

# Nathan Hale High School

## Course Guide

### 2025-2026

“The purpose of Nathan Hale High School is to ensure that ALL students will become honorable, thinking, skillful global citizens.”

# Table of Contents

Nathan Hale High School Course Guide 2025-2026 .....	1
Introduction and Overview .....	3
About Choosing Your Classes .....	4
Course Descriptions .....	5
Career Technical Education (CTE).....	5
Health & Medical Careers.....	6
Media Arts, Design, & Graphics.....	7
STEM-Science, Technology, Engineering, and Math.....	9
Agriculture Sciences .....	10
Human Services .....	11
Culinary and Hospitality .....	12
Education Support Classes.....	12
Additional Electives.....	13
Theater .....	14
Music.....	14
Visual Arts .....	16
Language Arts.....	17
Mathematics .....	20
Physical Education.....	22
Science .....	24
Social Studies.....	26
World Languages .....	29
College Courses .....	31

# Introduction and Overview

*The purpose of Nathan Hale High School is to ensure that ALL students will become honorable, thinking, skillful global citizens.*

As a learning community, we:

- Value a personal caring relationship with each student.
- Value in-depth study, critical thinking, creativity, and reflection, believing our students learn by doing.
- Believe that all students-wherever they are as learners-will meet high standards.
- Expect that teaching is the essential act of all adults at school.
- Expect all members to understand, model and promote social justice.
- Promote a climate of respect, trust, and decency.
- Expect that all discipline be firm, fair, positive, and consistent.
- Empower students and their families in the learning process.
- Commit ourselves to those students who historically have not been successful.

We are pleased and honored that you are joining us for your secondary education. You are about to begin the important process of selecting your classes for next year. We encourage you to process your choices and weigh all the options carefully before making your final selections. The choices you make now may affect your future opportunities, as well as your overall satisfaction with your high school experience. This guide has been prepared as a resource for you.

The Nathan Hale High School curriculum offers students a balanced educational experience focusing upon developing critical thinking and communication skills so that our students become members of a responsible, democratic citizenry. Our school is nationally recognized as a leader in school reform efforts that result in providing a rigorous and relevant education for our young adults that is intentional, integrated, and collaborative in nature. We invite you to consult our website at <https://halehs.seattleschools.org/> to learn more about our “best practices” as outlined by our school philosophy, the Coalition of Essential Schools, and Small Learning Communities.

Please let us know when and how we can serve you as you process your course selections. We are committed to a rich and rewarding high school educational experience for you and your family.

**Nathan Hale High School Administration:** 206-252-3680

**Principal:** Jolene Edwards

**Assistant Principal:** Kirsten Zoba

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**Nathan Hale High School Counseling Staff:** 206-252-3594

Max Guerrero-Tomoda

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Counsels: Students with the last names beginning with A-Gom

Counsels: Students with the last names beginning with Gon-Mul

Counsels: Students with the last names beginning with Mum-Z

Counseling Secretary

# About Choosing Your Classes

Graduation from high school requires earning credits in specified subjects and, with careful planning, you can explore personal and career interests and still take the prerequisites needed for your post-high school plans.

Your high school counselors want to help you with that planning process. The NHHS Counseling Program strives to provide students with the skills and knowledge to plan their high school career and beyond by teaching in the classroom, partnering with Mentorship teachers, and meeting one-on-one when students encounter obstacles. Our goal is to be welcoming and informative as we help you plan your four years at Nathan Hale and beyond.

## Scheduling Priorities

Each student should register for six classes, keeping in mind the following priorities:

1. **Graduation requirements:** The high school graduation requirements ensure that each student will attain a certain level of development and complete a well-rounded program.
2. **Future:** High school is an opportunity to explore one's interests while meeting graduation requirements. It is important to take courses that lay a foundation for four-year or community college, vocational training, military, or other employment options.
3. **Interests and Abilities:** Students should be realistic about their ability levels and interests. Selected courses should be challenging, rewarding, and motivating. Students are encouraged to talk with their mentors, teachers, families, and/or counselors about their plans.

**Retaking classes in which you did not receive credit:** To retrieve credit for a failed course, contact your school counselor.

You will notice on your option sheets that some decisions have already been made for you depending on your grade level. We schedule on a year-long basis to ensure that you will be on track to successfully graduate from Nathan Hale with a rigorous, relevant educational experience. **Therefore, the choices you make are CRITICAL not only to your learning, but to the development of our master schedule and course offerings.** When you choose a course, you are signaling not only your *interest* but also your **commitment** to complete that course to the best of your ability.

# Course Descriptions

*Although this is a catalog, not all courses in this guide are offered annually. Ultimately the number of students who select that course, teacher availability, and budget constraints determine what courses will be offered during the year.*

## Career Technical Education (CTE)

### Career Connections I

Grade 10-12 / Semester / .5 Credit

Type of credit: CTE

Prerequisites: None

Course objectives: Explain and demonstrate steps for obtaining employment and developing a career. Understand the interviewing process and skills to completing an informational interview. Assess personal skills, abilities, aptitude, and personal strengths & weaknesses as they relate to career exploration. Develop and practice workplace readiness skills. Recognize importance of employable and work-based skills in work-based learning activity. Students learn about Personal Finance goalsetting, Opportunity Costs, Financial Strategies, and Personal Financial Statements. Students use technology within all content areas to collaborate, communicate, generate innovative ideas, investigate, and solve problems through word processing, data analysis, presentation software, electronic file storage, and demonstrate digital etiquette. Students will have a clear understanding of technology systems and operations and practice safe, legal, and ethical behavior. Career Connections is an option for *any* CTE Pathway.

### Career Connections II

Grade 10-12 / Semester / .5 Credit

Type of credit: CTE

Prerequisites: None; Career Connections 1 recommended

Course objectives: This semester long course is designed to teach you the processes and strategies involved with successful career management. Whether you're contemplating starting a career, trying to choose a career path, or are looking to make changes or improvements to your career goals, this course will provide you with the information you need on your way to achieving success. During Career Connections 2 you will have an internship experience (paid or unpaid) and demonstrate a deeper understanding of worksite learning including branding yourself on social media, interviewing skills, and how to prepare for the first day on the job. Recommend taking Career Connect 1 before taking Career Connect 2.

### Business Management A/B

Grade 10-12 / yearlong / 1 Credit

Type of credit: CTE

Prerequisites: None

Course objectives: to help students understand and identify the management structures a business can adopt. Identify their individual skills and knowledge needed to be an effective manager.

### Business and Marketing Internship

Grade 11-12 / Semester / .5 Credit

Type of credit: CTE

Prerequisites: None

Course objectives: Students learning the overarching business and marketing standards and 21st Century Standards. This course satisfies worksite learning for the business and marketing.

### Marketing I

Grade 10-12 / Fall Semester / .5 Credit

Type of credit: CTE

Prerequisites: None

Course objectives: Students will evaluate interpersonal communication concepts and skills. This course will clearly define the marketing concept and lead students into a marketing education career pathway. Students may have the opportunity to participate and compete in DECA competitions and activities.

## **Marketing II**

Grade 10-12 / Spring Semester / .5 Credit

Type of credit: CTE

Prerequisites: Marketing I

Course objectives: development of soft skills including teamwork, oral communication, written communication, and decision-making. Students have the opportunity to participate in DECA.

## **Worksite Learning**

Grade 11-12 / Semester / .5 Credit

Type of credit: CTE

Prerequisites: None

Course objectives: This semester-long course (internship) is a student worksite experience in a field that emphasizes connecting activities, coordination, and integration between worksite and classroom learning, uses written agreements to outline mutual expectations. Internships will meet district and state academic standards for academic credit. During an internship, a student completes structured activities or project that connect work to learning at school, relate to the real work of the company, give a broad understanding of a business or occupational area, and reinforce 21<sup>st</sup> century skills. To be eligible, students must have taken a CTE course and earned a C or better, or be enrolled in a CTE course, maintaining a C or better.

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# **Health & Medical Careers**

## **Intro to Medical Careers**

Grade 9-12 / Semester / .5 credit

Type of credit: CTE

Prerequisites: None

Course objectives: Students will explore a wide range of health, therapeutic, and medical careers and build the solid academic and practical professional foundation necessary to successfully pursue a career as a healthcare professional. Students will have the opportunity to earn industry recognized certifications and college credit. Students in the pathway will also receive opportunities to learn from healthcare professionals in a variety of workplace settings, engage in hands-on learning experiences, access to paid internships, and career connected field trips. Students who complete this CTE pathway will be prepared to enter a post-secondary degree or professional certificate program. Obtainment of the CTE pathway will make students especially attractive to pre-med, nursing, counseling, social work, biomedical research, and other competitive degree programs and therapeutic career opportunities.

## **Physiology A/B**

Grade 9-12 / Yearlong / 1 credit

Type of credit: CTE or Science

Prerequisites: None

Course objectives: Students will learn about the human body systems through interactive lab activities, CPR training, as well as individual and group research and class work. Students will gain an improved understanding about how organs work and how the different organs of the body interact to keep the organism alive. Focus will be on exploration on human physiology and uncover the exposure that continuously increases the risk for seven out of ten of the leading causes of death in the United States.

## **SYSTEMS MEDICINE A/B**

Grade 9-12/ Yearlong / 1 credit

Cross Credit: Science or CTE credit

Prerequisite: Biology A/B & Phys A/Chem A

Course objectives: Systems-driven medicine – focused on optimizing an individual's wellness and identifying the earliest opportunities to reverse or even prevent disease – will soon be transforming the U.S. healthcare system. It will require a new generation of collaborative and interdisciplinary STEM and healthcare professionals trained in biology, engineering, physics, computer science, environmental sustainability, health, big data, and technology. It will also require a new generation of citizens who can think at a high level while actively participating in this new systems medicine economy. This course will focus on building and deepening interdisciplinary skills for applying biotechnology, biological sciences, biochemistry, genetics, history, technology, engineering, statistics, mathematics, bioinformatics, ethics, systems thinking, and patient-driven advocacy to learn about and explore careers and participation in the health and medical systems in our communities. This course will culminate in a capstone project that will be presented to community stakeholders.

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# Media Arts, Design, & Graphics

## Digital Media Intro 1: Intro to Digital Audio, Radio, and Podcasting

Grade 9-12 / Semester / .5 credit

Type of credit: CTE

Prerequisites: None

Course objectives: Students will gain both the technical ability and broadcast law and ethics knowledge necessary to operate C89.5. This includes, becoming familiar with how radio and television fit in the larger picture of mass media, learning regulations of radio broadcasting, writing & editing short scripts, learning vocal techniques to read those scripts, learning the operation of various types of broadcast equipment, and practicing audio editing techniques.

## Digital Media Broadcast Adv 2: Audio Production, Radio, & Podcasting

Grade 9-12 / Semester / .5 credit

Type of credit: CTE

Prerequisites: Dig Med Intro 1

Course objectives: Students will develop production, writing and editing skills for on-air, social media, and podcasting while taking an active role in the on-air duties for C89.5/KNHC FM. Pre-production skills in research and writing, copy-editing and digital recording are enhanced while gaining experience in the operation of professional broadcasting equipment. Coursework and daily job assignments closely parallel those of the electronic media industry.

## Digital Media Broadcast Adv 3: Broadcast Media Specialization

Grade 9-12 / Semester / .5 credit

Type of credit: CTE

Prerequisites: Dig Med Adv 2

Course objectives: As students enter their third semester in this pathway, they will choose two areas of station operation and become increasingly proficient in both. Areas for specialization include on-air hosting, production / podcasting, music selection / programming, station operations, and social media. Students will increase knowledge while learning to use equipment and software applications specific to their chosen areas. They will also employ sound work habits and learn more about career opportunities in those areas.

## Digital Media Broadcast Adv 4: Broadcast Operations & Management

Grade 9-12 / Semester / .5 credit

Type of credit: CTE

Prerequisites: Dig Med Adv 2 or 3

Course objectives: This course is designed to prepare students to successfully enter occupations in the digital media field including radio broadcasting, or to study the digital media field at colleges, universities, and other institutions. The program includes a broad, yet detailed sequence of work designed to prepare students for employment in digital media environments. In this course, students are given opportunities for leadership in various departments in which they have previously worked, including positions of Student Production and Podcast Director, Student Music Director, Student Operations Director, and Student Social Media Director.

## Graphic Design Beginning

Grade 9-12 / Semester / .5 credit

Type of credit: CTE or Art

Prerequisites: None

Course objectives: 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. Students explore current trends in graphic production and will develop their own artistic style. This course may be cross credited for Fine Arts.

## **Graphic Design Advanced**

Grade 9-12 / Semester / .5 credit

Type of credit: CTE or Art

Prerequisites: Graphic Design Beginning

This advanced course builds on Graphic Design skills learned in the beginning course and emphasizes development of an individual style and creative approach to design. You will be challenged to grow as an independent learner with more complex and open-ended design assignments. You'll also explore design projects that benefit your school and community, such as promotional materials for school programs and classes. This course can be cross credited for Fine Arts.

## **Intro to Media Arts**

Grade 9-12 / Semester / .5 credit

Type of credit: CTE or Art

Prerequisites: None

This course is an introduction for students interested in exploring skills and techniques associated with graphic arts, photography, recording arts, and web design. Students work individually and in groups to create a wide variety of projects demonstrating their achievements in understanding processes of the media used and creative techniques for future application in school, business, or personal use. This course can be cross credited for Fine Arts.

## **Photography Beginning**

Grade 9-12 / Semester / .5 credit

Type of credit: CTE or Art

Prerequisites: None

Course objectives: 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. This course may be cross credited for Fine Arts.

## **Photography Advanced**

Grade 9-12 / Semester / .5 credit

Type of credit: CTE or Art

Prerequisites: Photography Beginning

Course objectives: 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. This course may be cross credited for Fine Arts. This course may be repeated for credit.

## **Publishing-Yearbook 1 TI & 2 TI**

Grade 10-12 / Yearlong / 1 credit

Type of credit: CTE

Prerequisites: None

Course objectives: Students will complete all activities necessary to plan, publish and sell the school's yearbook in two semesters. Graphic design, photography, journalism, technology, and leadership are all part of this creative and collaborative classroom environment. Deadline commitments and extra hours are needed. The is a digital publication produced in Nathan Hale's Graphics Lab. Students are assigned yearbook pages and are required to take photographs and design content.

## **Publishing-Yearbook 3 TI & 4 TI**

Grade 11-12 / Yearlong / 1 credit

Type of credit: CTE

Prerequisite: Yearbook 1 & 2 TI

Course objectives: Students will complete all activities necessary to plan, publish and sell the school's yearbook in two semesters. Graphic design, photography, journalism, technology, and leadership are all part of this creative and collaborative classroom environment. Deadline commitments and extra hours are needed. The is a digital publication produced in Nathan Hale's Graphics Lab. Students are assigned yearbook pages and are required to take photographs and design content.



## **Recording Art Tech 1**

Grade 9- 12 / Semester / .5 credit

Type of credit: CTE

Prerequisites: None

Course objectives: Students will master the basics of electronic/MIDI music production technology. This includes using industry standard software to sample, sequence, synthesize and produce music, applying fundamentals of music theory and composition, demonstrating knowledge of basic audio production and recording, and using electronic instruments to manipulate sound and create music. Dual credit available through Shoreline Community College when completing both Recording Art Tech 1 and 2.

## **Recording Art Tech 2**

Grade 9-12 / Semester / .5 credit

Type of credit: CTE

Prerequisites: Recording Art Tech 1

Course objectives: Course objectives: Students master advanced electronic/MIDI music production techniques and digital audio theory. Use industry standard software and electronic instruments to sample, sequence, synthesize and produce original music. Demonstrate mastery of basic music theory and songwriting, and knowledge of advanced audio production and recording. Create complete songs and apply advanced sound design technique to a wide range of challenges. Dual credit available through Shoreline Community College when completing both Recording Art Tech 1 and 2.

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# **STEM-Science, Technology, Engineering, and Math**

## **Exploring Computer Science**

Grade 9-12 / Semester / .5 credit

Type of credit: CTE

Prerequisites: Algebra 1, *No prior programming skills needed.*

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

## **Introduction to Programming**

Grade 9-12 / Semester / .5 credit

Type of credit: CTE

Prerequisites: Algebra 1, *No prior programming skills needed.*

Course Objective: This course will introduce students to the field of computer science as well as the fundamentals of computer programming. CS1 is specifically designed for students with no prior programming experience and touches upon a variety of fundamental topics. Students will explore how computing enables innovation in a variety of fields and the impacts that those innovations have on society. By the end of the course, students will understand the basics of computer science and the Java programming language. The principles learned here will be developed further as you progress through the computer science discipline.

## **AP Computer Science Principles 1 & 2**

Grade 10- 12 / Yearlong / 1 credit

Type of credit: CTE

Prerequisites: Algebra 1, *No prior programming skills needed.*

Course Objective: Ever wanted to make your own mobile apps? Computer Science Principles introduces students to the central ideas of computer science, inviting students to develop the computational thinking vital to success across multiple disciplines. Students will design and program interactive applications for mobile devices. The course is not programming intensive. Instead fostering students to be creative and encouraging students to apply creative processes when developing computational artifacts. Students design and implement innovative solutions using an iterative process similar to what artists, writers, computer scientists, and engineers use to bring ideas to life. Emphasis will be placed on systematic problem-solving and logical thinking. This class is designed to help prepare students for completing the AP Computer Science Principles exam (optional).

## **AP Computer Science A1 & A2**

Grade 10-12 / Yearlong / 1 credit

Type of credit: CTE

Prerequisites: Algebra 1; Intro to Programming or AP Comp Sci Principles recommended

Course Objective: The course is equivalent to a college level introduction to programming course. This class assumes students enjoy using computing tools/technology and interested in learning to design and write basic programming in Java. Topics covered will include primitive types, procedural programming (methods, parameters, return values), basic control structures (if/else, for loop, while loop), array manipulation, file processing, and defining objects (identifying reusable components, class relationships). Students will learn by designing, writing, and testing their own software. CS3 will prepare students for the AP Computer Science A exam (optional). Following the AP exam students work on independent or group projects.

## **Robotics**

Grade 9-12 / Semester / .5 credit

Type of credit: CTE

Course Objectives: Use motors, actuators, infrared vision sensors, sound sensors, and remote control to build robots. Learn about the electronics, physics and computer programming that make it possible for robots to work. Create your own purpose for a robot, then design it, build it, program it, and operate it. Learn how robots are shaping the future today.

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## **Agriculture Sciences**

### **Environmental Horticulture 1 (Fall Semester)**

Grade 10-12 / Semester / .5 credit

Type of credit: CTE or Science

Prerequisite: None

Course Objectives: This course introduces the student to the general field of Environmental Horticulture. The student learns the scope of the industry, opportunities, and knowledge required to qualify for these opportunities. The student also learns about horticultural equipment, greenhouse design and use, and plant identification. Soil-water-plant relations are studied, and floral design is introduced. By producing crops, the student also learns proper plant care, plant propagation, general greenhouse operations and materials. When the crops are ready for sale, students increase their knowledge by learning the cash register, sales techniques, and product displays. The student is also exposed to proper use and safety of landscape equipment, skill, and knowledge of basic floral techniques and to bedding and houseplant identification.

### **Environmental Horticulture 2 (Spring Semester)**

Grade 10-12 / Semester / .5 credit

Type of credit: CTE or Science

Prerequisite: None

Course Objectives: This course introduces the student to the general field of Environmental Horticulture. The student learns the scope of the industry, opportunities, and knowledge required to qualify for these opportunities. The student also learns about horticultural equipment, greenhouse design and use, and plant identification. Soil-water-plant relations are studied, and floral design is introduced. By producing crops, the student also learns proper plant care, plant propagation, general greenhouse operations and materials. When the crops are ready for sale, students increase their knowledge by learning the cash register, sales techniques, and product displays. The student is also exposed to proper use and safety of landscape equipment, skill, and knowledge of basic floral techniques and to bedding and houseplant identification. Environmental Horticulture also adheres to the science standards defined in the articulation agreement with South Seattle College, renewed Winter 2020, and the standards for Plant Systems pathway within the Washington OSPI frameworks for Agriculture Food and Natural Resources.

## **AP Environmental Science**

Grade 11-12 / Yearlong / 1 credit

Type of credit: CTE or Science

Prerequisites: Chemistry

Course objectives: The study of environmental systems, how humans interact with the environment, and the development of environmentally sustainable practices. Students will learn how scientists study environmental issues, how matter and energy cycle through earth systems, how humans alter natural systems, how our cultural and economic interests interact with natural systems. This course fulfills a "lab science" requirement for students who want to apply to a four-year college.

## **Plant Science 1 & 2**

Grade 10-12 / Yearlong / 1 credit

Type of credit: CTE or Science

Prerequisites: None

Course objectives: This course covers content related to the production, processing, and distribution of agriculture plan products. Units covered include Career Exploration and Opportunities, Mineral Soils, Soilless Systems, Anatomy and Physiology and Taxonomy. As with all agriculture courses, instruction, and assessment in the Supervised Agriculture Experience (SAE) is a requirement. The SAE includes placing a student in a position where he or she will learn the practices of entrepreneurship and the fundamentals of research and experimentation in the agricultural field. Participants in the SAE will conduct exploratory projects with the purpose of learning about and improving practices in their surroundings. Design and conduct an experiment to show evidence of the effects for different variations of treatments required for seed germination Dissect a complete flower and identify the individual parts perform computer simulations related to genetic inheritance in order to learn about the role genetics plays in plan production Produce new plants exhibiting desired characteristics of a parent plant using asexual propagation methods such as grafting, division, budding, layering or cuttings. Develop an understanding of plan disease, its causes and means of prevention and control. Research and develop a business plan in agricultural careers through research and discussions.

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## **Human Services**

### **Family Health**

Grade 10-12 / Semester / .5 credit

Type of credit: Health

Prerequisite: None

Course objectives: To develop decision-making skills. The goals are to provide information needed to understand the different aspects of health and wellness and build skills in evaluating information so that wise lifestyle choices are promoted. These goals will be achieved using lecture, films, speakers, videos, discussion, activities, readings, and assignments.

### **Psychology 1**

Grade 9-12 / Semester / .5 credit

Type of Credit: CTE or Social Studies

Prerequisite: None

Course Objectives: Have you ever wondered why eyewitnesses are extremely unreliable sources of information? Do video games or porn make people more violent? How do you know if someone is lying to you? Do gender differences exist? How do we grow and change over time? What percentage of our happiness is genetic? What is the cycle of abuse and how can people heal from trauma? What persuasive strategies do marketers use? Is the expression of love similar across cultures? Topics will include learning about theories of personality and human development, with a focus on how we can use psychology to reduce conflict and prejudice.

### **AP Psychology 1 & 2**

Grade 10-12 / Yearlong / 1 credit

Type of Credit: CTE or Social Studies

Prerequisite: Psychology 1 or Teacher Approval

Course Objectives: systematic study of behavior and mental processes of human beings designed to expose students to each major subject field of psychology. The course covers topics, including: history and approaches, research methods, biological basis of behavior, sensation and perception, states of consciousness, learning, cognition, motivation and emotion. It enables students to examine methods of psychology used in their science and practice. Students may test for the AP Psychology Exam. The course qualifies for CTE cross credit in Relationships, and Social studies.

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## Culinary and Hospitality

### Baking and Pastry

Grade 10-12 / Semester / .5 credit

Type of credit: CTE

Prerequisite: None

Course Objectives: Want to impress your friends and plate creative and fun desserts!? Do you love the smell of fresh bread baking? This is a semester introduction to culinary arts that focuses on basic baking and pastry skills. Learn to create and plate gourmet desserts, pastries, breads, and quick breads. Experiment with chocolate and other desserts while building basic math skills like measuring and converting recipes. Learn basic safety and sanitation skills while in the kitchen as well as develop food service and marketing skills. You will also be able to explore food photography and journalism through this class as well as participate in community and school catering events. **You must take this course or Nutrition and Wellness to enroll in the advanced culinary classes.**

### Culinary Arts 1 A/B

Grade 10-12 / Yearlong / 1 credit

Type of credit: CTE or Science

Prerequisite: Family Health, Nutrition & Wellness, Baking and Pastry or Teacher Approval

Course Objectives: Explore opportunities for employment and entrepreneurial endeavors. Examine education and training requirements and opportunities for career paths in food production and services. Determine the roles and functions of individuals engaged in food production and services careers.

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## Education Support Classes

*Also see Math, Language Arts, Social Studies, and Science sections for modified courses in these areas of study.*

### Multilingual Support Class

Grade 9-12 / Yearlong / .5 credit per semester

Type of credit: Unspecified Elective

Prerequisite: Qualifies for ELD Services

Course objectives: To provide extra support to Multilingual (ML) learners in their core courses. 9th grade Academy ML students receive modified texts and help with reading and writing assignments in their classes. In addition, students will work on vocabulary building, grammar, and other writing activities, such as journals, poems, and short papers. 10th grade ML students receive modified texts and help with reading and writing assignments. 11th and 12th grade ML students receive modified texts and support with reading and writing assignments, especially in their language arts and social studies classes. 12th grade students will also receive assistance on their Culminating Project.

### Life Skills

Grade 9-12 / Yearlong / .5 credit per semester

Type of credit: Unspecified Elective

Prerequisite: Instructor recommendation and an IEP

Course objectives: This course is for students with Individualized Education Plans (IEP). The main emphasis is the development of skills all students will need to use in their adult life. It concentrates on communication skills, writing skills, reading skills, analysis skills, conflict resolution, family finances and household budgeting, and planning skills. The students will develop social skills used at the work site and in the family unit. Students work toward their annual IEP goals through assignments from the general education curriculum in addition to specially designed instruction provided by the instructor.

## Study Skills

Grade 9-12 / Yearlong / .5 credit per semester

Type of credit: Unspecified Elective

Prerequisite: Instructor recommendation and an IEP

Course objectives: This course is for students with Individualized Education Plans (IEP) and is designed to provide instruction to students who require additional support with core academic class content in addition to the instruction outlined in their IEPs. Concepts taught include, but are not limited to, study skills, organization, transition supports, and reading, writing, and math strategies with an emphasis in basic skills. Students work toward their annual IEP goals through assignments from the general education curriculum in addition to specially designed instruction provided by the instructor.

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## Additional Electives

### Leadership

Grade 10-12 / Yearlong / 1 credit

Type of credit: Elective or CTE after completing 4 semesters.

Prerequisites: Teacher permission (Elected officers, commissioners, or club leaders)

Course objective: This course is designed to teach students the fundamentals of leadership. This class will consist of elected school leaders as well as natural and potential leaders from around the school. Elements of business leadership, team building, and team execution will be at the forefront of the class. Execution of the duties of the elected officials will also be facilitated through the class. The fundamental goal of the class is to impress the importance of leadership through service. This course aligns with state standards for occupational education, and those credits can be earned through this course.

### šəqəčib

Grade 9-12 / Semester or Yearlong / .5 credit per semester

Type of credit: Unspecified Elective

Prerequisites: Instructor permission, Native American/Alaskan Native/Canadian First Nations students. Students must have a 506 form on file with Native Ed.

Course objective: šəqəčib is offered through the Title VI, Huchoosedah Native Education Program of Seattle Public Schools. Students are provided a welcoming, academically focused environment where identity safety and academic progress are fostered. The focus of the class is to promote school engagement and academic progress in a culturally sensitive environment. šəqəčib is a place of community building and belonging for Native youth. Students receive small group instruction, one on one support, and direct class instruction. Students receive support in their core classes as necessary.

# Theater

## Technical Theatre

Grade 9-12 / Semester / .5 credit

Type of credit: Arts

Prerequisite: None

Course objectives: Technical Theatre Beginning is a production-oriented course that provides foundational stagecraft skills and safety procedures preparing students for industry and college study of technical theatre. Students engage in scenic design and construction, lighting, sound, properties, costumes, make-up, special effects, theatre management, stage management, and theatre terminology. This course may be repeated for credit.

## Theatre Beginning

Grade 9-12 / Semester / .5 credit

Type of credit: Arts

Prerequisite: None

Course objectives: 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. No previous theatre experience necessary. All students are welcome. This course may be repeated for credit.

## Theatre Advanced

Grade 9-12 / Semester / .5 credit

Type of credit: Arts

Prerequisite: Theatre Beginning or teacher approval

Course objectives: This advanced course expands exposure to contemporary and classic plays, broadens student repertoire of audition material, and explores specialized acting skills. The course may include topics such as advanced acting methods, resume development, movement-based acting techniques, pantomime, mask work, improvisation, stage combat, stage make-up, or creative drama. This course may be repeated for credit.

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# Music

## Concert Choir A & B

Grade 9-12 / Yearlong / 1 credit

Type of credit: Arts

Prerequisite: None

Course objectives: 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 musicianship skills. Students perform in school concerts and regional festivals. This course may be repeated for credit.

## Concert Orchestra A/B

Grade 9-12 / Yearlong / 1 credit

Type of credit: Arts or CTE

Prerequisite: None

Course objectives: 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. This course may be repeated for credit.

## **Guitar Lab**

Grade 9-12 / Semester / .5 credit

Type of credit: Arts

Course objective: Students in this course will learn the necessary skills and concepts to gain a foundational proficiency on guitar and music-reading. This course may be repeated for credit.

## **Music Survey**

Grade 9-12 / Semester / .5 credit

Type of credit: Arts

Course objective: Students in this course explore a diverse repertoire of musical styles, while building foundational music skills, theory, historical perspectives, and performance & listening skills.

## **Percussion Ensemble A/ B**

Grade 9-12 / Yearlong / 1 credit

Type of credit: Arts

Prerequisite: None

Course objectives: This year-long performing 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.

## **Piano Lab 1**

Grade 9-12/ Semester / .5 credit

Type of credit: Arts

Prerequisite: None

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

## **Symphonic Band A/ B**

Grade 9-12 / Yearlong / 1 credit

Type of credit: Arts or CTE after completing 4 semesters

Prerequisite: None

Course objectives: 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. This course may be repeated for credit.

## **Vocal Jazz (0 Period)**

Grade 9-12 / Yearlong / 1 credit

Type of credit: Arts

**Prerequisite: By audition only**

Course objectives: 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. This course may be repeated for credit.

## **Jazz Band A/B (0 Period)**

Grade 9-12 / Yearlong / 1 credit

Type of credit: Arts

**Prerequisite: By audition only**

Course objectives: 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.

# Visual Arts

## Art Survey

Grade 9-12 / Semester / .5 credit

Type of credit: Arts

Prerequisite: None

Course objectives: In this introductory course, students cover a broad range of art concepts, techniques, and media. Study of the Elements of Art and Principles of Design are included in the projects to begin establishing fluency in the language of art. Sketchbooks are used to document the progression of skills acquired, and self-expression. The sketchbook contains visual and written entries, including responses and reflections on works of art. No previous art experience necessary. All students are welcome. This course may be repeated for credit.

## Ceramics Beginning

Grade 9-12 / Semester / .5 credit

Type of credit: Arts

Prerequisite: None

Course objectives: 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. No previous art experience necessary. All students are welcome. This course may be repeated for credit.

## Ceramics Advanced

Grade 9-12 / Semester / .5 credit

Type of credit: Arts or CTE

Prerequisite: Ceramics Beginning

Course objectives: In this course, students 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 across cultures. Assignments are 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 and Painting Beginning

Grade 9-12 / Semester / .5 credit

Type of credit: Arts

Prerequisite: None

Course objectives: Drawing and Painting Beginning introduces students to the Elements of Art and Principles of Design. Study of these is 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 critical thinking and the creative process. No previous art experience necessary. All students are welcome. This course may be repeated for credit.

## Drawing and Painting Advanced

Grade 9-12 / Semester / .5 credit

Type of credit: Arts or CTE

Prerequisite: Drawing and Painting

Course Objectives: 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 continue to create art and explore the relationship between observation, artistic vision, and composition in an advanced setting. Students explore media and ideas with more independence and demonstrate responding and reflecting on their own work and that of others. Students 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.



## Graphic Design Beginning

Grade 9-12 / Semester / .5 credit

Type of credit: CTE or Art

Course objectives: 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. Students explore current trends in graphic production and will develop their own artistic style. This course may be cross credited for Fine Arts.

## Graphic Design Advanced

Grade 9-12 / Semester / .5 credit

Type of credit: CTE or Art

Prerequisites: Graphic Design Beginning

This advanced course builds on Graphic Design skills learned in the beginning course and emphasizes development of an individual style and creative approach to design. You will be challenged to grow as an independent learner with more complex and open-ended design assignments. You'll also explore design projects that benefit your school and community, such as promotional materials for school programs and classes. This course can be cross credited for Fine Arts.

## Photography Beginning

Grade 9-12 / Semester / .5 credit

Type of credit: Arts or CTE

Course objectives: 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. This course may be cross credited for Fine Arts.

## Photography Advanced

Grade 10-12 / Semester / .5 credit

Type of credit: Arts or CTE

Prerequisite: Photography Beginning

Course objectives: 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. This course may be cross credited for Fine Arts. This course may be repeated for credit.

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# Language Arts

## Intro to Literature and Composition 9A/9B

Grade 9 / Yearlong / 1 credit

Type of credit: Language Arts

Prerequisites: None

\*Honors designation available

Course objectives: This course is an inclusive class integrated with World History 9A and 9B. The class explores the relationship between power and identity through historical, religious, and cultural analysis as well as literature, art, film, and music. Students use the writing process (pre-writing, drafting, revising, and editing) to produce narrative, expository, creative, and persuasive papers. Seminars, presentations, and focused class discussions are an integral part of the curriculum.

## Language Arts 9A/9B Modified

Grade 9 / Yearlong / 1 credit

Type of credit: Language Arts

Prerequisites: IEP and teacher recommendation

Course objectives: To allow students with an IEP, (Individualized Educational Plan) to access the mainstream curriculum by having coursework modified so they can meet their IEP goals and objectives. This is a modified course title for students who have an Individualized Education Plan on file.

## **World Literature and Composition 10A/10B**

Grade 10 / Yearlong / 1 credit

Type of credit: Language Arts

Prerequisites: None

\*Honors designation available

Course objectives: Through exploration of the humanities students will learn how to think creatively and critically, to reason, and to ask questions. Students will explore major ideas through class discussion, reading world literature and philosophy, study of influential figures, and research. The course seeks a balance between independent efforts and collaborative production, emphasizing problem posing and solving through a Humanities lens. The academic study over the course of the school year will follow the historical pattern(s) of pre-contact, conquest/colonization, liberation, and revolution.

## **Language Arts 10A/10B Modified**

Grade 10 / Yearlong / 1 credit

Type of credit: Language Arts

Prerequisites: IEP and teacher recommendation.

Course objectives: To allow students with an IEP, (Individualized Educational Plan) to access the mainstream curriculum by having coursework modified so that they can meet their IEP goals and objectives. This is a modified course title for students who have an Individualized Education Plan on file.

## **ENGL 101: English Composition A/B**

Grade 11 / Yearlong / 1 credit

Type of credit: Language Arts

Prerequisites: None      Eligible for COLLEGE IN THE HIGH SCHOOL credit

Course objectives: This course teaches critical reading and writing with emphasis on argument and rhetoric. Students will read a variety of texts from US authors both historical and contemporary. Particular focus is placed on works by authors of color and other marginalized voices. Students will also have opportunities to express themselves in other creative modalities through interdisciplinary exhibitions such as the Harlem and Renaissance Art and Justice Project. Upon completing this College in the High School course, students may earn college credit through North Seattle College.

## **Language Arts 11A M and 11B Modified**

Grade 11 / Yearlong / 1 credit

Type of credit: Language Arts

Prerequisites: IEP and teacher recommendation.

Course objectives: To allow students with an IEP, (Individualized Educational Plan) to access the mainstream curriculum by having coursework modified so that they are able to meet their IEP goals and objectives. This is a modified course title for students who have an Individualized Education Plan on file.

## **AP English Literature Composition**

Grade 12 / Yearlong / 1 credit

Type of credit: Language Arts

Prerequisites: None

Course objectives: To serve as an excellent preparation for college level work and as an effective way to conclude a four-year, rigorous, and comprehensive English program. Through the study of both time-honored and contemporary classics, students will explore the various ways that world literature, including classical mythologies and philosophies, form our modern sensibilities. Students will engage in close reading, classroom discussion, and written literary analysis as they explore significant literary works. Classes consist of daily discussions, regular reading checks, periodic exams, papers, and group/individual creative projects. Students will also work on the Hale Action Project and their culminating portfolio.

## **Language Arts 12 Modified**

Grade 12 / Yearlong / 1 credit

Type of credit: Language Arts

Prerequisite: IEP and teacher recommendation

Course objectives: To cover reading, writing, and literature aligned with individual IEP goals and grade-level district standards. This class offers individual attention in the area of transition support for students who will be leaving the high school setting within the next two years. Coursework includes instruction to support and mentor students throughout their culminating project, The Hale Action Project (HAP), and their culminating portfolio.

## **Language Arts Electives**

### **Creative Writing**

Grade 9-12 / Semester / .5 credit

Type of credit: Language Arts

Prerequisite: None

This course stresses reading of short, imaginative works, discussion of themes and techniques used by published writers, and writing of poems, short stories, personal essays, descriptions, and dialogue. It provides experiences in using images, figurative language, and concrete detail.

### **Journalism Writing (Newspaper)**

Grade 9-12 / Semester / .5 credit

Type of credit: Language Arts

Prerequisites: None

Course objectives: Print. Audio. Video. Still and slide photography. Social Networking. These are the tools of Web-Based journalism. And these are the media students will explore in reporting news and writing narrative features. Students will learn the foundational skills of newspaper journalism: news gathering, interviewing, news reporting, feature writing, and commentary. They will also learn the techniques of digital storytelling for today's evolving journalism. Students should expect how-to reading and homework assignments. They should also plan on regular writing and digital production assignments. The course is run as a workshop with frequent, whole-class critique. Completing the course will prepare students for publishing The Sentinel, and its Web-based edition, [halesentinel.com](http://halesentinel.com).

### **Advanced Journalism (Newspaper)**

Grade 10-12 / Yearlong / 1 credit

Type of credit: Language Arts or CTE after completing 4 semesters

**Prerequisites: Journalism Writing or Instructor permission**

Course objectives: To use the skill and knowledge from Digital Journalism (news gathering, interviewing, news reporting, feature writing, and commentary), to produce Hale's award-winning student newspaper, The Sentinel, and its Web version, [halesentinel.com](http://halesentinel.com). The Sentinel staff comprises reporters, editors, columnists, photographers, designers, and business managers.

# Mathematics

## Algebra 1 A/B

Yearlong / 1 credit

Type of credit: Mathematics

Prerequisites: none

\*Honors designation is available

Course objectives: Algebra 1 is a yearlong course, which provides a practical blend of technology-related and paper-and-pencil problem solving tools. Explorations and investigations emphasize symbol sense, algebraic manipulations, and conceptual understanding. Students make sense of important algebraic skills and apply algebraic thinking. This course allows students to experience algebra through the use of multiple representations: numerical, graphic, symbolic, and verbal. Topics in this course include: Graphing, Linear Equations, Quadratic Equations, Functions, Exponents, Data Analysis, Proportional Reasoning, Probability, Systems of Equations, and Inequalities.

## Algebra 1 A/B - M

Yearlong / 1 credit

Type of credit: Math

Prerequisite: Instructor permission and an IEP

Course objectives: This course includes but is not limited to, basic math skills, concepts in Pre-algebra and Algebra 1 with a focus on calculation, problem solving and application to real life scenarios. Placement is provided for students whose math skills have been assessed at lower than those needed to successfully complete Algebra 1 in a general education setting, or if progress in Algebra 1 was not sufficient. The curriculum is designed to meet IEP goals and objectives.

## Consumer Math - M

Yearlong / 1 credit

Type of credit: Math

Prerequisite: Instructor permission and an IEP

Course objectives: This course includes but is not limited to, basic math skills, concepts in Pre-algebra and Algebra 1 with a focus on calculation, problem solving and application to real life scenarios involving finance and independence. Placement is provided for students whose math skills have been assessed at lower than those needed to successfully complete Algebra 1 in a general education setting, or if progress in Algebra 1 was not sufficient. The curriculum is designed to meet IEP goals and objectives.

## General Math 1/2 - M

Yearlong / 1 credit

Type of credit: Math

Prerequisite: Instructor permission and an IEP

Course objectives: This course includes but is not limited to, basic math skills, consumer math, and beginning algebra. Placement is provided for students whose math skills have been assessed lower than those needed to successfully complete Algebra 1, or if progress in Algebra 1 was not sufficient. The curriculum is designed to meet IEP goals and objectives.

## Geometry A/B

Yearlong / 1 credit

Type of credit: Mathematics

Prerequisites: Successful completion of Algebra 1A/B. \*Honors designation is available

Course objectives: Geometry is a yearlong course, which provides an opportunity for students to explore geometric relationships with a wide variety of tools, including paper, compasses, computers, and graphing calculators.. Topics include informal and formal proof, properties of triangles, polygons, and circles, transformations and tessellations, area and volume, the Pythagorean Theorem, congruence, and similarity.

## **Algebra 2 A/B**

Yearlong / 1 credit

Type of credit: Mathematics

Prerequisites: Successful completion of Geometry B or equivalent.

\*Honors designation is available

Course objectives: Algebra 2 is a yearlong course, which provides an opportunity for students to deepen their understanding of challenging topics in mathematics including recursion, transformations, matrices, series, and applications of statistics. This course will focus on functions including exponential power, logarithmic, trigonometric, rational, and polynomial functions. The text provides a balanced mix of data-analysis and pure-algebra techniques. Algebraic techniques equip students with multiple problem-solving strategies and prepare them for higher-level courses that are algebra intensive. Students learn to solve problems with and without a calculator. Algebra 2 is the third of a three-year sequence and is the minimum requirement for admission to four-year colleges or universities.

## **Pre-Calculus A/B**

Yearlong / 1 credit

Type of credit: Mathematics

Prerequisites: Successful completion of Algebra 2 or equivalent.

\*Honors designation is available

Course objectives: This course sequence is a rigorous study of linear, quadratic, exponential, polynomial, logarithmic and trigonometric functions, focusing on structure, dynamics, and graphing. Other topics studied are polar coordinates and graphing, conics, linear algebra, and discrete mathematics. Students apply traditional mathematical topics in applied settings. In so doing, they exercise mathematical reasoning and see the connections between topics and other disciplines. While solving real world problems using appropriate technology, students become empowered to communicate mathematics through group activities, experiments, and independent projects.

## **Math 151 Calculus I**

Fall Semester / 1 credit

Type of credit: Mathematics

Prerequisites: successful completion of Pre-Calculus or equivalent.

**Math 151 is Eligible for COLLEGE IN THE HIGH SCHOOL credit**

Course objectives: Students evaluate or estimate the limits of a function, including one-sided limits and limits approaching infinity given a graph, equation, or table of values. Students solve optimization problems in a variety of settings. Students find linear approximations for a function centered at a given x-value and calculate approximate values of a function using those approximate functions.

## **Math 152 Calculus II**

Spring Semester / 1 credit

Type of credit: Mathematics

Prerequisites: successful completion of Math 151 Calculus I or equivalent.

**Math 152 is Eligible for COLLEGE IN THE HIGH SCHOOL credit**

Course Objectives: to interpret the area enclosed between two curves as a definite integral and compute its value. Students determine the convergence of improper integrals with discontinuities in their domain or indefinite limits of integration. They solve various application problems in science and engineering using integration. Finally, they use separation of variables to solve simple differential equations.

## **AP Statistics A/B**

Yearlong / 1 credit

Type of credit: Mathematics

Prerequisites: successful completion of Pre-Calculus or equivalent.

Course objectives: This course introduces the statistical analysis of data. This course will stress the general abstraction of descriptive and inferential statistics to answer a scientific question. Topics covered will include definition of common descriptive techniques, estimation and testing for continuous, discrete, and censored response variables in parametric models. Emphasis will be placed on the similarity among the various forms of analyses. This Advanced Placement course covers the essentials of an elementary college course in statistics and prepares students to take Advanced Placement Statistics exam in the spring.

## Financial Algebra A and Business Math 130

Yearlong / 1 credit

Type of credit: Mathematics

Prerequisites: Successful completion of Geometry.

**Business Math 130 is Eligible for COLLEGE IN THE HIGH SCHOOL credit**

Course objectives: Financial provides an opportunity for students to explore the world of finance with an emphasis on algebra. Students learn details about a range of topics including the Stock Market, modeling business practices, banking services, income taxes, the creation of budgets and gain familiarity with graphing calculators. This course is also appropriate for students who have completed Algebra 2 and who want to take a course specifically focusing on the mathematics of personal finance. Financial Algebra does not meet requirement for admission to four-year university but does meet the district requirement for the third year of math.

Business Math students are eligible to earn .5 college credit after completing this course (tuition fees apply). The course includes instruction and review of basic math functions to prepare students for business classes. Topics may include using ratio-proportion, percentages, estimating, basic algebra, trade/cash discounts, promissory notes, credit terms, and other consumer related activities. This course fulfills the math requirement for many 2-year Associate in Technical Arts degrees, including Accounting, Business & Medical Info Technology, Construction Mgt, Culinary Arts, Horticulture, Hospitality, etc. Fulfills the high school math graduation pathway requirement.

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## Physical Education

### Personal Fitness

Grade 9-12 / Semester / .5 credit

Type of credit: Physical Education (Graduation Requirement for Class of 2026 & Beyond\*)

Prerequisites: None

*\* This course will be the first physical education course taken before any elective/choice physical education courses are taken. This high school course will be one of the three (1.5) required physical education classes needed for graduation.*

Course objectives: Personal Fitness is a research-driven, standards-based curriculum designed to teach the principals of health and fitness. It incorporates goal setting and fitness measurements while adding a record-keeping element to analyze personal behavior. Through diet, sleep, activity, and hydration logs, students are able to see how their nutrition choices and daily habits affect their health, performance and appearance.

### Individual Activities I: Racquet Sports

Grade 9-12 / Semester / .5 credit

Type of credit: Physical Education

Prerequisites: Personal Fitness

Course objectives: This course includes badminton, pickleball, racquetball, and tennis from basic instructions through maximum participation.

### Lifetime Activities I: Yoga

Grade 9-12 / Semester / .5 credit

Type of credit: Physical Education

Prerequisites: Personal Fitness

Take a break from the chaotic school-day to de-stress! Learn yoga movement and postures that improve balance, coordination, flexibility, and strength in this low-key and fun class. Learn relaxation and stress-reducing techniques. Each class period, we will do a variety of yoga poses for mobility/stretching, core strength, and muscle tone combined with mindfulness, meditation, and relaxation. Course includes outdoor yoga and/or some walking on sunny days and other forms of mindful movement depending on the interests of the participants. Course may be repeated.

## **Lifetime Activities II: Walking**

Grade 9-12 / Semester / .5 credit

Type of credit: Physical Education

Prerequisites: Personal Fitness

Course objectives: As an alternative to traditional physical education classes, this course is designed for students interested in improving or maintaining healthy fitness levels through walking. Students are expected to participate in daily walks to earn credit in this course. Instruction includes safety rules, health benefits, mindfulness, and wellness strategies. Flexibility and muscular fitness components such as stepping, yoga or stretching may be included. Must be prepared to walk outside and walk two miles each day – routes in our neighborhood often include hills. Students need umbrellas and/or raingear and appropriate clothes for outdoor walking. Proper athletic attire and athletic shoes are required. Course may be repeated.

## **Swimming 1**

Grade 9-12 / Semester / .5 credit

Type of credit: Physical Education

Prerequisites: Personal Fitness

Course objectives: continues the goal setting and fitness measurements while supporting a record keeping element to analyze personal behavior. The program is customized to meet individual students personal needs and includes a Web-based component that provides students the opportunity to track and assess their results throughout their tenure in the district.

## **Team Sports I**

Grade 9-12 / Semester / .5 credit

Type of credit: Physical Education

Prerequisites: Personal Fitness

Course objectives: This course is designed to teach the principals of health and fitness. Health and Fitness Academic Content 1. Five Components of Fitness Activities 2. Intensity levels 3. Get Fit & Get Smart Portfolio 4. Goal Setting 5. Behavior log-Activity log. Fitness Related Activities 1. Fitness Pre-Measurements 2. Functional Training Motor Skills. Team Sport could include but not limited to (teacher choice per semester) 1. Volleyball 2. Basketball 3. Softball 4. Ultimate Frisbee 5. Team Handball 6. Flag Football 7. Soccer 8. Floor Hockey 9. Lacrosse 10. Global Sports. Social, Emotional Safety, Common Courtesy, Teamwork, and Personal Space practices are incorporated in all activities.

## **Weight Training/Conditioning**

Grade 9-12 / Semester / .5 credit

Type of credit: Physical Education

Prerequisites: Personal Fitness

Course objectives: To teach the basics of weight training and conditioning. Students learn the proper techniques for lifting free weights and how to condition using various weight machines. Along with training techniques the instructor teaches the basics of anatomy, kinesiology, and diet.

# Science

## Physics A / Chemistry A

Grade 9 / Yearlong / 1 credit

Type of credit: Science

Prerequisites: None

\*Honors designation available

Course objectives: In this course, Physics A: Wave Properties and Technology, students will study Newton's Law of Gravitation, Coulomb's Law, speed of waves, electromagnetic radiation and its effects on matter, technological devices, Big Bang theory, digital transmission, and storage of information. Students will refine their science and engineering skills within the context of an engaging storyline to explain a phenomenon.

Course objectives: In this course, Chemistry A: Origin of the Elements and Material Science, students will study fission, fusion, and radioactive decay, properties of elements, simple chemical reactions, structure of substances and forces between particles, designing materials, life span of the sun, and the way stars produce elements. Students will refine their science and engineering skills within the context of an engaging storyline to explain a phenomenon

## Biology A/B

Grade 10 / Yearlong / 1 credit

Type of credit: Science

Prerequisites: None

\*Honors designation available

Course objectives: Students will investigate characteristics of living things, life processes, populations, genetics, and biotechnology, mechanisms of change and ecological dynamics in this inquiry-based class. This course fulfills a "lab science" requirement for students who want to apply to a four-year college.

## Physics A/Chemistry A – Modified

### Biology A & B - Modified

Grade 9 & 10 / Yearlong / 1 credit

Type of credit: Science

Prerequisites: IEP and teacher recommendation

Course objectives: To allow students with an IEP, (Individualized Educational Plan) to access the mainstream curriculum by having coursework modified so that they are able to meet their IEP goals and objectives. This is a modified course title for students who have an Individualized Education Plan on file.

## Chemistry B/C

Grade 11-12 / Yearlong / 1 credit

Type of credit: Science

Prerequisites: Chemistry A

\*Honors designation available for Chemistry B and C

Course objectives: Will cover the following topics: Atomic structure and theory, Properties of elements and their organization in the periodic table, The nature of chemical compounds, Chemical reactions, Gas Laws, Acids/Bases. Required skills include an understanding of the scientific method and average to above math skills. Specific requirements and assignments for Honors Chemistry are designed into this class. This course fulfills a "lab science" requirement for students who want to apply to a four-year college.



## **Physics B/C Honors**

Grade 12 / Yearlong / 1 credit

Type of credit: Science

Prerequisites: Pre-Calculus (can be concurrently enrolled)

Course objectives: Through collaborative labs, lecture discussions and homework, students will study gravitation and motion in time and space. The emphasis is on student-centered modeling and testing of physical concepts. Extensive use of computers for lab data collection and analysis is taught. This course fulfills a "lab science" requirement for students who want to apply to a four-year college.

## **AP Environmental Science**

Grade 11-12 / Yearlong / 1 credit

Type of credit: Science or CTE

Prerequisites: Chemistry

Course objectives: The study of environmental systems, how humans interact with the environment, and the development of environmentally sustainable practices. Students will learn how scientists study environmental issues, how matter and energy cycle through earth systems, how humans alter natural systems, how our cultural and economic interests interact with natural systems, and how humans can live sustainably. Individual, community, regional, national, and global scales will be considered. This course will utilize a broad variety of learning resources, including reading, writing, film, research, laboratories, field work, Socratic seminars and more. Students who care about our environment and want the background necessary to take action are encouraged to enroll. This course fulfills a "lab science" requirement for students who want to apply to a four-year college.

## **Environmental Horticulture 1 (Fall Semester)**

Grade 10-12 / Semester / .5 credit

Type of credit: Science or CTE

Prerequisites: None

Course objectives: Horticulture is the science of growing plants for personal use or commercial sale. Ecology is the study of the relationships between organisms and their physical environment. Students in this course will grow edible and ornamental plants for our plant sales and will learn how to give gardening advice to our customers. Students will also learn to identify some native and non-native plants and learn some of the basics of landscaping and vegetable gardening. Finally, students will look at the efforts taken to preserve the environment and improve our farming and food production systems.

## **Environmental Horticulture 2 (Spring Semester)**

Grade 10-12 / Semester / .5 credit

Type of credit: Science or CTE

Prerequisites: Env. Horticulture 1

Course objectives: Horticulture is the science of growing plants for personal use or commercial sale. Ecology is the study of the relationships between organisms and their environment. Students in this course will grow edible and ornamental plants for our plant sales and will learn how to give gardening advice to our customers. Students will also learn to identify some native and non-native plants and learn some of the basics of landscaping and vegetable gardening. Finally, students will look at the efforts taken to preserve the environment and improve our farming and food production systems.

## **Oceanography 1 & 2**

Grade 9-12 / Yearlong / 1 credit

Type of credit: Science or CTE

Prerequisites: None

Course objectives: This course focuses on unifying concepts in physics and geology for students who wish to obtain an in-depth awareness of coastal and marine systems. It builds on concepts developed in prior years with a strong emphasis on the development of problem-solving, critical-thinking, and inquiry skills. It gives students a strong foundation in scientific literacy necessary to be productive citizens and to be successful in future science courses. During the second semester, students focus on unifying concepts in chemical and biological in marine systems. It builds on concepts developed in prior years with a strong emphasis on the development of problem-solving, critical-thinking, and inquiry skills. It gives students a strong foundation in scientific literacy necessary to be productive citizens and to be successful in future science courses.

## **Plant Science 1 & 2**

Grade 10-12 / Yearlong / 1 credit

Type of credit: Science or CTE

Prerequisites: None

This course covers content related to the production, processing, and distribution of agriculture plan products. Units covered include Career Exploration and Opportunities, Mineral Soils, Soilless Systems, Anatomy and Physiology and Taxonomy. As with all agriculture courses, instruction, and assessment in the Supervised Agriculture Experience (SAE) is a requirement. The SAE includes placing a student in a position where he or she will learn the practices of entrepreneurship and the fundamentals of research and experimentation in the agricultural field. Participants in the SAE will conduct exploratory projects with the purpose of learning about and improving practices in their surroundings. Design and conduct an experiment to show evidence of the effects for different variations of treatments required for seed germination Dissect a complete flower and identify the individual parts perform computer simulations related to genetic inheritance in order to learn about the role genetics plays in plan production Produce new plants exhibiting desired characteristics of a parent plant using asexual propagation methods such as grafting, division, budding, layering or cuttings. Develop an understanding of plan disease, its causes and means of prevention and control. Research and develop a business plan in agricultural careers through research and discussions. Identify what is good communication in both written and verbal form within agricultural careers and develop documentation that allows them to most effectively reach specific audiences for particular purposes.

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## **Social Studies**

### **World History 1 and 2**

Grade 9 / Yearlong / 1 credit

Type of credit: Social Studies

Prerequisites: None

\*Honors designation available

Course objectives: This class is a study of world cultures, with focus on comparative religion/philosophy, connections between geography and culture, and historical context for current events. First semester covers: the Greek and Roman roots of democratic government and ideals of citizenship, the Middle East and the interconnected development of Judaism, Christianity and Islam, historical eras such as the Abbasid and Ottoman Empires, the modern era, and contemporary issues within the Middle East. Second semester focuses on Asia, primarily in India and China. Topics include: The Silk Road; India's most influential religions/philosophies; Mughal Dynasty; colonialism, independence, and contemporary issues in Indian society; China's most influential religions/philosophies; the Dynastic Cycle and exploration of a dynasty (i.e., Tang or Ming); 20<sup>th</sup> C history/the People's Republic and contemporary issues in Chinese society today. High-level thinking and rigorous work are expected of all students. An Honors designation is granted to those students who meet the Honors criteria. Critical thinking, civil discourse, and writing skills are emphasized.

### **World History 1 and 2 Modified**

Grade 9 / Yearlong / 1 credit

Type of credit: Social Studies

Prerequisites: IEP and teacher recommendation

Course objectives: To allow students with an IEP (Individualized Educational Plan) to access the mainstream curriculum by having coursework modified so that they are able to meet their IEP goals and objectives. This is a modified course title for students who have an Individualized Education Plan on file.

### **World History 3**

Grade 10 / Semester / .5 credit

Type of credit: Social Studies

Prerequisite: None

\*Honors designation available

Course objectives: Topics of study include: Latin American History, where the focus may be on one of the several areas including Haiti, Colombia, or Mexico. Enlightenment, Scientific and Industrial Revolutions, and their social implications. Finally, "Western Ideas of Justice", focusing on Truth Commissions. Students will develop skills in writing for social studies and across the curriculum, research, speech and debate, analysis of primary documents, inference, cause-effect, small group work, responsible scholarship, the five habits of mind for critical thinking, and more.

### **World History 3 - Modified**

Grade 10 / Semester each / .5 credit each

Type of credit: Social Studies

Prerequisite: IEP and teacher recommendation

Course objectives: To allow students with an IEP, (Individualized Educational Plan) to access the mainstream curriculum by having coursework modified so that they are able to meet their IEP goals and objectives.

### **Black Studies World History 4**

Grade 10 / Semester / .5 credit

Type of credit: Social Studies

Prerequisite: None

\*Honors designation available

Course Objectives: Black Studies/World History 4 spans the late 19th century to the present (~1870-today) through a student-driven, thematic approach that is anchored by an ethnic studies framework (Origins & Indigeneity, Identity & Agency, Action & Reflection, Power & Oppression, Resistance & Liberation). This course emphasizes current foreign issues and investigates the historic and political causes of current problems through the lens of Black and African history.

### **Contemporary World Problems**

Grade 10 / Semester / .5 credit

Type of credit: Social Studies

Prerequisite: None

\*Honors designation available

Course Objectives: students examine global issues such as human rights, global health, and the role of the United States and the United Nations in a changing world. his semester-long course introduces students to some of the most challenging issues facing the world today. Students will explore global economic systems, human rights, global health, environmental problems, and the role of the United States and the United Nations in a changing world, among other topics. Students will examine evidence from a variety of perspectives and engage in peer discussion to evaluate problems, form opinions, and propose solutions on matters that affect our world. Students can expect a variety of instructional approaches, including the use of various types of texts, primary and secondary source documents, 21st century technologies, collaborative projects, and class discussion with an emphasis on writing and critical thinking, independently and in groups.

### **History 147 and History 148: U.S. History 11A/B (Ethnic Studies US History)**

Grade 11 / Yearlong / 2 credits

Type of credit: Social Studies

Eligible for COLLEGE IN THE HIGH SCHOOL credit

Course objectives: To direct students in an in-depth study of specific topics related to broader themes of the course:

- What role does our identity play in our nation's history and present?
- How has power been tied to both oppression and liberation, shaping our nation and the history that has been told?
- How have resistance and liberation been a continued struggle and driving force in our history and present?
- How are we empowered by greater understanding of our past and knowledge of self to act together for a just society?

Students concentrate on developing college-level skills in research, analysis of information, a more complex understanding of our nation's history and creation of both written and presented work. Students will learn to assess historical materials (their meaning and importance) and weigh the evidence and interpretations presented in historical scholarship. The program will develop skills necessary to:

- Learn to read and interpret historical materials that represent a variety of perspectives
- To analyze and criticize historical evidence
- To arrive at conclusions based on an informed judgment
- Understand different perspectives of events and what influences those perspectives.

Enrollment in this College in the High School course gives students the option to register to earn Edmonds Community College credits. (See last page of catalog for additional information).

## **U.S. History 11A/B - Modified**

Grade 11 / Yearlong / 1 credit

Type of credit: Social Studies

Prerequisite: IEP and teacher recommendation

Course objectives: To allow students with an IEP, (Individualized Educational Plan) to access the mainstream curriculum by having coursework modified so that they are able to meet their IEP goals and objectives. This is a modified course title for students who have an Individualized Education Plan on file.

## **Political Science 101**

Grade 12 / 1<sup>st</sup> Semester only / .5 credit

Type of credit: Social Studies

Eligible for COLLEGE IN THE HIGH SCHOOL credit

Course objectives: We examine the political systems of the United States with an emphasis on helping students become informed voters in a participatory democracy. The course will be divided into the following units of study:

- Political Ideologies
- The Social Contract
- Examination of 2 Major Parties
- Political Propaganda
- The Election Process
- The Constitution and branches of government
- Classroom Based Assessment (CBA -state mandated assessment)
- Comparative governments
- Tribal Government

Student in Political Science 101 will learn the duties, responsibilities, and privileges of being a citizen and will be encouraged to become directly involved in the political process. We will examine deeply the issues of the day and learn how to access and apply the Constitution of the United States as well as examine issues of media literacy as they apply to the political process. Students will be able to compare systems of government. Students will host a "Dessert and Politics" evenings as a means of exhibition of skills to the Hale community. Skills include research, speech and debate, persuasion, responsible scholarship, and primary source examination

## **ECON 120: General Economics**

Grade 12 / 2nd Semester only / .5 credit

Type of credit: Social Studies

Prerequisite: None

ELEIGIBLE FOR COLLEGE IN THE HIGH SCHOOL CREDIT

In Economics 120 we explore the fundamentals of the study of economics. We work with the basics of both micro- and macroeconomics. This course focuses on economic reasoning, markets, the stock market, personal finance, taxes, fundamentals of economics and application of economic thinking to global and social issues. This is the study of human decision making.

## **American Government Economics - Modified**

Grade 12 / Yearlong / 1 credit

Type of credit: Social Studies

Prerequisite: IEP and teacher recommendation

Course objectives: To allow students with an IEP, (Individualized Educational Plan) to access the mainstream curriculum by having coursework modified so that they are able to meet their IEP goals and objectives. This is a modified course title for students who have an Individualized Education Plan on file.

# World Languages

## French 4A/B

Grade 10-12 / Yearlong / 1 credit

Type of credit: World Language

Prerequisite: French 3 or equivalent

Course objectives: To further language proficiency and development, and to review and prepare students for the advanced placement (AP) and college entrance exams.

## French Independent Study

Grade 10-12 / Yearlong / 1 credit

Type of credit: World Language

Prerequisite: French 4 or equivalent

This French course is intended for students who want to continue studying the language at the advanced level. Course topics will be determined by mutual agreement between the students and the teacher of this course. Students will deepen their understanding of the French language and culture by exploring advanced readings and participating in extended discussions on advanced topics of interest. They will engage in research to explore selected topics in depth. Final projects will include written and oral components to demonstrate knowledge and application of advanced communication skills in French. At the end of the course students will demonstrate proficiency at the Intermediate High level on the ACTFL proficiency scale.

## JAPN 121 Japanese 1A/B

Grade 9-12 / Yearlong / 1 credit

Type of credit: World Language

Prerequisite: None                      ELIGIBLE FOR COLLEGE IN THE HIGH SCHOOL

Course objectives: To offer the fundamentals of Japanese sentence structure through a combination of listening, speaking, reading, and writing activities. It develops an understanding of cultural values and customs through activities and communicative vocabulary. Writing includes the acquisition of Hiragana and Katakana plus a few Kanji.

## JAPN 122 Japanese 2A/B

Grade 9-12 / Yearlong / 1 credit

Type of credit: World Language

Prerequisite: JAPN121 or equivalent      ELIGIBLE FOR COLLEGE IN THE HIGH SCHOOL

Course objectives: To continue to emphasize the functional use of Japanese expanding all aspects of listening, speaking, reading, and writing with an increasing use of Kanji and cultural readings. (See last page of catalog for additional information for College in the High School courses.)

## Japanese 123 Japanese 3A/B

Grade 9-12 / Yearlong / 1 credit

Type of credit: World Language

Prerequisite: JAPN 122 or equivalent      ELIGIBLE FOR COLLEGE IN THE HIGH SCHOOL

Course objectives: To continue to emphasize the functional use of Japanese expanding all aspects of listening, speaking, reading, and writing with an increasing use of Kanji and cultural readings. (See last page of catalog for additional information for College in the High School courses.)

## **Japanese 4A/B**

Grade 11-12 / Yearlong / 1 credit

Type of credit: World Language

Prerequisite: JAPN 123 or equivalent    ELIGIBLE FOR COLLEGE IN THE HIGH SCHOOL

Course objectives: Emphasis on proficiency in communicative skills using situational conversation such as casual and formal speech, with in-depth study of grammar, culture, and history. These students are encouraged to, but not required to, participate in the summer exchange with our sister school in Naha, Japan. (See last page of catalog for additional information for College in the High School courses.)

## **Spanish 1A/1B**

Grade 9-12 / Yearlong / 1 credit

Type of credit: World Language

Prerequisite: None

Course objectives: An introduction to the study of the Spanish language and culture working on developing conversational skills. This class emphasizes good pronunciation, aural comprehension, and self-expression in simple Spanish. It builds practical vocabulary around daily experiences using fundamentals of sentence formation and structural concepts.

## **Spanish 2A/B**

Grade 9-12 / Yearlong / 1 credit

Type of credit: World Language

Prerequisite: Spanish 1 or equivalent

Course objectives: To continue to emphasize good pronunciation, aural comprehension, and situational conversation with increased emphasis on structural and grammatical patterns in written and oral form.

## **Spanish 3A/3B**

Grade 9-12 / Yearlong / 1 credit

Type of credit: World Language

Prerequisite: Spanish 2 or equivalent

Course objectives: This course concentrates on increasing student proficiency in understanding and speaking idiomatic Spanish and includes a thorough survey of Spanish grammatical structures.

## **Spanish 4A/4B**

Grade 10-12 / Yearlong / 1 credit

Type of credit: World Language

Prerequisite: Spanish 3, and permission from instructor

Course objectives: To further language proficiency and development, and to review and prepare students for the advanced placement (AP) and college entrance exams.

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# College Courses

## College in High School

11, 12 – Semester and Yearlong Offerings

Credits: high school credit and college credit

Type of credit: See courses listed below. Fee: North Seattle & Edmonds Community College fee per class.

College in the High School is a great opportunity to earn college credits through North Seattle & Edmonds Community College while taking the class(es) at Nathan Hale for high school credit. This is NOT the Running Start program; therefore, the compass test will be waived for College in High School program. Requirements: Students must be a 10th grader or higher to take college credit classes through North Seattle & Edmonds Community College. There is a required fee for each course taken and varies per the classes listed below. If you are interested in earning college credits at Nathan Hale, please talk to the teacher who offers the class. Once enrolled in the class you will need to submit the appropriate paperwork and pay the class fees. For more information, click the link below for the College in High School Programs see the following links:

<https://northseattle.edu/college-high-school>

<https://www.edcc.edu/highschool/chs/>

## College in High School Classes at Nathan Hale:

- Political Science 101
- General Economics 120
- Business Math 130
- Japanese 121, 122, 123 (Can be taken prior to 11 or 12<sup>th</sup> grade if prerequisites are met.)
- History 147 US History
- History 148 US History
- English 101 English Composition

## Dual Credit

Semester or Yearlong

Credits: high school credit and college credit

Type of credit: See courses listed below.

Dual Credit can apply to students in grades 9-12. All Tech Prep dual credit classes are taken on the high school campus and are identified as Career and Technical Education (CTE) classes. CTE classes integrate academics with technical skill development to help prepare students for advanced education and careers related to "professional-technical" occupations. Instructor will enroll students through an online system. Students must earn a high enough grade to be eligible for college credit. See instructor for details. **Tech Prep Courses at Nathan Hale (credit through Seattle or Shoreline Colleges):**

- Environmental Horticulture 1 & 2
- Recording Art Tech 1 & 2
- Video Beginning A & B

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For students and members of the public, the following employees have been designated to handle questions and complaints of alleged discrimination: Office of Student Civil Rights, (206) 252-0306, or [oscr@seattleschools.org](mailto:oscr@seattleschools.org), or by mail at Seattle Public Schools, MS 32-149, P.O. Box 34165, Seattle, WA 98124-1166. In that department:

- For sex discrimination concerns, including sexual harassment, contact: Title IX Grievance Coordinator, (206) 252-0367, or [Title.IX@seattleschools.org](mailto:Title.IX@seattleschools.org)

- For disability discrimination concerns contact: ADA/Section 504 Grievance Coordinator, (206) 252-0178, or [accessibility@seattleschools.org](mailto:accessibility@seattleschools.org)

For employee questions about or requests for disability related accommodations and/or complaints of alleged discrimination, including sexual harassment, contact: Assistant Superintendent of Human Resources, Seattle Public Schools, Mailstop 33-157, P.O. Box 34165, Seattle, WA 98124-1166, (206) 252-0024, or [hreeoc@seattleschools.org](mailto:hreeoc@seattleschools.org).