

International Community School



**Course Catalog
2021-2022**

Welcome to International Community School

Our mission is to cultivate curiosity, complex reasoning, problem solving, and global awareness in every student.

We are a public choice school, serving students in grades 6-12 from the Lake Washington School District. Our complex curriculum emphasizes interconnected learning and depth of understanding. Focus Week and Camp Phoenix also provide opportunities for experiential learning. Our small size and seven-year programs allow for strong long-term relationships between students and teachers. ICS was founded by parents and continues to have a strong foundation of community partnership and support.

International Community School

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Kirkland WA 98033
425-936-2380
ics.lwsd.org

Principal: Margaret Kinney
Associate Principal: Mike O'Donnell
Office Manager: Zia Mamoona

Counseling and Guidance

Counselors provide services for students and their parents, whether it is around personal concerns, academic decisions, or post high school plans. Providing support to students, parents and staff is the primary role of the counseling staff. ICS counselors facilitate communication between students, parents, and the community at large in order for our students to work towards becoming successful, well-adjusted, independent young adults.

Guidance services are designed to meet the needs of our diverse population. Programs can be administered in several different ways through the counseling staff, teaching faculty and additional professional personnel when appropriate. ICS contracts with community support services to provide a part-time interventions specialist for our students. This individual's role includes education, assessment, as well as individual and group counseling and referral to other community agencies when appropriate.

The ICS counseling center web page, linked to the ICS main page, holds a variety of resources for students and their parents to access.

Available guidance, either through school wide programming or on an individual basis, can include:

Academic

- Course advising
- Alternative educational programs
- Registration
- Graduation progress
- Student records
- Washington state required assessments
- College application information

Career

- Post-high school planning
- High school and beyond plan

Personal/Social

- Time management/study skills
- Acute individual problem solving
- Crisis support and referrals
- Referrals to community-based resources for continued care

Students are assigned to a counselor based on grade level and are encouraged to make individual appointments through the bookings page on the ICS counseling website. Appointment times are available during the school day and can be made in advance.

Before and after school times are reserved for counselor arranged meetings, including staff and/or parents. Students will be sent a pass in class the day of their appointment authorizing them to report to the counseling office for their meeting. Counselors are also available for brief questions via their school district email addresses. Contact information for individual school counselors can be found on the ICS website.

Course Fee Help

No student will be denied access to classes due to an inability to pay course fees. Students needing financial assistance may complete a confidential request form.

High School and Beyond Plan

The LWSD high school graduation requirements are a minimum set of specific subject requirements for a student to earn a high school diploma. Admission requirements for four-year college often include additional requirements beyond the minimum high school graduation requirements. Students are encouraged to research individual college requirements and consult with their school counselor. Students will work towards developing and completing their own High School and Beyond Plan. The High School and Beyond Plan is a state and district graduation requirement that will require students to consider education and career choices post high school. Students will be responsible for completing grade level activities that allow them to brainstorm, explore, and organize their plans and ideas for life after high school. Students are encouraged to work with their family, teachers, and counselors on their plan.

College Admission Testing

Information about how to register for college admission testing is available online. Preferred registration occurs online. These tests may include:

- Scholastic Achievement Test (SAT) www.collegeboard.org
- SAT Subject Tests www.collegeboard.org
- American College Test (ACT) www.actstudent.org
- Test of English as a Foreign Language (TOEFL) www.ets.org/toefl

Transcripts

Official transcripts can be requested in the counseling office by filling out the request form with our counseling secretary.

It is the student's responsibility to request an official transcript from any institution attended during high school while completing the college application process. Students enrolled in Enrichment

summer school programs or Running Start must do so as only general information about these courses will be posted to their high school transcript by ICS.Tutoring

Private tutoring is not a school sponsored activity and the district does not match students with tutors. The Lake Washington School District does not screen tutors and will not conduct background checks. The district is not supervising the tutoring and is not responsible for the safety of students while being tutored in this non-sponsored activity. Additionally, the District does not guarantee the safe environment of the students who may participate in a tutoring experience. Students should consult with their parent or guardian and be aware of the risks before participating in a tutor opportunity. (Source: Lake Washington School District Risk Management Department.)

Credit Requirements

Subject	Lake Washington School District Credit Requirements	Requirements for most Four-Year Colleges and Universities	Recommended Credits for Highly Selective Colleges and Universities
English Language Arts	4 credits	4 credits	4 credits
Mathematics	3 credits including <ul style="list-style-type: none">• Algebra 1• Geometry• Algebra 2	3-4 credits including <ul style="list-style-type: none">• Algebra 1• Geometry• Algebra 2• Senior-year math course	3-4 credits including <ul style="list-style-type: none">• Algebra 1• Geometry• Algebra 2• Senior-year math course
Science	3 credits	2 credits of lab science, including 1 credit of algebra-based biology, chemistry, or physics	3-4 credits of lab science, including 1 credit of algebra-based biology, chemistry, or physics
Social Studies	3 credits	3 credits	3-4 credits
World Language	2 credits (of the same language)	2 credits (of the same language)	3-4 credits
Visual or Performing Arts	2 credits	1 credit	2-3 credits
Health and Fitness	1.5 credits of PE and 0.5 credit of Health	College Admission Requirements will vary by school - check the admission requirements listed at each institution. Students must have a minimum 2.0 cumulative grade point average at time of application (most colleges will require a more competitive GPA). Students must complete Algebra 2 or higher.	
Occupational Education	1 credit		
Electives	Minimum of 4 credits (to meet 24 credit total)		
Total	24 credits		

In addition to earning a minimum number of credits, students must complete any additional district or state requirements. Information can be found on the LWSD website and through the Office of the Superintendent of Public Instruction.

LWSD Graduation Requirements

Credit Requirement Summary	
Subject	Credits
English Language Arts	4.0
Science	3.0 ^a
Mathematics	3.0 ^b
World Language	2.0 ^c
Social Studies	3.0
Arts	2.0 ^c
Physical Education	1.5 ^d
Health	0.5
Occupational Education	1.0
Electives	4.0
Total	24.0

Notes:

a: 2.0 Lab Science and 1.0 non-lab science

b: Algebra 1, Geometry, and a third credit of high school mathematics, aligning with the student's interests and high school and beyond plan.

c: Personalized Pathway Requirements (PPR) are related courses that lead to a specific post-high school career or educational outcome chosen by the student based on the student's interest and High School and Beyond Plan, that may include Career & Technical Education, and are intended to provide a focus for the student's learning. One or both World Language credits and up to one Arts credit may be substituted with PPR courses.

d: A student may request to be excused from PE under certain conditions, per state law and district policy.

Students must fulfill the graduation requirements that are in place when they first enter ninth grade unless the state legislature votes to reduce those requirements. The requirements will not increase once a student has started ninth grade. The requirements do not change even if the student's graduation year changes.

Students must fulfill the following requirements for graduation:

1. Earn 24 High School Credits

2. Complete a High School and Beyond Plan

To graduate, all students must develop a High School and Beyond Plan to specify how they will meet high school graduation requirements and what they will do following high school. Students begin their plan in eighth grade and revise it each year as they progress through middle and high school. The High School and Beyond Plan should include the classes needed to prepare for a postsecondary pathway, such as a two-year or four-year college, technical college, apprenticeship program, certificate program, the workforce or military training.

3. Meet the requirements of at least one graduation pathway option in English Language Arts and Mathematics:

- Meet standard on the Smarter Balanced Assessment
- Complete and qualify for credit in related dual credit course
- Earn credit in high school transition course (Bridge to College)
- Earn C+ in related Advanced Placement or Cambridge course or 3 or higher on AP exam or E on Cambridge exam
- Meet State Board cut scores on SAT or ACT
- Meet any combination for ELA and math described above
- Meet standard on Armed Services Vocational Aptitude Battery
- Complete a sequence of CTE courses relevant to student's postsecondary pathway

For more information about graduation requirements and current options, visit the LWSD website.

Academic Policies

Student Initiated Schedule Changes

The choices made by students during the annual course request process are considered final. Courses and teacher assignments for the upcoming school year are based on those choices. Once each semester has started students must remain in their scheduled classes. Schedule change requests will be considered for these reasons only:

- A student's schedule is incomplete
- A senior may need a specific class for graduation
- A student has accidentally selected a class that they do not meet the prerequisite for
- A teacher has recommended the student move to a different level within the same discipline (e.g., move from Spanish 3 to Spanish 2)

During the first five (5) days of either first or second semester, a student may submit a Schedule Change Request Form in the Counseling Center. Once the form is completed and returned to the Counseling Center with the appropriate teacher and parent signatures, the change will be considered, not automatically completed. Any schedule change request that does not meet the criteria is subject to administrative review. Students must continue to report to their scheduled courses unless otherwise notified of a change.

Schedule Changes and Transcripts

Schedule changes within the first five (5) days will not be recorded on a student's transcript. A "W" (withdrawn) grade will be recorded on the transcript of students dropping courses after the first five (5) days through the fifth week of the semester. The course will remain on the student's official transcript but will not impact the student's GPA. Students will receive an F grade for courses dropped after the 5th week of the semester (except in the case of extenuating circumstances as determined by the principal). All schedule changes must follow designated school processes and be approved by counselors/administrators. The ability to schedule students into a different course is limited once the registration process ends.

For courses that have multiple levels (general and Honors or AP) circumstances may dictate that students are moved after the 5th day of either semester. A change may be granted for a move up or down in the course level with permission from the student's teacher, counselor, and administrator. However, students should be aware that their transcripts will reflect the original course with a "W" (non-credit bearing, no effect on GPA) grade, as well as the new course and any grade earned.

CADR Courses

Students who are planning to seek admission to public four-year colleges and universities in Washington are required to take courses to meet the state's minimum College Admission Distribution Requirements (**CADR**). Courses that meet college admission requirements are marked "**CADR**" throughout this course catalog.

Students are encouraged to review the college requirements under "Admissions" at the institution's web site. Students also may review the core course pattern for Washington State Public colleges later in this book. It is highly recommended that college-bound students elect to take as many English, Math, World Language, Social Studies

and Science courses as their schedule will allow, while being certain to satisfy all other high school graduation requirements.

Career and Technical Education (CTE)

Career and Technical Education (CTE) is hands-on, career-connected learning that prepares students to be college, career and future ready! CTE courses integrate 21st century skills, professional and technical skills, and core academic knowledge. Some CTE courses provide the opportunity to earn college credit or industry certification.

Two semesters of CTE courses are required for graduation. Many AP offerings are also available through CTE, and some CTE courses allow students to earn college credit through CTE Dual Credit.

Through a partnership with community and technical colleges in the state, certain CTE courses provide students with the opportunity to earn both high school and college credit for the course, if students complete the course with a grade of "B" or better. If a course qualifies for CTE Dual Credit, it will be noted in the course description, or teachers will provide students with information about how to register for CTE Dual Credit.

Physical Education Credit Options

To earn a high school diploma, students must earn two health and fitness credits. 1.5 credits represent the fitness portion of the requirement and are met by course work in physical education. The other .5 credit is met by taking a health course. Lake Washington School District recognizes the importance of the development of healthy habits that include physical fitness and emotional well-being and provides a variety of classes to fulfill the 1.5 credit fitness requirement. A full list of health and P.E. classes being offered is available on each school's website.

There may be special circumstances where a student may have an alternative option to meet this requirement. These alternative options are available beginning in the student's 11th grade school year.

Fitness Knowledge Assessment

The Fitness Knowledge Assessment will be offered to students beginning in the students' 11th grade school year. Students will have six opportunities to take the assessment before their graduation date.

Fitness Plan

The Fitness Plan will be offered to students beginning in the students' 11th grade school year. Students choosing the Fitness Plan option will complete a substantial written assignment that covers similar content as the Fitness Knowledge Assessment. Students will have six opportunities to submit a fitness plan before their graduation date starting the beginning of junior year. Student must meet with counselor and complete necessary paperwork before completing the plan.

World Language Credit Options

Students have two options if they wish to pursue an alternative to the required two World Language credits: A student may elect to pursue credit in areas other than world language if the choice is based on a career-oriented course of study identified in the student's High School and Beyond Plan. Students also have the

option of pursuing competency/ proficiency credit by participating in a district-sponsored "World Language Assessment Day." Students complete an assessment to determine language proficiency. If students demonstrate at least a Novice Mid proficiency level, they will receive a letter indicating proficiency levels and the number of high school credits earned.

LWSD Online Courses

The Lake Washington School District offers two online courses - Washington State History and Health. Students may enroll in these district online courses if the course is not offered at their school or if the student is unable to fit the course into their regular seven-period schedule.

These online courses meet both district and state standards as well as maintain the high standards for content and rigor that are available in all LWSD classes. Students access the online class through an internet-connected computer. Course- work and online instruction may occur outside of the school day. Sections of available classes will be offered based upon spring student enrollment requests. Students who select online classes will need to meet with their school counselor in the spring to discuss class availability as well as to determine whether online learning is right for them. Online courses taken as an 8th course incur a cost. The cost matches summer school rates.

Online Washington History

Online Washington History is a .5 credit class that provides the knowledge and awareness of the geography, native inhabitants, early settlers, and the forces that drove modernization and statehood. Students will also study Washington's emergence as a force for economic development and international trade. This class meets the Washington State History graduation requirement.

Online Health

Online Health is a comprehensive .5 credit health course that provides students with essential knowledge and decision making skills for a healthy lifestyle. Students will analyze aspects of emotional, social, and physical health and how these realms of health influence each other.

Students will apply principles of health and wellness to their own lives. In addition, they will study behavior change and set goals to work on throughout the semester. Other topics of study include substance abuse, safety and injury prevention, environmental health, and consumer health. This class meets the Health graduation requirement.

External Credit

Credit may be approved for education courses that are obtained through an accredited institution or organization outside of ICS. Acceptance of out of district credits is limited to a total of three (3) credits. Check with your counselor additional information and approval paperwork.

Seven Period Schedule

As part of their four-year program of study, all students are expected to register for and take seven credit bearing courses each semester. A senior who is on track to satisfy all credit requirements for graduation may complete an application for Early Dismissal or Late Arrival. Requests for a class schedule with less than seven credit bearing courses will be reviewed with extenuating considerations in mind, which may include but are not limited to the following:

- Employment

- Medical need with documentation
- Educational opportunities outside the school/district consistent with the student's High School and Beyond Plan.

A class schedule with less than seven credit bearing courses will only allow for a late arrival or early dismissal. It is necessary to gain approval from the student's counselor and parents for late arrival or early dismissal and have a copy of the approval on file in the counseling office.

Homework

The ICS staff believes that homework is an important and valuable extension of classroom instruction. The exact amount of time spent on homework will vary depending upon the student's ability and the nature and the difficulty of the task. Students are responsible for developing skills and habits that allow them to become more involved in their own learning. To this end, students are expected to complete all homework.

Late work policies vary from teacher to teacher. Students must coordinate work submission on an individual basis. Please review the ICS attendance policy for further details about late work and absences.

Teacher Assistant (TA)

A maximum of one credit total will be allowed for TA positions. One-half credit will be granted for each semester of successfully completed work. A pass/fail grade is given at the discretion of the teacher/administrator responsible.

HS Credit for Courses Taken in MS

Middle school students who complete a high school course in the 2019-20 school year and beyond, with a passing grade, before attending high school, will automatically be given high school credit. This credit will be applied to fulfilling high school graduation requirements and recorded on the student's high school transcript.

The student and the student's parent or guardian must inform the school before the end of 11th grade if they do not want credit for the course(s) taken before attending high school on the high school transcript, or if they want to request that credit be transcribed with a non-numerical grade. A non-numerical grade is not included in the student's grade point average calculation.

High school courses taken in middle school are those that exceed the requirements for seventh and eighth grade classes. They also qualify for high school credit because they are similar or equivalent to a course offered at a high school in the district. High School level math courses in district middle schools include Algebra I and Geometry. High School level world language courses in district middle schools are also included.

Repeating a Course: Replacement Credit

Students who choose to take or repeat coursework from any private school, agency or community college other than ICS will receive "transfer" on their transcript for that course. The "better" of the two grades may be used to replace a previous lower grade. Both grades will be posted, however the attempted and earned credit amounts for the lower grade can be adjusted so it does not calculate in a student's overall grade point average. Always contact your school counselor for clarification of this and how it applies to your personal situation.

Running Start

Seniors and juniors who qualify may enroll in college level courses at local participating community and technical colleges. The courses taken will earn high school credit and college credit at some state colleges and universities. The Lake Washington School District pays the college tuition for a specified number of credits taken. Students are responsible for all fees, books, and transportation. Students interested in Running Start must:

- Consult their counselors for application instruction and program approval.
- Take an assessment in literacy and mathematics at the community or technical college, scheduled by the student.
- Have junior or senior standing in high school before taking courses through Running Start. For juniors in the Lake Washington School District, this includes completion of 10th grade required course sequence, and meeting state test graduation requirements as outlined on page A1 of this guide. For seniors this includes satisfactory completion of 11th grade course sequences.
- Meet all LWSD graduation requirements through course work or through Running Start classes.

In addition, students may be required to attend high school classes for the purpose of completing high school graduation requirements. Students must be in contact with their Running Start Graduation Coordinator. Students who do not qualify for junior or senior status will not be approved for entry to Running Start and their tuition fees will not be paid by the school district. Parents and students will be

responsible for course fees in the case that students attend community college without adequate standing or approval as determined by counselor or administrator. To begin Running Start in a fall quarter, students must apply in the previous March.

Advanced Placement (AP®) Courses and Exams

Advanced Placement (AP) is a nationwide program that is designed to prepare secondary students for higher education. AP classes provide rigorous, college-level curriculum in various subjects and the opportunity to earn college credits or advanced college standing. The AP program is made possible by the close cooperation of secondary schools, colleges, and the College Board. AP classes are open to all high school students in Lake Washington School District (LWSD).

Students who meet all performance standards on AP exams may be eligible to receive college credit. Colleges determine if credit or advanced standing is granted based on their institutional policies.

NCAA Eligibility

ICS submits school course information to the NCAA Eligibility Center to assist our college-bound student athletes. Course specific details can be found by navigating the eligibility center website at ncaa.org and reviewing information specific to our school. It is the potential student athlete's responsibility to select coursework that will meet their goal of eligibility. Detailed information on all requirements is available directly from the NCAA.

Courses-at-a-Glance: By Department

ART	Code	Grades	Hnrs	AP	CTE
Explore Art	MSA016/7	6	No	No	No
Art 1	MSA041/2	7	No	No	No
Art 2	MSA024/5	8	No	No	No
Art 3 Honors	ART036/7	9	Yes	No	No
Contemporary Art Hnrs	ART056/7	10-12	Yes	No	No
Advertising and Design	ART791/2	10-12	No	No	No
Graphic Arts	ART751/2	10-12	No	No	No
Studio Art Honors	ART173/4	10-12	No	No	No
AP Studio Art: Drawing	ART183/4	11-12	No	Yes	No
MS Electives	Code	Grades	Hnrs	AP	CTE
Drama 1 (wheel)	MSD113/4	6	No	No	No
Fitness (wheel)	MSP211/2	6	No	No	No
Music Appr. (wheel)	MSU041/2	6	No	No	No
Study Skills	MSX251/2	6-8	No	No	No
Health 1	MSH571/2	7	No	No	No
Leadership 1	MSX201/2	7	No	No	No
Leadership 2	MSX205/6	8	No	No	No
Humanities	Code	Grades	Hnrs	AP	CTE
Intro to Humanities	MSE651/2	6	No	No	No
Humanities 1	MSE751/2	7	No	No	No
Humanities 2	MSE851/2	8	No	No	No
Humanities 3 Honors	ENG151/2	9	Yes	No	No
Humanities 4 Honors	ENG251/2	10	Yes	No	No
Humanities 5 Honors	ENG351/2	11	Yes	No	No
Humanities 6 Honors	ENG451/2	12	Yes	No	No
AP Literature & Comp	ENG495/6	12	No	Yes	No
Film Analysis	ENG531/2	10-12	No	No	No
Graphic Novel for Change	ENG741/2	11-12	No	No	No
International Studies	Code	Grades	Hnrs	AP	CTE
Intro to Intl Studies	MSS651/2	6	No	No	No
International Studies 1	MSS751/2	7	No	No	No
Intl Stds 2/WA Hist.	MSS851/2	8	No	No	No
Intl Studies 3 Honors	SOC151/2	9	Yes	No	No
Intl Studies 4 Honors	SOC251/2	10	Yes	No	No
Intl Studies 5 Honors	SOC351/2	11	Yes	No	No
AP US History	SOC381/2	11-12	No	Yes	No
Intl Studies 6 Honors	SOC451/2	12	Yes	No	No
AP Comparative Gov	SOC471/2	12	No	Yes	No
AP Seminar	ELE901/2	10-12	No	Yes	No
AP Research	ELE903/4	11-12	No	Yes	No

Mathematics	Code	Grades	Hnrs	AP	CTE
Math 6+	MSM615/6	6	No	No	No
7 th Grade Math	MSM271/2	7	No	No	No
Algebra	MAT241/2	7-10	No	No	No
Geometry Honors	MAT371/2	8-11	Yes	No	No
Algebra 2 Honors	MAT271/2	9-12	Yes	No	No
Math Analysis Honors	MAT513/4	10-12	Yes	No	No
AP Statistics	CVM301/2	10-12	No	Yes	Yes
AP Calculus AB	MAT631/2	10-12	No	Yes	No
Music	Code	Grades	Hnrs	AP	CTE
Chorus MS	MSU411/2	7-8	No	No	No
Jazz Ensemble MS	MSU141/2	7-8	No	No	No
Orchestra MS	MSU301/2	7-8	No	No	No
Music Appreciation: Sem	MUS041	9-12	No	No	No
Concert Band	MUS111/2	9-12	No	No	No
Jazz Ensemble	MUS171/2	9-12	No	No	No
Orchestra 1	MUS311/2	9-12	No	No	No
Orchestra 2	MUS321/2	9-12	No	No	No
Chorus 1	MUS411/2	9-12	No	No	No
Science	Code	Grades	Hnrs	AP	CTE
Integrated Science 6	MSC621/2	6	No	No	No
Integrated Science 7	MSC271/2	7	No	No	No
Integrated Science 8	MSC811/2	8	No	No	No
Bio in Earth Sys Hnrs	SCI277/8	9	Yes	No	No
Health 1: Sem	HEA511	9-12	No	No	No
AP Environ Science	CVC611/2	10-12	No	Yes	Yes
Chem in Earth Sys Hnrs	SCI377/8	10-12	Yes	No	No
Physics in the Univ. Hnrs	SCI477/8	11-12	Yes	Yes	No
AP Biology	SCI281/2	11-12	No	Yes	No
AP Chemistry	SCU381/2	11-12	No	Yes	No
AP Computer Sci A	SMD911/2	11-12	No	Yes	Yes
Spanish	Code	Grades	Hnrs	AP	CTE
Spanish 1	FOR511/2	7-12	No	No	No
Spanish 2	FOR521/2	8-12	No	No	No
Spanish 3	FOR531/2	9-12	No	No	No
Spanish 4	FOR5541/2	10-12	No	No	No

Art Courses

Explore Art

Introduction to the Foundations of the Arts

MSA016/7

Grade 6

Students in this foundation course explore art history, art criticism, aesthetics, and art production. Students will focus on the elements of art (color, form, line, shape, space, texture, and value), the principles of design (balance, contrast, emphasis, movement, pattern, rhythm, and unity), and an introduction to the standards of dance, media, music, and theatre. Students will also explore the creative process and establish cooperative studio skills. Integration: subject specific foundational knowledge, museum studies.

Art 1

Prehistoric Arts and the Arts of Early Civilizations

MSA041/2

Grade 7

This course focuses on the principles of design (balance, contrast, emphasis, movement, pattern, rhythm, and unity) as they relate to the elements of art (color, form, line, shape, space, texture, and value), applying them to larger and more complex problems that involve a larger variety of mediums, focusing on skills and techniques. This level expands students' understanding of culture, asking the essential question: How do the arts shape and reflect culture and history? Integration: prehistoric art, ancient cultures, northwest coast.

Art 2

Topics in Non-Western Arts

MSA024/5

Grade 8

This course incorporates a study of multiple cultures around the world, studying arts history, cultural traditions, and a variety of traditional media. Visual skills continue to be developed, purposely building upon previous skills to stretch and reinforce three-dimensional visual cognition. National History Day is supported through an introduction to graphic design and presentation skills. Integration: NHD, South America, Mesoamerica, Africa, India, Egypt.

Art 3 Honors

Art's Roots in the Ancient World

ART036/7: CADR

Grade 9

This course focuses the beginning of Western Arts as seen in the arts and architecture of classical Greece, Rome, and Byzantine eras. Studio projects are directly related to this historical study; bringing forth prior learning while at the same time allowing students to continue developing an artistic voice. Integration: Greek, Roman, and Byzantine.

Contemporary Art Honors (Art 5)

ART056/7: CADR

Grades 10, 11, 12

Contemporary art is part of a cultural dialogue that concerns larger contextual frameworks such as personal and cultural identity, family,

community, and nationality." This course is designed to incorporate research and discussion of current art trends, artists, and mediums in use today. Students will use a variety of skills to discover, examine, and emulate the contemporary art that inspires them.

Advertising and Design

ART791/792: CADR

Grades 10, 11, 12

This course is designed to be the culmination and application of the art skills, technique and knowledge developed over the previous five years at ICS. This will be a place where the student's individual artistic voice can be further encouraged and developed. The focus will be on portfolio development, current trends and issues in the arts, career exploration, and extending our journey into larger more complex problem-solving opportunities within the arts. Students will also have the chance to take their arts into the community in some way.

Graphic Arts

ART751/2

Grades 10, 11, 12

This course is an introduction to basic graphic design and illustration principles using the Adobe Suite's CC (Creative Cloud) vast assortment of programs along with other tools that will be available to becoming an entry-level digital artist. Students will combine photography, art, digital imaging technology, and communication while exploring relative careers while they explore the tools and concepts for designing basic marketing materials and illustrations.

Studio Art Honors

ART173/4: CADR

Grades 10, 11, 12

This course has a Fine Art focus intended to address a very broad range of advanced drawing skills and media (scratchboard, paint, pastels, charcoals, graphite's, ink and pen, printmaking etc.). The class is designed for the student who is interested in actively pursuing the study of visual art. Emphasis is on work in drawing, painting, design, and aesthetics through teacher directed assignments.

AP Studio Art: Drawing

ART183/4: CADR

Grades 11, 12

The AP Drawing Portfolio course is a rigorous, year-long art class that enables highly motivated students who are seriously interested in the practical experience of art to do college-level work while still in high school. AP Studio Art is not based on a written exam; instead, students submit a portfolio of 15 works based on their own inquiry-based investigation for evaluation during the first week of May. Students will be challenged to develop their own personal, comprehensive portfolio. In building the portfolio, students experience a variety of concepts, techniques and approaches designed to help them demonstrate their abilities as well as their versatility with techniques, problem solving, and ideation.

Humanities Courses

Introduction to Humanities

MSE651/2
Grade 6

The discipline of humanities combines written composition, literature study and philosophy. In the introductory course, students learn the elements of basic composition by learning parts of speech, verb forms and tenses, and patterns of phrases and clauses. These elements are practiced through writing exercises in several genres: memoir, short story, poetry, song, and drama. The course also focuses on the primary modes of storytelling: pictorial, oral, and written. Students are introduced to basic literary analysis, including the elements of short fiction: plot, setting, character, and conflict.

Humanities 1

Foundations of Literature Analysis
MSE751/2
Grade 7

Level 1 combines English language and composition study with a thematic approach to literature. Students begin by reviewing parts of speech, verb forms and tenses, and patterns of phrases. The language study continues with an in-depth study of clauses and types of sentences. Students progress to descriptive and literary analysis paragraph writing with a focus on clear topic sentences, organization, specific details, varied sentence structure, and strong word choice. Continuing paragraph writing, students explore the effects of the Neolithic Revolution. The ontogenetic metaphor as well as the monomyth are introduced. Various ancient myths including Osiris, Orpheus, and Persephone are compared with modern short stories and longer works.

Humanities 2

Limits, Freedom, Society, and the Individual
MSE851/2
Grade 8

The overarching theme for this year is the relationship between society and the individual and the impact that relationship has on the human condition. Students examine how tension and cooperation between the individual and society function in classic and contemporary world literature. Reading some contemporary stories and some ancient Chinese philosophy, students discuss broader questions of truth while also exploring limits as metaphors and the role of traditions in society. Students also read and discuss various works that reflect the theme of the consequences for individuals who attempt to return to the past literally or metaphorically. Next, students analyze different society's ideas of heroism and womanhood. We will also look at a series of dystopian stories which highlight the conflict between the individual and society. These issues will be explored through journal writing, class discussion, creative projects, literature analysis, and analytic writing.

Humanities 3 Honors

Foundations of the Western World
ENG151/2: CADR
Grade 9

In Level 3, students begin by examining Greek mythology followed by a study of the metaphysics of the pre-Socratics, Socrates, and Plato. Materialists and Idealists are contrasted, and their ideas are applied to classical and world literature. Students explore the metaphysical perspectives of various classical and contemporary poems. Students

study the hero cycle and the quest pattern. All these issues, as well as work-specific themes and symbolism, are explored through discussion, debate, and analytic writing. Students demonstrate writing skills through paragraph and essay composition and continue work on performance.

Humanities 4 Honors

World Literature
ENG251/2: CADR
Grade 10

This course takes a chronological approach to the study of world literature and builds upon the thematic, philosophical, and religious studies of previous levels. Students begin with medieval European literature, the Enlightenment, and Romanticism. Issues related to colonialism and the impact of colonialism are explored. Building upon the writing foundations established in previous years, students will also continue to improve upon essay, creative, and timed writing.

Humanities 5 Honors

American Literature
ENG351/2: CADR
Grade 11

This course continues in-depth literature study with an emphasis on increasing self-direction. Focusing on canonical and non-canonical works, students make thematic comparisons between essays, poems, short stories, and novels. Themes include the myth of the West, patriotism, the heroic quest, the American individual's conflict with society, the impact of Puritanism, the shifting role of American women, and the pursuit of the American dream. Psychoanalytic, Marxist, and feminist criticism are introduced. Students write several timed essays and give a formal presentation.

Humanities 6 Honors

ENG451/2: CADR

AP English Literature and Composition

ENG495/6: CADR
Grade 12

Humanities 6 builds on the previous humanities courses' foundations of literature, philosophy, critical thinking, and writing. Students will focus on structural, stylistic, tonal, and thematic analyses of various works of world literature, including short stories, poetry, novels, and drama. Over the year, students write a college essay, at least four in-class essays, two longer papers (one involving research), and several formal and informal creative assignments. The curriculum is the same for Humanities 6 students, but AP students have extra assignments. AP Students read two novels over the summer and write a short paper due the first day of school; they also write at least ten short literary analysis papers over the year in which they define various literary terms and discuss their function in a particular work.

Analytical & Critical Reading Honors

Graphic Novels for Change

ENG741/2
Grades 11, 12

This course will examine the role that graphic novels play in communicating diverse perspectives and experiences as well as challenge students to create original "Social Justice"-themed works. No Creative Writing/Art experience is required, though the year will culminate with a published portfolio to celebrate our accomplishments as student-artists.

Film Analysis

ENG531/2: CADR

Grades 10, 11, 12

This course introduces students to the elements, history, and genres of filmmaking. We begin with the elements of film and study varying techniques and styles of narrative, cinematography, editing, sound, acting, and we will discuss how these elements add to the meaning(s) of

a film. In the second semester, we move to cover a basic history of film-- from early silent films to the Golden Age of Hollywood to the present day while also introducing and providing historical context and genre conventions for several film types including the documentary, the western, film noir, and romantic comedy. Class time will be spent watching film clips and several full-length films and discussing the readings and films watched in class. Class time will also be given to complete the readings and work on papers and projects.

International Studies Courses

Introduction to International Studies

MSS651/2

Grade 6

Students investigate the fundamental concepts and trends of History and Geography. Students analyze how humans work to control their surroundings, the role geography plays in historical events and human interaction, and the definitions of location, region, place, and movement. A look at the uses of maps to identify earth's physical features, shifting political boundaries, and the patterns and distribution of human behavior combine to reveal how humans occupy the earth. The students will differentiate between physical systems and human systems and investigate the value of culture interaction, forms of government, disciplines of economics, and the impact of science and technology on societies. They study how materials and components extracted, depleted, protected, and managed. The semester culminates with an in depth look at globalization and how it affects the world, the United States, and their own lives.

In the second semester, students focus on human migration and immigration. Specific areas of study include push/pull factors, Angel and Ellis Islands, immigration laws in US history, and the appropriate use of primary and secondary sources.

International Studies 1

MSS751/2

Grade 7

Fulfills Washington State History Graduation Requirement

Students investigate questions that aim to seek a better understanding of Washington State as a microcosm of man's development, and how its history reflects and mirrors the development of humans. Students will be introduced to the first peoples of Washington State, world events related to Washington State, and the structure and strengths of Washington State's government systems and economy. Students will examine the State's significant events, governmental systems, cultural trends, politics, and economics.

Second semester explores how the evolution of early man became significant once humans learned to control nature and exploit earth's resources. Students study how the world began according to creation myths and current scientific theories. Why and how did the first humans try to control nature? What are the major factors that make up a "civilization"? What parts do religion and nature play in social development? How did early humans populate what is now Europe, Asia, and the Americas? Taken together, these questions follow the increasing sophistication of humanity's cognitive development, technology, government, and religious institutions. Students will formalize the inquiry-based learning techniques that they were introduced to in Introduction to International Studies. In addition, students will conduct a long-term research project focusing on human-environment interactions.

International Studies 2

MSS851/2

Grade 8

International Studies 2 is a year of exploration of civilization. Student will get the opportunity to dive in-depth into several first empire and ancient civilizations. Students begin the year examining the history and culture of the Kingdom of Aksum, then take flight to Ancient China, where river dynasties rule. After that, they study the ancient civilizations of Mesoamerica and the Andes; they learn that harsh climate and adversity cannot stop a society's development. They end first semester with a comprehensive look at the agriculture and religion of the Maya and are introduced to the Aztec Empire.

Students begin second semester by learning about ancient hunter-gatherer groups in North and Central Africa. Then, students begin investigating how languages spread while studying Indo-European civilizations and their impact on European and Asian kingdom development. After, students take a break from civilizations and delve into a comparative religions unit. They end their year examining the history of the Egyptians, Assyrians, and Persians.

Additionally, in Level 2 IS students work on a year-long research project that begins with writing their first extensive historical research paper. We hone researching and writing skills in conjunction with the National History Day (NHD) Competition. Students choose a topic which relates to the NHD theme for the current year. Students research primary sources and include analysis in their essays. Each year we model the use of primary sources in the commentary they write. In second quarter, students must decide whether to "go it alone" or team up with some classmates to transform their historical papers into performances, exhibits, multimedia documentaries, web sites, and research papers for their NHD Project. These are presented in house prior to the regional competition in March.

International Studies 3 Honors

SOC151/2: CADR

Grade 9

How might legends or epics preserve a trace of actual historical events? Can archaeological research substantiate legends or epics? How can "outsiders" bring fresh ideas to established scholars? How do inventions happen, and why do some societies seem more likely to benefit from inventions than others? How might a centralized and controlled Bronze Age economy have worked? How did the alphabet, iron, money, and democracy rock the Eastern Mediterranean societies where these inventions were born and first spread? Why were the Greeks so open to ideas, and how did this openness propel their civilization? These are some of the questions asked during first semester as students examine the emergence of civilization in the Western World.

Second semester focuses on Asian Studies. The students will have detailed instruction on the Mauryan and Gupta Empires of India, the Han,

Tang, and Song of China, the Mongol Empire, and the Shogunates of Feudal Japan. Specific attention is given to the diffusion of culture both across the Asian continent, as well as to the Western world. Cultural elements include religion, science, warfare, economic systems, and political systems. Additionally, students complete a year-long National History Day Project as now experienced researchers. Students spend the year engaged in long-term research analyzing and interpreting primary sources. Then, students choose to either "go it alone" or "group up" in creating either a performances, exhibits, multimedia documentaries, web sites, and research papers. Students can choose to compete in the senior division of National History Day at three levels: regional, state, and national.

International Studies 4 Honors

SOC251/2: CADR
Grade 10

International Studies 4 begins by tracing developments in western civilization from Rome's fall to the middle of the 20th century. The course begins with a study of North Sea civilizations, including the Vikings, the Anglos, the Saxons, and the Picts. Following this is an in-depth look at Europe from the Feudal Medieval Age, through the Renaissance, the Age of Exploration, and the Enlightenment. During this section, specific attention will be given to major agricultural innovations, conflicts within the Catholic Church, the effects of the Crusades, new methods and motivations for navigation, the fragmentation of Christendom, Absolute monarchies, and the major philosophers of the Enlightenment. The second semester focuses on the causes and influences of Revolution and the impacts of European Colonialism. Several major revolutions included in this study are the American Revolution, the French Revolution, the Haitian Revolution, and the Atlantic Revolutions. Across all these revolutions, students will compare their origins and outcomes to test current theories of revolution, based on Crane Brinton's Anatomy of a Revolution. The legacies of European colonization are studied, beginning with the Spanish Caribbean, and moving across North America, Africa, and India. The students will focus on the societal and political landscapes of these regions as they gained their independence and developed as sovereign nations.

Students complete a year-long National History Day Project as now experienced researchers. Students spend the year engaged in long-term research analyzing and interpreting primary sources. Then, students choose to either "go it alone" or "group up" in creating either a performances, exhibits, multimedia documentaries, web sites, and research papers. Students can choose to compete in the senior division of National History Day at three levels: regional, state, and national.

International Studies 5 Honors

SOC351/2: CADR
AP US History
SOC381/2: CADR
Grades 11, 12

International Studies 5/AP US History is an upper-level survey of US History. A college textbook is used to present the American story from the writing of the Constitution to recent times. This honors level course has the option to be taken at the AP level. While this course focuses on the United States, all events are viewed through a variety of global lenses. The class is divided into two sections: Constitution through Reconstruction and the Gilded Age through the modern day.

The first section specifically focuses on the founding of the US government and all its early growing pains. Emphasis is placed on the Constitution itself, landmark Supreme Court cases, the evolution of political parties, and the constitutional crises that led to the American Civil War. The second section focusing on the emergence of the United States as a world power. From the growth of the economy at the end of

the 19th century, through America's role in World Wars I and II, the role that America has played is closely examined. There is also specific attention paid to conflicts within the American Society. This includes the Jim Crow south, the Great Depression, Japanese internment, anti-war movements regarding Vietnam, and current issues surrounding immigration.

Throughout the year, students will receive instruction and practice in historical writing based on primary and secondary sources. Students will read original documents including Supreme Court opinions, major political speeches, campaign paraphernalia, political cartoons, and popular culture items. The essential skill of interpreting historical documents from multiple perspectives is paramount to the study of history. Students will also prepare for the AP exam by taking several practice tests.

International Studies 6 Honors

SOC451/2: CADR
AP Comparative Government
SOC471/2: CADR
Grade 12

This course has the option to be taken at the AP level. The course is divided into two different parts. One portion of the class is an in-depth view of the United States political policy-making process. The other portion is a Comparative Government course. Both portions are taught concurrently and last the entire year. The course begins with a background in Political Science theories and traces the modern development of rights, liberties, and limited government. Six countries serve as case studies for students to compare and contrast governmental priorities and organizations: the UK, Russia, China, Iran, Nigeria, and Mexico. Students also study international organizations like the UN, the EU, the AU and NAFTA.

The course then builds upon the constitutional and political knowledge gained in International Studies 5. Students enter with an understanding of the US government and its functions. In International Studies 6, the focus is placed on how policy happens. This includes the study of congressional committees, public opinion polling, linkage institutions, and special interest groups. As a part of this course students will complete field research and compose a formal research study as a capstone project.

AP Seminar

ELE901/2
Grades 10, 11, 12

Designed by the College Board to parallel college-level courses in critical thinking and communications, AP Seminar courses provide students with the opportunity to explore complex real-world issues through cross-curricular lenses. Course topics vary and may include local, civic, or global issues and interdisciplinary subject areas. Courses typically emphasize research, communication, and critical-thinking skills to explore the issues addressed. Students may also examine source materials such as articles and other texts; speeches and personal accounts; and relevant artistic and literary works.

AP Research

ELE903/4
Grades 11, 12

Designed by the College Board to parallel college-level courses in independent research, AP Research courses provide students with the opportunity to conduct an in-depth, mentored research project. Course topics include research methods, ethical research practices, and accessing, analyzing, and synthesizing information to address a research question. Courses culminate with an academic thesis paper and an oral defense of the research design, approach, and findings.

Mathematics Courses

The LWSD prescribed mathematics pathway requires successful completion of the previous course in the pathway sequence. See your counselor for details.

Math 6+

MSM615/6

Grade 6

This pilot is the first of two courses preparing students to study Algebra in Grade 8. It combines 6th Grade Math with the first half of 7th Grade Math.

Math 7+ (offered in 2022-2023), will combine the second half of 7th Grade Math with 8th Grade Math.

7th Grade Math

MSM271/2

Pre-requisite: LWSD 6th Grade Mathematics

Seventh Grade Math intensively works with integer operations, simplifying and solving one variable equations and 3-D Geometry. The year finishes with probability and statistics and gets students ready for the more advanced work they will be doing in Algebra I by covering some 8th grade math standards throughout the year. Number Sense: Integer and rational number operations, advanced percent, proportion and ratio calculations, dimensional analysis. Expressions and Equations: Writing expressions from word problems; solving multi-step equations; introduction to linear models; introduction to slope; comparing/contrasting linear models; introduction to one variable inequalities. Geometry: Similar and congruent figures (8th grade topic), perimeter, surface, area, and volume of polygons. Transformations of shapes on a coordinate plane (8th grade topic). Probability and Statistics: Data display models (dot plot, box and whisker, line plot, stem and leaf, circle graphs, bar graphs, histogram, scatter plots); Calculating probabilities relating to the following probability vocabulary: independent/dependent events, mutually exclusive; probability trees and counting principles; two-event probability; Venn diagrams.

Algebra 1

MAT241/2: CADR

Linear Equations and Inequalities: solving linear equations and inequalities, solving absolute value equations and inequalities. Linear Functions: graphing linear functions in standard form and slope-intercept Form, graphing absolute value functions, writing parallel and perpendicular lines, linear regression, correlation coefficient, line of best fit, arithmetic sequences, piecewise function, solving systems of linear equations and inequalities by graphing and algebraically. Exponential Functions and Sequences: radicals and rational exponents, exponential growth and decay, solving exponential equations, geometric sequences. Polynomial Equations and Factoring: adding and multiplying polynomials, factoring polynomials, solving polynomials in factored form. Quadratic Functions and Equations: graphing quadratic functions, solving quadratic equations by graphing, completing squares, factoring, and using the quadratic formula, solving nonlinear systems. Radical Functions and Equations: graphing square root and cubic functions, solving radical equations (square and cubic root). Data Analysis and Displays: measures of center and variation, box-and-whisker plots, shapes of distributions, two-way tables. Geometry: Pythagorean Theorem, introduction to right triangle trigonometry.

Geometry Honors

MAT371/2: CADR

Pre-requisite: Algebra 1 (MAT2441/2)

Geometry is divided into two parts; one covered each semester. The focus first semester is on deductive reasoning which is taught using the framework of geometric concepts, formal proofs and constructions. The specific concepts of a geometric proof include finding all the information, definitions, earlier theorems and postulates and communicating them in an organized, logical order. Second semester covers more specific geometric concepts and content including the geometry of circles, area, volume and surface area, special right triangles, similar shapes, and trigonometry.

Algebra 2 Honors

MAT271/2: CADR

Pre-requisite: Geometry Honors (MAT371/2)

Topics Include: Linear Functions: solving linear systems with 3 variables, modeling with linear functions. Quadratic Functions: transformation of quadratic functions, focus on parabola, modeling with quadratic functions, solving quadratic equations and inequalities with complex numbers. Polynomial Functions: factoring polynomials, solving polynomial equations, Fundamental Theorem of Algebra, transformation polynomial functions, analyzing graphs of polynomial functions, modeling with polynomial functions. Exponential Exponents and Radical Functions: graphing radical functions, solving radical equations and inequalities, transformation of radical functions, performing functions operations, inverse of a function. Exponential and Logarithmic Functions: natural base e, logarithms and logarithmic Functions, transformation of exponential and logarithmic functions, solving exponential and logarithmic equations, modeling with exponential and logarithmic functions. Rational functions: graphing rational functions, solving rational equations. Conic Sections: circles, ellipses, parabolas, hyperbolas. Sequences & Series: analyzing arithmetic and geometric sequences and series, finding sums of infinite geometric series. Probability: independent and dependent events, permutation and combinations, binomial distributions. Data Analysis and Statistics: normal distributions, collecting data.

Math Analysis Honors

MAT513/4: CADR

Pre-requisite: Advanced Algebra Honors (MAT271/2)

Math Analysis, widely seen as the highest high-school mathematics course, has a wide assortment of content to provide the prerequisite skills needed for later, more specified mathematics courses (AP Calculus, AP Statistics, and Business Math courses.) First semester is first devoted to a review and more intensive look at functions and their properties, and more specifically at polynomial and rational functions, then for most of the semester trigonometry is the entire focus. Triangle trigonometry is reviewed, and periodic trigonometry and the unit circle is introduced, as well as reciprocal trigonometry functions, trigonometry graphs, trigonometry identities and solving trigonometry equations, and modeling harmonic and periodic data with trigonometry models to solve problems. Second semester includes a review of logarithmic and exponential functions, sequences and series and an introduction to calculus, further investigation of conic sections as well as introduction to parametric equations and polar coordinates and equations and the translations between functions, parametric and polar equations.

AP Calculus AB

MAT631/2: CADR

Prerequisite: Math Analysis Honors (MAT513/4)

The class follows the requirements set forth by the College Board to certify an AP course in Calculus AB. The major sections in this course include the concept of a limit and how calculus is defined by the limit process, continuity of functions, the formal definition of the derivative, derivative rules for polynomial, rational, trigonometric, exponential and logarithmic functions, applications of the derivative including relative minimums and maximums, concavity and increasing and decreasing characteristics of functions, related rates, optimization models, rules of integration for all above mentioned functions, application of integration including area between curves, volumes of rotated figures and cross-sections; approximation of integrals, slope fields, differential equations. All content required for the AP exam will be covered by mid-April, leaving students three plus weeks for intensive AP preparation.

After the AP Exam, time permitting further material such as the calculus models of physics problems (Work, Fluid Force, Centroids) is covered, as well as some Calculus BC material (integration by parts, L'Hopital's Rule).

AP Statistics

CVM301/2: CADR, CTE

Prerequisite: Advanced Algebra Honors

The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.

Science Courses

Integrated Science 6

MSC621/2

Grade 6

Students develop understanding of key concepts to help them make sense of life, Earth, and physical science. The ideas build upon science understanding from earlier grades and from the disciplinary core ideas, science and engineering practices, and crosscutting concepts. The cycling of matter and energy within systems and relationships between living and non-living components of systems are recurring themes. Earth and space science: Earth's materials and systems; the roles of water in Earth's surface processes; weather and climate; and natural resources. Life science: Structure and function; growth and development of an organism; organization for matter and energy flow in organisms; information processing; interdependent relationships in ecosystems; cycle of matter and energy transfer in ecosystems; ecosystem dynamics, functioning and resilience; and biodiversity and humans. Physical science: Structure and properties of matter; chemical reactions; definitions of energy; conservation of energy and energy transfer; energy in chemical processes and everyday life. Engineering: Defining and delimiting engineering problems; developing possible solutions; and optimizing the design solution.

Integrated Science 7

MSC721/2

Grade 7

Students develop understanding of key concepts to help them make sense of life, Earth, and physical science. The ideas build upon students' science understanding from earlier grades and from the disciplinary core ideas, science and engineering practices, and crosscutting concepts. While 7th grade maintains the themes of matter and energy flow within and between systems, the year is divided into larger isolated systems and the processes that occur within those systems over time. Earth and space science: The history of Earth; Earth's materials and systems; plate tectonics and large-scale system interactions; the roles of water in Earth's surface processes; weather and climate; natural hazards; human impacts on Earth systems; and global climate change. Life science: Structure and function; growth and development of organisms; organization for matter and energy flow in organisms; inheritance of traits; and variation of traits. Physical science: Structure and properties of matter; chemical reactions; types of interactions; definitions of energy; relationship between energy and forces; and energy in chemical processes and everyday life.

Engineering: Defining and delimiting engineering problems; developing possible solutions; and optimizing the design solution.

Integrated Science 8

MSC811/2

Grade 8

Students develop understanding of key concepts to help them make sense of life, Earth, and physical science. The ideas build upon students' science understanding from earlier grades and from the disciplinary core ideas, science and engineering practices, and crosscutting concepts. This course continues the story of matter and energy flow within and between larger isolated systems and the processes that occur within those systems over time. Earth and space science: the universe and its stars; Earth and the solar system. Life science: Growth and development of organisms; evidence of common ancestry and diversity; natural selection; and adaptation. Physical science: Forces and motion, types of interactions; definitions of energy; wave properties; electromagnetic radiation; information technologies and instrumentation. Engineering: Defining and delimiting engineering problems; developing possible solutions; and optimizing the design solution.

Biology in the Earth System Honors

SCI277/8: CADR

Grade 9

This year-long course is designed to help students understand the principles of life science with connections to Earth science. Students will use science and engineering practices and crosscutting concepts to investigate living systems at various scales. Specific topics include structure and function, growth and development of organisms, and matter and energy flow in organisms. Students will also explore cycles of matter and energy in ecosystems as well as ecosystem dynamics, functioning, and resilience and social interactions and group behavior. Students will investigate inheritance and variation of traits, evidence of common ancestry and diversity, natural selection, adaptation, biodiversity, Earth and human activity, and biogeology.

Health 1

HEA511 (Semester)

Grades 9, 10, 11, 12

Topics include personal health (nutrition, mental health and stress management, drug/alcohol abuse prevention, disease prevention, and first aid) and consumer health issues. The courses may also include brief studies of environmental health, personal development, and/or community resources.

AP Environmental Science

CVC611/2: CADR, CTE

Grades 10, 11, 12

This course is designed to acquaint students with the physical, ecological, social, and political principles of environmental science. The scientific method is used to analyze and understand the inter-relationships between humans and the natural environment. The course shows how ecological realities and the material desire of humans often clash, leading to environmental degradation and pollution. The lab investigations and activities in this course are designed to challenge a student's abilities to critically observe environmental systems, think analytically and apply concepts to the solution of environmental problems. The goal is for students to master the scientific techniques and methodologies that will enable them to become independent learners, capable of gathering and evaluating information.

Chemistry in the Earth System Honors

SCI377/8: CADR

Grades 10, 11, 12

This year-long course is designed to help students understand the principles of chemistry in the context of Earth science phenomena. Students will use science and engineering practices and crosscutting concepts to investigate chemical processes within Earth systems. Specific topics include structure and properties of matter, chemical reactions, and chemical processes in everyday life. Students will also explore conservation of energy and energy transfer. Students will investigate the history of planet earth as well as earth materials and systems, including natural resources, natural hazards, the role of water in Earth's surface processes, and climate.

AP Biology

SCI281/2: CADR

Grades 10, 11, 12

Prerequisite: Successful completion of Biology (including lab)

AP Biology is a college-level class that provides an opportunity to gain skills and experience recognized by colleges and universities. Students will learn relevant content and laboratory techniques. During the course, students will complete a series of ten large laboratory experiments including mathematical modeling, diffusion and osmosis, photosynthesis, enzyme activity, and bacterial transformation. By the end of this course students will be well-prepared for the AP Biology exam.

AP Chemistry

SCI381/2: CADR

Grades 11, 12

Prerequisite: Successful completion of Chemistry (including lab)

Lab experiments are embedded into the curriculum to aid students as they achieve mastery. Qualitative and quantitative data are emphasized in laboratory experiments. Students are expected to analyze minutia of each experiment and explain both patterns and irregularities. This course provides a first-year college-level chemistry education including concept development and lab experience. Topics include review and further in-depth coverage of all Honors Chemistry content, kinetics and reaction mechanisms, redox and electrochemistry, and more complicated and nuanced laboratory procedures.

Physics in the Universe Honors

SCI477/8: CADR

Grades 11, 12

Physics courses involve the study of the forces and laws of nature affecting matter, such as equilibrium, motion, momentum, and the relationships between matter and energy. The study of physics includes examination of sound, light, and magnetic and electric phenomena.

AP Computer Science A

CMD911/2: CADR, CTE

Grades 11, 12

AP Computer Science A is both a college-prep course for potential computer science majors and a foundation course for students planning to study in other technical fields such as engineering, physics, chemistry, and geology. Students will learn to design and implement computer programs that solve problems relevant to today's society, including art, media, and engineering; and apply programming tools and solve complex problems through hands-on experiences and examples. The course emphasizes programming methodology, procedural abstraction, and in-depth study of algorithms, data structures, and data abstractions, as well as a detailed examination of a large case study program. Instruction includes preparation for the AP Computer Science A Exam.