



# Ingraham High School Course Catalog 2025-26

Ingraham High School

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# Catalog Introduction

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.

## Introduction to High School Course Registration

The SPS Introduction to Course Registration introduces the registration process, overview of graduation requirements, recommended course sequence, and class descriptions. It is designed to assist you in making informed, educational decisions in preparation for your future and to complement Ingraham's Course Catalog.

- [Introduction to High School Course Registration – English](#)
- [Introduction to High School Course Registration – Amharic](#)
- [Introduction to High School Course Registration – Chinese](#)
- [Introduction to High School Course Registration – Somali](#)
- [Introduction to High School Course Registration – Spanish](#)
- [Introduction to High School Course Registration – Vietnamese](#)

## 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:

Counselors and administrators may need to modify student schedules to ensure balanced class sizes. The rationale behind this policy change includes several important factors. The adjustments to schedules can lead to:

- Reduced instructional time
- Decreased staff productivity
- Changes in staff assignments at Ingraham
- Disruptions to 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).
- Dropping a course after the 10<sup>th</sup> day of a term will result in a "W"(withdrawal) on the transcript, which does not negatively affect GPA. Dropping a course after the 5<sup>th</sup> week results in an "E" (no credit) and does negatively impact 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, registrar, 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 provides various pathways for academic achievement, including the full IB diploma, the early entrance IB diploma program, and general high school requirements, which encompass partial IB, Running Start, Skills Center, Seattle Vocational Institute, or other approved programs.

Throughout your four years, you will have many opportunities to challenge yourself with honors, Advanced Placement (AP), and IB courses in your chosen areas. You may also opt to pursue the IB Diploma Program (IBDP), which offers a comprehensive selection of rigorous courses and allows students to waive most graduation requirements outside the IBDP (refer to the graduation checklist on the Ingraham website for specific requirements related to your plan).

Be sure to collaborate with your school counselor to monitor 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 (required even if a student obtains PE waivers due to disability, religious belief, or athletics.)
- Completion of Washington State History (This requirement may have been met at your middle school.)
- Completion of a High School and Beyond Plan

## Supplemental Graduation Requirements for Four-Year College Admission

The requirements listed fulfill the minimum core course prerequisites for admission to a four-year public college or university in Washington State. Students are strongly encouraged to exceed these minimums to enhance their competitiveness for out-of-state, private, and international colleges and universities.

- **English:** Four credits
- **Math:** Three credits (including one math-based course in senior year)
- **Lab Science:** Two years (one credit must be algebra-based; the other must be biology, chemistry, or physics—this course may also meet the algebra-based science requirement. Note that some colleges have specific requirements; check their admissions websites.)
- Social Science/History: Three credits
- **Art:** One credit (usually one year in the same medium)
- Students should take the PSAT as sophomores and juniors to prepare for the SAT and/or ACT.
- World Languages:
  - Two 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 by providing diverse real-world experiences, vocational instruction, and social skills training. Each day, we encourage student independence, aiming for every student to leave Ingraham with increased self-worth and the ability to advocate for themselves. The program includes seven classrooms: two moderate/severe, two dyspraxia, two generic, and one autism spectrum, classified as low incidence. Students typically spend part of their day focusing on vocational and life skills while also attending various academic and elective classes, such as American government, creative writing, drama, choir, and PE for Special Olympics preparation. Students in the CBT program transition between classrooms similarly to other Ingraham students, with some moving between special education and general education classes throughout the day.

## Running Start (RS) Program

The RS Program at Seattle area community colleges enables Ingraham juniors and seniors to enroll in college-level courses and earn both high school and college credit. Students can earn up to 15 credits per quarter at no cost; any additional credits require family payment. They are responsible for purchasing books, covering lab costs, and providing transportation, though fee waivers may be available based on income.

To enroll, students must complete the RS Application and be placed in courses via a placement test or by submitting Smarter Balanced and SAT/ACT scores. A minimum GPA of 2.0 is recommended. Students must meet with their school counselor each quarter to complete an enrollment verification form and review graduation requirements before class registration. Early registration is advised to avoid scheduling conflicts.

Students should complete all Ingraham forms and follow college instructions, with registration for Running Start taking place around May. Students need to maintain a full Ingraham schedule, adjusting as necessary after registering for college courses. Running Start is also available in the summer for rising juniors and seniors; consult your counselor for details.

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

## 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) (Early Entrance)

At the end of 9th grade, students can choose to join the early entrance program or postpone until 11th grade. HCC students need to be at level 2 in a World Language to begin the IB Diploma program as sophomores. If they are not at level 2 but wish to pursue the IB Diploma, they can start in their junior year. If 9th-grade HCC students opt in (which requires teacher approval, completion of an application packet, and a grade evaluation), they will complete the rigorous IB Diploma Program a year early. In 12th grade, HCC students will have various opportunities and pathways to finish their senior year while remaining competitive in the college admissions process. For individual planning, please consult your counselor.

# Scope and Sequence by Department

## Language Arts 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

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

## Science Scope and Sequence

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

Note: This sequence can start in 7th grade. You would have more flexible options after you complete Physics B/Chemistry B after 9th 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 7th grade and postponing the IB diploma until 11th grade, you have the option of taking an IB science class in 10th grade however you cannot test in this course and it cannot count towards your IB diploma in any way.

## Math Scope and Sequence

- **9th Grade:** Algebra 1
- **10th Grade:** Geometry (regular or honors)
- **11th 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 Course Descriptions

## 9<sup>th</sup> 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

## 11<sup>th</sup> and 12<sup>th</sup> grades

### **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

# History Course Descriptions

## 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.

## **IB PERSONAL PROFESSIONAL SKILLS 1 – SEMESTER 2 ONLY (Before School)**

IB Personal and Professional Skills emphasizes the development of transferable skills needed to operate successfully in society. The course focuses on critical and ethical thinking, intercultural understanding and the ability to communicate effectively. This is the first semester of the two-semester course, completed over junior and senior years, is required for all students attempting the IB Career Path certificate

## **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 20TH 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)**

Prerequisite: TOK 1. TOK 2 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.

### **IB PERSONAL PROFESSIONAL SKILLS 1 – SEMESTER 1 ONLY (Before School)**

Second semester course of IB Personal and Professional Skills which emphasizes the development of transferable skills needed to operate successfully in society. The course focuses on critical and ethical thinking, intercultural understanding and the ability to communicate effectively. This is the second semester course, which can be completed over junior and senior years. It is required for all students attempting the IB Career Path certificate.

# Science Course Descriptions

## 9th Grade

### **PHYSICS A- (SEMESTER 1 ONLY) (HONORS CREDIT AVAILABLE)**

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.

- \*NCAA Initial Clearinghouse Approved Course

### **CHEMISTRY A- (SEMESTER 2 ONLY) (HONORS CREDIT AVAILABLE)**

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.

- \*NCAA Initial Clearinghouse Approved Course

## 10th Grade

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.

### **BIOLOGY A – (SEMESTER 2 ONLY) (HONORS CREDIT AVAILABLE)**

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.

- \*NCAA Initial Clearinghouse Approved Course

### **BIOLOGY B – (SEMESTER 2 ONLY) (HONORS CREDIT AVAILABLE)**

**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.

- \*NCAA Initial Clearinghouse Approved Course

# 11th and 12th Grade

## **PHYSICS B- (SEMESTER 1 ONLY) (HONORS CREDIT AVAILABLE)**

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

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.

- \*NCAA Initial Clearinghouse Approved Course

## **CHEMISTRY B - (SEMESTER 2 ONLY) (HONORS CREDIT AVAILABLE)**

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.

- \*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

## **Mathematics Course Descriptions**

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. Students should expect about one hour of homework each day.

- \*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. Pre- requisite: 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.

## **World Language Course Descriptions**

\*Contact Ellen Watson for placement questions in Spanish [emwatson1@seattleschools.org](mailto:emwatson1@seattleschools.org)

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

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 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.

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

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.

## **Performing and Visual Arts Course Descriptions**

### **ART SURVEY - SEMESTER**

Students in this introductory course learn about the “why” of visual art. Through the study of artists, art styles, and art movements, students learn why art history is important and relevant, and spend the class creating art using a variety of art media in the style of whoever/whatever we are studying. For example, we might study Impressionism and Vincent vanGogh, and then create our own original landscape drawings in the style of vanGogh using oil pastels. No previous art experience necessary.

### **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 using a variety of drawing and painting media and explore the relationship between observation, artistic vision, and composition. 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 a higher skill level. Students may receive CTE credit after fulfilling all Fine Arts credit requirements. This course may be repeated for credit.

- 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**

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 a higher skill level.

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

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

Required prerequisite: IB Visual Art SL

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 continue 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- YEAR (Before School)- Audition/Interview Required**

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 PLAY PRODUCTION-1ST SEMESTER ONLY - Audition/Interview Required**

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 Audition/Interview Required**

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 Course Descriptions**

### **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 (APPLICATION/INTERVIEW REQUIRED)**

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.

### **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.

## **MARKETING 2 - SEMESTER**

Prerequisite: Marketing 1 or concurrent enrollment in Marketing 1. Marketing 2 introduces students to the world of marketing including business and marketing functions, risk management, finance, marketing operations and specialized career development.

## **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.

## **BUSINESS MANAGEMENT B - SEMESTER**

Prerequisite: Business Management A. This course is a continuation of the strategies, process, and activities involved in business.

## **IB BUSINESS MANAGEMENT - Yearlong**

Prerequisite: 2 semesters of Marketing, Business Management, or Yearbook. IB Business Management is a yearlong 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 Course Descriptions**

## **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) Course Descriptions**

### **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**

Prerequisite: Successful completion of Personal Fitness. 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.

### **WEIGHT TRAINING AND CONDITIONING 1 - SEMESTER**

Prerequisite: Personal Fitness. 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 Elective Course Descriptions**

### **LEADERSHIP - SEMESTER 1 and SEMESTER 2 (APPLICATION/INTERVIEW REQUIRED)**

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 page 3

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

As a Library Assistant, you will have a chance to work with the staff 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 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. \*See policies on page 3

## **Multilingual (MLL) Course Descriptions**

#### **ENGLISH FOR SOCIAL & INSTRUCTIONAL PURPOSES A- SEMESTER**

New to the country students (newcomers) in grades 9-12. Students who have been in the US for less than 2 years and whose WIDA overall score is at entering or emerging level. Course is meant to provide English acquisition instruction, not connected to core content.

#### **ENGLISH FOR SOCIAL & INSTRUCTIONAL PURPOSES B- SEMESTER**

New to the country students (newcomers) in grades 9-12. Students who have been in the US for less than 2 years and whose WIDA overall score is at entering or emerging level. Course is meant to provide English acquisition instruction, not connected to core content.

#### **ACADEMIC SEMINAR (SEMESTER)**

Multilingual students in grades 9-12 who may benefit from additional English support to be successful in core content courses.

# Ingraham Office Staff & Administrators

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## 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 above.

Go Rams!