



# Scholar Registration Handbook

## Rainier Beach High School

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For questions and more information about this document, please contact the following:

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Course registration handbook for Rainier Beach students.

# **Rainier Beach High School Scholar Registration Handbook**



# About Rainier Beach High School

Welcome to the Viking Family! Rainier Beach is a comprehensive high school with a culturally diverse school community that strives to prepare our scholars for college, career, and life. We provide our scholars with a world class educational experience that places relationships, equity and antiracist practices at the forefront of our work. Our smaller learning communities provide our scholars a more personalized education where our staff can get to know each student by their strengths and needs.

Some of our highlights include:

- The International Baccalaureate program offers students and families a great opportunity to participate in the IB diploma program during their high school years. It offers excellent college preparation and a well-rounded education. It is open to any student who has completed the necessary prerequisites; it is not a “test in” program.
- We provide an inclusive model for our scholars with an Individual Education Plans (IEP) to meet the least restrictive learning environment. Our teachers provide a collaborative environment with authentic engagement and learning experiences for all scholars.
- RBHS is a recipient of the City of Seattle Levy that provides focused supports for scholars furthest from educational justice. We provide academic case management at each grade level to support student achievement. Our Student Support team also provides critical care to address external barriers for scholars and their families.
- RBHS boasts strong, long-standing community partnerships with multiple Southeast Seattle organizations that provide tutoring, case management, mentorship, mental health supports, academic incentives and celebrations, and basic needs resources to support scholars and their families.
- A highly recognized athletic program focused on academic achievement, athletic skills, and providing our scholar-athletes with access to scholarship opportunities at the college level.
- Full-time Arts and Music programs.

Strong mentoring programs support incoming ninth-graders in the transition to high school. This continues until students graduate. We have created a climate in which all students feel a sense of belonging, and these efforts are paying off in improved student achievement - our shared goal for all of our students.

## Our Mission

To empower our students to become lifelong learners through the support of family, staff and community, and to excel academically and creatively in a multicultural world!

## Our Vision

Rainier Beach High School prepares students to be innovative problem solvers who share responsibility for their success.



# International Baccalaureate (IB) Program

## What is IB?

The IB Diploma Program is highly regarded as an integrated, college prep high school curriculum for 11th and 12th grade students. The IB mission is to promote international understanding and responsible world citizenship through high academic standards. It is a goal to develop students who are lifelong learners who think critically. There are over 1300 IB high school programs around the world in over 110 countries.

Participants in IB become part of an international group of students taking similar courses and based on clear academic standards. Experienced examiners from other countries as well as their Rainier Beach teachers evaluate student work including science experiments, recorded oral examinations, and projects.

## The IB Curriculum

The IB Program provides an integrated and proven approach to college preparation. Students learn critical thinking skills, how to compare and contrast information, to manage their time, to work independently and with others, to draw connections from their knowledge of a variety of fields, and consider global perspectives.



## The 3 IB Programs

The Diploma Program (DP) - The DP curriculum is made up of six subject groups and the DP core, comprising theory of knowledge (TOK), creativity, activity, service (CAS) and the extended essay. Students take 6 IB classes plus TOK.

The Medallion Program (MP) - The MP curriculum is made up of four subject groups and theory of knowledge (TOK), creativity, activity, service (CAS) and the extended essay. Students take 4 IB classes plus TOK.

The Career Program (CP) - The CP curriculum is made up of skills center classes, two IB classes and Personal and Professional Services (PPS). Student take 2 IB classes, Skills Center course plus PPS.

## IB Classes Offered

- IB English Language and Literature
- IB Chinese
- IB Spanish
- IB History of the Americas
- IB 20<sup>th</sup> Century World History
- IB Business Management
- IB Computer Science
- IB Visual Arts
- IB Theory of Knowledge
- IB Sports, Health, and Exercise Science
- IB Math Applications and Interpretations
- IB Math Analysis and Approaches
- IB Music

# Counseling Office

## What Can Your High School Counselor Do For You?

Rainier Beach High School professional school counselors provide school counseling programs, which address the **academic, career** and **personal/social** development and needs of **all students**. Our goal is to help students explore their skills, abilities and interests, so they can plan and prepare for the future, and set goals to reach their educational, personal and career aspirations.

Counselors also work with parents and guardians to keep them aware of and involved in their student's planning. **In other words, your counselor is there to help, guide and support you and your family as you navigate high school and plan for what lies beyond.** School counselors are not just there for helping students deal with crises or major personal issues, although that is one service they provide. **Get to know your counselor at the start of your freshman year and begin building a relationship, so that he or she can get to know you and help ensure that your high school years are the best they can be!**

Here are some ways your counselor can help you:

- Help you deal with problems in social and emotional areas\*;
- Provide resources for academic difficulties, career exploration, and post-high school education;
- Help you select courses to reach your goals, help you stay on track of credits needed for graduation, and help prepare you for post-high school education;
- Be a resource for financial aid and funding for postsecondary education;
- Write recommendations for scholarships, college applications and summer programs;
- Help your family to understand and support your high school experience, and access additional resources if needed.

\*Students can talk with their counselors about issues such as dating, peer pressure, substance abuse, depression and many more topics.

Keep in mind that as you go through high school, you will probably run into some challenges; everyone does. But there are plenty of people who can help you. **Don't be afraid to ask for help if you need it.**

In addition to your counselor, you can talk to your parent/guardian, teachers, advisor, social worker, librarian, nurse, or any other adult school staff you can trust. **If something is bothering you – anything! – talk to somebody about it. Nothing gets better by keeping it all inside. Remember: you are not alone!**

Students Last Names A-G—Ms. Heidi Lally, [hnlally@seattleschools.org](mailto:hnlally@seattleschools.org)

Students Last Names H-N - Ms. Savali Taamu, [sptaamu@seattleschools.org](mailto:sptaamu@seattleschools.org)

Students Last Names O-Z — Ms. Cintya Beristain-Rivera, [ciberistain@seattleschools.org](mailto:ciberistain@seattleschools.org)

Registrar— Ms Evelyn Hunter, [ekhunter@seattleschools.org](mailto:ekhunter@seattleschools.org)

RBHS Counseling Office Website: [https://rainierbeachhs.seattleschools.org/services/counseling\\_center](https://rainierbeachhs.seattleschools.org/services/counseling_center)

# Sports

Various interscholastic sports are offered at Rainier Beach. Any scholar interested in participating in a sport, must register online using FinalForms.

Those participating in Metro sports and other extracurricular activities must be passing five academic subjects and maintaining a 2.0 GPA or above. Athletes must have a physical examination and insurance, and purchase an Activity Card. Time, effort, determination and good sportsmanship are a must for those wishing to participate in various sports. Paperwork must be submitted before the 1st day of practice. If you have questions, please contact our **Athletic Director, gefoster1@seattleschools.org**

Fall	Winter	Spring
Cross Country Golf Football Volleyball Girls Soccer Boys Ultimate	Boys Basketball Girls Basketball Wrestling Girls Bowling Girls Flag Football	Baseball Boys Soccer Softball Track Tennis Girls Ultimate

## Current Clubs/ Activities (varies each year)

Activity Coordinator: Annie Dugas andugas@seattleschools.org

- Black Student Union (BSU)
- Young Women’s Group
- RBHS Organic Garden Club
- Latinx Club
- Drama Club
- Filipino Club
- Key Club
- Boss Up Business Club
- Gay Straight Alliance (GSA)
- Ultimate Frisbee
- Black Girl Magic Club
- Don’t Judge Me (D.J.M) Young Men’s group
- College Success Foundation Hero Club
- Advanced Orchestra
- Rap Music and Hip Hop Culture
- Asian American Club
- Polynesian Club

# FREQUENTLY ASKED QUESTIONS



## 1. What is a high school transcript and how do I get one?

A high school transcript is a record of your academic accomplishments in high school. It lists every class you took, when you took them, and the grade you received in each class. Your transcript is important and it is your responsibility to make sure it's correct! Get an unofficial copy from your school registrar or counselor, and review it on a regular basis to make sure your credits and grades are correct and that you are meeting graduation requirements. Colleges/universities often depend on transcripts for applications and admissions.

## 2. What is a GPA?

Your Grade Point Average (GPA) is the average of ALL your semester grades during high school; it is recalculated each time a semester ends and you get new final grades. Your GPA reflects your academic performance and determines where you rank in your class. (The student with the highest GPA is #1 in that class; all others follow). Both GPA and rank are important factors in college admissions and many scholarship decisions.

## 3. What is my class rank?

Class rank is the comparison of your GPA against all other students in your class at your school. The student with the #1 rank in the class at graduation will be that year's valedictorian. The #2 student will be salutatorian.

## 4. How many credits do I have?

You should keep a record of all classes taken and grades and credits earned. Each semester class you pass earns you ½ credit. You must pass with a D- or above to earn credit. Please keep in mind that you need a minimum cumulative GPA of 2.0 to graduate.

## 5. What if I fail a class? How can I regain credits?

Check with your school counselor for credit recovery options. You may retake the class again, or other options may include: summer school, extra classes before or after school, online courses (priority for 12th graders), and/or alternate school settings.

## 6. Do I have to take a foreign language to graduate from high school?

For the class of 2021 and beyond, students must take at least two years of a world language to apply directly to four year colleges and universities. Check with the college or university of your choice for their language requirements. Students who are not applying directly to four year universities may pursue a personalized pathway which does not require a world language. Ask your counselor more about it!

## 7. How do I get help if I want to know more about college and career planning?

Talk with your school counselor and visit your school's Naviance page for additional resources.

## Academic Intervention and Support

If you feel you are falling off track and in need of support, please contact your grade level interventionist. They can help you work with your teachers and create a plan to get you back on track.

9th grade: Tia Isabel    10th: Jacqueline Hardy    11th: Grace Wedgewood    12th: Annie Degroot

- Make an appointment to talk with your teacher. Calmly state your concerns about your work/grades, and that you want to improve. Ask for your teacher's advice on what to do to improve your grades, and be willing to do what it takes.
- Whenever you're having trouble understanding the material, don't hesitate to ask your teacher for clarification. Ask questions during class, or if you're not comfortable with this, write down questions to ask your teacher outside of class time.
- Get the name and number of someone in your class who's a good student. If you're absent, you can call them to find out what you missed and get any homework assignments.



## Seattle Public Schools Grading Chart

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

### Seattle Public Schools Grading Chart during COVID-19 pandemic

SPS Policy 2420 Uniform Grading Scale	Cutoff %
A	93
A-	90
B+	87
B	83
B-	80
C+	77
C	73
C-	70
D+	67
D	60
E	50

*Please note: transcripts indicate the grades earned during the COVID-19 pandemic.*

# Seattle Public Schools

## Graduation Requirements

### Class of 2021 and Beyond

To graduate and earn a diploma, the following criteria must be met:

#### 1. 24 CREDITS MINIMUM

See breakdown of specific credits on page two of this bulletin. The credit requirements are minimums both in terms of total credits required for graduation and for credits in the various subject areas. To ensure both work and college readiness, the district encourages students to exceed the requirements.

#### 2. GRADUATION PATHWAY

In the class of 2021, students must meet at least one of these pathway options to graduate:

Assessments – Meet or exceed graduation scores in the Smarter Balanced Assessments (SBA), SAT or ACT in English Language arts and mathematics or in the WA-AIM.

Dual Credit – Earn at least one high school credit in ELA and/or at least one credit in math in a dual credit course. Dual Credit means Running Start, College in the High School and/or Career and Technical Education dual credit courses.

AP/IB – for both ELA and/or math in specific yearlong courses, earn a 3 or higher on AP exams or 4 or higher on IB Exams, or a C+ or higher in both semesters.

Transition Courses (Bridge to College) – Pass a transition course in ELA and/or math.

CTE Sequence: Complete 2 credits in an OSPI CTE Program Area with at least one course that qualifies for Dual Credit or an Industry Recognized Certification opportunity.

Combination: Meet any combination of at least one ELA and one math option listed above.

#### 3. HIGH SCHOOL AND BEYOND PLAN

The State of Washington requires all students to create a High School and Beyond Plan. Seattle Public Schools expects students entering grade 8 to begin to develop a 5-year plan including 4 years of high school courses, resume, post high school career and college goals. The plan should be updated over time as the student develops high school plans. School counselors, staff and parents help students develop their individual plans. More information can be found at:

<http://www.k12.wa.us/GraduationRequirements/Requirement-HighSchoolBeyond.aspx>.

#### 4. SERVICE LEARNING

Seattle Public Schools requires students to complete 60 hours of service learning before graduation. Students who have not attended Seattle schools for all four years will be responsible for 15 hours of service per year enrolled.

## District Course Catalogue Master List

The District Course Catalog is the master list of approved courses from which schools select the courses they offer. Selections are based on high school graduation requirements, student needs and interest, and staff and facility resources.

SUBJECT	CREDITS	APPROVED COURSES	NOTES
English/ Language Arts	4.0	<ul style="list-style-type: none"> <li>- Introduction to Literature &amp; Composition 9</li> <li>- World Literature &amp; Composition 10</li> <li>- American Literature &amp; Composition 11, Ethnic Studies Lit and Comp, African, Asian, Latin, or Native American Lit &amp; Comp, AP Literature, IB Lang &amp; Lit 11, or CIHS English</li> <li>- Comparative Literature &amp; Composition 12, AP Language, IB Lang 12, or CIHS English</li> </ul>	<p>Students must complete 4 credits of ELA which align with state learning standards, including Lit &amp; Comp 9, World Lit 10, American Lit 11, Ethnic Studies Lit 11, African, Asian, Latin or Native American Lit, Comparative Lit &amp; Comp or approved Graduation Pathway courses. <a href="#">WAC 180-1-068</a> <a href="#">RCW 28A.655.070</a></p> <p>Schools who wish to offer CIHS courses will need to follow College and SPS guidelines and will need to connect with the content area manager and CCR for approval and contract support.</p>
Social Studies	3.0	<ul style="list-style-type: none"> <li>- World History 1 or Ethnic Studies WH 1</li> <li>- World History 2, Ethnic Studies WH 2, AP World History 1, or AP Human Geo A</li> <li>- World History 3, AP World History 2, or AP Human Geo B</li> <li>- U.S. History, or Ethnic Studies US History, IB History of the Americas, AP US History, CIHS AES 151, or CIHS 147 &amp; 148</li> <li>- American Government, IB 20th Century, AP American Government or AP US Government &amp; Politics</li> <li>- Washington State History<sup>2</sup></li> </ul>	<p>Students must also complete an OSPI developed classroom-based assessment in civics in the eleventh or twelfth grade. The World History 2 or 3 courses will satisfy the state requirements for .5 credit in Current World Problems (CWP). The American Government course will satisfy the state requirement for a .5 credit in Civics. Since Time Immemorial Tribal Curriculum is part of the social studies course curriculum. RCW 28A.230.093 WAC 392-410-120 WAC 180-51-067 RCW 28A.320.170</p>
Mathe- matics	3.0	<ul style="list-style-type: none"> <li>- Algebra 1</li> <li>- Geometry</li> <li>- Algebra 2, IB Math SL Year 1, Financial Algebra, CIHS Bus 130, Modeling our World or a more advanced course in the sequence or an approved CTE math course.<sup>3</sup></li> </ul>	<p>*Students may elect to take an approved third mathematics credit tailored to their career path, to meet the Algebra 2 graduation requirement. For more information. RCW 284.230.097</p>
Science	3.0	<p>Required Courses:</p> <ul style="list-style-type: none"> <li>- Phys A/Chem A</li> <li>- Biology</li> <li>- Phys B/Chem B or</li> </ul> <p>Select from approved core course offerings<sup>3</sup>.</p>	<p>Students should complete Phys A/Chem A and Biology A &amp; B, Phys B/Chem B or earn credits in OSPI approved equivalent career and technical education (CTE) courses.<sup>1</sup></p> <p>The third credit may be chosen based on the students' interest and may include a CTE science-equivalent course RCW.24A.305.130 RCW 28A.700.070 WAC 180-51-068 RCW 28A.230.010</p>
Career Con- nected Learning (CTE)	1.0	Select from approved course offerings.	<p>CT Education credits may be earned in Exploratory or Preparatory CTE classes and certain approved non-CTE courses. CTE graduation pathway courses must be in a single program of study. For more information contact CTE.</p>
Physical Educa- tion	1.5	Select from approved course offerings.	<p>The performance component of Fitness (physical education, not Health) may be waived for specific reasons such as physical disability or other reason described in RCW 28A.230.050, waivers are not guaranteed. However, the content knowledge requirement must be met by either course work in fitness education or completing the OSPI developed Concepts of Health and Fitness Assessment. RCW 28A.230.050; WAC 180-50-135; WAC 392-410-136; WAC 392-410-310; and WAC 392-410-340. Students must also complete an OSPI approved assessment in health during high school.</p>
Health	.5	.5 Health or Family Health	Health may not be waived
Fine or Performing Arts	1.0 to 2.0	Select from approved course offerings.	Select from courses in fine, visual or performing arts or cross-credited CTE courses. 1 credit may be a Personalized pathway requirement <sup>3</sup> WAC 180-50-068
Personal- ized Path- way	2.0 to 3.0	Select from approved course offerings. <sup>4</sup>	<p>Personalized pathway requirements are related courses that lead to a specific post high school career or educational outcome chosen by the student based on the students' interests and High School Beyond Plan.<sup>4</sup></p> <p>World Languages are recommended for students planning on attending a 4-year college or university for admissions purposes.</p>
Electives	4.0	Select from approved course offerings.	Any course other than the required courses listed above.
TOTAL CREDITS	24.0		Official WA State transcripts provide a record of courses completed, credits, and grades. <span style="float: right;">10</span>

1. Refer to WAC 180-51-067 and FAQs for guidance on approved course sequence and alternatives.
2. Students who have completed and passed a state history and government course in another state may have the Washington state history and government requirement waived. The study of the United States and Washington State Constitutions required under RCW 28A.230.170 shall not be waived but may be fulfilled through an alternative learning experience approved by the school principal. Additionally, eleventh and twelfth grade students who transfer from out of state, may have the Washington state history requirement waived if they would not be able to graduate with their class without such a waiver.
3. The 3rd credit of science and the 3rd credit of math are chosen by the student based on the student's interest and High School and Beyond Plan, and approved by the parent or guardian, or if the parent or guardian is unavailable or does not indicate a preference, the school counselor or principal (WAC 180-51-068).
4. Personalized Pathway Requirement are related courses that lead to a specific post high school career or educational outcome chosen by the student based on the student's interests and High School and Beyond Plan, that may include Career and Technical Education or World Languages and are intended to provide a focus for the student's learning.

5. Courses and other Pathways that qualify

LA Graduation pathway are:

AP Courses

- English Language and Composition
- English Literature and Composition
- Macroeconomics
- Microeconomics
- Psychology
- United States History
- World History
- United States Government and Politics
- Comparative Government and Politics

IB Courses

- All Courses in English Language and Literature
- All Courses in Individuals and Societies

Running Start/College in the High School

English 100 or Above

Bridge to College Language Arts

Math Graduation Pathway are:

- AP Courses
- Statistics
- Computer Science A
- Computer Science Principles
- Calculus
- IB Courses
- Any IB course in mathematics

Running Start or College in the High School Math 100 or above

Bridget to College Mathematics

ASVAB Military Exams with approved score or any course listed by

6. Students who are served by special education services who need alternative course requirements, should have those graduation course alternatives noted in their IEP.

**CAUTION:** Entrance requirements to four-year colleges and universities sometimes exceed Seattle Public Schools high school graduation requirements. Additional course work is required in some areas of study as well as an ACT or SAT score and/or grade point average. Check the college catalog and ask the college admissions staff for more information. There is an open-door admission policy to the two-year community colleges and public technical colleges in this state, though some programs of study may have specific requirements. Seattle Public Schools prioritizes courses that meet graduation requirements for all students. However, students who continue to enroll in a challenging course of study in high school are more likely to find success in whatever post-secondary option they choose

### WAIVER OF DISTRICT HIGH SCHOOL GRADUATION REQUIREMENTS OR 2 ELECTIVE CREDITS

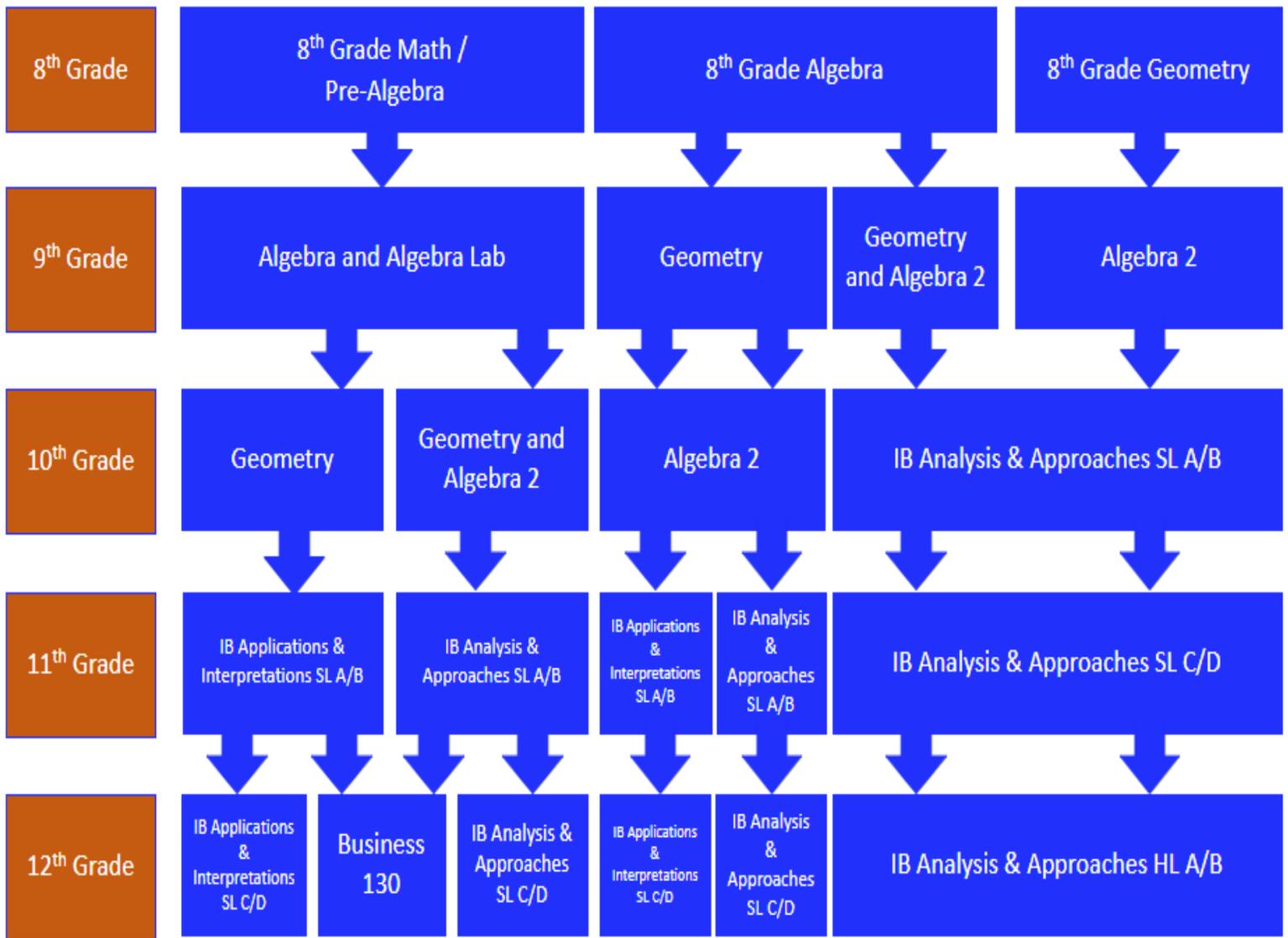
Four years of attendance (grades 9-12) are usually necessary for graduation.

While specific District high school graduation requirements may be waived for an individual student; NO STATE REQUIREMENT MAY BE WAIVED (i.e., state minimum credit requirements and High School Plus Plan, etc.) except where provided for under state law (i.e., full IB Diploma graduates, waiver of Physical Education course on account of physical disability, employment or religious belief, or because of participation in directed athletics or military science and tactics or for other good cause, 2 elective credits for exceptional circumstances). Families or students may request a waiver and the principal will submit the waiver request to the Director of Schools for final approval. **For further information please contact your school counselor or refer to the District's K-12 Counseling Manual, which is updated to reflect changes in law, regulations, and policy.**

### POLICY

The Seattle Public Schools provides Equal Education Opportunity without regard to race, creed, color, national origin, gender, disability or sexual orientation. The District complies with all applicable State and Federal laws and regulations to include but not limited to Title IX, Title VI of the Civil Rights Act, Section 504 of the Rehabilitation Act, RCW49.60 "The Law Against Discrimination, and RCW28A.640 Sex Equality, and covers, but not limited to, all District programs, courses, activities (including) extra-curricular activities, services, access to facilities, etc. The Title IX Officer and 504 Coordinator with overall responsibility for monitoring and ensuring compliance is: Office of Equity and Compliance, 2445 3rd Avenue S., Seattle, WA 98124-1165.

# RBHS Math Pathways



# Rainier Beach High School

## Course Offerings

### Math

#### Algebra 1A/1B

**Credits:** 0.5

**Graduation Requirement Satisfied:** Math

Algebra I provides a formal development of the algebraic skills and concepts necessary for students to succeed in advanced courses. In particular, the instructional program in this course provides for the use of algebraic skills in a wide range of problem-solving situations. The concept of function is emphasized throughout the course. Topics include: (1) operations with real numbers, (2) linear equations and inequalities, (3) relations and functions, (4) powers and exponents, (5) exponential equations, and (6) polynomials and factoring.

#### Algebra 1A/1B Lab

**Credits:** 0.5

**Graduation Requirement Satisfied:** Elective

Algebra 1 Lab is a two semester course which will be assigned to students (or enrolled upon request) based on their 8th grade math teacher recommendation or current Algebra 1 teacher discretion. Students do not need to take both semesters as this course is designed to meet the individual needs of the students. This course is aligned with the topics in students' concurrent Algebra 1 class. The primary focus for this course is to provide additional Algebra support to students so that they may be more successful in their Algebra 1 class. This course is not a graduation requirement and students will be given elective credits instead of math credit.

#### Geometry Honors A/B

**Credits:** 0.5

**Graduation Requirement Satisfied:** Math

Geometry stresses the ability to reason logically and to think critically. Within this honors course, students will have the opportunity to make conjectures about geometric situations and prove in a variety of ways, both formal and informal, that their conclusion follows logically from their hypothesis. This course will also allow students to investigate geometric situations, either through the traditional tools of compass and straightedge or dynamic geometry software. Properties of triangles and quadrilaterals will receive particular attention. Topics include: (1) Transformations (2) Congruence and Similarity of Triangles (3), Trigonometry, (4) Properties of Quadrilaterals and other Polygons (5) Properties of Circles, (6) Volume and Area, and (7) Coordinate Geometry. Students in Geometry Honors will be expected to take Algebra 2 Honors the following year.

#### Algebra 2A/2B

**Credits:** 0.5

**Graduation Requirement Satisfied:** Elective

This two semester IB Middle Years Program math course develops and expands students' understanding of radical, rational, quadratic, exponential, and logarithmic equations and functions in preparation for the IB Math Analysis and Approaches course. Trigonometry will be explored more fully, including introducing the top half of the unit circle and solving non-right triangles. Applications of trigonometry including circles with chords and tangents, bearings, and elevation will be considered. Set Theory is introduced along with formal mathematical notation. Single variable and bivariate statistics are further developed in real world contexts. Students will develop written projects quarterly to encourage independent exploration of mathematical topics in real world and theoretical contexts and to develop mathematical writing skills for the IB Diploma Programme.

# Math

## IB Math Applications and Interpretations SL A/B

**Credits:** 0.5 per semester

**Graduation Requirement Satisfied:** Math

IB Math Applications and Interpretation SL A/B is the first year of a two-year course that is part of the IB Diploma Programme and prepares students to take the IB examination in May of their second year. This course emphasizes mathematical modeling and statistics. Students solve real-world problems, construct and communicate this mathematically and interpret the conclusions or generalizations. Students develop strong technology skills and understand the links between theoretical and practical concepts in mathematics. For students interested in social sciences, natural sciences, medicine, statistics, business, some economics, psychology, design and other non-STEM fields.

## IB Math Applications and Interpretations C/D

**Credits:** 0.5 per semester

**Graduation Requirement Satisfied:** Math

IB Math Applications and Interpretation SL C is the third semester of a two-year course that is part of the IB Diploma Programme and prepares students to take the IB examination in May of their second year. This course emphasizes mathematical modeling and statistics. Students solve real-world problems, construct and communicate this mathematically and interpret the conclusions or generalizations. Students develop strong technology skills and understand the links between theoretical and practical concepts in mathematics. For students interested in social sciences, natural sciences, medicine, statistics, business, some economics, psychology, design and other non-STEM fields.

## IB Math Analysis and Approaches SL A/B

**Credits:** 0.5 per semester

**Graduation Requirement Satisfied:** Math

IB Math Analysis and Approaches SL A is the first semester of a two-year course that is part of the IB Diploma Programme and prepares students to take the IB examination in May of their second year. This course develops important mathematical concepts in a comprehensible, coherent and rigorous way, with an emphasis on algebraic methods. Students solve real and abstract problems. This course has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments. Students develop the skills needed to continue in the study of mathematics and other STEM areas. For students interested in mathematics, engineering, physical sciences, economics, and STEM fields.

## IB Math Analysis and Approaches SL C/D

**Credits:** 0.5 per semester

**Graduation Requirement Satisfied:** Math

IB Math Analysis and Approaches SL C is the third semester of a two-year course that is part of the IB Diploma Programme and prepares students to take the IB examination in May of their second year. This course develops important mathematical concepts in a comprehensible, coherent and rigorous way, with an emphasis on algebraic methods. Students solve real and abstract problems. This course has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments. Students develop the skills needed to continue in the study of mathematics and other STEM areas. For students interested in mathematics, engineering, physical sciences, economics, and STEM fields.

## BUS 130 Business Math / Ethnic Studies Math A/B

**Credits:** 0.5 each semester

**Graduation Requirement Satisfied:** Math

**BUS 130:** This two semester course is equivalent to a one-quarter Business Mathematics college course. Students are eligible to earn 5.0 college credit after completing this course (tuition fees apply). Ethnic studies and social justice issues are emphasized and incorporated throughout the course. The course includes instruction and review of basic math functions to prepare students for business classes. Topics may include using ratio-proportion, percent's, estimating, basic algebra, trade/cash discounts, promissory notes, credit terms, and other consumer related activities. Although this course does not fulfill the math requirement for four-year degrees, it does fulfill the math requirement for many two-year Associate in Technical Arts (ATA) degrees. These include Accounting, Business Information Technology, Business Management, Construction Management, Culinary Arts, Horticulture, Hospitality and Tourism, Medical Information Technology, and others. Completion of this course with a D or higher fulfills the high school math graduation pathway requirement.

# Language Arts

## **Intro to Lit & Comp 9A/9B**

**Credits:** 1.0 (full year course, .5 each semester)

**Graduation Requirement Satisfied:** LA 9

Introduction to Literature and Composition 9A concentrates on guided and critical reading of texts from different genres that reflect themes of identity and self-discovery and where the focus of composition is developing clear and purposeful writing. The course prepares students to grapple with the fundamental notions of the self as reflected in a range of texts and genres. Readings, both classical and contemporary, lend themselves to literary analysis, represent a variety of reading levels and showcase an assortment of themes and cultures. Close attention is paid to recognizing connections amongst texts, between texts and the world and between texts and the self. While building and honing reading skills, students also develop writing proficiency by crafting clear and purposeful essays while adhering to conventions of composition. At the conclusion of the course students understand the complexities surrounding identity and self-discovery and how meaning is conveyed through literature, allowing them critical perspective with which to examine texts in World Literature and Composition in 10th grade.

## **World Lit & Comp 10A/10B**

**Credits:** 1.0 ( full year course, .5 each semester)

**Graduation Requirement Satisfied:** LA 10

World Literature and Composition 10A/B is a year-long pre-IB course where students read international texts, including selections from the Seattle Public Schools 10th grade reading list and additional supplemental works including poetry, short stories and nonfiction. The course concentrates on critically reading how the human experience is expressed in literature from around the world. The course prepares students to understand fundamental notions of world or non-western literature reflected in a range of texts and genres. Readings lend themselves to literary analysis, represent a variety of cultures, and showcase an assortment of themes. The texts allow students to build on understandings of identity, which they acquire in Introduction to Literature and Composition, and combine that knowledge with how writers portray themselves and the world around them. While honing reading skills, students also develop writing proficiency by crafting increasingly clear and purposeful essays with an emphasis on refinement and style. At the conclusion of the course students recognize recurring themes and patterns in World Literature and how historical and cultural influences are represented in the works, allowing them critical perspective with which to examine IB Language and Literature in 11th grade.

## **IB Language and Literature 11 A, B HL/ 12 A, B HL**

**Credits:** 1.0 (full year course, .5 each semester)

**Graduation Requirement Satisfied:** LA 11/ LA 12

This language and literature course introduces the critical study and interpretation of written and spoken texts from a wide range of literary and non literary genres. The formal analysis of texts is supplemented by awareness that meaning is not fixed but can change in respect to contexts of production and consumption. This course is available for study in 17 languages. The course is organized into three areas of exploration and seven central concepts, and focuses on the study of both literary or non-literary texts. Together, the three areas of exploration of the course allow the student to explore the language A in question through its cultural development and use, its media forms and functions, and its literature.

# Science

## Physics A

**Credits:** .5 each semester

**Graduation Requirement Satisfied:** Science

PEER (Physics through Evidence, Empowerment through Reasoning) is an innovative, student-centered physics curriculum designed to engage students in scientific reasoning and follows a guided scientific model-building approach. It includes units on Charge, Magnetism, and Waves and helps students explain things aren't directly observable. During each chapter, students are expected to share their previous knowledge, collect and analyze evidence, and develop a conceptual model of each idea. In Chapter C, students build and revise a model for static electricity including the process of charging insulators and the differences between insulators and conductors. Students then establish a model for current electricity, make observations involving series and parallel circuits, and analyze the relationship between voltage, current, and resistance.

## Chemistry A

**Credits:** .5 each semester

**Graduation Requirement Satisfied:** Science

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

## Physics B

**Credits:** .5 each semester

**Graduation Requirement Satisfied:** Science

PEER (Physics through Evidence, Empowerment through Reasoning) is an innovative, student-centered physics curriculum designed to engage students in scientific reasoning and follows a guided scientific model-building approach. It includes units on Energy, Force, and Gravitation and addresses how energy, force, and gravitation can be used to explain the motion of objects. During each chapter, students are expected to share their previous knowledge, collect and analyze evidence, and develop a conceptual model of each idea. In Chapter E, students use velocity-

time graphs as evidence to support claims about energy transfers and conversions. Students are asked to consider differences between observations and inferences and consider how energy changes within a system. In Chapter F, students build force explanations for motion, establishing and formalizing Newton's Laws of motion. The supplementary math activities involve calculating acceleration using velocity-time data, applying Newton's Second Law, and calculating the effect of multiple forces acting on an object. In Chapter G, students develop force and energy explanations for gravitation and apply these explanations to different situations (including orbits, projectiles, and interactions involving friction). This chapter provides an example of how Newton's Laws and ideas about energy transfer and conversion can be applied in various situations. Mathematical extensions include calculating the value of gravitational acceleration on Earth, exploring the difference between mass and weight, evaluating data related to gravitational potential energy, and applying the Universal Law of Gravitation

## Chemistry B

**Credits:** .5 each semester

**Graduation Requirement Satisfied:** Science

Chemistry B was developed through a district wide collaboration of science teachers. The curriculum was designed for students to collaboratively develop their scientific practices as well as learn Chemistry content. This second semester of Chemistry focuses on developing scientific models and mathematical explanations for chemistry principles. This course is divided into 5 units, each built around a real-world phenomenon or problem: determining spiciness in peppers, why a bridge fails early, engineering an effective airbag, engineering an effective hot or cold pack, and explaining why soda goes flat. Throughout each unit, students are expected to share their previous knowledge and ask questions about the unit phenomena. Students carry out investigations and obtain and evaluate information to gather evidence and analyze and interpret evidence to make sense of their learning. They engage in argument and discourse as lab groups and as a whole class to come to consensus about ideas explored in each lesson. Students will use the evidence gathered, and ideas discussed to develop and use a conceptual model of each topic and to help them gradually construct an explanation of the unit phenomenon. Throughout each unit storyline, students apply these practices to explore the Crosscutting Concepts (CCC) of scale, proportion, and quantity, cause and effect, patterns, and energy and matter, and stability and change.

# Science

## **IB Sports Medicine A**

**Credits:** 1.0 (full year course)

**Graduation Requirement Satisfied:** Science

This course continues the learning from IB Sports Med A which involves the study of the science that underpins physical performance. The course incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology and nutrition. Students cover the range of topics and carry out practical (experimental ) investigations in both laboratory and field settings. This provides a opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyze human performance. Where relevant, the course will address issues of international dimensions and ethics by considering sport, exercise and health relevant to the individual and in a global context.

## **IB Sports Medicine B**

**Credits:** 1.0 (full year course)

**Graduation Requirement Satisfied:** Science

Continuation of Sports Medicine A SL

## **IB Environmental Systems and Societies A**

**Credits:** 1.0 (full year course)

**Graduation Requirement Satisfied:** Science

The prime intent of this course is to provide students with a coherent perspective of the interrelationships between environmental systems and societies; one that enables them to adopt an informed personal response to the wide range of pressing environmental issues that they will inevitably come to face. Students attention can be constantly drawn to their own relationship with their environment and the significance of choices and decisions that they make in their own lives. Students will develop a sound understanding of the interrelationships between environmental systems and societies, rather than a purely journalistic appreciation of environmental issues.

## **IB Environmental Systems and Societies B**

**Credits:** 1.0

**Graduation Requirement Satisfied:** Science

Continuation of IB Environmental Systems and Societies B

# Social Studies

## World History 1 Honors

**Credits:** .5

**Graduation Requirement Satisfied:** WH 1,

**World History 1H** is the first semester of three semester length sequenced courses that examine the history of the world using the Ethnic Studies Frameworks. Themes that appear consistently throughout the year will include: identity, power, oppression, resistance, solidarity, colonialism/imperialism, “master narrative” vs. “counter narrative,” resistance, reflection and action. In this series, the Euro-centric worldview of history is de-centered. Students’ own identities and experiences are centered and valued in these courses. We will study historical examples of how societies formed their identities/cultures as well as how power was distributed or exercised. We will examine ways in that systems of oppression are upheld and how individuals and groups resisted that oppression, including examples of liberation. Students will consistently connect historical examples to our current, local and global contexts, with the ultimate goal of students reflecting on their own agency as powerful humans in this world and understanding how they can take action to create change. The World History/Ethnic Studies series prepares students to engage in critically examining history, as well as preparing them to enter the IB History program their junior year.

## Ethnic Studies World History 2 Honors

**Credits:** .5

**Graduation Requirement Satisfied:** WH 2

**Ethnic Studies World History 2H** is the second semester of three semester length sequenced courses that examine the history of the world using the Ethnic Studies Frameworks. See full description of the sequence above.

## Ethnic Studies World History 3 Honors

**Credits:** .5

**Graduation Requirement Satisfied:** WH 3

**Ethnic Studies World History 3H** is the third semester of three semester length sequenced courses that examine the history of the world using the Ethnic Studies Frameworks. See full description of the sequence above.

## American Government

**Credits:** 0.5

**Graduation Requirement Satisfied:** Amer. Govt.

United States Government and Politics will give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret US government and politics and the analysis of specific examples. It also requires familiarity and the various institutions, groups, beliefs, and ideas that constitute US government and politics.

Students will be keeping an in-class portfolio on all completed production. Parents will be able to access the Source and Echo to monitor student progress.

## IB History of America 1/2

**Credits:** 1.0 (.5 each semester)

**Graduation Requirement Satisfied:** US History A/B

**IB History of the Americas 1.** This year-long course compares and contrasts the histories of the United States, Mexico, and Haiti focusing on the themes of Independence and Nation-building, Civil Wars, and International Relations and Diplomacy. This class is focused on the 19<sup>th</sup> Century (as students will take a 20<sup>th</sup> Century History Course their Senior year) however students will be asked to make connections to the present across each topic. The course seeks to explain systems of national and global power with an emphasis on how and why different groups have resisted those power structures. The most common forms of assessment in this class are written essays and Socratic discussions. The first semester will focus on the skills of argument writing and document evaluation.

**IB History of Americas 2:** continuation of IB History of Americas 1

## IB 20 Century World History1/2

**Credits:** 1.0 (full year course, .5 each semester)

**Graduation Requirement Satisfied:** Social Studies, American Government

Students will study selected topics in 20th century world history from the following list. -Students will also conduct a historical investigation on a topic of their choice through which they develop skills related to the use and evaluation of primary and secondary sources as well as historical analysis. Students of history should learn how the discipline works. It is an exploratory subject that poses questions without providing definitive answers. In order to understand the past, students must engage with it both through exposure to primary historical sources and through the work of historians. Historical study involves both selection and interpretation of data and critical evaluation of it. Students of history should appreciate the relative nature of historical knowledge and understanding, as each generation reflects its own world and preoccupations and as more evidence emerges. A study of history both requires and develops an individuals understanding of, and empathy for, people living in other periods and contexts.

## IB Theory of Knowledge 1/2

**Credits:** 1.0 (full year course, .5 each semester)

**Graduation Requirement Satisfied:** Elective

Theory of Knowledge (TOK) is the central element of the IB program and is the only course specifically required for the IB Diploma. TOK asks students to be critical in their examination of what can be known and how that knowledge is constructed. Students also reflect on the interaction between different areas of knowledge, various ways of knowing, and the knower. Special attention is given to topic selection and initial work on the Ex-tended Essay.

# World Language

## Spanish 1A/1B

**Credits:** 1.0 (full year course, .5 each semester)

**Graduation Requirement Satisfied:** World Language

Spanish 1 introduces students to vocabulary, useful expressions and grammatical structures of the language through speaking, listening, reading and writing. Students also acquire a basic awareness of the culture of Spanish-speaking countries. In addition to written activities, students engage in dialogues, presentations, songs, projects and games. It is an interactive and high-energy class. Attendance and participation are crucial to succeeding in this introductory year-long course. Students must earn a 'C' or above to continue to Spanish 2.

## Spanish 2A/2B

**Credits:** 1.0 (full year course, .5 each semester)

**Graduation Requirement Satisfied:** World Language

Spanish 2 begins with a review of the basic grammatical concepts presented during the first year. By the end of this course the student should be proficient in present tense, past tense and commands. More vocabulary topics will be mastered in this class through conversations, written activities, songs, projects and games. It is an interactive and high-energy class. Attendance and participation are crucial to succeeding in this year-long course as it is faster-paced than the previous year. Students must earn a 'B' or above to continue to Spanish 3.

## Spanish 3A/3B

**Credits:** 1.0 (full year course, .5 each semester)

**Graduation Requirement Satisfied:** World Language

Spanish 3 a year-long course in which students engage in extended conversations, provide and obtain more detailed information, express feelings and emotions with more precise nuances and exchange more detailed opinions on a variety of topics. The course prepares students to interpret a greater variety of texts and audio sources. Students will be able to present information, concepts and ideas to an audience of listeners and readers on a variety of topics. Students will demonstrate a deeper understanding of the relationship between the practices, products and perspectives of Spanish-speaking present information, concepts and ideas to an audience of listeners and readers on a variety of topics. Students will demonstrate a deeper understanding of the relationship between the practices, products and perspectives of Spanish-speaking people. Students will enhance their ability to communicate and interpret information through writing, conversations, songs, projects and presentations. Students will be able to communicate in a wider variety of contexts through more advanced grammatical structures and tenses including but not limited to the future, subjunctive and conditional. It is an interactive and high-energy class. Attendance and participation are crucial to enhancing proficiency in the language.

## IB Spanish 4A/B

**Credits:** 1.0 (full year course, .5 each semester)

**Graduation Requirement Satisfied:** World Language

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

Performance Level: Int Low - Mid.

Spanish IBA Year 1 is the first part of a year-long course that helps students develop and express opinions, debate meaningful issues, read or write in the Spanish language, and watch and understand Spanish media. The course prepares students to carry on complex and extended conversations in Spanish, read and write narrative, persuasive, and analytic essays, and to engage with the Spanish-speaking culture. Close attention will be paid to refining all communicative skills: listening, speaking, reading, and writing.

## IB Spanish 5A/B

**Credits:** 0.5

**Graduation Requirement Satisfied:** World Language

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

Performance Level: Int Mid ? Int High.

Spanish 5 APA is the first part of a one-year high school course that emphasizes contemporary issues of global importance. The course prepares students to read about and view current events in the Spanish-speaking world. They will discuss and present a variety of viewpoints, defending and justifying their opinions about the various issues. Close attention will be paid to developing substantive arguments and negotiating to reach consensus. At the conclusion of this course, students will ask and respond to a wide variety of questions with elaboration and substantiation of opinion; carry on extended conversations with active and spontaneous input; discuss or debate a wide variety of topics from the local to the international level; read a wide variety of authentic texts, analyzing the author's style and perspective; write research papers on topics of interest related to the Spanish-speaking world; explain how history and culture affect opinions and viewpoints of people in the Spanish-speaking world.

### Chinese 1A/1B

**Credits:** 1.0 (full year course, .5 each semester)

**Graduation Requirement Satisfied:** Elective

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

### Chinese 2A/2B

**Credits:** 1.0 (full year course, .5 each semester)

**Graduation Requirement Satisfied:** Elective

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

respond to a wide variety of questions with elaboration and substantiation of opinion; carry on extended conversations with active and spontaneous input; discuss or debate a wide variety of topics from the local to the international level; read a wide variety of authentic texts, analyzing the author's style and perspective; write research papers on topics of interest related to the Spanish-speaking world; explain how history and culture affect opinions and viewpoints of people in the Spanish-speaking world.

### Chinese 3A/3B

**Credits:** 1.0 (full year course, .5 each semester)

**Graduation Requirement Satisfied:** Elective

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

### IB Chinese 4A/4B

**Credits:** 1.0 (full year course, .5 each semester)

**Graduation Requirement Satisfied:** Elective

This is a yearlong course that helps students develop and express opinions, debate meaningful issues, read or write in the Chinese language, and watch and understand Chinese media. The course prepares students to carry on complex and extended conversations in Chinese, read and write narrative, persuasive, and analytic essays, and to engage with the Chinese culture. Close attention will be paid to refining all communicative skills: listening, speaking, reading, and writing. At the conclusion of this course students will: -Express opinions about topics discussed and make recommendations -Present information through speeches and longer compositions -Understand formal and informal presentations in Chinese spoken by native speakers Produce written tasks, using conventions accurately and appropriately in a variety of formats.

### IB Chinese 5A/5B

**Credits:** 1.0 (full year course, .5 each semester)

**Graduation Requirement Satisfied:** Elective

The course prepares students to read about and view current events in the Spanish-speaking world. They will discuss and present a variety of viewpoints, defending and justifying their opinions about the various issues. Close attention will be paid to developing substantive arguments and negotiating to reach consensus. At the conclusion of this course, students will ask and respond to a wide variety of questions with elaboration and substantiation of opinion; carry on extended conversations with active and spontaneous input; discuss or debate a wide variety of topics from the local to the international level; read a wide variety of authentic texts, analyzing the author's style and perspective; write research papers on topics of interest related to the Spanish-speaking world; explain how history and culture affect opinions and viewpoints of people in the Spanish-speaking world The Spanish curriculum guided by a set of rigorously vetted course objectives that span expression of opinions to defending opinions with substantive arguments about issues of global importance. The course objectives encourage students to research issues of international importance in order to understand a variety of perspectives. This course prepares students for college and career through a carefully constructed course of study to build language and culture proficiency.

# Health and PE

## Family Health

**Credits:** 0.5

**Graduation Requirement Satisfied:** Health , CTE

Family Health is a .5 CTE credit course that is designed to prepare students for life- long decision making, problem solving, critical thinking and management skills related to health and wellness issues impacting individuals and families. This course integrates Washington Health essential learning with standards and competencies from the National Standards of Family and Consumer Sciences Education. The course focuses on the inter-relationships of healthy choices and a productive satisfying life. Topics include personal health, wellness, and healthy living, careers, nutrition, growth and development, global, mental, community, environmental and reproductive health, health risks, communication, family living, fitness and safety, first aid; CPR, HIV/Aids and consumer health. Students explore careers in health and medical fields, apply 21st Century skills, obtain certifications and utilize National FCCLA (Family, Career Community Leaders of America student leadership activities to assess learning. The course is a cross credit with Health Education

## Personal Fitness

**Credits:** 0.5

**Graduation Requirement Satisfied:** PE/Personal Fitness

This .5 credit High School Physical Education course, "Personal Fitness", must be taken before any elective/choice Physical Education courses are taken. This high school course will be one of the three (1.5) required Physical Education classes needed for graduation.

This class will involve running the mile every other day and playing various racquet sports along with basketball, football, and soccer. Students will enjoy learning about how their body works as they put a personalized fitness plan in place by executing the plan in class.

## Weight Training/Conditioning

**Credits:** 0.5

**Graduation Requirement Satisfied:** PE

Weight Training/Conditioning is a class designed to help you get in shape during the school day. Students will spend half of the class period in the weight room and the other half in the gym. Time in the weight room will be spent focusing on weight loss, muscle gain, and/or muscle toning. Students will create a personalized fitness plan around these three concepts based on their own needs and where they are physically. Students will learn proper techniques around weight lifting, muscular endurance, and muscular strength to help them reach their personal fitness goals. Circuit training will be a large portion of most students fitness plans.

## Individual Activity 1/2

**Credits:** 1.0 (full year course, .5 each semester)

**Graduation Requirement Satisfied:** PE

This course 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.

# Fine Arts Electives

## Ceramics Beginning

**Credits:** 0.5

**Graduation Requirement Satisfied:** Fine Arts/Elective

In this beginning level course, students will learn a variety of ceramic techniques, gain knowledge of the field of ceramics, and become aware of the value of ceramics in our society and other cultures. encouraged to develop a personal aesthetic. Students will be expected to learn new vocabulary that relates to the field of ceramics.

In addition, students will gain an understanding of how cultures throughout human history have used clay and still use the ceramic medium today for functional and non-functional purposes. Students will participate in self and peer reviews to refine and improve their skills and effective application of ceramic methods and techniques.

## Ceramics Advanced

**Credits:** 0.5

**Graduation Requirement Satisfied:** Fina Arts/Elective

A continuation of Ceramics.

## Drawing & Painting Beginning

**Credits:** 0.5

**Graduation Requirement Satisfied:** Fine Arts/Elective

This course introduces students to drawing, painting, and design basics. Students will use a variety of materials, mediums, and techniques, such as charcoal, pastels, ink, etc. Emphasis is on fundamentals of drawing and painting as students develop skills, understanding of basic concepts and understanding of Elements of Art and Principles of Design. Some areas of art history [Western & tribal art], artists, and art movements will be discussed. Connections between art as classroom experience and art in the community/work will be understood. [Meets Arts Essential Academic Learning Requirements]. May be counted as a Fine Arts credit or an Elective credit.

## Drawing & Painting Advanced

**Credits:** 0.5

**Graduation Requirement Satisfied:** Fine Arts/Elective

A continuation of Drawing and Painting

## Percussion Ensemble

**Credits:** 0.5

**Graduation Requirement Satisfied:** Fine Arts/Elective

The Percussion Ensemble is a performing ensemble that may be composed in a variety of ways. Students will be expected to participate in various forms of percussion ensemble and to play a variety of percussion literature.

## Music Survey

**Credits:** 0.5

**Graduation Requirement Satisfied:** Fine Arts/Elective

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

## Piano Lab

**Credits:** 0.5

**Graduation Requirement Satisfied:** Fine Arts/Elective

Students in this course learn to play the piano. Students in the piano class learn the necessary skills and concepts to gain foundational proficiency on the piano keyboard.

## IB Visual Arts HLA/B

**Credits:** 1.0 ( Full year course, .5 each semester)

**Graduation Requirement Satisfied:** Fine Arts/Elective

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

## IB Music HLA/B

**Credits:** 1.0 ( Full year course, .5 each semester)

**Graduation Requirement Satisfied:** Fine Arts/Elective

This course prepares students to take the IB Music Exam at the Higher Level. Students learn the elements of music through the lens of Western European and American classical music. They reflect upon and express their learning through a series of written projects. In addition, students learn the art of composition. Students are strongly encouraged to be concurrently enrolled in a music ensemble.

# CTE Electives

## Career Connect 1

**Credits:** 0.5

**Graduation Requirement Satisfied:** Occ. Ed.

Think about it. The average person spends at least 30% of their time each day at work. Finding a career that will satisfy you in your work life is probably high on your list of priorities. The first step in the career search process starts with connecting to a pathway of interest. During this semester long course, you will identify and examine your motivators, dependable strengths, experiences, skills, personality, values, and needs that affect choosing and/or making career and life decisions. Discover your best fit career pathways and design an action plan. Benefits of this course include acquiring marketable skills, exploring career goals, learning to work with others, and gaining self-confidence. Drawing & Painting Beginning

## Intro to Medical Careers

**Credits:** 0.5

**Graduation Requirement Satisfied:** Occ. Ed.

This is a semester long career and technical education course designed as an elective for upper class men students. In this course, students will be asked to apply their understanding of both microbiology and human physiology as well as social and cultural conditions surrounding equity and access to the health care system in order to explore the promotion and protection of community health.

## B Business Management A/B

**Credits:** 1.0 (full year course, .5 each semester)

**Graduation Requirement Satisfied:** Occ. Ed.

This course prepares students to take the IB Business & Management exam at the Standard level. The course is designed to develop an understanding of business theory, as well as an ability to apply business principles, practices and skills. The application of tools and techniques of analysis facilitates an appreciation of complex business activities. The course considers the diverse range of business organizations and activities and the cultural and economic context in which business operates

## Baking and Pastry

**Credits:** 0.5

**Graduation Requirement Satisfied**

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.

covers the 5 core themes of the Career Program: Personal Development, Thinking Processes, Effective Communication and Collaboration, Intercultural Understanding, and Ethics. The class is designed to give students the skills needed to be successful in both a college setting and a career setting. The class will also serve to assist students in attaining internships and applying to college and careers.

## Leadership

**Credits:** 0.5

**Graduation Requirement Satisfied:** CTE

This class is a leadership learning laboratory that supports and challenges students to develop the habits of citizenship, service, ethical leadership, and the ability to think and act on behalf of the common good. It focused not only on developing lasting leadership capacity, but on touching the hearts of youth, encouraging them to live and act from their values, and feel empowered to make the world a better place.

## Nutrition and Wellness

**Credits:** 0.5

**Graduation Requirement Satisfied:** Occ. Ed.

Food Science, Dietetics, & Nutrition 1 a .5 CTE course for students grade 10 and above focuses on knowledge and practices to enhance lifelong health and wellbeing, as well as relationships between food production&#47; consumption, research, human development and health. The course is first semester of a one year program. Knowledge and skill may lead to employability and related careers in dietetics, fitness, food analysis, production, preparation, food research and hospitality. Projects and assessments are related to labs, management skills, nutrition and wellness, science and technology, life cycle nutrition, energy balance, and careers. The course includes risk management procedures, nutritional therapy, technology in food and ingredient development. The course uses 21st Century Skills and National FCCLA (Family, Career, and Community Leaders of America) as assessments. College credit may be available. The course is a cross credit for Lab Science.

## Intro to Programming

**Credits:** 0.5

**Graduation Requirement Satisfied:** Occ. Ed.

Pre-Requisite; Completed Algebra 1. Introduction to Computer Science also known as Creative Computing is a preparatory class in the formal study of computer science and its role in the global world. Course is designed for students who have want to build things.

## Culinary Arts

**Credits:** 0.5

**Graduation Requirement Satisfied:** CTE

the course covers theory and practice of the principles of cooking, terminology, recipe development, ingredients, equipment, safety, and career development. Industry skills lead to culinary, hospitality, and food service careers.