



## 2019-20 Course Catalog

This course catalog is designed to help you select classes to meet state graduation requirements and develop a long-range course plan that prepares you for success for high school and beyond. Our catalog shows all of the courses offered at Evergreen High School. You can learn about the content of each class from the course description and video/slideshow.

### Language Arts

- *Beginning Reading and Writing- ELL*
  - Beginning Reading and Writing ELL for newcomer ELLs acts as a student's English Language Arts. The course is aligned with grade-level literacy frameworks and targets literacy and language development outlined in the Common Core State Standards and English Language Proficiency Standards. Students build familiarity with different genres of texts, literary and informational, to prepare for core content classes and everyday literacy. Students develop their academic vocabulary, knowledge and use of English grammar, conventions and language structures. Students cultivate their skills as writers through the application of the writing process and practicing different genres of writing, including informative, argumentative, and narrative.
  
- *Language Essentials-ELL*
  - Language Essentials targets the development of language skills as outlined in the English Language Proficiency Standards and Common Core State Standards. The course focuses on academic language development and grammar development through grade-level ELA content and directly supports students' ELA class. The course provides scaffolds for content and language development to support student success in ELA. The course includes instructional routines to engage students in academic discourse and build metacognitive awareness of their own language strengths and needs in all language domains and supports equity and access across classes.
  
- *Beginning Language Development-ELL*
  - Beginning Language Development provides targeted academic language development for newcomer ELLs. Explicit language instructions equips students with the skills to access the reading, writing, listening, speaking, and language skills demanded by the Common Core State Standards and



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English Language Proficiency Standards. The course will include opportunities for blended learning, such as Rosetta Stone, MyOn, and other applicable technologies. Students will build metacognitive awareness of their own language strengths and needs and instruction will target students' strengths and needs accordingly.

- *Advanced Language Development-ELL*

- *9th Grade Language Essentials-ELL*

- Literacy Essentials - High School provides instruction in basic language skills, integrating reading, writing, speaking, and listening, while placing great emphasis on the progress of individual students. Course content depends upon students' abilities and may include vocabulary building, improving spelling and grammar, developing writing and composition skills, reading silently or aloud, and improving listening and comprehension abilities.

- [Literature/Composition 1](#)

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- Lit/Comp 1 emphasizes critical thinking through analysis of a broad range of fiction and nonfiction from around the world. Every day we will read, discuss, and write about complex texts, building habits of mind that will strengthen your skills as a writer and thinker.

- [Literature/Composition 2](#)

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- In this class we will explore reading, writing, and communications as it relates to our lives and the world we live in. We will explore who we are as readers and writers and build an identity around language and effective communication. We will focus on close reading skills, analyzing complex texts, develop arguments and various writing skills. All of this will help prepare you for the 10th grade Exit Exam.

- [Literature/Composition 3](#)

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- In this class we will advance your reading, writing, and communications as it relates to our lives and the world we live in. We will explore who we are as readers and writers and develop our individual identity within a complex world. You will learn reading, writing, and communication strategies that will not only be extremely useful in this class, but will be transferable to all other texts and classes. As a community, we will read, write, think, and talk together. We will discuss relevant issues in our society today revolving around issues we see today – both domestic and international

- [AP English Literature and Composition](#)

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- AP Lit is a course where you learn to explore reading, writing, poetry, prose, novels, and the ideas they contain in a college level way. In this course you will...
  - Close read a variety of prose and poetry texts in order to analyze diction and literary elements.
  - Read a variety of text from across the tradition of English Language Literature including but not limited to - *Pride and Prejudice*, *Macbeth*, *Life of Pi*, *The God of Small Things*, *Slaughterhouse 5*, *The Brief and Wondrous Life of Oscar Wao*, *Oedipus Rex*, *Into Thin Air*, *White Tiger*, *My Antonia*, *The Poisonwood Bible*, *Dreaming in Cuban*, *Cry the Beloved Country*, *Wild*, *One Flew Over the Cuckoo's Nest*...
  - Write literary analysis essays, including drafting, editing, and revising them in order to develop your capacity as a writer in a world that requires writing.
  - Prepare for and actively participate in seminar discussions.

- [UW English 131: English Composition](#)

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- [English 131](#): This course fulfills all requirements for University of Washington's ENGL 131, English Composition: Exposition and uses all required elements such as textbook, learning outcomes, portfolio system, and grading. The course is designed to facilitate your development of academic writing skills that will help you become a successful writer in any discipline. To strengthen your writing, you will analyze and synthesize various nonfiction essays, excerpts, visual art, editorials, speeches, etc.



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Assignments and activities throughout the course will build towards mastery of the following outcomes:

Outcome 1: Composing with intentional rhetorical choice and style

Outcome 2: Synthesizing evidence to create a conversation between texts

Outcome 3: Crafting inquiry-driven arguments

Outcome 4: Engaging in a collaborative and recursive revision process

- [UWHS](#): Since 1981, through UW in the High School (UWHS), the University of Washington has partnered with high schools across Washington state to offer UW courses for UW credit in the high school classroom. **Courses are official UW courses, taught by the high school's own teachers**, who have been approved and trained by UW faculty. Each year, more than 100 schools in Washington participate in UWHS. UWHS is what's known as a dual credit or concurrent enrollment program. **In a dual credit program, students can earn high school and college credit at the same time!**

- Modern Plays (elective option for 9-11)

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- With Book-It Theatre, Seattle theatrical groups, and community productions, plays are thriving. What makes a play unique from a novel or a movie? What allows the play, as an art form, to still be so popular? Students study plays as they were meant to be studied, as literary texts and works of art, intended to be produced for a live audience. The course focuses on many of the same skills as a general literature course, but focuses on drama as a genre. Students determine the underlying assumptions and values within selected dramatic works and also examine the structure, techniques, and intentions of the selections. Class discussion, performance, and writing are all integral parts of this course, allowing students to learn Common Core skills for the 11/12 grade-level band.

- [Creative Writing](#)

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- Creative Writing is designed for students to think and create original forms of descriptive writing, poetry, drama and fiction. The goal of this course is to encourage students who love writing and to guide them as they hone



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their craft. It is through writing that life becomes more meaningful. Writing can clarify, heal, excite, encourage, remind, inspire, and make the world a better place. This class is about exploring the different writing genres. This class is the beginning for students to be a poet, a freelance writer, a storyteller, an essayist, a non-fiction writer, or whatever they choose to become as a writer.

- [College Prep Writing](#)

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- The purpose of this class is to prepare you for the skills needed to be successful for college-level writing and reading. We will work together to write strong argument essays, analysis essays, and tackle a variety of writing tasks you will have to be prepared for when you enter college and beyond. We will explore topics picked by you so that you have an invested interest in what you're learning about. In this class you will learn to make your writing personal as you bring in your own experiences related to the topic, explore the world around you with a critical lens, and participate in class debates, learning to defend your position and persuade an audience. If you struggle with writing and want to improve your skills – this class is for you. If you already are a strong writer and want to continue to develop your skills – this class is for you. If you want to get an introduction to the type of work you will have to successfully complete in college – this class is for you. If you're willing to work hard and put in the required effort – this class is for you! By the end of this class, you will be prepared to face the reading and writing demands of a college freshman.

- [Journalism](#) (elective option for 9-11)

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- Students are introduced to the historical importance of journalism in America. They study the basic principles of print and online journalism as they examine the role of printed news media in our society. They learn investigative skills, responsible reporting, and journalistic writing techniques as they read, respond to, and write their own news and feature articles. Students conduct interviews, research, write, and design their own publications.
- This course assists students in enhancing and developing analytical reading and writing skills. Students will read, write and discuss various



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types of journalistic writing while using additional resources to develop skills including a sophisticated use of journalistic elements and terminology, close readings of various texts, creating, drafting, and editing analytical essays, and an advanced use and mastery of standard English.

- The primary expectation is hard work on the part of the individual writer and careful reading and discussion on the part of the class.
- This is a year-long course for which students may earn English credit if they are in 12th grade or Elective credit if they are in 10th and 11th.

- English Collection of Evidence

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- Deconstructing Power Through Pop Culture (elective)

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- This course provides students with a frame of reference to discuss and deconstruct current and relevant events through various lenses (feminist, race, class, gender, etc.). Students will utilize social media to analyze issues in pop culture and lead weekly class seminars, giving them the opportunity to determine the direction and focus of the course. The class will culminate in a project in which students investigate a social justice issue in their community and analyze the root causes and solutions.

## Social Studies

- [Contemporary Global Issues](#)

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- In this class, we explore some of the Contemporary Global Issues impacting people all over the world by developing your ability to read, write, and think about how historical patterns have resulted in today's challenges, such as Cultural Identity, Human Rights, Migration, Economic Development, Peace and Conflict, and Activism. Along the way, you will also gain the skills needed to be a successful high school student beyond academics by becoming an independent, self-motivated learner!

- [Dual Language Contemporary Global Issues](#)



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- [Modern World History linked with Civics](#)

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- In this class, we explore three major world developments using four case studies each (12 places in the World in total). We first investigate why political revolutions almost always fail, with case studies from Russia, France, Iran, and Mexico. Next, we explore modern ideological revolutions: Women's Liberation, the Green Revolution, the Industrial Revolution, and Decolonization. We focus our third case studies on genocide and ethnic cleansing : Rwanda, the Holocaust, Cambodia, and Native Americans. Finally, we end on a research project where you investigate the impact of colonialism and postcolonialism on your own identified culture(s) and/or those that interest you! #wearetheworld
- Civics is a semester long course that starts with close reading foundational documents (the Declaration of Independence, US Constitution, and the Bill of Rights), and then continues with lively mock trials, debates, argument writing, and letters to the editor. The course culminates with a service learning project focused on improving White Center. #yeswecan #voteordie #myjourneyourjourney

- [Civics linked with Modern World History](#)

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- [U.S. History](#)

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- In this class, we explore both chronologically and thematically the “progress” (or lack thereof) of diverse populations starting at the turn of the century (1900s). We explore each unit in about 3-4 weeks, with the final week being the creation of a project, essay, or other summative assessment. Units include: The Gilded Age (rich people with poor attitudes), Progressivism (help me! Help me!), American Imperialism (why is it *American* Samoa anyways?), Boom/Bust/Bam! (The Great Depression and how we overcame it), the Struggle for Equality (done twice, with different cultures each time), The Cold War (we have nothing to fear except for fear itself, and paranoia, and white men, and...) and American Identity. We end the year with an Oral History Project that will focus on your own family/community and how they got “here” via a podcast. #crushingit #realhistory #hiddenvoicesnomore

- [AP U.S. History](#)

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- From the *College Board* (the people who approve of this course): AP U.S. History is designed to be the equivalent of a two-semester introductory college or university U.S. history course. In AP U.S. History students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society. This is a challenging course but you will be well-served by it!





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- [AP Government and Politics \(elective\)](#)

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- In this college-level course, we will increase our understandings of the American political system, its frameworks, traditions, and values, as well as prepare for the US Government and Politics Advanced Placement Exam and practice college-style habits such as daily preparation homework and participation in class discussions about the nature of the American political system and its development over the past two centuries. We will examine the political beliefs of different groups in the United States, how those beliefs are formed into public policies, and the effects of those policies on our country.

- [AP Psychology \(elective\)](#)

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- Ever wonder why that person does what they do? AP Psychology introduces students to the study of human beings' and other animals' behavior and mental processes through systematic scientific study. You will be exposed to facts, theories, principles, research methodology, ethics and ideas related to the field of psychology and how psychologists use these in their science and practice. In AP Psychology, students will learn how to manage their time, study for extensive exams, and read, write, and discuss at the college level.

- [AP Human Geography \(elective\)](#)

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- AP Human Geography introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students will learn to employ spatial concepts, geographical models, and landscape analysis to examine and understand human organization, development, and the environment. Students will also learn about and use the methods and tools geographers use in their research and applications.

- [AP World History \(elective\)](#)

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- AP World is a college level, college style history course which tracks and charts the development of human civilization, the rise and fall of global empires, the history of religion, culture, and society, and the massive conflicts, movements, and events in human history that have lead us to today. Through simulations, role play, academic investigation, essay writing, debate, seminar, and other activities, you will grapple with the history of humanity and the history of the world!
- In this course you will
  - Read a variety of texts
  - Discuss in detail events, moments, and movements of history
  - Write a variety of social studies texts including, essays, on demand AP-Style DBQs, and google classroom posts
  - Listen to and watch a variety of mixed media presentations
  - Learn about what it is to be a human in history
- [AP Economics \(elective\)](#)

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- If trees don't grow money, where does it come from? Introduction To Economics is a comprehensive introduction to basic economic concepts which is designed to help students understand today's economic problems and choices and decisions involved in solving them. The understanding of economic relationships improves critical decision-making concerning the activities of individuals, businesses and governments, whether at a personal, local or global level. AP Economics curriculum is designed to parallel college-level Economics courses.

### Math

- Algebra 1

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- Foundational topics to prepare you for Algebra 2! If you can think and count, you can be successful in Algebra 1! In this class we will be making connections between tables, graphs, equations, and visual representations so that we can recognize patterns, answer questions, and compare situations.

- [Geometry:](#)

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- This course is based on the Common Core State Standards for High School Geometry. Topics include: transformations, similarity and congruence, trigonometry and right triangle relationships, measurement, circle properties, and algebraic applications. There are opportunities to apply geometric concepts in modeling situations; such as, solving design problems. Emphasis will be placed on developing critical thinking skills as they relate to logical reasoning and argument. Geometry is taken after Algebra 1, and will prepare you to take the SBA. After geometry, you will take Algebra 2. This class is a graduation requirement.

- Algebra 2

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- Learn foundational topics to prepare you for Pre-Calculus, The SAT and SBA. We take the foundation you built in Algebra 1 and expand to learn about new types of functions like polynomial and rational functions!

- [Pre-calculus](#)

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- Take this class after Algebra 2 especially if you want to get into a 4 year university. It will cover some Algebra 2 concepts as well as prepare you for AP Calc and AP Stats.

- [Bridge to College Math](#)

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- Most colleges ask that you take *some* math before you can graduate. But a lot of students test into lower math classes. This class is meant to strengthen the skills you have from Algebra 2, Geometry, and Algebra 1 so that you can jump right into those college math classes prepared. Some colleges in the state of Washington even let you skip the test if you get a B in this course and a level 2 on the SBA.

- [AP Statistics](#) (prerequisite course: passed Algebra 1, Geometry, Algebra 2)

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- This class is the most applicable math class you can take in high school and will serve you in whatever course of study you decide to pursue. We will study the major concepts and tools for collecting, analyzing, and



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drawing conclusions from data. You will learn about four big themes: exploring data, planning a study, anticipating patterns in advance, and statistical inference. We will be using graphing calculators on a daily basis as a tool to help us analyze the data. The AP Statistics course follows the Advanced Placement syllabus and prepares students for the AP test in May. The study of statistics can lead to jobs in sports, ecology and the environment, medicine and health, business and finance, and politics and government ([link](#)).

- Math 120 (UW in the HS Precalculus)

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- This is a college level precalculus course which can be taken for University of Washington credit. If you have experienced success in Algebra 1, Geometry, and Algebra 2 (mostly A's & B's) and you want to challenge yourself, this is the class for you. The content uses all of what you have learned in previous courses, but it uses them in a problem-solving manner. This course is unique in that it will prepare you for AP Calculus, Math 151 (UW in the HS Calculus 1), and Math 152 (UW in the HS Calculus 2). It will also prepare you for any college math courses you take in the future.

- [AP Calculus AB](#) (prerequisite course: passed Algebra 1, Geometry, Algebra 2, precalculus)

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- This class is one of the greatest classes you can ever take. It's an opportunity to prepare yourself mentally for the rigors of universities while promoting a growth mindset. We cover topics traditionally covered in Calculus I and II at universities such as limits, derivatives, application of derivatives, integral differentiation, integral applications. The video above is from the year 2017 and a reflection on the course. I want to make a note that in 2017 my AP Calculus class was all boys and I only had 5 students. This year, we had 26 students! We are growing and getting more diverse! Be apart of a successful program at EHS and make history!

- Math Collection of Evidence

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### Science

- [Biology](#)

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- The diversity of life is amazing! How do living organisms survive, interact with the environment, reproduce and pass on traits? This Biology course includes the study of four major ideas in Life Science: 1) From Molecules to Organisms: Structures and Processes, 2) Ecosystems: Interactions, Energy, and Dynamics, 3) Heredity: Inheritance and Variation of Traits, 4) Biological Evolution: Unity and Diversity. Students learn to use concepts such as energy and matter, patterns, structure and function, cause and effect, and stability and change to connect ideas within Biology and to other scientific disciplines. Students learn biological concepts through engaging in science and engineering practices of asking questions, modeling, and constructing explanations and arguments. Laboratory experiences engage students in asking questions, planning, and carrying out investigations, analyzing, interpreting, and communicating information. Mathematical and computational thinking are incorporated throughout.

- [Biology-ELL](#)

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- *See Biology Description*

- [Chemistry](#)

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- Are you ready to investigate matter and the changes it can undergo? Chemistry is a laboratory based course focused on understanding chemical principles and their applications. Topics include atomic structure and the periodic table, chemical reactions, intermolecular forces, thermochemistry, equilibrium, nuclear chemistry, states of matter and behavior of gases. Students learn to use concepts such as patterns, energy and matter, systems, cause and effect, structure and function to connect ideas across the different scientific disciplines. Students learn science concepts through engaging in science and engineering practices



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of asking questions, modeling, and constructing explanations and arguments. Laboratory experiences engage students in asking questions, planning, and carrying out investigations, analyzing, interpreting, and communicating information. Mathematical and computational thinking are incorporated throughout. Students also engage in engineering practices such as design and evaluation.

- [Anatomy and Physiology](#)

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- In anatomy and physiology we study the body. The form, structure, and “look” of the body is what we call anatomy, and physiology is how those systems work alone and together to function. We will be participating in many different types of learning projects in order to understand how the body’s systems work. During the year we will build and use problem-solving skills, discussion and argumentation skills, hands on activities, critical thinking skills, and labs to learn about the following topics: anatomical position and body organization, integumentary system, skeletal system, muscular system, circulatory & lymphatic systems, nervous system and the senses, respiratory system, digestive system, urinary system, reproductive system, and the endocrine system.

- [Physics](#)

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- Physics is a laboratory-based course that includes the study and investigation of forces and energy. Laboratory experiences engage students in asking questions, planning, and carrying out investigations, analyzing, interpreting, and communicating information. Students learn science concepts through practicing science and engineering by asking questions, modeling, and constructing explanations and arguments.

- [AP Chemistry](#)

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- Are you planning to be a science major or pursue a STEM Career? Do you want to build a deeper understanding of the nature of matter? AP Chemistry is a laboratory-based course adhering to the standards recommended by the College Board, and is designed to be equivalent to a full year of college general chemistry for science and engineering



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majors. Students will build deeper understanding of concepts introduced in their first year Chemistry course including: structure of matter, bonding, and intermolecular forces, chemical reactions, kinetics, thermodynamics, and chemical equilibrium. Twenty-five percent of instructional time is devoted to completing a minimum of 22 hands-on lab investigations. Students prepare for the AP exam and may receive college credit based on their performance. AP Chemistry laboratories are equivalent to those of typical college courses.

- [AP Biology](#)

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- Are you ready to dive deeper into your understanding of biology, and become a more independent investigator? AP Biology is an introductory college-level biology course which focuses on enduring conceptual understandings in biology through scientific practices. The curriculum is organized around four underlying biological principles: 1) The process of evolution drives the diversity and unity of life; 2) Biological systems utilize free energy and molecular building blocks to grow, to reproduce, and to maintain dynamic homeostasis; 3) Living systems store, retrieve, transmit and respond to information essential to life processes; 4) Biological systems interact, and these systems and their interactions possess complex properties. Students establish lines of evidence and use them to develop and refine testable explanations and predictions of natural phenomena. Twenty-five percent of instructional time is devoted to hands-on laboratory work with an emphasis on inquiry-based investigations. Investigations require students to ask questions, make observations and predictions, design experiments, analyze data, and construct arguments in a collaborative setting, where they direct and monitor their progress.

### Occupational Education

#### [Receive College Credit](#)

Students can receive college credit for several CTE course offered at Evergreen High School. Click on the link above for details

- [Introduction to Business](#) (College Credit Possible)





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- Introduction to Business introduces students to the world of business and helps them prepare for their roles as consumer, worker, and citizen. This course also serves as a foundation for other business courses students may take in high school and college, assists students with decision making and prepares them for future employment.

- [Retail Management](#) (College Credit Possible)

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- Retail Management is a course with major emphasis on learning retail buying and selling concepts. Instruction includes: buying, product management, inventory, promotions, sales, pricing and communications. DECA, the student leadership organization associated with marketing, will be integrated into the classroom instruction.

- [Exploring Computer Science](#) (College Credit Possible)

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- A course designed to explore the possibilities in Computer Science
- This course is part of a track that can lead to a very well paying career
- In the Seattle area the TECH sector expects over 4,000 jobs to go unfilled in the next year
- See the code.org video about this course by clicking on the link above

- [Microsoft IT Academy](#) (College Credit Possible)

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- Up to 25 quarter credits available for students who certify as 'Masters'
- Employers pay more for employees certified in MS Word and Excel

- [AP Computer Science Principles](#) (prerequisite course: Exploring Computer Science or Microsoft IT and pass Algebra 1)

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- AP credit and 5 college credits at any college in the U.S.A. granted for students who take and pass the AP CSP exam
- Goes over BIG ideas like...



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- How the internet works
- Data and internet security
- Exploring BIG DATA and its effect on society
- Programming
- App design
- A create and explore performance task are part of the AP exam
- A multiple choice exam is part of the AP exam
  
- [Introduction to Engineering Design](#) (College Credit Possible)  

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  - Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software, and use an engineering notebook to document their work.
  
- [Civil Engineering](#) (Prerequisite course: Introduction to Engineering Design) (College Credit Possible)  

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  - Students learn important aspects of building and site design and development. They apply math, science, and standard engineering practices to design both residential and commercial projects and document their work using 3D architecture design software.
  
- [Engineering Design and Development](#) (Prerequisite course: Introduction to Engineering)  

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  - The knowledge and skills students acquire throughout PLTW Engineering come together in Engineering Design and Development as they identify an issue and then research, design, and test a solution, ultimately presenting their solution to a panel of engineers. Students apply the professional skills they have developed to document a design process to standards, completing Engineering Design and Development ready to take on any post-secondary program or career.
  
- [Teaching Academy](#) (College Credit Possible)



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- Teaching Academy introduces students to the teaching profession. This course introduces students to the principles underlying teaching and learning, the responsibilities and duties of teachers, and the techniques of imparting knowledge and information. This course typically exposes students to training in classroom management, student behavior, leadership and human relations skills, assessment of student progress, teaching strategies, and various career opportunities in the field of education. The second semester includes an internship with a mentor teacher for students. The internship may be one or two hours per day. Students may enroll for a second year upon successful completion of the first year. The Teaching Academy course is a college-level course and offers the opportunity to earn college credit in Washington State

- [Publishing](#)

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- This course introduces students to the principles of layout design applicable to publications created using desktop publishing software and computer technology. Special attention is given to design principles, typography, layout and production techniques.
- This class focuses on gaining professional-level skills and knowledge. Students will be exposed to good and bad design and will learn how to identify the difference. Students will also discover how to use the essential building blocks of design — type, art and line —in new and creative ways. Students will learn to think about audience and medium and how those affect the way one crafts a message. And, of course, students will also be learning to use new technical tools to create those effective messages.
- In the end, students will develop a more critical eye for design and production techniques and know how to design and create attractive publications. Students will gain valuable skills that they can use in social or professional settings, from creating a newsletter for an organization to snagging an internship or job.
- This is a year-long course for which students may earn Elective credit.



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- [Graphic Arts and Multimedia](#) (College Credit Possible)

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- Graphic Arts and Multimedia is a foundation class that will explore multiple forms of media, such as painting, collage, photography, digital design, and video. Students will apply art techniques to create commercial and fine art. All students will enter into the WA State High School Photography Competition and the HealthPoint Gallery Competition. Students that earn a C or higher can earn credit at Highline College.

- [Photography 1](#)

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- Photography 1 explores equipment, materials, and processes of commercial photography. This class covers camera operation, the principles of art and design, and the history of photography as an occupation and an art form. Students work with computers and professional software to process their photographs. All students will enter into the WA State High School Photography Competition and the HealthPoint Gallery Competition.

- [Culinary Arts\\_1](#)

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- Culinary Arts is a one school year long “hands on” course designed to introduce students to the restaurant/hospitality industry using a variety of teaching methods and experiences. Students will learn the art of food preparation and apply these techniques to a wide range of foods. Emphasis is on producing balanced nutritious plate as well as



## 2019-20 Course Catalog

presentation. First semester we will focus on American cuisine while second semester we will explore international cuisine.

### Fine Art

- [Commercial Art 1](#) (Prerequisite: Photography, Graphic Arts and Multimedia, or Publishing) (College Credit Possible)

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- Commercial Art is a course that prepares students to apply artistic and digital imaging techniques to communicate ideas and information to audiences via illustration, mixed media, digital design, video, and photography. Topics covered include art genres, business practices, and art design for commercial use. All students will enter into the WA State High School Photography Competition, Scholastic Art Contest, and local gallery show. Students that earn a C or higher can earn credit at Highline College. The prerequisite for this class is Graphic Arts and Multimedia, Publishing, or Photography.
- [AP Studio Art: 2D Design](#) (Prerequisite Courses: 2 credits of the following courses or teacher approval: Visual Art 1, Publishing, Photography 1, or Graphic Arts 1) (College Credit Possible)

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- AP Studio Art: 2-D Design combines digital design, photography, and drawing/painting in order to further investigate various forms of expression and techniques using the Elements and Principles of Design. This course builds on the skills you have learned in Graphic Arts/Multimedia, Photography, Drawing/Painting and Commercial Art courses. Through this course, you will develop mastery in technique, visual communication, and art process of 2-D design. The final product for this course is a portfolio consisting of college-level work in Quality, Concentration, and Breadth categories for the AP exam. All students will enter work into the WA State High School Photography Competition, gallery show, and art scholarships. Students that earn a C or higher can earn credit at Highline College. This course requires students to have at least 2 credits of Visual Art or teacher permission.



## 2019-20 Course Catalog

- [Ceramics 1](#)

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- **Ceramics 1** Are you ready for a clay throw-down? Come and discover one of the most creative and time honored art traditions! Ceramics 1 is a three-dimensional art course focusing on sculptural forms in clay. Students will be introduced to and experiment with hand-building, wheel-throwing, and figurative sculpture. Students will learn about the basic processes of design and creation in clay, using the work of other artists from various cultures and times to inform their thinking and development. Students will also be taught the basics of kiln firing and glazing, and be encouraged to consider the relationship between form and functionality in their work.

- [Ceramics 2](#)

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- **Ceramics 2** is a continuation of Ceramics 1, and is intended to develop students' understanding of clay construction in three-dimensions. In Ceramics 2 students will have opportunities to explore a wider variety of creation methods, aesthetic styles, and firing/glazing techniques. Students will also be asked to be more independent in project choices and construction processes, and to reach a higher level of complexity in their work. Higher level wheel throwing skills will be focused on, and projects will include topics such as texture treatment, telling a story with your art, working on projects in a series, and complex multi-part projects.

- [Visual Art 1](#) (College Credit possible)

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- **Visual Arts:** Michelangelo, Matisse, van Gogh, You! Have you ever wanted to start a visual art project, but just didn't know where to start? Take your first steps of the journey into the world of visual arts. Visual Arts is a course designed to introduce students to visual media, and the fields of drawing, painting, sculpture, and mixed media, as well as art appreciation and history. Students will experiment with artistic media such as pencil, paint, collage, ink, etc. Students will be introduced to concepts of the "language of art" to facilitate the development of artistic expression.
- [Student Work Examples](#)



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- Symphonic Band (No audition)

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- Full-Year Course:
- Symphonic Band is an intermediate instrumental music course designed for musicians with at least 1 year of experience to further develop the skill of reading and playing music. Students will study Flute, Oboe, Bassoon, Saxophone, Clarinet, Trumpet, French horn, Trombone, Baritone, Tuba, or Percussion. Practice is required in order to be at performance level. Participation in classroom rehearsals and evening concerts is a required commitment. A limited supply of instruments are available free through the school.

- Wind Ensemble (Audition or Mr. Steen recommendation only)

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- Full-Year Course: Wind Ensemble is an advanced instrumental music course for musicians with some years of experience designed to develop the skill of reading and playing music. Students will study Flute, Oboe, Bassoon, Saxophone, Clarinet, Trumpet, French horn, Trombone, Baritone, Tuba, or Percussion. Students in the Wind Ensemble will perform in competitions and festivals in California and Washington. Practice is required in order to be at performance level. Participation in classroom rehearsals and evening concerts is a required commitment. A limited supply of instruments are available free through the school.

- Jazz Band (No audition, but highly recommended to be in another music class)

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- Jazz Band is a 0-hour (before school, 7am start) instrumental music course designed to develop skill of reading and playing through various modern American jazz styles such as swing, blues, Latin Jazz and rock in a traditional big band with saxophones,





## 2019-20 Course Catalog

trombones, trumpets, guitar, bass, piano and drums. (Some students will study jazz improvisation). Jazz students must have their own transportation. Practice is required in order to be at performance level. Participation in classroom rehearsals and evening concerts is a required commitment. A limited supply of instruments are available free through the school.

- Orchestra (no audition)

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- Orchestra is an instrumental music course designed to develop the skill of reading and playing music. Students will study Violin, Viola, Cello, or upright Bass. Students in strings will perform in 3 concerts and the Soundview String Festival and festivals. Practice is required in order to be at performance level. Participation in classroom rehearsals and evening concerts is a required commitment. A limited supply of instruments are available for free through the school.

- Guitar (no Audition)

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- Guitar class is an instrumental music course designed to develop the skill of reading and playing music on the guitar. Students in Guitar and Ukulele class will perform 2 concerts in the evening that are required. Practice is required in order to be at performance level. Students will need to supply their own ukulele or guitar. There are some guitars available to rent for free from the school.

- [Concert Choir](#) (no audition)

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- Full-Year Course: Concert Choir provides the opportunity to sing a variety of choral literature from many cultures and time periods for male and female voices and is designed to develop vocal techniques and the ability



## 2019-20 Course Catalog

to sing in multiple parts. As a part of the course, Concert Choir will perform at multiple concerts throughout the school year, and will develop skills essential to musicianship such as rehearsal etiquette, performance preparation, vocal acuity, music reading and ear training skills, professional communication and self-advocacy. Concert Choir also focuses on the importance of community and positive connection between singers. **Concert Choir is designed for beginners and intermediate level singers; everyone is welcome to participate!**

- Vocal Ensemble (audition required)

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- Full-Year Course: Vocal Ensemble is a select group of students who have demonstrated their commitment to the choir program through higher-level musicianship, long-term interest, and choral experience. The group sings challenging literature in a small-group setting. This ensemble performs throughout the school year at various assemblies, concerts and special events. Course goals include the development of solo-singing ability, musical independence, and introduction to many choral styles including musical theater, R&B, pop.. **Please see Mr. Cisneros for permission to register for Vocal Ensemble.**

- [Dance Technique/Performance 1](#)

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- **Dance Technique/Performance 1** provides opportunity for students to gain basic understanding of dance styles, genres and forms. Students will study the elements of dance- space, time and energy- as well as basic technique and dance appreciation. Students will also develop' flexibility, strength, and fitness through a variety of exercises that dancers use to train their bodies.

- [Dance Technique/Performance 2](#) (Audition required)

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- **Dance Technique/Performance 2** continues...

## World Language



## 2019-20 Course Catalog

- Spanish 1

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- In this class you will learn the basics of the Spanish language through an immersion environment. Most of class will be taught in Spanish, and the focus will be on communication in the Spanish language. You will play games, listen to music, interact with each other, and watch some cultural movies.

- Spanish 2 (Prerequisite course: Spanish 1)

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- This class is a continuation of Spanish 1, taught in a similar style--through immersion, games, music, personal interaction with a focus on communicating about real-life topics in the Spanish Language. In this class you will leave being able to hold a basic conversation in Spanish, understanding a lot of what is written and spoken, and starting to be able to combine and recombine your learning to formulate original thoughts in Spanish. You will also learn about different Spanish Speaking cultures.

- Spanish 3 (Prerequisite course: Spanish 2)

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- This class is a continuation of Spanish 2, and will prepare you for taking AP Spanish. This class will be taught only in Spanish, and the expectation is that you communicate only in Spanish as well. You will communicate about everyday issues that are important to the class. It is very student driven. You will learn some history and culture about the Spanish Speaking world, and we will debate contemporary issue. You will be expected to use more complex grammar structures and vocabulary. Expect to speak, read, listen to, and write a lot of Spanish.

- [Spanish for Spanish Speakers 1](#)

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- This class is designed for students who speak Spanish at home, but have not had practice reading or writing very much Spanish. In this course you will learn reading, and writing skills, and hone your listening and speaking skills through learning about history of Mexico, U.S., and El Salvador,



## 2019-20 Course Catalog

through learning about culture and analyzing different cultures in Latin America, and through reading Latino/a and Chicano/a authors and discussing literature. You will have a chance to express your opinion in different ways including, short responses, essays, presentations, and debates.

- [Dual Language Spanish LA 9](#)

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- [AP Spanish Language/Culture](#) (Pre-requisite course: Spanish for Spanish Speakers 2, Spanish 3, or Spanish Language Arts 9)

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- This class is for students who have already taken Spanish for Spanish Speakers 1, 2 or Spanish 3 (on approval of teacher). In this class you will explore 6 themes: contemporary life, science and technology, identity, beauty/aesthetics, global challenges, and family/community. In the exploration of these six themes you will be connecting them with cultures here in our community and those in Latin America. Expect to leave this class having a better understanding of culture, Latin America in general, and see lots of improvement in your speaking, listening, writing, and readings skills. You will be expected to write essays, read longer articles, and present in Spanish. Expect homework most nights, and come reading to discuss your opinions and world questions in class.

- [French 1](#)

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- Do you want to learn the world's most frequently spoken language (after English)? French 1 is a rigorous (but fun!) program for students looking to learn another language that will help them in their Language Arts and History classes. That's right! About 50% of English is based in French, so you will improve your writing by taking French. We explore the cultures and peoples all over the world. As you advance to the third year of French, you will learn the history of the world, including units on North Africa, Indochina (including Vietnam, Laos and Cambodia), the Caribbean and Polynesia, all places where French is spoken. For students willing to work every day, French 1 is a fast-paced, exciting and engaging class that will make you more successful in school, college and life.



## 2019-20 Course Catalog

- [French 2](#) (Prerequisite course: French 1)

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- French two is all about mastery of the French language, both written and oral. We read stories, delve into pop music (<https://www.highlineschools.org/Page/7803> for a sampling), explore various forms of art, from the Renaissance to Paris fashion week, and learn about grammar, sentence structure and how to speak and write in a more complex way. As with French 1, there are daily assignments to improve oral and written fluency, and the homework is to listen to 2 hours of French outside of class (for example, a French playlist or watching a Disney movie in French). This class will provide the platform to converse and understand in most casual settings where French is spoken, and designed for students who are interested in fully participating in class.

- French 3 (Prerequisite course: French 2)

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- French 3/4 is a deep dive into history, philosophy and other social sciences. We will examine the history of the world through a French lens, including the exploration of the New World (did you know that Boise, the capital of Idaho, means “wooded” in French?), the Cajun community in Louisiana, and explore French influences in Asia, Polynesia, Africa and the Middle East. Students will also look at various forms of art in each culture and time period, from paintings and sculptures to dress and architecture. In addition, students will read stories, play games, produce a play, and eat! Homework is the same as French 2/3. If there is time and interest, we will also look at social welfare systems in various Francophone countries, including education, health care system, and their economies. This class provides much of the content knowledge expected in entry-level college classes, but happens to be taught in French.

- French 4 (Prerequisite course: French 3)

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- French 3/4 is a deep dive into history, philosophy and other social sciences. We will examine the history of the world through a French lens, including the exploration of the New World (did you know that Boise, the capital of Idaho, means “wooded” in French?), the Cajun community in



## 2019-20 Course Catalog

Louisiana, and explore French influences in Asia, Polynesia, Africa and the Middle East. Students will also look at various forms of art in each culture and time period, from paintings and sculptures to dress and architecture. In addition, students will read stories, play games, produce a play, and eat! Homework is the same as French 2/3. If there is time and interest, we will also look at social welfare systems in various Francophone countries, including education, health care system, and their economies. This class provides much of the content knowledge expected in entry-level college classes, but happens to be taught in French.

- Somali for Somali Speakers

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**Waxaad fahmeysaa Soomali. Laakiin ma ku hadashaa, ma akhrisaa, ma qortaa Soomaali?** What is the difference between personal and public identities? What is the difference between social and academic language and how do you know when to use each? Somali for Somali Speakers 1 is for heritage language students who learned all or most of their Somali language skills at home. This class will enable you to maintain and develop proficiency in Somali by reinforcing and acquiring skills in listening, speaking, reading and writing; including the fundamentals of Somali grammar. Throughout the course, you will explore themes of identity and learn how to navigate between informal and formal language structures. The course will help you to gain a better understanding of the nature of your own language, as well as the cultures and history of the Somali-speaking world. This class is conducted entirely in Somali with occasional analysis/comparisons to English.

## Health and Fitness

- [Fitness Foundations](#)

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- ***Fitness Course Description:*** Fitness Foundations is the foundation for a healthy lifestyle. Students can improve all aspects of their lives by achieving a health-enhancing level of fitness. This course is designed to teach students the fundamental knowledge and skills necessary to be fit for life. Emphasis is placed on the personal development of health-related fitness through a variety of activities. Students will demonstrate knowledge in identifying and applying the key motor skills and movement concepts necessary to participate in a variety of physical activities.



## 2019-20 Course Catalog

Activities may include but are not limited to fitness conditioning, team sports, individual/dual sports, net sports, weight-lifting, and yoga. Students will develop a personal fitness plan utilizing the principles of training and demonstrate the ability to plan for and improve components of health-related fitness to achieve and maintain a health-enhancing level of personal fitness. This course included the district/state-required physical literacy assessment.

- [Health](#)

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- ***Health Course Description:*** High school is a time of many changes and decisions. Health is designed to help students learn about their changing bodies, to help them sort out emotions and personal values, to aid them in maintaining optimum health as a lifelong process, and to show students how to take responsibility for making healthy decisions. Students must pass Health to graduate from Evergreen High School! Health is all about the student. Topics include real-life situations for teens. Units last two or three weeks, than we are onto something new! The topic areas are based on teen pressures and teenage risk behaviors and the WA state core ideas: Wellness, Safety, Nutrition, Sexual Health, Social/Emotional Health, and Substance Use & Abuse.

- [Yoga](#)

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- ***Yoga:*** Are you looking for a way to get fit but don't like the idea of play team sport?. Do you want to challenge yourself to get better but not have to compare yourself to other through competition or organized games? Then yoga (low impact fitness) might be the PE class for you. In Yoga (low impact fitness) you will able to work on building your fitness levels, focusing on the five components of fitness (cardiorespiratory, muscular strength, muscular endurance, flexibility, and body composition) through low impact activity. These activities include, yoga, walking fitness, resistance band training, and more. The focus will be on meeting you where you are at and getting you to improve

- [Team Sports](#)

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- ***Team Sports Course Description:*** Team Sports is designed to expose you to a variety of ways to be physically fit. In this course you will build skills to allow you to participate in many different team and individual activities. As a class we will focus on being safe and building our social





## 2019-20 Course Catalog

skills to make physical activity an enjoyable experience for all. Students will demonstrate knowledge in identifying and applying the key motor skills and movement concepts necessary to participate in a variety of physical activities. Activities may include but are not limited to fitness conditioning, team sports, individual/dual sports, net sports, weight lifting, and yoga. This course included the district/state-required physical literacy assessment.

- [Weight Training 1](#) (pre-requisite: Fitness Foundations)

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- ***Weight Training Course Description:*** Weight lifting is not just about getting bigger—it is about doing resistance training activities that will keep you healthy for life. This course is designed to teach students the necessary knowledge and skills to develop effective resistance training programs in a variety of settings. Students will demonstrate knowledge in basic muscular anatomy and function, strength training principles, basic program design, and correct weight-lifting technique and safety. Students will demonstrate competency in planning, implementing, assessing, and modifying resistance training programs. Fitness conditioning and cooperation activities are integrated throughout the course. This course included the district/state-required physical literacy assessment.

### Advisory, AVID, and Leadership

- Avid 10 (application required)

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- Do you want to succeed in school and college but need help getting there? Advancement Via Individual Determination (AVID) helps you build organizational, time management, and study skills, and develop strong academic habits so you can be successful in challenging classes and prepare for college. AVID includes weekly tutorials, college and career exploration, and critical thinking experiences. Your AVID class will be a supportive community with other students who share your goals and struggles

- Avid 11 (application required)

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- Do you want to succeed in school and college but need help getting there? Advancement Via Individual Determination (AVID) helps you build organizational, time management, and study skills, and develop strong academic habits so you can be successful in challenging classes and prepare for college. AVID includes weekly tutorials, college and career exploration, and critical thinking experiences. Your AVID class will be a supportive community with other students who share your goals and struggles

- Avid 12 (application required)

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- Do you want to succeed in school and college but need help getting there? Advancement Via Individual Determination (AVID) helps you build organizational, time management, and study skills, and develop strong academic habits so you can be successful in challenging classes and prepare for college. AVID includes weekly tutorials, college and career exploration, and critical thinking experiences. Your AVID class will be a supportive community with other students who share your goals and struggles.

- Leadership

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- Servant leadership is a model of leadership that defines what we do. Being a servant leader means to put the needs of others at the forefront of everything that you do. In leadership, we work to define and become servant leaders. We plan community centered events, school activities, assemblies, and other things that enhance our school culture. A leader plays many roles, behind the scenes and in the spotlight.

- Advisory

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- With so many pressures, challenges and opportunities, you may be wondering where you can turn for support. Advisory is a time to build skills and knowledge to help you succeed in school and beyond. Learn topics like building confidence, resolving conflict, creating strong peer relationships, developing study and organizational skills, making a resume, career planning, paying for college, and much more. Advisory



## 2019-20 Course Catalog

provides you with opportunities to grow personally, socially, and academically, and to prepare for your future.

- [Running Start](#)

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- Please see your school counselor for more information
- Running Start is intended to provide students a program option consisting of attendance at certain institutions of higher education and the simultaneous earning of high school and college/university credit. Running Start was initiated by the Legislature as a component of the 1990 parent and student Learning by Choice Law.
- Students in grades 11 and 12 are allowed to take college courses at Washington's community and technical colleges, and at Central Washington University, Eastern Washington University, Washington State University, and Northwest Indian College.
- Running Start Students and their families do not pay tuition, but they do pay college fees and buy their own books, as well as provide their own transportation. Students receive both high school and college credit for these classes and therefore accelerate their progress through the education system. The exercise of that right is subject only to minimal eligibility and procedural requirements, which are spelled out, in state administrative rules. See RCW 28A.600.300 for more information.

- [PSSC](#)

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- **Puget Sound Skills Center (PSSC)** serves high school juniors and seniors interested in specialized career and technical learning. PSSC offers 18 programs, from aerospace manufacturing to animation to fashion design to certified nursing assistant and much more. Our students earn high school and college credits in a hands-on, workplace-oriented environment. PSSC students graduate with certifications and job-ready skills—and a jumpstart on further college and career training. Students spend half of their school day in their home high schools, and half the day at PSSC. In addition to daily morning and afternoon sessions, we offer an after-school session for students interested in exploring career and



## 2019-20 Course Catalog

technical programs after their regular school day. PSSC is one of 20 skills centers in Washington state, offering high-quality, tuition-free technical and professional training. Operated by Highline Public Schools, PSSC serves students from 22 partner high schools in Highline, Federal Way, Tukwila and Tahoma school districts.

- Upward Bound (application required)

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- Learning Specialists teach daily UB classes at the target schools. The class curriculum covers various academic development subjects and college preparation topics, and provides vital services to Upward Bound students including:
  - Academic Advising
  - College and Career Exploration and Planning
  - Study skills and test-taking strategies
  - Tutoring in academic subjects
  - Educational Field Trips

- [Mentor Leadership-Ignite](#) (application required)

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- This course is designed to prepare student mentors to support their peers academically and socially. Students learn the knowledge and skills necessary to be an effective mentor. Course content includes: communication skills, listening techniques, public speaking, understanding others, leadership skills, facilitation techniques and encouraging/empowering others. Students learn lifelong lessons as they demonstrate their knowledge, skills and practices required for careers in the field of teaching and recreation by active volunteering

### Special Education

- *Learning Lab: Reading and Writing 1 & 2*

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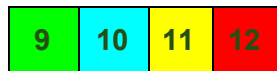
- Learning Lab Reading and Writing 1 & 2 is designed for students who need skill development in basic comprehension, reading, and writing.



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Students' skills include improving annotation through strategies designed to improve grade-level text as well as text closer to students' independent reading level. Students are taught to provide text evidence, recognize author's style, compare two works with similar themes, and build logical arguments. Students learn literary analysis, writing informational pieces and writing to persuade, receiving additional support in clear structures of writing. Admittance requires prior approval.

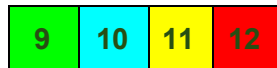
- *Learning Strategies 1*



- Learning Strategies provides students with specific skills such as: sentence writing, paragraph writing, assignment completion, paraphrasing, test taking, vocabulary learning and listening, career exploration, and note taking. Admittance requires prior approval.
- EBC Program Overview  
The Evergreen EBC program is designed to help students acquire appropriate inter and intrapersonal behaviors, accelerate behaviors that are socially and academically useful, decelerate behaviors that interfere with academic achievement, promote the ability to get along with others in group settings, and acquire student independence and self-directedness. The program is a systematic program with an emphasis on:
  - A classroom management system
  - Academic instruction
  - Individualized behavior management
  - Development of social skills
  - A collaboration with families and outside agencies

\*Inclusive Education Administration will determine placement within the program.

- *Learning Strategies 2*



- Learning Strategies 2 provides opportunities for students to develop and apply strategies to be successful in school, home, and community settings. Skills include self-advocacy, organizational strategies, student-led conferences, and post high school planning. Admittance requires prior approval.



## 2019-20 Course Catalog

- *Learning Lab: Math 1*

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- LRC Program

Learning Lab Math 1 is about investigating and solving problems to develop mathematical skills. The learning lab course is designed to provide instruction for qualified students who need skill development in mathematics. The course content will focus on development of basic computational, problem solving, and pre-algebra skills. Students will increase knowledge of place values, fractions, percentages, identifying decimals, extending patterns, geometric exploration, developing tables, graphing, probability, and beginning to solve equations. Admittance requires prior approval.

- *Learning Lab: Math 2*

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- *Personal Development*

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- IAC Program

In this class we will explore communication, social skills, advocacy skills, and adaptive skills as they relate to our lives and the world we live in. The goal of our classroom is to develop as individuals in order to increase the independence of our students as they begin to enter the world. We will focus on social interactions and building relationships among peers. We will explore who we are as individuals and build an identity around advocacy and effective communication. I believe in establishing a strong community in the classroom in which each student feels respected and open to sharing his or her ideas with the group. Every student has something special and unique to offer the class and I have high expectations for the work and processing that will take place in our classroom and community.

- *Transition Paths*

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- *Preparation for Work*

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- *Functional Reading and Writing*

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- IAC Program

Welcome to IAC Reading and Writing Foundations. First semester, we will explore conflicts that involve a displaced peoples and individual stories that provide insight into their history. We will read and write using novels, short stories, historical articles, and other accounts in order to build writing skills in combination with literacy skills while looking at a region and its history. We will first study Chinese culture and history, before looking at the experiences of Asian-Americans. Second, we will explore the Pacific Northwest Native experience, including culturally valued stories and fables. Second semester, we will turn to Washington State history, as it involves people of numerous origins and backgrounds, and read, discuss and write using fiction, nonfiction, and poetry that inform. During our year long course, we will continually ask our essential question: What are the most common challenges faced by people who grow up with more than one culture?

- ILC Program

- Academics are individualized to each student according to their IEP goals. Students receive instruction on writing, reading and math with concentration on functional application. In math our main focus is money concepts to prepare students for real world experiences. Within that we work on counting, addition and subtraction with coins and bills.
- Academics are individualized to each student according to their IEP goals. Students receive instruction on writing, reading and math with concentration on functional application. In writing our emphasis in learning and memorizing our personal information in order to fill out applications and forms when they graduate. We also focus on typing and computer skills.
- Academics are individualized to each student according to their IEP goals. Students receive instruction on writing, reading and math with concentration on functional application. In Reading we focus on reading letter recognition, function sight words such as food, community signs, workplace words and reading comprehension all related to current events and daily living.

- *Healthy Living*





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- ILC Program
  - Students learn how to take care of themselves and learn skills such as first aid, food safety, cooking, basic hygiene skills and community awareness.

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- *Functional Math*

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- IAC Program

Welcome to IAC Functional Math! First semester, we will explore rounding, adding and subtracting to 10,000; multiplication, division, and algebraic representations of problems. Second semester we will study fractions and decimals, money and time, measurement and data, and real-world problems and word problems. We will use multiple methods and strategies including bar models and concrete, pictorial, and abstract manipulatives. Students will be encouraged to think of, model, and represent their own thinking and how they arrived at their answer. Lessons will be aligned to Common Core State Standards and Standards of Math Practice as well as students specific IEP goals.
- ILC Program
  - Academics are individualized to each student according to their IEP goals. Students receive instruction on writing, reading and math with concentration on functional application. In math our main focus is money concepts to prepare students for real world experiences. Within that we work on counting, addition and subtraction with coins and bills.
  - Academics are individualized to each student according to their IEP goals. Students receive instruction on writing, reading and math with concentration on functional application. In writing our emphasis in learning and memorizing our personal information in order to fill out applications and forms when they graduate. We also focus on typing and computer skills.
  - Academics are individualized to each student according to their IEP goals. Students receive instruction on writing, reading and math with concentration on functional application. In Reading we



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focus on reading letter recognition, function sight words such as food, community signs, workplace words and reading comprehension all related to current events and daily living.

- *Skills for Independent Living*

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- IAC Program  
In this class we will explore communication, social skills, advocacy skills, and adaptive skills as they relate to our lives and the world we live in. The goal of our classroom is to develop as individuals in order to increase the independence of our students as they begin to enter the world. We will focus on social interactions and building relationships among peers. We will explore who we are as individuals and build an identity around advocacy and effective communication. I believe in establishing a strong community in the classroom in which each student feels respected and open to sharing his or her ideas with the group. Every student has something special and unique to offer the class and I have high expectations for the work and processing that will take place in our classroom and community.
- ILC Program
- Recreation and Leisure: During this time students are learning social skills and how to interact with others. They also receive instruction in music, art, science, and the use of computers.
- Job Skills: Students are taught many job skills for their future. Job skills include specific tasks such as running a dish room, recycling, and working in the student store. Not only do students learn task related skills, they also learn about great life skills such as: being punctual, following directions from a boss, and learning how to problem solve.
- Community: Our goal is to get students into the community. Where they will practice and learn to take public transportation, shopping at the grocery store, and accessing community resources. Students will also work on social skills with community members.
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Campus Learning Center



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- The Evergreen Campus Learning Center provides personalized and online learning opportunities for students who need credit recovery options while completing the rest of their graduation requirements at their home high school campus. Team taught, the CLC supports students beyond the classroom, taking an active interest their lives. The goal of our Center is to provide a safe, inclusive and caring community that enables academic success. Students work at their own pace, with guidance and encouragement from their teaching team. CLC staff work closely with other student support staff, to build and maintain a student-centered network geared toward success. **To enroll, students must be referred to the Campus Learning Center by their school counselor.**