completed French 3.

Develop and express opinions, debate meaningful issues, read French language newspapers/magazines/stories, and watch French TV – all in French!

## **IB FRENCH 5 A/B HL - YEAR Material fee**

Students must have successfully completed IB French 4.

Interact with French speakers about a variety of topics. Increase your reading and writing skills and be able to discuss the importance of French as a global force.

## **JAPANESE 1 A/B - YEAR**

\*Contact Shiho Aoki for placement questions in Japanese [shaoki@seattleschools.org](mailto:shaoki@seattleschools.org)

Students will be able to use interpersonal, interpretive, presentational skills to communicate in real-life situations using Japanese with Japanese people, while developing critical thinking skills to explore Japanese culture.

## **JAPANESE 2 A/B - YEAR Material fee**

Students must have successfully completed Japanese 1.

Students will communicate in Japanese on topics of interest to urban teenagers. They will use contextual cues to understand simple authentic texts, and develop critical thinking skills through the study of Japanese culture.

## **JAPANESE 3 A/B - YEAR Material fee**

Students must have successfully completed Japanese 2.

Students will engage in conversations, interpret, present on a variety of topics in both written and spoken format. They will demonstrate an understanding of the practices/products/perspectives of Japanese culture.

### **IB JAPANESE 4 A/B SL - YEAR Material fee**

Students must have successfully completed Japanese 3.

Students will engage in oral and written activities; read, listen to, and view a variety of authentic texts; give informal and formal presentations. They will study culture via Japanese language sources and class discussions.

### **IB JAPANESE 5 A/B HL - YEAR Material fee**

Students must have successfully completed IB Japanese 4.

Students will interact with Japanese speakers on a variety of topics from the local to the international level. They will increase reading and writing skills and be able to discuss the importance of Japan in world affairs.

### **IB JAPANESE 6 A/B HL - YEAR Material fee**

Students must have successfully completed IB Japanese 5.

IB Japanese 6 continues the sequence of courses. The main focus is language acquisition, with special emphasis placed on developing an appreciation and understanding of Japanese literature.

\*Depending on teacher ability and level of interest

### **SPANISH 1 A/B - YEAR Material fee**

\*Contact Ceinwen Bushey for placement questions in Spanish <mailto:ckbushey@seattleschools.org>

This course is an intro to Spanish language and culture. Build communication skills through conversation and understanding. Learn customs and lifestyles of various Spanish-speaking cultures and countries through music, food, art and current events.

### **SPANISH 2 A/B - YEAR Material fee**

Students must have successfully completed Spanish 1.

Increase and strengthen communication skills by giving opinions and engaging in social conversations. Read stories and write about familiar topics. Deepen understanding of customs and history of Spanish-speaking countries.

### **SPANISH 3 A/B - YEAR Material fee**

Students must have successfully completed Spanish 2.

Express increasingly complex concepts verbally and in writing in authentic settings. Aim for more immediate understanding when listening to native rates of spoken Spanish. Increase ability to paraphrase. Culture is interwoven.

### **IB SPANISH 4 A/B SL - YEAR Material fee**

Students must have successfully completed Spanish 3.

Maintain conversation with expanded vocabulary and acceptable accent. Understand Spanish spoken at a normal pace. Read authentic texts. Express ideas in writing using complex structures. Cultural issues are integrated.

### **IB SPANISH 5 A/B HL - YEAR Material fee**

Students must have successfully completed IB Spanish 4.

Discuss a wide variety of topics from the local to the international level. Listen to, view, read authentic materials from the Spanish-speaking world. Research, write and present a topic of international importance.

### **IB SPANISH 6 A/B - YEAR Material fee**

Students must have successfully completed IB Spanish 5.

Students build vocabulary and develop written and oral fluency. Focus in on preparing for the Higher Level IB exam.

---

## **Social Studies Department**

### **9th grade**

#### **WORLD HISTORY 1/2 - YEAR**

World History 1 & 2 is a yearlong course of study that focuses on the cultures and regions of Africa, the Middle East, and Asia. While geography and history are fundamental to the study of each region, emphasis is also placed on the regions' contemporary cultural, political, and economic characteristics. By studying major cultural areas, students should better understand the current and changing conditions in the world as well as relationship of the United States to these regions. Skill development includes working with historical texts and maps, interpreting data in various formats, and writing historical narrative. Honors credit is available.

\*NCAA Initial Clearinghouse Approved Course

### **10th grade**

\*Taking a sophomore year social studies course is required if wanting to complete the standard IB diploma. Early entry IB students will move right into IB History of the Americas.

#### **WORLD HISTORY 3 - SEMESTER\***

World History 3, the third semester of the World History courses, encompasses 1900 C.E. to the present in the continued investigation of the emergence of civilizations across the globe. Honors credit available.

\*NCAA Initial Clearinghouse Approved Course

#### **LGBTQIA WORLD HISTORY 3-SEMESTER**

Can be taken in place of World History 3 or as an elective.

### **11th grade**

#### **IB HISTORY OF AMERICAS HL - YEAR**

International Baccalaureate History of Americas examines US History in the broader political, social and economic context of the hemisphere. Students will study topics ranging from European colonization to the civil rights movements and Vietnam War. Special emphasis will be placed on historical analysis and writing, historiography and preparation for IB exams.

\*NCAA Initial Clearinghouse Approved Course

---

## **IB THEORY OF KNOWLEDGE 1 - SEMESTER 2 ONLY (Before School)**

Theory of Knowledge (TOK) is the central, worldwide-required element of the IB Diploma Program. TOK asks student to be critical in the examination of what can be known, how that knowledge is constructed, and how claims about knowledge vary between disciplines as well as cultures. Students are asked to reflect on the interaction between different areas of knowledge, various ways of knowing, and the knower. Special attention is given to developing writing skills appropriate for philosophical inquiry as well work on the EE.

## **12th grade**

### **AM GOVT & ECON - SEMESTER**

The purpose of this course in American government and economics is to give students an understanding of how their government works and how their economic system operates in order for them to participate meaningfully in making decisions that affect their lives.

\*NCAA Initial Clearinghouse Approved Course

### **IB 20<sup>TH</sup> CENTURY WORLD HISTORY HL - YEAR**

IB 20<sup>th</sup> Century World History is part of a two-year sequence of courses that prepares students to take the IB History exam at either the Standard or Higher level. Students will study selected topics in 20<sup>th</sup> century world history.

\*NCAA Initial Clearinghouse Approved Course

## **IB THEORY OF KNOWLEDGE 2 - SEMESTER 1 ONLY (Before School)**

TOK continues into the first semester of the senior year. Students build on the work from the previous year with a more in-depth examination of the different areas of knowledge. Through presentations, students focus on specific, contemporary problems of knowledge. A culminating essay on a prescribed title is required. IB TOK 2 is required for senior IB Diploma candidates and for non-diploma candidates; successful completion of TOK 1 is required.

---

# **Social Studies Elective**

### **IB ECONOMICS SL - YEAR**

This study of economics is essentially about the concept of scarcity and the problem of resource allocation. IB Economics will explore the major definitions and categories of economic activity. The focus of this course is preparation for the IB Economics SL exam.

\*NCAA Initial Clearinghouse Approved Course

---

# Science Department

## 9th Grade

### PHYSICS A/CHEMISTRY A

**Physics A:** In this course, Mechanistic Models for Electricity, Magnetism and Waves, students will study static electricity and current electricity, conservation of energy, energy transfer, magnetism, wavelength and frequency, and light and sound waves. Students will refine their science and engineering skills within the context of an engaging storyline to explain a phenomenon.

**Chemistry A:** In this course, Atomic Structure and Periodicity, students develop and use models of the atom to investigate the properties of matter at an atomic level and explore how the periodic table provides a way to organize all this information. Students carry out investigations to explain properties of substances and develop solutions to engineering problems of materials science. Finally, students examine the nucleus of the atom and evaluate models to come up with solutions to problems in nuclear chemistry. Students will refine their science and engineering skills within the context of an engaging storyline to explain a phenomenon.

Honors credit available.

\*NCAA Initial Clearinghouse Approved Course

## 10th Grade

### BIOLOGY A/B - YEAR

**Biology A:** In this course, Tracing Matter and Energy, students will focus on processes that transform matter and energy in organisms, ecosystems, and global systems: combustion, photosynthesis, cellular respiration, digestion, and biosynthesis. Students use these cellular and chemical processes to explain the functioning of organisms – plants, animals, decomposers – as well as ecological and global carbon cycling. Students will refine their science and engineering skills within the context of an engaging storyline to explain a phenomenon.

**Biology B:** In this course, Tracing Information through Generations, students will study mitosis, DNA, proteins, homeostasis, inheritance, genetic variation, population genetics, group behavior and survival, evolution, natural selection, adaptation, Earth's formation, Earth's systems and life on Earth, carrying capacity, biodiversity, and impacts of human activity. Students will refine their science and engineering skills within the context of an engaging storyline to explain a phenomenon.

Honors credit available.

\*NCAA Initial Clearinghouse Approved Course

\*Note that sophomores who have completed the Physics/Chemistry series and biology can take any of the IB year one courses (cannot test if you're postponing the IB diploma) or marine science. See your counselor for questions.

## 11th and 12th Grade

### PHYSICS B/CHEMISTRY B - YEAR

Prerequisite: Passed Algebra 1 and concurrent enrollment in Algebra 2.

**Physics B:** In this course, Mechanics, students will study energy transfers and conversions, conservation of energy, Newton's Laws of Motion, conservation of momentum, gravitation, Coulomb's Law. Students will refine their science and engineering skills within the context of an engaging storyline to explain a phenomenon.

**Chemistry B:** In this course, Reactions and Energy Transfer, students use the basic understanding of the structure of matter to investigate chemical reactions, and to further develop models of matter and energy transfer. Students analyze real world data to develop mathematical models. Finally, students carry out investigations to make sense of every day chemical reactions and processes. Students will refine their science and engineering skills within the context of an engaging storyline to explain a phenomenon.

Honors credit available.

\*NCAA Initial Clearinghouse Approved Course

## **IB SPORTS MEDICINE - YEAR**

This course incorporates anatomy and physiology, biomechanics, psychology and nutrition in the context of sport, exercise and health. Students will carry out practical (experimental) investigations in both laboratory and field settings, providing an opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyze human performance

\*NCAA Initial Clearinghouse Approved Course

## **IB CHEMISTRY SL - YEAR**

A lab course including the essential principals of chemistry and the acquisition of investigational skills. Focus is on the IB exam at the Standard Level or continuing on for the IB exam at the higher level.

\*NCAA Initial Clearinghouse Approved Course

## **IB PHYSICS SL - YEAR Lab Fee Required**

A lab course including the essential principles of physics and the acquisition of investigational skills. Focus in on the IB exam at the standard level.

\*NCAA Initial Clearinghouse Approved Course

## **IB BIOLOGY SL - YEAR Lab Fee Required**

The objective of this course is to equip students with a solid foundation of biological science. This is an international biology curriculum, incorporating fundamental concepts of chemistry, physics and mathematics, whose focus is a broad view of modern biology.

\*NCAA Initial Clearinghouse Approved Course

## **IB BIOLOGY HL - YEAR**

Prerequisite: IB Biology SL.

In this second year of IB Biology, we will solidify concepts of chemistry, mathematics, and physics that are of essence in modern biology. By integrating lab work and theory, the curriculum teaches the facts and concepts of modern biology as well as how new knowledge is obtained and new discoveries are understood. The focus will be on experiments with unknown outcomes, giving you a chance to do work that is more independent and challenge your scientific aptitude. You will read scientific work, build upon what you have learned last year and graduate with a love for biology.

\*NCAA Initial Clearinghouse Approved Course



## **NW GEOLOGY/NW ECOLOGY - YEAR**

Prerequisite: 2-year Lab Science

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

**NW Ecology** is a lab science course devoted to the study of how humans are connected to their environment with a special focus on our local Pacific Northwest ecosystem. Students analyze their lifestyle to learn how they impact the environment and what can be done to help maintain it. The course explores the hydrologic cycle and human impacts upon it.

\*NCAA Initial Clearinghouse Approved Course

---

## **Mathematics Department**

Students are placed based on their course history starting with high school level Algebra 1. There are many ways to create your personal pathway in math. See your counselor and/or current math teacher for recommendations and questions.

### **ALGEBRA 1A/B - YEAR**

Note: can be taken concurrently with Geometry

Students analyze, solve and use linear, exponential and quadratic relationships, models and functions.

\*NCAA Initial Clearinghouse Approved Course

### **GEOMETRY A/B - YEAR**

Note: can be taken concurrently with Algebra 1 or 2

Students formalize and extend geometric experiences from the middle grades, deepen their explanations of geometric relationships, and move toward formal mathematical arguments.

Honors credit available.

\*NCAA Initial Clearinghouse Approved Course

### **ALGEBRA 2A/B - YEAR**

Prerequisite: Algebra 1; can be taken concurrently with Geometry

Students study polynomial, rational, radical, exponential, logarithmic, and trigonometric and statistical models and functions.

\*NCAA Initial Clearinghouse Approved Course

## **ALGEBRA 2A/B HONORS - YEAR**

Prerequisite: Algebra 1; can be taken concurrently with Geometry

Honors Algebra 2 offers a more in-depth examination of the topics in standard Algebra 2.

\*NCAA Initial Clearinghouse Approved Course

This course follows the Advanced Placement syllabus for Calculus BC and prepares students for the AP test in May. This course extends topics in calculus beyond the scope of AP Calculus AB. It emphasizes the study of infinite sequences and series.

\*NCAA Initial Clearinghouse Approved Course

## **IB MATH APPLICATIONS AND INTERPRETATION SL C/D**

Prerequisite: Algebra 1 and Geometry

Prepares students to take the IB examination in May. This course emphasizes mathematical modeling and statistics. Students solve real-world problems, construct and communicate this mathematically and interpret the conclusions or generalizations. Students develop strong technology skills and understand the links between theoretical and practical concepts in mathematics. For students interested in social sciences, natural sciences, medicine, statistics, business, engineering, some economics, psychology, design and other non-STEM fields.

\*NCAA Initial Clearinghouse Approved Course PENDING

## **IB MATH ANALYSIS AND APPROACHES SL C/D**

Prerequisite: Algebra 1 and Geometry

Prepares students to take the IB examination in May. This course develops important mathematical concepts in a comprehensible, coherent and rigorous way, with an emphasis on algebraic methods. Students solve real and abstract problems. This course has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments. Students develop the skills needed to continue in the study of mathematics and other STEM areas. For students interested in mathematics, engineering, physical sciences, economics and STEM field.

\*NCAA Initial Clearinghouse Approved Course PENDING

## **IB MATH ANALYSIS AND APPROACHES HL A/B**

Prerequisites: Geometry and Algebra 2

IB Math Analysis and Approaches HL A/B is the first year of a two - YEAR course that is part of the IB Diploma Programme and prepares students to take the IB examination in May of their second year. This course develops important mathematical concepts in a comprehensible, coherent and rigorous way, with an emphasis on algebraic methods. Students solve real and abstract problems. This course has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments. Students develop the skills needed to continue in the study of mathematics and other STEM areas. Topics are studied in greater depth and breadth than in Standard Level (SL).

\*NCAA Initial Clearinghouse Approved Course PENDING

## **IB MATH ANALYSIS AND APPROACHES HL C/D**

Prerequisites: IB MATH ANAPP HL A/B

Second year of above, preparing students for the HL IB Exam in May.

\*NCAA Initial Clearinghouse Approved Course PENDING

## **AP STATISTICS A/B - YEAR**

Prerequisite: Algebra 2

AP Statistics students study the major concepts and tools for collecting, analyzing and drawing conclusions from data.

\*NCAA Initial Clearinghouse Approved Course

## **AP CALCULUS A/B - YEAR**

Prerequisite: Pre-Calculus

AP Calculus AB A is designed to be the equivalent of the first half of a one-semester college calculus course and prepares students to take the AP Calculus AB Exam in May. Units include limits, differentiation and applications. Prerequisite: Precalculus

\*NCAA Initial Clearinghouse Approved Course

## **AP CALCULUS B/C - YEAR**

AP Calculus BC A is designed to be equivalent to the first semester of a two-semester college calculus course. Units include limits, differentiation, and integration. This course prepares students to take the AP Calculus BC Exam in May. Pre-requisite: Precalculus

Prerequisite: Pre-Calculus

\*NCAA Initial Clearinghouse Approved Course

## **BUS130 Business Math - Semester**

Prerequisite: Algebra 1 and Geometry

This is a one semester business math college course. Instruction in math functions & prepares students for business classes. Eligible students can earn Edmonds College credits. One semester earns 1.0 high school credit.

Can complete your math graduation pathway.

---

# **Performing and Visual Arts Department**

## **ART SURVEY - SEMESTER**

Students in this introductory course cover a broad range of art concepts, techniques and media. Study of the elements and principles of design are included in the projects to begin establishing fluency in the language of art. No previous art experience necessary. Sketchbooks will be used to document the progression of skills acquired, and self-expressions. The sketchbook will contain visual and written entries, including responses and reflections on works of art.

## **CERAMICS BEGINNING - SEMESTER**

This beginning course is for students who want to work with their hands and develop ideas in 3-dimensional form. Students work with clay, creating both functional and non-functional art pieces. Students learn the properties of clay, construction methods, glazing techniques and the firing process as core concepts of this course. Students learn about

ceramic arts and artists from a variety of contemporary and historical sources and across cultures. All students are welcome.

## **DRAWING & PAINTING BEGINNING - SEMESTER**

Drawing and Painting Beginning introduces students to the Elements of Art and Principles of Design. Study of these are included in art projects to establish fluency in the language of art. Students create art in a variety of drawing and painting media and explore the relationship between observation, artistic vision, and composition. Students use sketchbooks or other means to develop skills and ideas. Visual Art builds lifelong skills through the critical thinking and creative process.

## **Photography BEGINNING - SEMESTER**

Photography Beginning is designed to explore photography as a method of creative visual communication. Students in this course learn basic camera operations and principles of photography such as photo composition, lighting, exposure, and editing.

## **CERAMICS ADVANCED - SEMESTER**

Students in this course explore Ceramics at a higher level with hand building and wheel methods. Students design and develop works through investigation of techniques and materials through ceramic arts and artists from a variety of contemporary and historical sources and across cultures. Assignments will be more complex, challenging students to make deeper connections and use voice to communicate ideas. Students have a portfolio of work at the end of the semester.

Students may receive CTE credit after fulfilling all Fine Arts credit requirements. This course may be repeated for credit.

## **DRAWING & PAINTING ADVANCED – SEMESTER**

Drawing and Painting Advanced is intended for students who want to further their knowledge and experience in drawing and painting media. Students in this course will continue to create art and explore the relationship between observation, artistic vision, and composition in an advanced setting. Students will explore media and ideas with more independence and demonstrate responding and reflecting on their own work and that of others. Students will produce a portfolio of work at the end of this course.

Students may receive CTE credit after fulfilling all Fine Arts credit requirements. This course may be repeated for credit.

## **Photography ADVANCED – SEMESTER**

Photography Advanced is designed for students interested in expressing their personal creative vision through photography. Students in this course develop their own ideas through open-ended assignments and explore photography as a potential career pathway.

## **IB VISUAL ARTS SL - YEAR**

This year long interactive studio course is designed for students who want to challenge their pre-existing creative and cultural expectations, and develop critical thinking through making and analyzing art. Students work with a variety of materials while exploring and producing a cohesive body of art which reflects their own voice while demonstrating a sensitivity and respect for the cultural and artistic diversity in the world. In addition to studio work, students keep a journal to record investigation, ideas, experimentation and reflection of their process. This course welcomes students who seek life enrichment through Visual Arts.

If this course is repeated for the 2nd year, it is eligible for Occupational Education, which is equivalent to CTE Credit, after all Fine Arts credits are fulfilled.

## **IB VISUAL ARTS HL - YEAR**

Suggested prerequisite: Drawing and Painting Beginning or Advanced or submitting a portfolio

This college level studio course is designed for students to continue researching and investigating creative, cultural and critical thinking through making and analyzing art. Students work independently developing a cohesive body of art which demonstrates technical skill growth with an increased awareness of how their ideas are being formed. Students begin developing an exhibition of work and continue research and journal for submission. This course is recommended but not limited to students looking to apply to art colleges after high school.

Students may receive CTE credit after fulfilling all Fine Arts credit requirements.

## **CONCERT ORCHESTRA - YEAR**

\*May not be offered due to teacher availability

This year-long performing ensemble is for intermediate to advanced students of String instruments, and may also include Wind, Brass, and Percussion instruments. Orchestra students play a wide variety of music from different cultures and time periods and perform in school concerts and regional festivals. Students develop skills in tone production, phrasing, rhythmic and aural acuity, and the advancement of technical skills.

Students may receive CTE credit after fulfilling all Fine Arts credit requirements. This course may be repeated for credit.

## **SYMPHONY ORCHESTRA - YEAR**

\*May not be offered due to teacher availability

This year-long performing ensemble is for advanced students of String, Wind, Brass, and Percussion instruments. Orchestra students play a wide variety of music from different cultures and time periods and perform in school concerts and regional festivals. Students develop advanced skills in tone production, phrasing, rhythmic and aural acuity, and the advancement of technical skills.

Students may receive CTE credit after fulfilling all Fine Arts credit requirements. This course may be repeated for credit.

## **CHAMBER ORCHESTRA - YEAR**

\*May not be offered due to teacher availability

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

Students may receive CTE credit after fulfilling all Fine Arts credit requirements. This course may be repeated for credit.

## **SYMPHONIC BAND - YEAR**

This year-long performing ensemble is designed for advanced students who play traditional woodwind, brass and percussion instruments. Students develop skills in tone production, phrasing, rhythmic and aural acuity, advanced technical skills associated with one's instrument, and correct posture. Band students learn and perform a wide variety of music from different cultures and time periods. Students perform in school concerts, regional festivals and athletic events.

Students may receive CTE credit after fulfilling all Fine Arts credit requirements.

## **PERCUSSION ENSEMBLE - YEAR**

This year-long ensemble is intended for students who are interested in playing pitched and non-pitched percussion instruments in a cohesive performing ensemble. Students learn and perform a wide variety of music from different cultures and time periods and perform in school concerts and regional festivals. This course may be repeated for credit.

## **WIND ENSEMBLE - YEAR**

This year-long performing ensemble is designed for advanced students who play woodwind, brass and percussion instruments. Students continue to develop skills in tone production, phrasing, rhythmic and aural acuity, advanced technical skills associated with one's instrument and correct posture. Students learn and perform a wide variety of music from different cultures and time periods. Students perform in school concerts, regional festivals and athletic events.

Students may receive CTE credit after fulfilling all Fine Arts credit requirements. This course may be repeated for credit.

## **JAZZ BAND**

Students in this year-long performing ensemble learn about various jazz styles and concepts, including improvisation, jazz theory, and jazz history with traditional wind and rhythm section instrumentation. Students participate in all Jazz Band performances and activities during or outside the normal school day, including participation in festivals and trips.

Students may receive CTE credit after fulfilling all Fine Arts credit requirements. This course may be repeated for credit.

## **PIANO LAB - SEMESTER**

Students in this course learn to play the piano. Students in the piano class will learn the necessary skills and concepts to gain a rudimentary proficiency on the piano keyboard. This is a one semester class. This course may be repeated for credit.

## **GUITAR LAB – SEMESTER**

Students in this course will learn the necessary skills and concepts to gain a rudimentary proficiency on guitar and music-reading. This is a one-semester class. This course may be repeated for credit.

## **GUITAR LAB 2 – SEMESTER**

This advanced course is designed for students to build on prior understanding of the guitar and further develop their technical and musical skills. This course may be repeated for credit.

## **CONCERT CHOIR**

Students in this year-long course participate in an intermediate to advanced choral performing ensemble that performs quality choral literature from a variety of genres and cultures. Students learn vocal technique and musician ship skills. Students perform in school concerts and regional festivals.

Students may receive CTE credit after fulfilling all Fine Arts credit requirements. This course may be repeated for credit.

## **CHORALE**

This advanced year-long course is designed to prepare the serious choral student for choral music experiences beyond high school. Chorale is an advanced choral performing ensemble. Students perform quality choral literature from a

variety of genres, cultures, and styles, and learn correct vocal technique and musicianship skills. This course is a continuation of the choir sequence. Students perform in school concerts and regional festivals.

Students may receive CTE credit after fulfilling all Fine Arts credit requirements. This course may be repeated for credit.

## **VOCAL JAZZ**

This advanced course is designed for advanced musicians with an interest in jazz music. Vocal Jazz is a small mixed-voices ensemble for advanced singers and rhythm section. Students learn about various jazz styles and concepts, including improvisation and jazz theory. Students perform in school concerts and regional festivals.

Students may receive CTE credit after fulfilling all Fine Arts credit requirements. This course may be repeated for credit.

## **THEATRE BEGINNING - Semester**

This introductory course is for all students looking to develop skills in acting and performing in front of others. Public speaking, creative problem solving, and collaboration are explored through creative activities, voice and movement exercises, improvisation, story structure, creating character, and scene study. All are welcome, no prior experience is required.

## **THEATRE INTERMEDIATE- Semester**

This intermediate course explores the art of creating character and commanding the attention of an audience during performance. The course includes analysis of contemporary and classic scripts, professional blocking and directing, and preparing monologues for auditions. Students will utilize self-direction to collaborate in small groups and an openness to critical feedback and reflection.

## **THEATRE PLAY PRODUCTION-1ST SEMESTER ONLY**

This course prepares students to use the skills and techniques of acting and performance in one or more plays produced for a public audience. This course mirrors professional THEATRE standards, culminating with a full-scale production of a play. Students enrolled in the course may also have opportunities to work in areas of theatre production including directing, scenic design and construction, costuming, properties, stage management, promotions and publicity.

Students may receive CTE credit after fulfilling all Fine Arts requirements.

## **MUSICAL THEATRE PRODUCTION - 2ND SEMESTER ONLY**

This course prepares students to synthesize the skills and techniques of acting, singing, dancing and performance into a musical theatre production for a public audience. Throughout this process students develop community by working as an ensemble. This course mirrors professional THEATRE standards, culminating in a full-scale production of a musical.

Students may receive CTE credit after fulfilling all Fine Arts requirements.

## **COSTUMING BEGINNING**

This entry level course is open to all students interested in learning the art of costume design and construction. The course explores how character and story are revealed through costume choices. Costume designers start with character and script analysis and director concepts to develop design concepts. Students collaborate to develop skills in design, drawing, and using a pattern to build a costume. Students gain experience in hand and machine sewing skills to build individual designed pieces.

Students may receive CTS credit after fulfilling all Fine Arts requirements.

## **COSTUMING ADVANCED**

This advanced level course is for students interested in deepening skills in the art of costume design and construction. Students in this course will collaborate with designers and directors to design and build costumes for school productions.

Students may receive CTE credit after fulfilling all Fine Arts credit requirements.

## **TECHNICAL THEATRE BEGINNING- SEMESTER**

This production-oriented course provides a foundation to stagecraft skills and safety procedures preparing students for industry and college study of technical theatre. Students receive an introduction to theatre terminology, scenic design and construction, lighting, sound, properties, costumes, make-up, special effects, theatre management and stage management.

## **TECHNICAL THEATRE ADVANCED- SEMESTER**

In this advanced level course students continue to develop their skills in the areas of Technical Theatre and Design. Students in this course are expected to understand, apply, analyze and assist in the creation of a unifying concept for a production in one or more of the following disciplines: lighting, sound, properties, set construction, special effects, costumes, make-up, theatre management or stage management. Students may choose a technical theatre focus, assist, and then lead the design process for a main stage production including development of a design portfolio.

This course is offered as a CTE course which can be cross-credited for Fine Arts. This course is also offered as a Fine Arts credit only.

## **FILMMAKING ART AND STORY- YEAR (10th – 12th Grade)**

This is a yearlong course covering Film History, Film Theory, Film Analysis, Film Criticism, Film Production. Completion of this course is a pre-requisite for IB Film

## **IB FILM SL - YEAR**

Suggested prerequisite: Filmmaking Art and Story

IB Film SL engages students in the analysis of film texts and exercises in film-making. The course explores film history, theory and socio-economic background. To achieve an international understanding within the world of film, students are taught to consider film texts, theories and ideas from the points of view of different individuals, nations and cultures. Students develop an idea through the various stages of film-making, from conception to finished production using available technology. IB Film SL is a year-long course that prepares students for the IB Film assessments and exams at the Standard Level.

## **IB FILM HL - YEAR**

Prerequisite: IB Film SL

IB Film HL engages students in the analysis of film texts and exercises in filmmaking. The course explores film history, theory and socio-economic background. To achieve an international understanding within the world of film, students are taught to consider film texts, theories and ideas from the points of view of different individuals, nations and cultures. Students develop an idea through the various stages of filmmaking, from conception to finished production using available technology. IB Film HL is a year-long course that prepares students for the IB Film assessments and exams at the Higher Level.

---



# Business and Technology Department

## IMMERSIVE MEDIA A - Semester

This course introduces students to high-level computers science concepts and creative design approaches while they learn how to use immersive technologies. Students will learn product design theory, programming concepts and product management skills while using industry-specific software to create small projects. The class culminates with a collaborative team project of the students' own design using immersive technology such as virtual or augmented reality.

## IMMERSIVE MEDIA B - Semester

This course introduces students to high-level computers science concepts and creative design approaches while they learn how to use immersive technologies. Students will learn product design theory, programming concepts and product management skills while using industry-specific software to create small projects. The class culminates with a collaborative team project of the students' own design using immersive technology such as virtual or augmented reality.

## YEARBOOK (PUBLISHING) 1/2 and 3/4 - YEAR

Collaborate with your Ingraham peers to create a book that everyone will value for decades to come. Students will design, create, and manage this very real publishing project. The class functions as a professional publishing and design studio with real deadlines and high standards. Students learn graphic design, photography, journalism, as well as marketing, business, and management skills. They will also use design and video skills to market The Book on social media and around school. This course may be repeated for advanced credit as members of the editorial staff. Admittance to this course is by faculty approval only. Yearbook 3/4 is only open to previous Yearbook 1/2 students.

**Admittance to this course is by faculty approval only. Yearbook 3/4 is only open to previous Yearbook 1/2 students.**

## AP COMPUTER SCIENCE - Yearlong

Prerequisites: Previous programming experience or Geometry

This course is a yearlong introduction to college-level/professional computer science using the Java programming language. Curriculum covers core computer science/programming concepts and prepares students for AP Computer Science Exam. Roughly based on the UW CSE 142 curriculum. Can count for math and science credit- see counselor for more information.

## PROJECTS IN COMP SCI 1- Yearlong

Projects in Computer Science 1 will provide an opportunity for students who have taken AP Computer Science or has other experience to undertake a semester-long software development project under the supervision of the course instructor and local computing professionals (covering standard C-17 - Implement and manage software). The first half of this course will focus on software engineering and project management strategies (as outlined in standard C-12 - Demonstrate project management skills) and standard data structures and algorithms (C-16 - Develop programs). As students create their products, they will be responsible for writing documentation and verifying correctness (standard C-18; Test and follow a Quality Assurance Process). Prerequisite is passing the AP Computer Science exam or by permission from instructor.

## GRAPHIC DESIGN BEGINNING - SEMESTER

Graphic Design Beginning is an introductory course that teaches the fundamentals of creatively and effectively communicating through digital images. Employing both traditional and digital tools, students learn graphic design skills, software and industry standards. This course can be cross-credited for Fine Arts.

## **GRAPHIC DESIGN ADVANCED - SEMESTER**

Graphic Design Advanced emphasizes the development of an individual style and creative approach to design. Students are challenged to grow as an independent learner with more complex and open-ended design assignments. Students explore real-world, client-based projects such as Yearbook or promotional materials for the district, school, or class. This course can be cross-credited for Fine Arts. This course may be repeated for credit.

## **MARKETING 1 - SEMESTER**

Marketing 1 is an introductory course which will expose students to the fundamental concepts of marketing. Students will evaluate interpersonal communication concepts and skills.

## **BUSINESS MANAGEMENT A - SEMESTER**

Business Management provides a comprehensive understanding of the processes and activities involved in business. The course provides core content applicable to all aspects of business and encompasses the practical applications of management theory.

## **IB BUSINESS MANAGEMENT - Yearlong**

IB Business Management is a year long course that prepares students to take the IB Business Management exam at the Standard level. The course is designed to develop an understanding of business theory, as well as an ability to apply business principles, practices and skills.

---

# **Family and Consumer Science Department**

## **FAMILY HEALTH - SEMESTER**

Family Health focuses on making choices for healthy lifestyle-preparing students for lifelong decision-making, problem solving, critical thinking, and management skills related to health and wellness issues influencing families. Topics include wellness, fitness and nutrition, mental health, substance abuse, human sexuality, preparing communicable diseases and other current health and wellness issues. Course content encourages a healthy lifestyle for each individual so that family life and communities can remain strong. **\*Counts for Health requirement**

## **NUTRITION & WELLNESS - SEMESTER**

CTE course cross-credited for Lab Science. Nutrition and Wellness targets students grade 10 and above and focuses on practices to enhance lifelong health and well being. Skills gained lead to more careful meal planning and choices across the lifespan. Prerequisite for Culinary Arts.

**\*DOES NOT count for health requirement**

## **HUMAN DEVELOPMENT - SEMESTER**

Human Development, a .5 CTE semester course for grade 10 - 12 students includes birth to death, family and child studies, early learning, psychology, and sociology topics, with eligibility to obtain industry STARS (Merit) certifications and Dual Credit/ Tech Prep college credit.

## **IB PSYCHOLOGY 1/2 SL - YEAR**

IB Psychology is a systematic study of human behavior and experience. This class offers the International Baccalaureate candidate a field of study that brings together several academic disciplines. Psychology's reliance upon construction and testing of theories through rigorous empirical investigations has enabled it to develop as a social science quite distinct from neighboring disciplines. Students will conduct psychological research and interpret data to apply knowledge for the benefit of human beings. Attention is given to cultural perspectives and preparation for the International Baccalaureate exams in this one - YEAR course. Students will study the biological, the cognitive and the socio-cultural levels of analysis.

**\*DOES NOT count for health requirement**

## **IB PSYCHOLOGY 3/4 HL-YR**

Prerequisite: IB Psychology 1/2SL.

IB Psychology 3/4HL is the final part in a two-year course sequence that prepares students to take the IB Psychology HL exam. Seen through three levels of analysis and two optional areas of focus (at the Higher Level) Psychology offers the International Baccalaureate candidate a field of study that brings together several academic disciplines. Individuals will design and conduct psychological experiments and report findings. Qualitative in addition to Quantitative research methods will be used.

**\*DOES NOT count for health requirement**

## **CULINARY ARTS 1A/B-YEAR**

Prerequisite: Nutrition and Wellness or Baking/Pastry.

This is an advanced class for students interested in exploring careers in the hospitality or culinary field. If you enjoy cooking and spending time preparing gourmet food for others, this is the class for you. Do national food competition and an opportunity to show off your food creativity peak your interest? This course will prepare students for scholarships, part-time work, and advanced college credit. Students will compile a portfolio displaying skills learned in this class.

**\*DOES NOT count for health requirement**

## **CAREER CONNECT 1 – Semester**

Any realistic career planning must begin with developing a better understanding of oneself. The purpose of this course is to provide students with instruction in the career planning process directly related to local industry data, career interest, and skill attainment. Through the course, students will be developing a professional career portfolio, which includes career assessments, resumes, cover letters, and artifacts of student's work that demonstrate their 21st century skills. Students will evaluate their employability skills, identify their personal values, learning styles, personality types, and career interests as they start to plan for their future through authentic classroom projects, career panels, field trips, internships and job interviews. Students can explore future careers, set goals and create a professional portfolio in order to be successful in their transition to life after high school.

## **BAKING AND PASTRY - SEMESTER**

Baking and Pastry is a course taught by FCS instructions to grades 9-12. This course allows culinary students more in-depth study of baking and pastry arts. Areas of study include baking terminology, tool and equipment use, formula conversions, functions of ingredients, and methods used in creating yeast breads, pastries, quick breads, and other desserts. The fundamentals of dough and basic decorating skills are covered. The appropriate use of technology and industry-standard equipment is an integral part of this course. May be used as a prerequisite for Culinary Arts.

**\*Does NOT count for health credit.**

# Fitness (PE) Department

## PERSONAL FITNESS - SEMESTER

This course will be the first physical education course taken before any elective/choice physical education courses are taken. This course will be one of the three required physical education classes needed for graduation and is the class to which students meet the PE Competency requirement.

## TEAM SPORTS 1 - SEMESTER

This class is designed to increase students' physical, intellectual, and social development through participation in several team sports. Increasing physical fitness will also be a focus. Prerequisite: Successful completion of Personal Fitness; see above.

## WEIGHT TRAINING AND CONDITIONING 1 - SEMESTER

Weight training continues the goal setting and fitness measurements while supporting a record keeping element to analyze personal behavior. The program is customized to meet individual student's personal needs.

---

## Miscellaneous Electives

### LEADERSHIP - SEMESTER 1 and SEMESTER 2

Student Government-cross credited for CTE credit. Election process required.

### PROYECTO SABER – Semester

Proyecto Saber provides a safe, productive and welcoming learning environment where students can receive the help they need to be successful in school and post-secondary planning. Proyecto offers cultural presentations, tutorial support for core academic classes and technical assistance. Proyecto provides a tutorial for students in all academic areas and grade levels. Students complete cultural projects and Latino agencies offer presentation and support.

### TEACHER ASSISTANT - SEMESTER- .25 Credit

Student performs a valuable service within the schools in assisting staff.

\*See policies on Teachers Assistants on page 3

### LIBRARY ASSISTANT - SEMESTER- .25 Credit

As a Library Assistant, you will have a chance to work with the staff of Ingraham High School and be trained in basic office skills and delivering messages in the building. You will also learn basic library clerk skills of checking in and out books, shelving books, creating displays, and writing book reviews. You will also work with technology using AV equipment, assisting in setting up equipment and assisting users with their projects on the computers. You will need to be responsible, confidential, have reliable attendance, and have a positive and welcoming attitude while serving students and staff.

\*See policies on Teachers Assistants on page 3

## **LUNCHROOM ASSISTANT - SEMESTER- .25 Credit**

Students perform a valuable service within the schools in assisting staff.

\*See policies on Teachers Assistants on page 3

## **OFFICE ASSISTANT - SEMESTER- .50 Credit**

As an Office Assistant for Counseling, Attendance or Front Office, you will have a chance to work with the teachers, staff and parents of Ingraham High School. You will be trained in basic office skills and delivering messages in the building and need to be welcoming, positive, responsible, reliable, and confidential in a busy and fun place to work.

---

# **Multilingual (MLL) Department**

## **MLL INTRODUCTION TO LITERATURE AND COMPOSITION 9A/B MULTILEVEL - YEAR**

Students concentrate on reading of texts from different genres, reflecting themes of identity and self-discovery and focus on clear and purposeful writing.

## **ELL WORLD HISTORY 1/2 MULTILEVEL - YEAR**

For students at ELL Advanced and below in reading/writing; Chronological (pre-history to 1400s) or regional (Asia) study of geography, history, culture, politics, and economics.

## **MLL WORLD LITERATURE AND COMPOSITION 10 A/B ML - YEAR**

Students critically read international texts, concentrating on how the human experience is expressed in literature around the world, and then write expository and persuasive texts.

## **ELL WORLD HISTORY 3 MULTILEVEL - SEMESTER**

Chronological or regional study of geography, history, culture, politics and economics.

## **MLL AMERICAN LITERATURE AND COMPOSITION 11A/B ML - YEAR**

A yearlong course that concentrates on critical readings about the American experience with an emphasis on increased sophistication through reading, writing and speaking.

## **ELL US HISTORY 11A/B - YEAR**

Students will review the founding events of the United States. The focus of the course will be geography and post-civil war American history along with Washington State history.

## **ELL AMERICAN GOVT & ECON - SEMESTER**

For students at ELL Advanced and below in reading/writing. Focus on the US government, economic system, and civic involvement. For students at ELL Beginning through Advanced, focus on literature and on skills required for senior project & post-secondary level work.

## **MLL LA 12 MULTI-LEVEL – YEAR**

This course is designed to focus on strengthening the skills required for successful completion of senior projects and post-secondary level work. Scaffolding instruction for English Language Learners, it will review and reinforce the writing process, including choosing and limited a topic, writing a thesis statement, planning an outline, and gathering, analyzing and organizing information for a research paper. This course involved improvement of oral presentation skills, writing multi-paragraph essays, completing college applications, and resume writing. Students will also read and respond to adapted versions of grade-level appropriate literature, excerpts from grade-level literature, or entire grade-level texts.

## **MLL Algebra 1**

Students model and analyze real-world and mathematical situations using linear and exponential equations and functions. This course is intended for English Language Learners. Note: Algebra 1 may be taken concurrently with Geometry.

## **MLL Geometry**

Students formalize their understanding of angle relationships and triangle properties. Students use geometric transformations and formal constructions to study congruence and similarity. Students develop formal proofs of angle and triangle properties and relationships using precise language and notation. This course is intended for English Language Learners. Prerequisite OR Co-requisite: 1.0 Algebra 1 credit. (Note: Geometry may be taken concurrently with Algebra 1.)

## **ELD Biology**

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

## **ELD Physics A**

The ELD designation must be determined with the student's English Language Learning case manager. PEER (Physics through Evidence, Empowerment through Reasoning) is an innovative, student-centered physics curriculum designed to engage students in scientific reasoning and follows a guided scientific model-building approach. It includes units on Charge, Magnetism, and Waves and helps students explain things aren't directly observable. During each chapter, students are expected to share their previous knowledge, collect and analyze evidence, and develop a conceptual model of each idea. In Chapter C, students build and revise a model for static electricity including the process of charging insulators and the differences between insulators and conductors. Students then establish a model for current electricity, make observations involving series and parallel circuits, and analyze the relationship between voltage, current, and resistance. In Chapter M, students develop and revise a model for magnetism in order to explain observations such as attraction and repulsion between two magnets, the interaction between a magnet and the Earth, and magnetization of a ferromagnetic material. This chapter provides an example of how models are proposed, tested, and modified based on evidence. In Chapter W, students build and apply evidence-based models of sound and light waves. Students compare the characteristics of different kinds of waves and develop models for light and sound before deepening their models to include wave interference and the particle model of light.

## **ELD Chemistry A**

The ELD designation must be determined with the student's English Language Learning case manager. Chemistry A has been developed through a collaboration of science teachers across the district. The curriculum has been designed for students to develop their scientific skills and understanding through collaboration. Chemistry A includes 4 units: The Atom introduces students to the simple atomic model and the periodic table. Students will construct models of atoms, ions, and isotopes of various elements then apply their understandings to explore light as it relates to electron energy and emission spectra. Conductivity and Ionic Bonding introduces students to the types of bonds within substances. They will use ionic bonding as a context for exploring the octet rule and the behavior of valence electrons when atoms are bonding. Intermolecular Forces and Covalent Bonding expands on the students' understanding of bonding and introduces new models. This builds on the octet rule as well as electronegativity. They will explore polarity and molecular geometry to help explain the interactions between molecules. These interactions are used to explain the bulk properties of polar and nonpolar substances. The Nuclear Sciences unit has students explore the various ways in which the nucleus of the atom can change: in terms of energy and matter. Primarily, students will focus on modeling fission, fusion, alpha decay, beta decay, and gamma radiation. The nuclear unit will have students use their content understanding to analyze various uses of nuclear sciences within the medical and energy fields.

### **ELL 1 BASIC - SEMESTER**

For students who need support with Basic Skills.

### **ELL 3 ADJUNCT - SEMESTER**

For advanced students, with focus on skills needed to pass State and college entry tests.

---

# Questions and Answers about Ingraham

## Transportation to Ingraham

Seattle Public Schools students are given pre-paid ORCA cards to travel to and from school via King County Metro. Morning and Afternoon yellow buses are offered to supplement this service for all students with no proof of eligibility required.

## Start and End Times for Ingraham

Ingraham's academic day lasts from 8:50 a.m. to 3:40 p.m.

Wednesdays are early release days, 8:50 a.m. to 2:25 p.m.

## Additional questions?

Any questions you didn't get answered? Visit our website: <https://ingrahamhs.seattleschools.org/>

You can also contact any of the counselors or administrators.

Go Rams!

---



# Welcome to the Ingraham Family!

Thank you for taking the time to explore the courses, programs, and services offered at Ingraham International High School. We hope to hear from you soon regarding any unanswered questions you may have. We hope we can help make your high school experience as easy and enjoyable as possible.

**Martin Floe**-Ingraham High School Principal

**Tel** 206-252-3886

**Fax** 206-252-3881

[mfloe@seattleschools.org](mailto:mfloe@seattleschools.org)

**Zack Elvig**-Assistant Principal

**Tel** 206-252-3885

**Fax** 206-252-3881

[zcelvig@seattleschools.org](mailto:zcelvig@seattleschools.org)

**Grishma Singh**-Assistant Principal

**Tel** 206-252-3882

**Fax** 206-252-3881

[grsingh@seattleschools.org](mailto:grsingh@seattleschools.org)

**Julia Frances**-Assistant Principal

**Tel** 206-252-4031

**Fax** 206-252-3881

[jcfrances@seattleschools.org](mailto:jcfrances@seattleschools.org)

**Tamar Coleman**- House Administrator

**Tel** 206-252-3998

**Fax** 206-252-3881

[tjcoleman@seattleschools.org](mailto:tjcoleman@seattleschools.org)

**Leanne Hust**- Head School Counselor (Last names A-D)

**Tel** 206-252-3892

**Fax** 206-252-3881

[lkhust@seattleschools.org](mailto:lkhust@seattleschools.org)

**Ashley Warner**-School Counselor (Last names E-K)

**Tel** 206-252-3894

**Fax** 206-252-3881

[amwarner@seattleschools.org](mailto:amwarner@seattleschools.org)

**Anthony Malaki**-School Counselor (Last names L-Q)

**Tel** 206-252-3892

**Fax** 206-252-3881

[eamalaki@seattleschools.org](mailto:eamalaki@seattleschools.org)

**Kristen Patterson**-School Counselor (Last names R-Z)

**Tel** 206-252-3906

**Fax** 206-252-3881

[kvpatterson@seattleschools.org](mailto:kvpatterson@seattleschools.org)

**Jennifer Connolly**-Counseling Secretary

**Tel** 206.252.3895

[jaconnolly@seattleschools.org](mailto:jaconnolly@seattleschools.org)

**Jill Metz**-Main Office Manager

**Tel** 206-252-3888

**Fax** 206-252-3881

[jmmetz@seattleschools.org](mailto:jmmetz@seattleschools.org)

**Laura Turner and Angela Peck**-IB Coordinators

**Tel** 206-252-4032 (Turner)

206-252-3926 (Peck)

**Fax** 206-252-3881

[laturner@seattleschools.org](mailto:laturner@seattleschools.org)

[alpeck@seattleschools.org](mailto:alpeck@seattleschools.org)

**Maria Medina**- Athletic Secretary

**Tel** 206.252.3889

**Fax** 206-252-3881

[mmedina@seattleschools.org](mailto:mmedina@seattleschools.org)

**Cindy Spencer**- Registrar

**Tel** 206.252.4001

**Fax** 206-252-3881

[cgspencer@seattleschools.org](mailto:cgspencer@seattleschools.org)