

# INNOVATION LAB HIGH SCHOOL

## COURSE CATALOG



2023 ~ 2024  
School Year

*Grades 9 to 12*

## Northshore School District



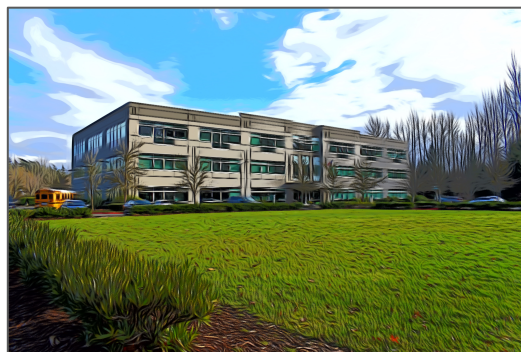
Northshore School District prohibits discrimination on the basis of age, sex, marital status, genetic information, sexual orientation including gender expression or identity, race, creed, religion, color, national origin, honorably discharged veteran or military status, or the presence of any sensory, mental or physical disability or the use of a trained dog guide or service animal by a person with a disability. The following employee(s) have been designated to handle questions and complaints of alleged unlawful discrimination: Director of Human Resources (Title IX, ADA and Civil Rights Compliance), Director of Student Services (Section 504), 3330 Monte Villa Parkway, Bothell, WA 98021, (425) 408-6000.

## TABLE OF CONTENTS

<b>Introduction .....</b>	<b>4</b>
Expected Student Outcomes	
Counseling & Career Center	
Mastery Transcript .....	5
<b>Credits .....</b>	<b>6</b>
Diploma Requirements for Graduation	
<b>General Information</b>	
Schedule Change Policy .....	17
Fees & Fines .....	17
Waiver of Graduation Requirements	18
Athletic Eligibility .....	19
NCAA Freshman Athletic Eligibility	16
Naviance .....	19
<b>NSD Off-Campus Learning</b>	
WANIC & Satellite Courses .....	12
Running Start .....	13
<b>College Coursework</b>	
Advanced Placement .....	13
College in the High School (CHS) .....	13
Pacific Northwest College Credit .....	14
<b>Grading Information .....</b>	<b>15</b>
<b>College &amp; Career Center Resources</b>	
College Admission Standards .....	9
(CADRs)	
<b>ILHS Course Catalog</b>	
The Arts .....	21
Career & Technical Education .....	25
English .....	28
Flexible Credit Courses .....	31
Health & Fitness .....	33
Mathematics .....	34
Science .....	37
Social Studies .....	40
World Languages .....	43
Special Education .....	46
<b>Glossary .....</b>	<b>46</b>

## Welcome to Innovation Lab High School ~ Home of the Ravens ~

~ ~ ~ ~ ~



### Welcome to Innovation Lab High School

*At Innovation Lab, culture and character are developed and sustained in ways that bring the community together, promote shared understandings, and encourage all community members to become crew, not passengers.*

*We encourage you to make thoughtful selections, challenge yourself, and plan for your life after high school as you spend four years with us. Please consider your goals and read this catalog carefully so you will get the most out of your time here at Innovation Lab High School.*

*Our intent is to offer programs and courses based on student interest, as identified by the registration process. Due to staffing constraints and budget issues, we may not be able to offer all courses listed in this publication.*

*It is also our desire that you leave Innovation Lab with the tools to be a successful individual ready for your future. Please make choices that will help you on this road to success!*



## **INTRODUCTION**

This book will familiarize students and parents/guardians with school procedures, curriculum, graduation requirements, and post-secondary planning. Students are responsible for understanding graduation requirements and admission requirements for post-high school education.

Northshore School District high schools provide a learning environment in which all students can pursue knowledge, develop positive attitudes, and acquire skills necessary for lifelong learning and responsible citizenship in an interdependent world.

### **EXPECTED STUDENT OUTCOMES**

- Preparation of all students to become lifelong learners through the development of creative and critical thinking, problem-solving, and communication skills.
- Development of a mastery of core competencies to prepare for the workplace and/or continued education.
- Preparation of all students to become ethical, responsible, and contributing world citizens.
- Assistance for students in developing the attitudes, behaviors, and skills necessary to fulfill their potential.

### **COUNSELING & CAREER CENTER**

The primary focus of the Counselor is to help students with academic, personal, and vocational planning and to foster personal exploration and self-awareness.

Students are encouraged to set realistic yet challenging goals, to make responsible decisions, to understand the consequences of their choices, and to learn to self-advocate.

All students are assigned to a counselor by the first letter of their last name. Students remain with their respective counselor throughout high school.

If you cannot find answers you need or if you would like to have individual help in planning your course of study, please contact Jon Cohn: [JCohn@nsd.org](mailto:JCohn@nsd.org)

**BOOK AN APPOINTMENT!**



## THE MASTERY TRANSCRIPT

### MASTERY LEARNING AT INNOVATION LAB

Innovation Lab opened in the fall of 2020; empowering students to build a future worth fighting for. Students hone their communication, collaboration, and critical thinking skills as they apply their learning through group work, expeditions and passion projects. Students research problems in their community and strategize solutions. They seek answers to present-day issues that adults struggle to solve. They propose and enact change in the community from their classrooms.

Innovation Lab is a leader in defining what the future of education looks like in Washington State. As members of the first cohort of schools in the Mastery-Based Learning Collaborative, we are partnering with the State Board of Education in developing the best ways to implement mastery-based learning. Our Mastery Transcript is designed to communicate much more information to college admissions officers, allowing our students to paint a picture of who they are and what skills they have mastered. We are empowering our students with the tools and skills they need to lead and innovate.



### WHAT MAKES THE MASTERY TRANSCRIPT DIFFERENT?

No Grades / GPA *	Flexible, but Consistent	Compact, but Layered	Student-Centric, but Contextual	Equitable
MTC Schools don't reduce learners to single numbers, but they do hold them to high standards. When learners master critical skills and content, they earn 'Mastery Credits', which combine to create a clear, succinct visualization of each learner's unique strengths.	Mastery Credits are defined and certified by members schools; MTC does not mandate a set of skills or competencies. At the same time, we provide a consistent format so that readers can review our transcript with speed and accuracy.	As a digital and interactive document, the Master Transcript provides a compact 'top layer' that can be quickly scanned, with additional information layered beneath for readers who want to dive deeper into a learner's credentials.	Learners own their own profile page, and can choose to feature particular projects and achievements. The transcript remains a school record, and contains information to help readers understand the learner's achievements in the context of their school and cohort.	A transcript created to serve students from all backgrounds, and to support them in a variety of post-high schools, whether that be admissions to a selective four-year university, placement at a community college, or entry into the workforce.

\* Students' GPA is kept in the background if there is a need to change schools mid high school career.

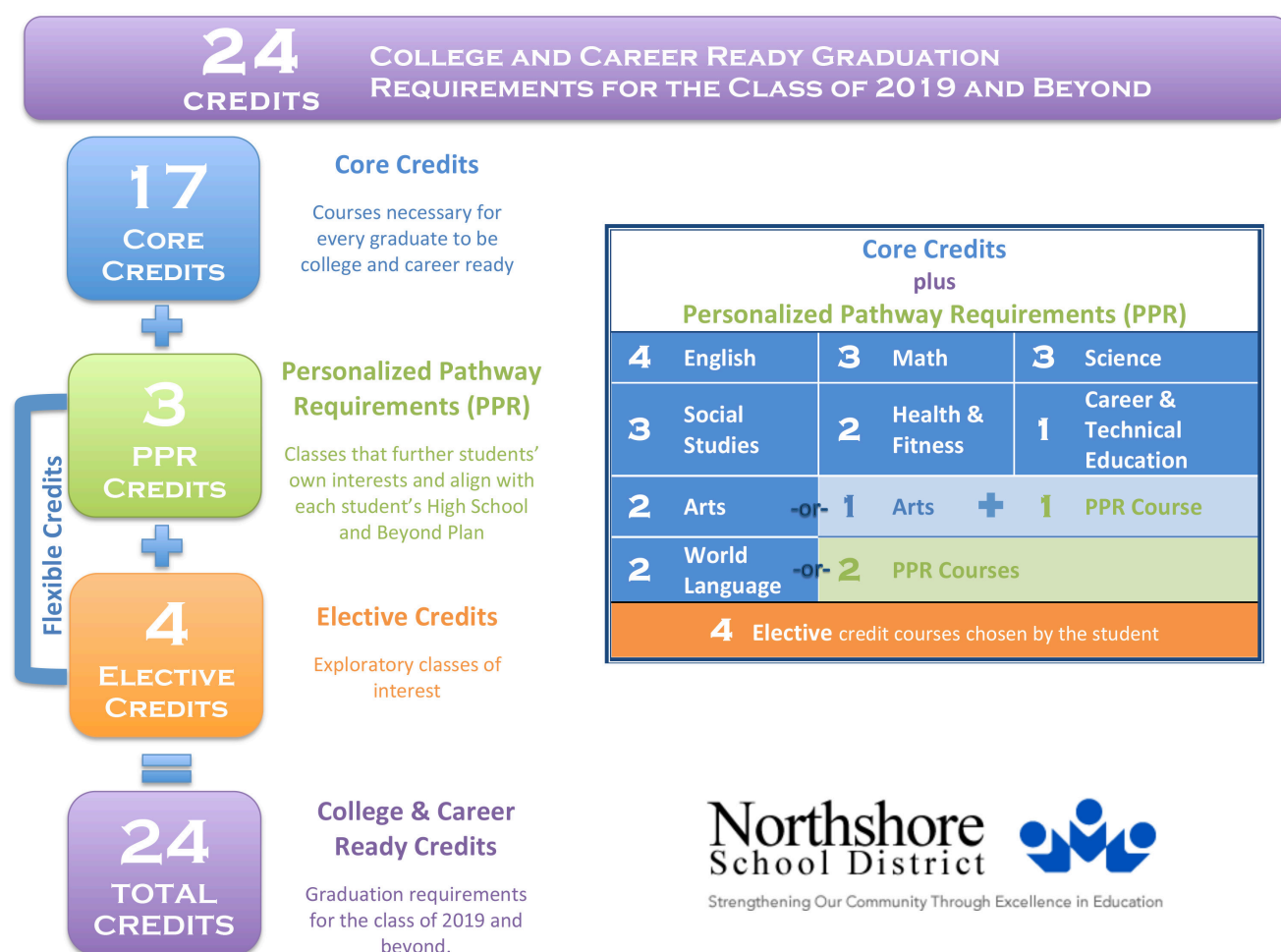
\*\* The above chart is from the [Mastery Transcript Consortium](#).

## CREDITS

Credit is obtained by attaining a passing grade in a regularly scheduled course. Students earn 0.5 credit for each semester course. **All students are responsible for reviewing and monitoring progress toward graduation.** Students and parents may access graduation summaries through StudentVUE and ParentVUE. (StudentVUE > Course History) Seniors should confer with counselors immediately if they are not enrolled in courses that will meet graduation requirements. Counselors are available to offer guidance in addressing credit deficiencies.

Students who have failed course requirements for graduation need to schedule an appointment with their counselor to develop a plan to meet those requirements. Counselors can provide distance learning options. All outside courses must be pre-approved to be placed on the transcript.

## DIPLOMA REQUIREMENTS FOR GRADUATION



## DIPLOMA REQUIREMENTS FOR THE CLASS OF 2023 AND BEYOND

The following credits and subject areas of study shall be required by each candidate for graduation:

24 Total Credits Core Content Areas	Diploma Category Specific Requirements	Credit Amount	Typical Grade Course Taken
4 English Credits	English 9	1	9
	English 10	1	10
	English 11	1	11
	English 12	1	12
3 Mathematics Credits	Algebra 1	1	unspecified
	Geometry 1	1	unspecified
	3 <sup>rd</sup> Credit of Math (based on student interest; supports post-secondary plan)	1	unspecified
3 Science Credits	Lab Science	2	9 & 10
	3 <sup>rd</sup> Credit of Science (based on student interest; supports post-secondary plan)	1	11 or 12
3 Social Studies Credits	World History	1	10
	U.S. History	1	11
	Contemporary World Problems	.5	12
	Civics	.5	12
2 Health & Fitness Credits	Physical Education	1	unspecified
	Health	.5	9 or 10
	Life Fitness	.5	9 or 10
Career & Technical Ed Credit	Career & Technical Education	1	unspecified
1 Art Credit	The Arts	1	unspecified
7 Flexible Credits	Courses chosen based on student interest; supports post-secondary plan. <b>NSD encourages two world language courses as universities require a minimum of two credits of the same language.</b> (See CADRS, page 55)	7	unspecified

*Northshore students are encouraged to complete two dual credit courses in any of the above subject areas. Dual credit courses allow eligible high school students to earn both college and high school credit in a single course. These courses can be both academic and technical courses and include Advanced Placement, College in the High School, Pacific NW College Credit and/or Running Start.*

## NON-CREDIT DIPLOMA REQUIREMENTS

*These three non-credit bearing requirements must also be met to earn a diploma*

1. Complete Washington State History (typically taken in middle school)
2. Complete the High School & Beyond Plan (completed through Naviance; see page 19)
3. Complete a Graduation Pathway (formerly SBAC assessment) aligned with the High School & Beyond Plan. Students must demonstrate readiness for a meaningful first step after high school by meeting one or a combination of the following pathways to show content mastery in both English Language Arts and mathematics:
  1. State Assessment: Meet or exceed the graduation scores in the Smarter Balanced Assessments (SBA) in English Language Arts (ELA) and mathematics.
  2. AP/IB/Cambridge: For both ELA and math, earn a 3 or higher on certain Advanced Placement (AP) exams or a 4 or higher on certain International Baccalaureate (IB) exams or an E on certain Cambridge International exams, or pass the course with at least a C+.
  3. Dual Credit: Earn at least one high school credit in ELA and at least one high school credit in math in dual credit courses (Running Start, College in the High School, and/or Career and Technical Education dual credit courses).
  4. Transition Courses: Pass a transition course in ELA and math (a Bridge to College course) which allows students to place directly into a credit-bearing college level course.
  5. SAT/ACT: Meet or exceed the graduation scores set by the State Board of Education in the math and ELA portions of the SAT or ACT.
  6. Combination: Meet any combination of at least one ELA and one math option for those options listed in 1-5.
  7. Armed Services Vocational Aptitude Battery (ASVAB) test: Meet standard on the ASVAB by scoring at least the minimum established by the military for eligibility to serve in a branch of the armed services. \*
  8. Career and Technical Education (CTE) course sequence: Complete a 2-credit sequence of Career and Technical Education courses. \*

\*Note: students who pursue the ASVAB or CTE pathway do not need to meet English and math requirements separately. English and math content are embedded in both pathways – a student who meets either the ASVAB standard or the CTE pathway requirements has met the graduation pathway requirement.

Please visit the State Board of Education website for specific information:

<https://www.sbe.wa.gov/our-work/graduation-pathway-options>

## **COLLEGE & CAREER CENTER RESOURCES**

### **MINIMUM COLLEGE ADMISSIONS STANDARDS**

The Higher Education Coordinating Board (HECB) has a responsibility to “Establish minimum admissions standards for four-year institutions”. College Academic Distribution Requirements (CADRs) refer to college admissions criteria established by the HECB. Courses meeting CADR are determined by the school district and noted on the transcript with the ‘B’ designation. Students who plan to attend a four-year college or university should be aware of both high school graduation requirements **and** CADRs.

#### **Freshman Admission Policy**

This overview of freshmen admission requirements applies to all applicants to the public four-year colleges who enter directly from high school, including Running Start and other dual credit earning students. Freshman applicants must meet minimum college admission standards:

- CADR (College Academic Distribution Requirements)
- 2.0 Minimum Grade Point Average (or equivalent for Mastery Transcript)
- Official SAT/ACT test scores sent directly to the college or university.

#### **CADR & Admission Standards**

CADRs reflect the minimum number of credits required in six subject areas that students must earn to be eligible for routine admission consideration by four-year public baccalaureate institutions. Meeting the minimum college admission standards does not guarantee admission to a public baccalaureate institution. Therefore, students are encouraged to go beyond meeting minimum college admissions standards to improve their chances for gaining entry to a public baccalaureate institution. Students should obtain admission information from the institution they wish to attend.

#### **Comprehensive Review of Applications for Admissions**

Currently each of the public baccalaureate institutions employs a comprehensive or holistic review process for at least a portion of their applicants. Holistic review is an additional means of ensuring student access. In cases where students do not meet the minimum college admission standards, the policy provides for alternative admission policies which may be more appropriate for certain students. Each student is encouraged to contact the admissions office of the institution they wish to attend if they have questions.

### **COLLEGE ACADEMIC DISTRIBUTION REQUIREMENTS**

**The minimum college admission standards for four-year institutions include three components:**

1. Maintain a GPA of 2.0 or higher.
2. Take the SAT or ACT and have the scores sent directly to colleges. (Note: Although this is in the CADR language at the state level, it is not always true for the class of 2023. Due to the COVID pandemic, most colleges have declared they will be test optional or test blind for the Class of 2023. Check with your college for details.)
3. Complete the college academic distribution requirements below. Students can meet these requirements through high school or college coursework.

#### **4 Credits of English**

- Must include 3 credits of college preparatory coursework, including literature and composition.
- May include Bridge to College English.
- May include 1 credit of elective English. Examples: creative writing, English as a Second Language (ESL), public speaking, debate, or business English.

Not accepted: Remedial or applied courses, acting, basic English skills, developmental reading, library, newspaper staff, vocabulary, yearbook or annual. ESL courses will only count as 1 elective English credit. ESL courses include both high school and college English courses taken in countries where English is not the primary language of instruction.

#### **3 Credits of Mathematics**

Must include 1 of the following 2 options:

- 1 credit each of Algebra I, Geometry, and Algebra II (intermediate algebra).
- 3 credits of Integrated Math (Integrated Math I, II, and III).

Note: Successful completion of math beyond Algebra II or Integrated Math III meets both the math and senior year quantitative credit requirements. Not accepted for 3 math credits: philosophy, bridge to college math, logic, statistics, or computer science.

#### **Senior Year Math-Based Quantitative Course**

This requirement can be met by taking one of the following:

- 1 credit of math equal to or beyond one of the three required math credits.
- Quantitative course such as: statistics, advanced level of applied math, or math-based career and technical courses.
- Algebra-based science course. Examples: chemistry, physics, or other science courses that incorporate knowledge of algebra.
- AP computer science course A
- Bridge to College mathematics

Note: Successful completion of math beyond Algebra II or Integrated Math III, prior to senior year, meets both the math and senior year quantitative credit requirements. Examples: Pre-Calculus and beyond.

#### **3 Credits of Science**

- 2 credits must be laboratory science.
- 1 credit must be earned in an algebra-based science course.
- 1 credit must be earned in biology, chemistry, or physics.

Some courses may fulfill more than one science requirement, and if taken in the senior year, may also fulfill the senior year math-based quantitative requirement (any algebra-based science course).

#### **2 Credits of World Language**

Must be in the same world language, Native American language, or American Sign Language. Credits earned in middle school may satisfy this requirement if they are considered high school-level and indicated as such on the high school transcript. Credits earned through competency assessments may satisfy this requirement.

This requirement will be considered satisfied for applicants who complete their education through the 7<sup>th</sup> grade in a school or schools where English was not the language of instruction and in countries other than Australia, Canada, Ireland, New Zealand, the UK or the US.

### **3 Credits of Social Science**

3 credits are required in history or any of the social sciences. Examples: world history, US history, anthropology, contemporary world problems, economics, geography, government, political science, psychology, or sociology. Not accepted: courses in religion, consumer economics, student government, or community service.

### **1 Credit of Art**

Must be satisfied with either of the following two options:

- 1 credit in the fine, visual, or performing arts.
- 1 credit beyond the minimum in any other CADR subject area.

Example: art appreciation, band, ceramics, choir, dance, dramatics performance and production, drawing, fiber arts, graphic arts, metal design, music appreciation, music theory, orchestra, painting, photography, print making, or sculpture. Not accepted: architecture, color guard, creative writing, drafting, drill team, fashion design, interior design, sewing, speech, web design or graphics, woodworking, and yearbook. Note: UW and WWU specify that one-half credit of this requirement must be in the fine, visual, or performing arts; the other half may be either in the arts or in an academic elective.

## **ADDITIONAL INFORMATION**

### **WANIC – SATELLITE COURSE OPTIONS**

#### **Career & Technical Education Courses**

*Earn High School Credit ~ College Credit Available ~ No Tuition*

All classes earn Career & Technical Education credit toward high school graduation and may offer other course equivalencies to help you meet graduation requirements. Check with the teacher or counselor.

#### ***It is easy to enroll:***

- Find out details about the course offerings at [www.wanic.org](http://www.wanic.org)
- Complete an application online
- Review your credits and schedule with your counselor; obtain approval to enroll
- Receive an email confirmation of your enrollment
- Contact your counselor with questions
- WANiC Summer Academy information is available at [www.wanic.org](http://www.wanic.org) in March

<b><i>2023 - 2024 Three credit courses located at Lake Washington Institute of Technology, local high schools and colleges</i></b>	<b><i>Additional 2023 - 2024 One or two credit courses located at local high schools:</i></b>
Automotive Technology Baking & Pastry Arts Building Industry Technology CORE Plus Construction Trades Culinary Arts Dental Careers DigiPen Art & Animation DigiPen Analysis and Visualization DigiPen Game Design DigiPen Music & Sound Design DigiPen Video Game Programming Fire & EMS Health Science Careers (Nursing) Medical Professionals Academy	Architectural & Engineering Design Aviation: Introduction to Flight Careers in Education Academy Construction & Woodworking Trades Criminal Justice Culinary Arts Graphic Design & Production Studio IB Design SL / HL Interior Design Media Production Nursery & Greenhouse Operations Sports Medicine Radio Broadcasting Welding Technology, Design & Fabrication

#### **WASHINGTON NETWORK FOR INNOVATIVE CAREERS**

11605 – 132<sup>nd</sup> Avenue NE

Suite A-108

Kirkland, WA 98034

425.739.8400

[wanic@lwsd.org](mailto:wanic@lwsd.org)

*Northeast King County Skill Center serving high school students from these districts:  
Bellevue ~ Everett ~ Issaquah ~ Lake Washington ~ Northshore ~ Riverview ~ Snoqualmie Valley*



## **COLLEGE COURSEWORK**

### **RUNNING START**

Running Start is a program for juniors and seniors who want to earn college credits while in high school. To be eligible for participation in the Running Start Program, the entering student must have a junior or senior standing and have earned at least 10 credits. Innovation Lab is a unique learning environment which caters to a cross-curricular method of expeditionary learning; therefore, Running Start makes full participation in the model more complex.

For students choosing to pursue Running Start, Innovation Lab High School requires that they continue to participate in at least their Crew at ILHS. Students must also schedule their college classes such that they can still participate for the full duration of their Crew and any other classes they are taking on our campus. This means that students will not be given permission to leave early from or arrive late to the classes they attend at ILHS because of their Running Start schedule. A mechanism will be available for students participating in Running Start to submit artifacts from their college classes (with accompanying reflections) to their Crew advisor for assessment with regard to ILHS Mastery Skills.

### **ADVANCED PLACEMENT (AP)**

The Advanced Placement program is a cooperative educational endeavor between secondary schools, colleges, and universities. Challenging and complex subject matter across a wide spectrum of subject areas is presented in a discussion, lecture and testing format. These classes offer college-level content and possible college credit while students are still in high school.

#### **AP Quick Facts:**

- College credit is available for examinations successfully taken in high school
- AP courses can exempt students from some introductory college courses, thus permitting students to move more quickly into advanced classes
- Motivates students to attempt more challenging courses in both high school and college
- Develops the analytical and study skills required to succeed in college courses
- May reduce college costs and time to obtain a degree
- Provides direction in selecting college majors

### **COLLEGE IN THE HIGH SCHOOL (CHS)**

Students have the opportunity to earn college credit in approved high school courses. These courses are indicated with the College in the High School (CHS) designator. Students may take the course for high school credit only, choosing not to pay the college fee. Students who choose to take the course for college credit, must pay the college or university fee and meet all content requirements in addition to high school course content. Students earning college credit will receive a grade and transcript from the college or university and that credit may count as elective or academic credit depending on the receiving college's transfer credit policies. Specific Information regarding the credit provider and fees will be provided by the class instructor.

**Note:** Per state guidelines, 'dual credit' courses, such as Advanced Placement (AP) and College in the High School (CHS) must be clearly listed as one or the other on the high school transcript. Some NSD classes are offered as both AP and CHS courses, but students must choose whether they want the AP option or the CHS option, which will determine how the course is listed on their transcript. Students who pay for College in the High School option will not have the AP course title on their transcript, and vice

versa. It is important that students and parents do research at the colleges where they plan to apply to see which program is most beneficial to them and choose accordingly.

For a thorough explanation of the dual credit guidelines, please read this document from OSPI:

[College in the High School and Other Dual Credit Program Guidelines](#).

In addition, the following webpage can provide students information on how Washington State colleges apply the AP test scores:

[Washington Student Achievement Council – Dual Credit](#)

## 2023 - 24 DUAL CREDIT COURSE FEES

Bellevue College	\$116.05	per credit
Cascadia College	\$215.00	per 5 credit course
Eastern Washington University	\$ 65.00	per credit
Edmonds Community College	\$215.00	per 5 credit course
Everett Community College	\$220.00	per 5 credit course
University of Washington	\$ 66.00	per credit
+ a one-time registration fee	\$ 45.00	

## PACIFIC NORTHWEST COLLEGE CREDIT

The Pacific NW College Credit program provides students with the opportunity to earn community/technical college credit for certain high school courses. High School students become eligible to earn community/technical college credit for their specific high school courses by:

- Enrolling in a Pacific NW College Credit class
- Registering for a Pacific NW College Credit class
- Paying the \$50 Consortium Fee\* at [PNWCollegeCredit.org](http://PNWCollegeCredit.org); fee covers all PNW-CC courses taken in a given school year
- Completing their Pacific NW College Credit high school courses with a grade of B or higher

Courses for which Pacific NW College Credit are available are noted on the diploma category line. Additional information about approved Pacific NW CC programs is available from course instructors, your Career & College Counselor, or at [www.PNWCollegeCredit.org](http://www.PNWCollegeCredit.org).

\*Fee may be subject to change

\*Financial assistance is available for individuals who qualify

## GRADING INFORMATION

Innovation Lab High School tracks both the Mastery Learning Grading system for the Mastery Transcript, as well as the Mastery Learning Grade Translation.

**MASTERY GRADE TRANSLATION**

Mastery Language	Traditional Letter	Traditional Percent Range
Exceeds Proficiency	A	90% - 100%
Proficient	B	80% - 89.9%
Approaching Proficiency	C	70% - 79.9%
Some Evidence of Learning	D	60% - 69.9%
Insufficient Evidence	N/C	40% - 59.9%

**TRADITIONAL GPA SCALE**

Alpha Mark Scale	GPA Scale (State Required)
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
F	N/C

**Exceptions:** Teacher and Office Assistant positions will be graded Pass (P) or Fail (F). Note: This is not available at Innovation Lab, however the credit will be honored as flexible credit transferrable from other schools.

Each student's grade point average shall be the sum of the point values, as defined above, of all grades received for all courses attempted, divided by the sum of the credits for all courses attempted. All grades for all courses taken shall be included in the calculation of grade point averages; the 'P' grade shall not be computed.

**Note:** Due to the nature of the mastery transcript at Innovation Lab, we will keep students' letter grades/GPA in the background of our system should a student need to transfer into or out of ILHS to another institution. For any applications requiring a GPA, we will provide an accompanying statement of context explaining our model so that students will not be in any way disadvantaged.

### **COURSES TAKEN OUTSIDE OF NORTHSORE SCHOOL DISTRICT**

Students choosing to take courses from educational institutions outside of NSD and wishing to add these courses to their ILHS transcript should consult the Digital Learning Department of the Office of Superintendent of Public Instruction (OSPI). Only courses from approved providers will be accepted as viable transfer credits.

## Online Courses

Students choosing to take online courses from outside NSD from various program providers must check with their counselor to ensure these providers have been approved by the Digital Learning Department of the Office of Superintendent of Public Instruction (OSPI). Only courses from approved providers will be accepted as viable transfer credits.

## Summer School

Students who need to make up credits in order to graduate with their class are encouraged to consider summer school through the [Northshore Summer Academy](#) program. Additional courses are also available through summer school. Information is available on the district website or counseling offices in April.

## **NORTHSHORE SCHOOL DISTRICT ATHLETICS**

The following criteria are required for a student to participate in Northshore School District local home high school athletics:

1. Must be a student who lives within the home-area boundaries if attending alternate high school
2. The student shall have passed six of seven full-time classes or the equivalent in the previous semester and continue to pass six classes at each grade check. Seniors who are on track to graduate taking five classes must be passing five. Students taking only six must be passing all six and have a minimum 2.0 GPA in the preceding semester
3. Provide a physical that is valid through the last day of the sport's season
4. Complete on-line sports registration
5. Cannot have an early dismissal in their schedule during the current sport season
6. Provide health insurance information or purchase health insurance
7. Purchase an ASB sticker, and within the first two weeks of start of season, pay the participation fee for sport
8. Have all fines and fees paid prior to the first sport competition of the season

## NCAA FRESHMAN ATHLETIC ELIGIBILITY

Students wishing to participate in college athletics at any level must meet certain minimum requirements. These requirements are specified by the NCAA and/or NAIA Eligibility Centers. A separate application to the NCAA or NAIA is required before any scholarship or athletic recruitment may take place. It is the responsibility of each student to meet the requirements. For more information, visit the NCAA Eligibility Center website at: <https://web3.ncaa.org/ecwr3/> . Or visit the NAIA Eligibility Center website at: <https://play.mynaia.org/> or contact:

### NSD High School Career & College Readiness Counselors

**Bothell High School**  
BJ Dawson  
[bdawson@nsd.org](mailto:bdawson@nsd.org)  
425.408.7028

**Inglemoor High School**  
Jim Allen  
[jallen2@nsd.org](mailto:jallen2@nsd.org)  
425.408.7228

**Innovation Lab High School**  
Jon Cohn  
[jcohn@nsd.org](mailto:jcohn@nsd.org)  
425.408.6209

**North Creek High School**  
Susan Pearson (Athletic Sec'y)  
[spearson@nsd.org](mailto:spearson@nsd.org)  
425.408.8817

**Woodinville High School**  
My Kiakotos  
[mkiakotos@nsd.org](mailto:mkiakotos@nsd.org)  
425.408.7428

## **GENERAL INFORMATION**

---

### **SCHEDULE CHANGE POLICY**

Innovation Lab High School's academic schedule is based upon student course requests from the previous spring. Courses that are offered and staffing for the following year are based on choices students make during the registration process. It is critical that the choices made by students during registration are considered final. Therefore, schedule changes are permitted for the following reasons:

- Missing graduation requirement
- Missing core academic requirements (such as no English)
- Duplicate classes (such as 2 PE classes in same semester)
- Obvious error (such as Junior in English 10)
- IEP or ELL placement issues
- Medical conflict (such as broken leg in PE)
- Incorrect placement in class as determined by instructor
- Open (unscheduled) period
- Balancing class sizes (under-enrolled classes can be filled)
- Dropping a class for late arrival or early dismissal if credits allow

Semester course changes may be allowed within the **first 10 days** without penalty. After the tenth (10<sup>th</sup>) day, courses dropped will receive an 'F' grade on student transcript. Any schedule change that does not meet these criteria is subject to administrative approval.

### **FEES**

In accordance with state law, the school district will provide each student with the materials and supplies necessary to learn the basic skills taught in their classes. Other optional expenses associated with high school include: ASB sticker, yearbook, school pictures, parking permit, etc. See course description for any additional class fees.

### **FINES**

It is the student's responsibility to monitor the safekeeping of books, materials, and equipment issued by the school. A replacement fine will be assessed for lost, stolen, or damaged school property. Fine monies collected will be used by the school to purchase replacement materials.

In the event the student does not make proper restitution, the following may occur (as per board policy 3520):

- Grades, transcripts, or diplomas may be withheld, including transcripts sent with college applications.
- Students transferring to another school will have their official transcript withheld and the enrolling school will be notified of unpaid fines/fees.
- The student may be held out of participation in extracurricular activities, including athletics.
- The student may have prepaid goods purchased from the district withheld including, but not limited to yearbooks, pictures, and optional graduation supplies.
- The student may be held out of participation in optional school activities including dances and excursions.
- The student may be held out of optional graduation ceremonies.
- No parking passes will be issued.

## **WAIVER OF GRADUATION REQUIREMENTS**

### **Policy for Exemption from Physical Education (PE) Portion (1.0 credit) of the Health & Fitness Requirement (2.0 credits)**

Schools shall emphasize the worth of physical education, and carry into effect physical education requirements, provided that individual students may be exempted from participating in physical education that otherwise is required on account of physical disability, employment or religious belief, or because of participation in school-directed athletics or military science and tactics, or for other good cause. (Washington State Law)

Health and Fitness requirements:

- 0.5 credit of Life Fitness
- 1.0 credit of PE 9-12
- 0.5 credit of Health

Life Fitness and Health cannot be waived with sports waivers or course exemptions.

### **Northshore School District Procedure**

Parent(s) must submit a written request for exemption from the physical education (PE) portion of the Health and Fitness requirements to the building administrator or his/her designee; the request **may** be granted for the reasons stated in the law set forth below:

1. Students participating in high school athletic programs may waive up to 1.0 credit of PE 9-12 through sports participation. Each athletic season = 0.25 credit waiver. (Unified sports requires 2 seasons to earn 0.25 credit waiver). Life Fitness and Health cannot be waived through athletic participation.
2. Students exempted from the PE 9-12 requirement must substitute equivalency credits in accordance with NSD school board policies (see Page 3 for graduation requirements).
3. Students may request an exemption from PE for medical reasons. Medical exemptions must be verified by a physician in writing.
4. Outside NSD sports activity waiver request.
5. PE Waiver for Full Academic Load (available for class of 2023).

### **PE Waiver Policy / Procedure for Full Academic Load:**

Students in the Class of 2024 **may** qualify for up to 1.0 PE waiver based on a full academic schedule throughout high school. This does not award credit, but excuses students from the PE elective requirement so that other types of classes can be taken. (Note: this does not apply to Life Fitness). Condition for full academic waiver:

Take the maximum number of credits offered each school year without any teacher/office assistant classes, early dismissals, or late arrivals.

Some Satellite and WANIC students are exempted from this maximum credit per year requirement if their program required a "travel period" to commute to their onsite technical program. Running Start students are included in this policy and are also expected to earn the maximum amount of credit offered by ILHS per year as defined above.

PE Waiver Forms may be found at nsd.org > Resources > Reference > Frequently Requested Forms > Credit & Records for Secondary Schools. Completed PE Waivers for full academic load should be submitted to the high school counselor and will be reviewed by the principal. Waiver requests must be submitted **prior to the end** of the student's junior year.

## **ATHLETIC ELIGIBILITY**

---

The following are required for a student to participate in high school athletics:

1. Be a resident of Northshore School District and living with parent/guardian
2. Be enrolled in and passing six (6) subjects
3. Fall athletes must have passed 6 classes at the end of the previous spring term
4. Students will be required to earn a minimum 2.0 GPA for the previous semester in order to achieve interscholastic eligibility
5. Have a current physical examination on file in the activities/athletic office. Physicals are good for 2 years from the date of the doctor's visit but must be valid through the sports season until the state playoffs of that sport.
6. Provide insurance company information or purchase insurance
7. Purchase an ASB membership
8. Be enrolled in a 6<sup>th</sup> period class during the season of sports participation. If the athlete participates in a winter sport, the athlete must be enrolled in a 5<sup>th</sup> period class both semesters
9. Participation fee must be paid within the first two weeks of participation. If the sport makes cuts, the fee is due after the athlete has made the team but within the first two weeks.
10. Fines must be paid
11. Concussion and new sports specific guideline forms must be completed each sports season

## **NAVIANCE**

---

The Northshore School District is proud to partner with Naviance/Family Connection to deliver a comprehensive high school and beyond plan curriculum. *Naviance/ Family Connection* is a web-based college and career program that is designed to assess students' personalities, learning style, interests, and strengths, explore careers, college majors, post-secondary opportunities, scholarships, and research colleges effectively and efficiently. Students and parents access their individual accounts through their school's individual Family Connection website. For more information on how to access the *Naviance/Family Connection* site, please see your student's counselor or career specialist (OIS). Some additional resources the *Naviance/Family Connection* program offers includes:

- Researching local scholarship options
- Searching and comparing colleges
- Displaying scatter grams of historical college and admissions data
- Registering for college visits & informational sessions
- Exploring personality types and matching them with career interests
- Researching careers
- Creating a résumé / activities log

## **COLLEGE & CAREER RESOURCES**

---

### **MINIMUM COLLEGE ADMISSIONS STANDARDS**

The Higher Education Coordinating Board (HECB) has responsibility to “Establish minimum admissions standards for four-year institutions”. College Academic Distribution Requirements (CADRs) refer to college admissions criteria established by the HECB. Courses meeting CADR are determined by the school district and noted on the transcript with the ‘B’ designation. Students who plan to attend a four-year college or university should be aware of both high school graduation requirements *and* CADRs.

#### **Freshman Admission Policy**

This overview of freshmen admission requirements applies to all applicants to the public four-year colleges who enter directly from high school, including Running Start and other dual credit earning students. Freshman applicants must meet minimum college admission standards.

- CADR (College Academic Distribution Requirements)
- 2.0 Minimum Grade Point Average
- Official SAT / ACT test scores sent directly to the college or university
  - Many schools switched to “test optional” for the 2020-21 school year, check with your colleges of interest for more information

#### **CADR & Admission Standards:**

CADRs reflect the minimum number of credits required in six subject areas that students must earn to be eligible for routine admission consideration by four-year public baccalaureate institutions. Meeting the minimum college admission standards does not guarantee admission to a public baccalaureate institution. Therefore, students are encouraged to go beyond meeting minimum college admissions standards to improve their chances for gaining entry to a public baccalaureate institution. Students should obtain admission information from the institution they wish to attend.

#### **Comprehensive Review of Applications for Admissions:**

Currently each of the public baccalaureate institutions employs a comprehensive or holistic review process for at least a portion of their applicants. Holistic review is an additional means of ensuring student access. In cases where students do not meet the minimum college admission standards, the policy provides for alternative admission policies which may be more appropriate for certain students. Each student is encouraged to contact the admissions office of the institution they wish to attend if they have questions.



## ILHS COURSE CATALOG

---

*Northshore School District is committed to developing programs and courses operated in conformity with all Federal and State laws prohibiting discrimination based on race, color, national origin, disability, gender, sex, sexual orientation, religion, or military service.*

### THE ARTS

---

#### BEGINNING ART

#### ART115

*Length / Credit:*

*One Semester / 0.5 Credit*

*Grades:*

*9, 10, 11, 12*

*Fee:*

*\$15 (Financial aid is available; please see your counselor)*

*Diploma Category:*

*The Arts*

No experience necessary. This course is designed for students beginning their study of art at the high school level. Beginning Studio Art I will focus on Art history, fundamental sketching and painting skills, color theory, representational portrait drawing and shading, and diverse medium techniques for sculpting. This course will expose students to a variety of media and develop the skills for further art study. It begins with an investigation in the visual arts language through close observation of identity and form. Students will learn to utilize the elements and principles of art and design in their own unique style. These skills are necessary to excel in all other art classes. This is a highly successful program that brings amazing results. Drawing skills are not required; even students with substantial art experience enjoy and benefit from this class.

#### INTERMEDIATE ART

#### AIA100

*Length / Credit:*

*One Semester / 0.5 Credit*

*Grades:*

*9, 10, 11, 12*

*Prerequisite:*

*Beginning Art or Instructor Permission*

*Diploma Category:*

*The Arts*

*Fee:*

*\$35 (Financial aid is available; please see your counselor)*

Beginning art or a portfolio review by ILHS art teachers is recommended. In Intermediate Art, students explore the expression or application of human creative skill and imagination through precise investigations of life and what shapes it. Using the skills taught in the previous art course, students will learn further technical skills and theories from celebrated artists to improve artwork with regard to overall composition, shape, depth, form, various types of line to create gesture, and movement- including an intro to 3D sculpting techniques. Projects are designed to increase students' drawing, painting and design skills while developing creativity and personal expression through a variety of mediums. This will include acrylic mediums, charcoal, conté, local plants for dyes, primary color paints for mixing, pigments, ink, oil/chalk pastel, stained glass, and clay.

**Note:** *Intermediate and Advanced Art content are subject to change based on the time of year.*

**ADVANCED ART**

*Length / Credit:*

*Grades:*

***Prerequisite:***

*Diploma Category:*

*Fee:*

**AAA150**

*One Semester / 0.5 Credit*

*10, 11, 12*

***Intermediate Art or Instructor Permission***

*The Arts*

*\$35 (Financial aid is available; see your counselor)*

Intermediate art is recommended. In Advanced Art, students explore the expression or application of human creative skill and imagination through precise investigations of life and what shapes it. Using the skills taught in the previous art course, students will learn further technical skills and theories from celebrated artists to improve artwork with regard to overall composition, shape, depth, form, various types of line to create gesture, and movement- including an intro to 3D sculpting techniques. Projects are designed to increase students' drawing, painting and design skills while developing creativity and personal expression through a variety of mediums. This will include acrylic mediums, charcoal, conté, local plants for dyes, primary color paints for mixing, pigments, ink, oil/chalk pastel, stained glass, and clay. Advanced students will develop a professional art portfolio and learn about career options within the field. In a supportive environment, students will engage with peers and instructor to investigate and develop personal style and expression. Assignments will include work from life, imagination and personal expression. earn to express yourself visually!

**Note:** *Intermediate and Advanced Art content are subject to change based on the time of year.*

**CERAMICS**

*Length / Credit:*

*Grades:*

*Diploma Category:*

***Prerequisite:***

*Fee:*

**ACE100**

*One Semester / 0.5 Credit*

*10, 11, 12*

*The Arts*

***Art or Instructor Permission***

*\$35 (Financial aid is available; please see your counselor)*

Welcome to the wonderful world of clay! Creating art out of clay involves more knowledge than many people realize. This course is designed to introduce students to clay through a variety of hand building techniques. Students will learn many aspects of design and construction through their projects, as well an introduction to the potter's wheel. After creating the projects, students will explore glazing and firing to complete the process.

**ADVANCED CERAMICS**

*Length / Credit:*

*Grades:*

*Diploma Category:*

***Prerequisite:***

*Fee:*

*Note:*

**ACE150**

*One Semester / 0.5 Credit*

*11, 12*

*The Arts*

***Ceramics***

*\$40 (Financial aid is available; please see your counselor)*

*Repeatable*

Continue your journey in clay with Advanced Ceramics. Using knowledge of techniques learned in Beginning Ceramics, students will expand their sculpting capabilities through creative challenges that will continue to grow their understanding of clay as an artistic and functional media. If you've been wanting to work on the potter's wheel, this is your chance! Ceramics is a prerequisite to this course. This course may be repeated as many times as you like! You will be taught new skills and given new challenges based on your continued skill development.

## **DESIGN & COMMERCIAL ART FOUNDATIONS      TEA161 A/B**

<i>Length / Credit:</i>	<i>Full Year / 1.0 Credit</i>
<i>Grades:</i>	<i>11, 12</i>
<i>Diploma Category:</i>	<i>The Arts or CTE</i>
<b><i>Prerequisite:</i></b>	<b><i>Successful completion of 1.0 credit of art</i></b>
<b><i>Fee:</i></b>	<b><i>\$40 (Financial aid is available; please see your counselor)</i></b>

Design and Commercial Art Foundations will focus on career exploration in the fields of Design and Professional Production Arts. This course focuses on the theories, methods and techniques and includes the areas of glass, metal, ceramic, wood, polymers, and mixed media. Includes instruction in core art EALRs, design, concepts sketching, technical drawing, and color theory (up to 180 hour). This course will expose students to a variety of media and develop the skills for further sculpture and utilitarian art study. This course begins with hand building techniques and will move into throwing on the wheel. Students will learn to utilize the elements and principles of art and design previously learned to create their own unique style, focusing on a long-term artistic career where art is sold for commercial use. Techniques will be investigated that the modern artist utilizes in their success. Slides will be prepared for some lessons, while other articles and slides will be read and studied independently. A large-scale website and portfolio will be created by the end of this course.

## **GRAPHIC DESIGN      AGD100**

<i>Length / Credit:</i>	<i>One Semester / 0.5 Credit</i>
<i>Grades:</i>	<i>9, 10, 11, 12</i>
<i>Diploma Category:</i>	<i>The Arts</i>
<b><i>Fee:</i></b>	<b><i>\$15 (Financial aid is available; please see your counselor)</i></b>

Learn modern graphic design principles and techniques while understanding the infinite scalability of vectors. Course uses basic Inkscape software and tools. Projects include: type layout, logo design, poster design, book/album design, marketing materials, product redesign, pattern design and others. Focus on developing an aesthetic sensibility, and studying other work by famous designers.

## **ADVANCED GRAPHIC DESIGN      AGD150**

<i>Length / Credit:</i>	<i>One Semester / 0.5 Credit</i>
<i>Grades:</i>	<i>11, 12</i>
<i>Diploma Category:</i>	<i>The Arts</i>
<b><i>Prerequisite:</i></b>	<b><i>Graphic Design</i></b>
<b><i>Fee:</i></b>	<b><i>\$20 (Financial aid is available; please see your counselor)</i></b>
<b><i>Note:</i></b>	<b><i>Repeatable</i></b>

Advanced topics/projects in the field of graphic design, especially for those seeking apprenticeships in the field. Knowledge of Photoshop, Illustrator and InDesign highly recommended. Projects encompass the spectrum of graphic design and some are extended length.

## PHOTOGRAPHY

## APH100

*Length / Credit:*

*One Semester / 0.5 Credit*

*Grades:*

*9, 10, 11, 12*

*Diploma Category:*

*The Arts*

*Fee:*

*\$40 (Financial aid is available; please see your counselor)*

In this beginning photography course you will discover your capacity to create and appreciate photography and art, help you build a strong portfolio, and enable you to compete in arts contests and programs of your choice. Major skills and concepts will be taught through practice, projects, and instruction. We will go back to the origins of photography while you explore camera simulations that will prepare you for understanding modern cameras. Students will learn the fundamentals of strong photography through the use of a digital camera and explore other professionally Photographers and their success- experience what it means to see through the lens creatively and capture exposures that create successful compositions. Categories for photo shoots will include portraiture, landscape, still life, abstract, action photos, and long exposure. Digital photo editing programs, including Photoshop and Lightroom, will be used to enhance students' photographs. Elements of composition, lighting, contrast, textures and styles will be deeply explored throughout projects to discover your demonstration of which style or elements you can excel in when taking photos! Students will have an opportunity to create professional blogs and compete in the PTSA Reflections Competition or the Washington State High School Photo Competition.

**Note:** *A fully adjustable digital camera is recommended.*

## INTERMEDIATE PHOTOGRAPHY

## APH130

*Length / Credit:*

*One Semester / 0.5 Credit*

*Grades:*

*11, 12*

*Diploma Category:*

*The Arts*

*Fee:*

*\$40 (Financial aid is available; please see your counselor)*

Intermediate photography facilitates discussion of photographic processes within the larger context of contemporary art, photography, and digital media. Workshops in the context of the course will introduce strobe lighting for studio applications. The course will emphasize the process involved in generating a portfolio of images as a professional website that displays a coherent body of work based upon a theme, concept, or selected subject matter. The class will discuss topics such as locating an individual voice, documenting public life and worldview within a photo, refining a working process, considering methods for presentation/distribution of photographs, and reflecting on current issues in contemporary art. Lectures/demonstrations will include assembling a portfolio of photographs, submitting work for review, and preparing photographs for an exhibition. this course is designed for students who have prior experience in photography - Congrats!

**Note:** *All students are recommended to have a fully adjustable digital camera (preferably Digital SLR) and be prepared to take pictures outside of class. This class teaches students how to use digital cameras and all technical aspects to take stunning images that reflect the elements of all memorable photography. Students will expand their knowledge of the settings on their DSLR to capture images in a variety of styles. Digital photo editing programs, including Photoshop and Lightroom, will be used to enhance and sharpen students' photographs for printing and manipulation purposes. Some videography may be explored during this course. Students have the opportunity to compete in the PTSA Reflections Competition or the Washington State High School Photo Competition.*

## **CAREER & TECHNICAL EDUCATION**

---

### **COMPUTER PROGRAMMING I (CSE 142)**

**CHS515 A/B**

*Length / Credit:*

*Full Year / 1.0 Credit*

*Grades:*

*10, 11, 12*

***Prerequisite:***

***Successful completion of Geometry or Instructor Permission***

*Diploma Category:*

*Career & Technical Education, 3<sup>rd</sup> Credit of Math, 3<sup>rd</sup> Credit of Science*

*Fee:*

*Optional fee for those who choose to earn college credit. (Financial aid is available; see your counselor.)*

*Note:*

*This year-long CHS course will offer students the ability to get US in the high school credit as it follows the UW CSE142 curriculum*

*Other Info:*

*Students can choose to take the APCS-A exam; full preparation for that exam Will require some additional instructor-supported individual work outside of class.*

Using the Java and/or C# programming language, students will learn to write programs with good overall design and effective use of objects. Topics include procedural programming (methods, parameters, return values), basic control structures (sequence, if/else, loops), file processing, collections, object-oriented design, and working with graphical output. Students will have at least one multi-week group project. No prior programming experience is required.

### **ADVANCED PROGRAMMING TOPICS I & II**

**VCP520 / VCP521**

*Length / Credit:*

*Full Year / 1.0 Credit*

*Grades:*

*11, 12*

*Diploma Category:*

*Career & Technical Education, 3<sup>rd</sup> Credit of Math, 3<sup>rd</sup> Credit of Science*

***Prerequisite:***

***Computer Programming I***

This course provides an opportunity for highly motivated students who have completed a year-long college-level programming course (APCS-A, Computer Programming I or equivalent) to continue their studies in this field. In this course students will learn about advanced data structures and algorithms, while expanding their knowledge of object-oriented programming. As the year progresses students will be given increased flexibility to focus more deeply on the topics and technologies that catch and hold their interest.

### **CREATIVE APPLICATIONS OF PHYSICAL COMPUTING**

**BCA125**

*Length / Credit:*

*Semester / 0.5 Credit*

*Grades:*

*10, 11, 12*

*Diploma Category:*

*Career & Technical Education*

Electronics and coding, with a good dose of artistic expression. In this course, students will learn to create and program electronic devices controlled by Arduino style microcontrollers, integrating those devices into dynamic structures. To do this work, students will learn the basics of electronic circuits, computer programming, and how to work with various input and output devices. Controlled outputs will include elements like LEDs, LED strips, electric motors, and speakers; input signals will come from devices such as analog joysticks, switches, and environmental sensors. Units will culminate with students creating original interactive sculptures/structures to demonstrate their understanding of Physical Computing concepts and hardware.

## **DESIGN & COMMERCIAL ART FOUNDATIONS    TEA161 A/B**

<i>Length / Credit:</i>	<i>Full Year / 1.0 Credit</i>
<i>Grades:</i>	<i>11, 12</i>
<i>Diploma Category:</i>	<i>The Arts or CTE</i>
<b><i>Prerequisite:</i></b>	<b><i>Successful completion of 1.0 credit of art</i></b>
<b><i>Fee:</i></b>	<b><i>\$40 (Financial aid is available; please see your counselor)</i></b>

Design and Commercial Art Foundations will focus on career exploration in the fields of Design and Professional Production Arts. This course focuses on the theories, methods and techniques and includes the areas of glass, metal, ceramic, wood, polymers, and mixed media. Includes instruction in core art EALRs, design, concepts sketching, technical drawing, and color theory (up to 180 hour). This course will expose students to a variety of media and develop the skills for further sculpture and utilitarian art study. This course begins with hand building techniques and will move into throwing on the wheel. Students will learn to utilize the elements and principles of art and design previously learned to create their own unique style, focusing on a long-term artistic career where art is sold for commercial use. Techniques will be investigated that the modern artist utilizes in their success. Slides will be prepared for some lessons, while other articles and slides will be read and studied independently. A large-scale website and portfolio will be created by the end of this course.

## **INTRODUCTION TO ENGINEERING DESIGN    TEC105**

<i>Length / Credit:</i>	<i>Semester / 0.5 Credit</i>
<i>Grades:</i>	<i>9, 10, 11, 12</i>
<i>Prerequisite:</i>	<i>Concurrent Enrollment in Algebra I or Successful Completion of Higher-Level Math</i>
<i>Diploma Category:</i>	<i>Career &amp; Technical Education</i>

This course is about engineering design and the processes of building things. Applying problem solving, visual communication, and design skills along with using industrial technology systems, students create and build challenging and exciting projects. Units of study include manufacturing, electricity/electronics, energy, power, computer aided drafting (CAD), structures and architecture. Class projects will be hands-on and constructed out of a variety of materials that could include wood, metal and plastic.

Through both individual and collaborative team activities, projects and problems, the class will teach problem solving while practicing common engineering design and development protocols such as project management and peer review. An emphasis is placed on developing skills in technical representation and documentation of design solutions according to accepted technical standards, and using current 3D design and modeling software to represent and communicate solutions. In addition, the development of computational methods that are commonly used in engineering problem solving, including statistical analysis and mathematical modeling, are emphasized. Ethical issues related to professional practice and product development are also presented. This course carries a rigorous curriculum and is recommended for students who are performing at or above grade level in both math and science.

## **INTRODUCTION TO HUMAN ANATOMY**

### **SCA200**

*Length / Credit:*

*Semester / 0.5 Credit*

*Grades:*

*10, 11, 12*

*Diploma Category:*

*CTE, Lab Science, or 3<sup>rd</sup> Year Science*

This course is designed for students who are interested in careers working with and around the human body; such as medicine, cosmetology, healthcare support occupations, physical therapy, dentistry, chiropractic, fitness training, nursing, occupational therapy, massage therapy and sports medicine among others. The structure and function of the human body is the focus of study. Extensive labs and activities support concepts learned.

## **LIFESPAN PSYCHOLOGY**

### **HFP240**

*Length / Credit:*

*One Semester / 0.5 Credit*

*Grades:*

*9, 10, 11, 12*

*Diploma Category:*

*Career & Technical Education*

This exploratory course is designed to introduce students to the many subjects of psychology. Through class discussion, lectures, projects and presentations, students will learn about the human lifespan. Subjects that will be covered include child development, personality, intelligence, personal and professional relationships, communication, family dynamics, and many other popular psychology topics.

## **PERSONAL FINANCE**

### **BPF100**

*Length / Credit:*

*Semester / 0.5 Credit*

*Grades:*

*12*

*Diploma Category:*

*Career & Technical Education, 3<sup>rd</sup> Year Math*

*Fee:*

*Optional \$50 fee covers all Pacific Northwest College Credit courses taken in a given school year; see page 14 (Financial aid is available; see your counselor.)*

*Note:*

*5 Pacific NW College credits available when grade of B or better is earned through Bellevue College*

Are you ready to live on your own? How much should you be willing to pay for that car? Which credit card gives you the best deal? This course teaches you how to control your money and put your money to work for you. Students complete a simulation involving the following:

- Opening a checking account
- Renting an apartment
- Applying for credit and comparing credit cards
- Looking for a job
- Buying a car
- Shopping online
- Banking electronically
- Paying taxes

Students will learn about the stock market by competing in a national online stock market competition and will also take a field trip to the Junior Achievement Finance Park to participate in their Budget Challenge. Take this class to learn how to control your money and make the transition to living on your own an easier process.

## ENGLISH

---

### ENGLISH 9

*Length / Credit:*

*Grade:*

*Diploma Category:*

### ENG100A/B

*Full Year / 1.0*

*9*

*English 9*

Students will be introduced to analytical thinking and literary analysis as they apply close, critical reading and writing strategies that focus on literary elements and the writer's craft. Students will write narrative and argumentative essays. They will broaden their understanding of language use with attention to word choice, imagery, tone, and figurative language to convey ideas. Students will use a specific process that involves five analytical moves referred to in "The Writing Method" as outlined in their core textbook.

Students will interpret a variety of texts that include short fiction, novels, images, multimedia text, poetry, plays and informational passages. Texts will include representation of different cultures and perspectives as students broaden their understanding of relevant topics reflective of world communities.

### ENGLISH 10

*Length / Credit:*

*Grade:*

*Diploma Category:*

### ENG200 A/B

*Full Year / 1.0*

*10*

*English 10*

Students will delve deeper into analytical thinking and literary analysis as they apply close, critical reading and engage in more critical thinking as they expand upon the five analytical moves within "The Writing Method" outlined in their core textbook. Students will engage in the process of writing that emphasizes paragraph structure, essay development, literary analysis, and rhetorical analysis.

Students will write inductive analysis and literary essays. They will broaden their abilities to use research skills and credible sources as they construct in-depth text interpretations. Students will interpret a variety of texts that include short fiction, novels, images, multimedia text, poetry, plays and informational passages. Texts will include representation of different cultures and perspectives as students broaden their understanding of relevant topics reflective of world communities.



**ENGLISH 11***Length / Credit:**Grade:**Diploma Category:***ENG300 A/B***Full Year / 1.0**11**English 11*

Students will strengthen and refine the analytical thinking, reading, writing and communication skills learned in previous grades. They will engage in critical, close reading of nonfiction, short fiction, argumentative essays, and a variety of literature within the context of American history. Students will incorporate an analytical perspective as they employ the application of literary devices, literary techniques, and ideas conveyed in the readings.

Writing is extensive and includes a variety of assignments focused on literary analysis, persuasive writing, personal narrative, comparison, inductive and deductive analysis, and creative writing. Students will evaluate personal bias, compare/contrast information, and develop a more in-depth thesis within their writing assignments.

Texts will include representation of different cultures and perspectives as students broaden their understanding of relevant topics reflective of world communities.

**ENGLISH 12***Length / Credit:**Grade:**Diploma Category:***ENG400 A/B***Full Year / 1.0**12**English 12*

This course is designed to prepare students for the rigor and pace of college. It requires students to consistently demonstrate a commitment and competence to language arts studies. Students will read challenging texts from world literature, write analytical essays and read secondary critical sources. Throughout the course of the year, students will explore works of fiction that include full-length novels and plays as well as thematically related nonfiction. Students will examine several perspectives on a given subject, appreciate the wide array of opinions, and advance their ideas with the framework of current debates on the topic.

Writing will involve a college or career-based personal essay and a full synthesis essay that includes a critical lens of multiple texts. Texts will include representation of different cultures and perspectives as students broaden their understanding of relevant topics reflective of world communities.

**INTRODUCTION TO  
CREATIVE WRITING***Length / Credit:**Grades:**Diploma Category:***ENG114***Semester or Year-Long / 0.5 Credit**10, 11, 12**Flexible Credit*

Welcome to Creative Writing! In this class you will practice within the genres of poetry, plays, songs and short story. You will learn new skills and collaborate routinely and effectively through workshops as you give and receive feedback. By the end of the course you will have created a final portfolio of your own best original work.

**CREATIVE WRITING:  
POETRY & SHORT STORY***Length / Credit:**Grades:**Diploma Category:***ENG335 A/B***Year-Long / 1.0 Credit**11, 12**Flexible Credit*

Creative writing draws on skills and imagination to convey meaning through language. This class will read and write within genres of poetry and short story, exploring various forms of each. You will analyze literature for authorial choices and literary devices in order to understand the craft of writing. You will apply stylistic devices to your own writing, learning new skills and applying important techniques. You will collaborate routinely and effectively through workshops as you give and receive feedback. By the end of our time together you will have read and written much, resulting a final portfolio of your own best original work.

**CARTOON SOCIAL  
SOCIAL BIAS STUDIES**

**ENG137**

*Length / Credit:*

*Semester / 0.5 Credit*

*Grades:*

*11, 12*

*Diploma Category:*

*Flexible Credit*

***Prerequisite:***

***Recommended: Proficient in English 10***

Enables students to analyze Disney, Warner Brothers and Hanna-Barbera Cartoons on how the cartoons drive our opinions of others with subliminal messages and symbolism. We will study various sources, including print, film, and electronic media perpetuating stereotypes, racial bias, and microaggressions through symbolism

**COLLEGE PREP ENGLISH:  
DISCOURSE & SOCIETY**

**ENG545 A/B  
(Debate)**

*Length / Credit:*

*Full Year / 1.0 Credit*

*Grades:*

*11, 12*

*Diploma Category:*

*Flexible Credit*

***Prerequisite:***

***Recommended: Proficient in English 10***

Designed to prepare students for the rigor and pace of college study, this course requires students to consistently demonstrate a commitment to rhetoric, debate, and the study of contemporary issues. Students will read a core collection of diverse literature, well-known essays, and current articles, and engage with film, podcasts, and lyrics on a wide range of topics. They will study the personal arenas that shape them including culture, gender, race, and socioeconomic status. Students will master formal skills in debate as a means for strengthening their ability to use skills in logic and critical thinking to articulate their well-reasoned theories. Our collective learning will focus on improving skills in close reading and analysis of complex texts, writing and articulating arguments, and collaborative discourse. Students will continue their study of Writing Analytically with a focus on critical theory and the lenses that shape it, as well as academic discourse and debate skills.

## ***FLEXIBLE CREDIT COURSES***

---

### **ADULTING 101: HFL120 A LIFE PLANNING COURSE**

*Length / Credit:* One Semester / 0.5 Credit  
*Grades:* 11, 12  
*Diploma Category:* Flexible Credit

This course is broken up into 3 units. Senior 'Adulting' and Life Planning Class is a course offered in order to prepare seniors (and juniors) for the next phase of life. Let's face it, 'adulting' can be difficult in 21st century America, and this next chapter of life can feel a bit daunting! However, this anxiety can be diffused with just a little planning and foresight. The course objective is to provide units of study around what is needed to engage well in adult life and plan for the future. The units are as follows: Unit 1: College life planning including aptitude testing, research and three career interests, ending with an internship. Unit 2: Life planning – what is a financial plan, and how to implement it, including how to pay taxes; will also delve into what makes people happy, mindfulness and exercise, etc. Unit 3: Interpersonal relationships – what does good communication look like, what makes for a healthy marriage, parenting, and even what a healthy single life looks like. Course ends with a presentation on what a solid plan for the next year looks like.

### **CREW YYN310 A/B**

*Note:* ***This course is required for every student, all 4 years at ILHS***  
*Length / Credit:* Full Year / 1.0 Credit  
*Grades:* 9, 10, 11, 12  
*Diploma Category:* Flexible Credit

Crew is the backbone of the Expeditionary Learning Model. Crew serves both as a culture and a structure within the school. The culture of Crew impels every member of the school community to work together as a team, to pitch in, to help others. As a structure, Crew provides space for students to form a close-knit peer support structure, and access to an advisor -- assuring that every student at the school is deeply known. Crew provides a time and space to take care of administrative tasks that would otherwise detract from academic time, and to accomplish other tasks in support of students' academic progress.

### **WORLD BUILDING, ENG125 IMPROV & CREATIVE WRITING THROUGH D & D**

*Length / Credit:* Semester / 0.5 Credit  
*Grades:* 11, 12  
*Diploma Category:* Flexible Credit  
*Prerequisite:* Recommended: Proficient in English 10

This course, centered around the game of Dungeons & Dragons, will provide students with opportunities to create and experience stories with their peers. Students will learn about creative writing, improvisational acting, role-playing, balanced game design and more, and apply what they learn to the creation and playing of original D&D campaigns. Whether new to this sort of storytelling, or steeped in D&D experience, all students will be equipped to confidently participate in this active storytelling experience, and will have ample opportunity to grow in their writing, design, collaboration, leadership, and improvisational skills.

**LEADERSHIP****YYN205***Length / Credit:**Semester / 0.5 Credit**Grades:**9, 10, 11, 12**Diploma Category:**Career & Technical Education, Flexible Credit**Other Info:**Repeatable*

This course is designed to instruct students in the various methods and techniques involved in planning, implementing, and evaluating projects. Leadership skills such as parliamentary procedure, timelines, budgeting, analysis of leadership style and agenda planning will be stressed. Students will be given the opportunity to generate, develop and implement projects. Community service will be an integral part of this class. The course will be both project and instruction based. There may be times students have to stay after school for events or come in for events in the evening. Options to fulfill participation requirements are flexible and work around participation in other Innovation Lab High School activities. For students who hold elected positions, time will be dependent on ASB and class-specific activities.

**STUDY SKILLS****YYN160***Length / Credit:**Semester / 0.5 Credit**Grades:**9, 10, 11, 12**Diploma Category:**Flexible Credit**Other Info:**Repeatable*

Study Skills is a semester or full-year course, depending on need. In this class, students will learn strategies for academic success. Strategies include reading tools: what and how to annotate, underline, highlight. Writing: outlines, editing, speech to text, thesis statements, graphic organizers. Math: breaking down large steps into small chunks. Strategies will be implemented and reviewed weekly to help support goals in the core subjects.

## HEALTH & FITNESS

---

### **Life Fitness**

### **Health**

*These two courses must be included as part of Health / Fitness credits for graduation.*

#### **HEALTH**

#### **HEA410**

*Length / Credit:* Semester / 0.5 Credit  
*Grades:* 9, 10, 11, 12  
*Recommendation:* 9, 10  
*Diploma Category:* Health

Total well-being — mentally, physically, and socially is what health is about. This course has been developed to help you gain the knowledge and behaviors essential to increase your quality of life and wellness now, as well as invest in your future health. Improving the person's health through nutrition and exercise, substance abuse prevention, managing emotions and stress, handling crisis, decreasing the risk of heart disease and cancer, using proper CPR techniques, and human sexuality are topics that will be covered. **The goal is to help students understand the choices they make every day and the consequences each choice has on their health and wellness now and in the future.**

#### **LIFE FITNESS**

#### **PLF200**

*Length / Credit:* Semester / 0.5 Credit  
*Grades:* 9, 10, 11, 12  
*Recommendation:* 9, 10  
*Diploma Category:* Life Fitness

Students will acquire knowledge so that they can make informed decisions on a lifetime fitness program and the importance of maintaining a level of fitness. Students are required to take one semester of Life Fitness to meet a portion of their Physical Education graduation requirement. The course includes weight training, cardiovascular training, and lectures. This class must be taken as a prerequisite to Advanced Fitness, Advanced Weights & Conditioning and Sports Conditioning.

#### **TEAM SPORTS**

#### **PTS100**

*Length / Credit:* Semester / 0.5 Credit  
*Grades:* 10, 11, 12  
*Diploma Category:* Physical Education  
*Note:* Repeatable

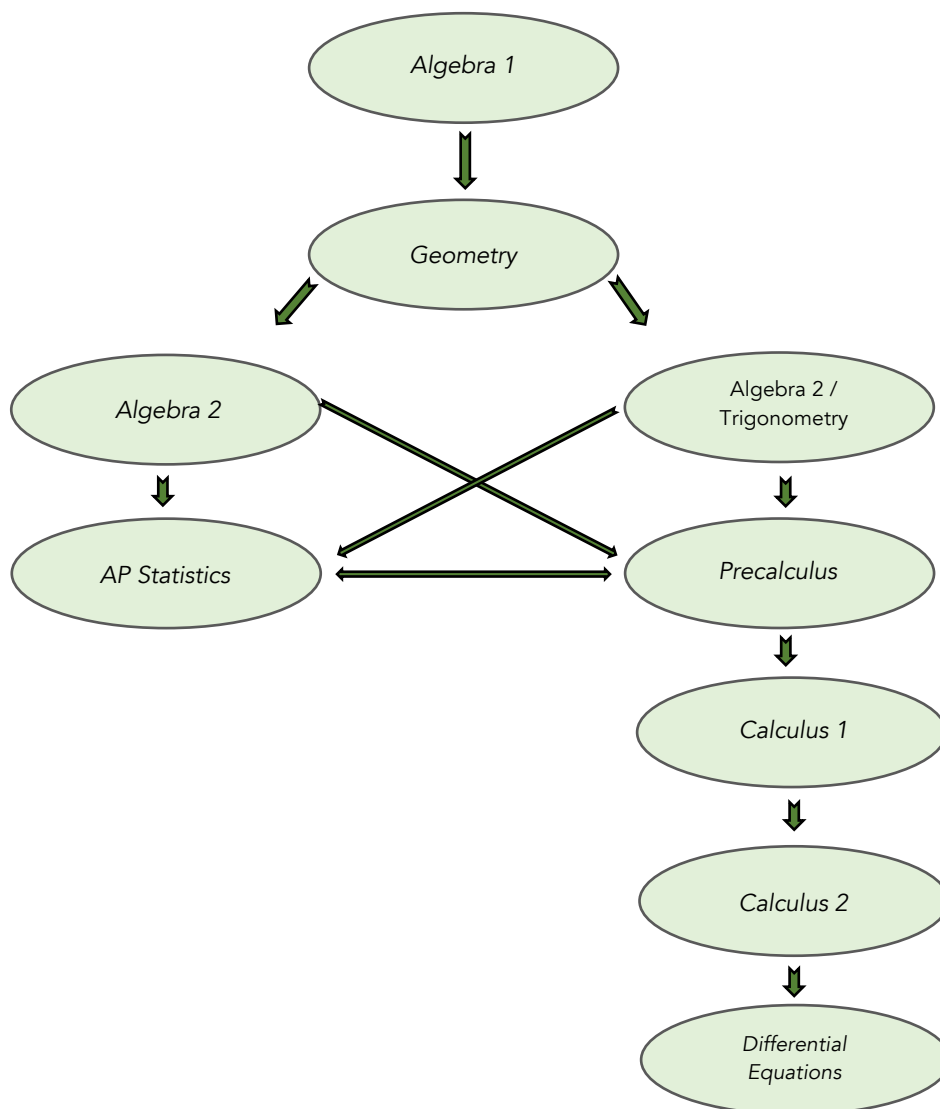
This class will offer students the opportunity to participate and improve their skills in a wide variety of team sports. Such activities may include broom ball, flag football, soccer, whiffle ball, badminton, volleyball and ultimate Frisbee. Curriculum will vary depending on the time of year and availability of facilities.

## MATHEMATICS

Mathematics is a subject that is growing at a rapid rate, spreading into new fields, creating new applications and becoming increasingly crucial in our everyday world. To be prepared for this reality, all students are encouraged to learn as much mathematics as possible. Students are required to take three years of high school math for graduation, and students are strongly encouraged to take a math course their senior year as most universities recommend four years of mathematics.

The flow chart below shows possible math trajectories for students during high school. AP Computer Science Principles, AP Computer Science A and Robotics may also count toward completion of a student's third year of math. Students are encouraged to consider their post high school plans and guidance from their counselor and math instructor(s) to inform their math decisions.

### TYPICAL HIGH SCHOOL MATH SEQUENCE EXAMPLES



**ALGEBRA I***Length / Credit:**Grades:**Diploma Category:***MAL100 A/B***Full Year / 1.0 Credit**9, 10, 11, 12**Algebra I*

This course expands on the students' understanding of using arithmetic operations and properties to include the symbolic language of algebra. Students will formalize their understanding of functions with a focus on linear functions, quadratic functions, and exponential functions. Other topics that will be studied are writing equations to model linear equations, solving systems of linear equations and inequalities, solving quadratic equations with real roots, exponent laws and properties, and data analysis. Students will continue to develop problem solving, reasoning and proof, communication, and mathematical modeling skills aligned to the Standards for Mathematical Practice.

**GEOMETRY***Length / Credit:**Grades:**Prerequisite:**Diploma Category:***MGE100 A/B***Full Year / 1.0 Credit**9, 10, 11, 12**Algebra I or Concurrent Enrollment in Algebra I**Geometry*

Students will build upon algebraic skills from Algebra 1 by applying them to new geometric concepts. Students will formalize their reasoning skills to write proofs built on definitions, axioms, and theorems. Students will study symbolic logic, parallel and perpendicular lines, triangle properties, quadrilateral properties, and properties of other polygons and circles. Other topics that will be studied are similar and congruent figures, right triangle trigonometry, coordinate geometry, geometric transformations, area, surface area and volume of three-dimensional figures.

**ALGEBRA II /  
TRIGONOMETRY***Length / Credit:**Grades:**Prerequisite:**Diploma Category:***MAL180 A/B***Full Year / 1.0 Credit**9, 10, 11, 12**Algebra I and Geometry**3rd Year of Math*

Students will expand their understanding of number systems to include complex numbers and will grow more proficient in their use of algebraic techniques. This course focuses on the study of functions: linear, absolute value, piecewise, quadratic, exponential, logarithmic, square and cube root, cubic, and those involving inverse variation and rational functions. Students will study periodic and trigonometric functions. This course meets the third-year math requirement for high school graduation and college admission requirements. This course will prepare students for Precalculus and Calculus. The breadth and depth are greater than that of the Algebra 2 course.

**PRECALCULUS***Length / Credit:**Grade:**Prerequisite:**Diploma Category:***MPC100 A/B***Full Year / 1.0 Credit**9, 10, 11, 12**Algebra II or Algebra II/Trigonometry**3<sup>rd</sup> Year of Math or Algebra I*

Students will continue to review, build and expand upon their understanding of functions and graphs. This course prepares students to advance their levels of analysis to include asymptotic behavior, domain restrictions, degree and factorization and it incorporates more advanced forms of mathematical symbology like interval notation. Trigonometry, quadratic, exponential, logarithmic, polynomial, rational, radical, power, and trigonometric functions is a major focus of this course.

**CALCULUS I  
(MATH & 151)**

**CHS135 A / B**

*Length / Credit:*

*Full Year / 1.0 Credit*

*Grades:*

*9, 10, 11, 12*

*Prerequisite:*

*Precalculus I or Precalculus I & II*

*Fee:*

*Students who choose to take this course for college credit must pay the college fee. (Financial aid available; please see your counselor)*

*Diploma Category:*

*3rd Credit of Math, Geometry or Algebra I*

*College credits may be earned under the conditions of the College in the High School program. See your counselor for information specific to your school.*

This course is designed for the student who wishes to continue their math studies at a college level. This is a college-level course that covers limits, derivatives and their applications, including differentiation of algebraic, exponential, logarithmic, trigonometric functions and applications. If time permits, an introduction of integrals will begin. This course is equivalent to Math 151 (Differential Calculus).

**CALCULUS II  
(MATH& 152)**

**CHS137 A/B**

*Length / Credit:*

*Full Year / 1.0 Credit*

*Grades:*

*10, 11, 12*

*Diploma Category:*

*3rd year of math*

*Prerequisite:*

*Calculus I*

*Fee:*

*Fee for those choosing to earn college credit. (Financial aid is available; see your counselor)*

This course is equivalent to the second college quarter in the calculus of functions of a single variable. Emphasizes integral calculus. Emphasizes applications and problem solving using the tools of calculus.

**FINANCE**

**MFI300 A/B**

*Length / Credit:*

*Full Year / 1.0 Credit*

*Grades:*

*10, 11, 12*

*Diploma Category:*

*3<sup>rd</sup> Year of Math*

*Prerequisite:*

*Algebra I and Geometry*

Students will apply math principles to consumer finance, such as behavioral finance, budgeting, banking, credit, renting, paying for college, buying a house, taxes, insurance, investing and retirement.

**Note:** Parent approval required if course to be taken as 3<sup>rd</sup> credit of math; see counselor to complete the process.



**PROBABILITY,  
STATISTICS &  
DISCRETE MATHEMATICS**

**MST125 A/B**

*Length / Credit:* Full Year / 1.0 Credit

*Grades:* 9, 10, 11, 12

*Diploma Category:* 3<sup>rd</sup> Year of Math, Algebra I, Geometry

***Prerequisite:* Successful completion of Algebra II / Trigonometry**

This course offers students the opportunity to dig deeply into some of the many interesting math topics that don't lie directly on a narrow road to Calculus. Students will study topics from within each of the fields of Probability, Statistics, and Discrete Mathematics; the exact topics covered will be tailored to the larger problems and projects that students choose to pursue. This class will also involve some computer programming for such things as probability simulations and/or statistical analysis of large data sets. Students will be taught all necessary coding skills, with additional support given as needed; no prior programming experience is required or expected.

Focus in this class will be on depth of understanding, fostered by looking at problems from multiple perspectives. For instance, a typical sequence in the study of Probability would be: students look at an interesting scenario, discuss and decide what they expect to see happen, simulate the scenario (often with a computer program), and construct mathematical arguments to explain what they see. Gaining a clear understanding of how and why things work will often involve alternating between adjusting the simulation and rethinking the math.

## **SCIENCE**

---

### **THREE SCIENCE CREDITS FOR HIGH SCHOOL GRADUATION**

- 2.0 Credits of Lab Science
- 1.0 Credit Third Year Science

All ILHS science courses are lab science classes, and count toward the graduation requirements noted above. Astronomy, Chemistry, AP Chemistry, Physics and AP Physics satisfy college entrance requirements for an algebra-based science.

**PHYSICS**

**SCP100 A/B**

*Length / Credit:* Full Year / 1.0 Credit

*Grade:* 9, 10, 11, 12

*Prerequisite:* Algebra I

*Diploma Category:* Lab Credit or 3<sup>rd</sup> Year of Science

This course is aligned to the NGSS (WSSLS) high school performance expectations for physical science and also integrates astronomy. The major content of the course will center on exploring motion, forces, energy and waves. Students will engage in both science and engineering practices as they learn about the content and relate them to the cross-cutting concepts of science.

Physics concepts are frequently built upon real-world, anchoring phenomena or problems with inquiry-based questions. Students explore answers to science-based questions through collaborative learning, simulations and practice activities, lectures, and online resources.

**CHEMISTRY****SCC100 A/B**

*Length / Credit:*

*Full Year / 1.0 Credit*

*Grade:*

*10, 11, 12*

*Prerequisite:*

*Algebra II or Algebra II/Trig or concurrent enrollment in  
Algebra II or Algebra II/Trig*

*Diploma Category:*

*Lab Credit or 3<sup>rd</sup> Year Science*

Chemistry is the study of matter and the chemical reactions between substances. This course is aligned to the NGSS (WSSLS) high school performance expectations for physical science that also integrates climate change. The major content of the course will center on the nature of matter and the changes it undergoes at the atomic level. Students will engage in both science and engineering practices as they learn about the content and relate them to the cross-cutting concepts of science.

Chemistry concepts are frequently built upon real-world, anchoring phenomena or problems with inquiry-based questions. Students explore answers to science-based questions through collaborative lab work, simulations and practice activities, lectures, and online resources.

**FUNDAMENTALS  
OF BIOLOGY  
(BIOL 101)****CHS314 A/B**

*Length / Credit:*

*Full Year / 1.0 Credit*

*Grades:*

*11, 12*

*Diploma Category:*

*Lab Science or 3<sup>rd</sup> Credit of Science*

*Fee:*

*Optional fee for those choosing to earn college credit. (Financial aid is available; see your counselor)*

This course is an introduction to scientific inquiry and basic principles of biology at molecular, cellular, organismal, community, and ecosystem levels as applied to humans, society, and the environment. This is a two-semester dual credit course that earns 5 credits at Central Washington University and 1.0 lab science credit at Innovation Lab High School.

**FORENSICS****VFS200 A/B**

*Length / Credit:*

*Full Year / 1.0 Credit*

*Grades:*

*10, 11, 12*

*Diploma Category:*

*Lab Science, 3<sup>rd</sup> Year of Science, or Career & Technical Education*

This hands-on course focuses on solving problems by using scientific thinking and skills to interpret forensic evidence at a crime scene. As such, basic principles from biology, chemistry and physics will be used to illustrate the use of science to address real-world situations. The course includes the study of related issues such as rules of evidence and case studies of the use and misuse of forensic evidence.

**INTRODUCTION TO  
HUMAN ANATOMY****SCA200***Length / Credit:**Semester / 0.5 Credit**Grades:**10, 11, 12**Diploma Category:**CTE, Lab Science, or 3<sup>rd</sup> Year Science*

This course is designed for students who are interested in careers working with and around the human body; such as medicine, cosmetology, healthcare support occupations, physical therapy, dentistry, chiropractic, fitness training, nursing, occupational therapy, massage therapy and sports medicine among others. The structure and function of the human body is the focus of study. Extensive labs and activities support concepts learned.

**PLTW: BIOMEDICAL  
INNOVATIONS****SCB320 A/B***Length / Credit:**Full Year / 1.0 Credit**Grades:**11, 12**Diploma Category:**3<sup>rd</sup> Year Science, Flexible Credit, CTE*

Biomedical Innovations is designed to be a culminating, open-ended, project-based, collaborative course. You will apply your knowledge and skills in different teams to design innovative solutions for the health challenges of the 21st century. You will work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health. Products generated will include presentations, prototypes, and research posters to name a few.

**THE RESTLESS  
NORTHWEST:  
A GEOLOGICAL STORY****SCG150 A/B***Length / Credit:**Full Year / 1.0 Credit**Grades:**10, 11, 12**Diploma Category:**Flexible Credit*

In this course, students will learn about the remarkable geological processes that shaped the Pacific Northwest, from the volcanic Cascade Range to the flood-scoured scablands of eastern Washington and the eroded peaks of the north Rockies. An emphasis will be placed on the methodology of the geologists who discovered how these various land forms came together. Students in this course will also attend field trips to study these processes up close! This course will be aligned to the Next Generation Science Standards (NGSS), which is consistent with all core science classes.

## SOCIAL STUDIES

---

### **WORLD HISTORY**

### **SSW125 A/B**

*Length / Credit:*

*Full Year / 1.0 Credit*

*Grades:*

*9, 10*

*Diploma Category:*

*World History*

Students will explore and analyze world events in this survey course spanning 1450-to the present. Major units of study include: Global expansion, the Age of Revolutions, international conflicts, the emergence and development of new nations, and the economic, technological, political, social, and geographic causes of change. These topics will be explored through the use of textbooks, primary source documents, scholarly readings, speeches, short stories, and political cartoons. The goal of the World History course is to prepare students to participate in a pluralistic, democratic society through understanding multiple perspectives, respecting various cultures, and recognizing their role in a global economy.

### **UNITED STATES HISTORY**

### **SSU300 A/B**

*Length / Credit:*

*Full Year / 1.0 Credit*

*Grade:*

*10, 11*

*Diploma Category:*

*US History*

This graduation requirement focuses on the US Constitution and the relationship of historical events to the political, social and economic ideas that have shaped our country since Industrialization including Since Time Immemorial Native American curriculum from OSPI. Students will learn to assess historical sources and to evaluate historical events through lectures, readings, class discussion, multimedia resources and project learning.

### **CIVICS**

### **SSC445**

*Length / Credit:*

*Semester / 0.5 Credit*

*Grades:*

*11, 12*

*Diploma Category:*

*Civics*

Seniors are required to take a semester of civics. This course focuses on the study of political and economic issues at the local, state, tribal, and national level. Students will examine the Constitution, focusing on the structure of the government as well as the role of the individual within a democratic society.

Topics include:

- Federal, state, tribal, and local government organization and procedures.
- Rights and responsibilities of citizens addressed in the Washington State and US Constitutions.
- Current issues addressed at each level of government.
- Electoral issues, including elections, ballot measures, initiatives, and referendums.
- The study and completion of the civics component of the federally administered naturalization. test required of persons seeking to become naturalized US citizens.
- Recognizes the certain basic values and character traits essential to individual liberty, fulfillment, and happiness as identified by the State Legislature.

**CONTEMPORARY  
WORLD PROBLEMS****SSG445**

*Length / Credit:* Semester / 0.5 Credit  
*Grades:* 11, 12  
*Diploma Category:* Contemporary World Problems

Seniors are required to take Contemporary World Problems which is a one semester course that will emphasize the study of current, cultural, economic, environmental, political, and religious issues around the world. Topics include:

- International organizations, institutions, treaties, and frameworks.
- Current issues driving global events.
- The role of the US in a larger global context.

**AMERICAN GOVERNMENT CHS 345 A/B**

*Length / Credit:* Full Year / 1.0 Credit  
*Grades:* 11, 12  
*Diploma Category:* Flexible Credit  
*Fee:* Optional fee for those choosing to earn college credit. (Financial aid is available; see your counselor)

This political science course examines and evaluates the nature of the American political system – its origins, institutions and operations, as well as its strengths and weaknesses. Students will learn to describe and analyze the nature of politics, power and policies, analyze formal and informal institutions of government, articulate conventional and unconventional means of citizen participation, and interpret political outcomes.

**FOOD HISTORY****SSS161**

*Length / Credit:* Semester / 0.5 Credit  
*Grades:* 10, 11, 12  
*Diploma Category:* Flexible Credit  
***Prerequisite:*** World History

Explore the history of the world through one of its most vital resources: food! This course will examine various time periods around the world with the key focus on how food impacts the development of culture and historical change. Develop your historical skills with class readings of an anchor text, primary source analysis, presentations, and of course through the food itself!

**REVOLUTIONARY STUDIES SSS163**

*Length / Credit:* Semester / 0.5 Credit  
*Grade:* 10, 11, 12  
*Diploma Category:* Flexible Credit, Social Studies  
***Prerequisite:*** Recommended: Proficient in World History

Looking at different regions and historic moments leading to government revolutions. Students will study revolutions and the social and economic conflicts that lead to upheaval and government overthrows. Students will run simulations, research and study conflicts, and look at how citizens, military, social elites, and government officials interact before, during, and after revolutions.

## US HISTORY THROUGH FILM

SSS162

*Length / Credit:*

*Semester / 0.5 Credit*

*Grade:*

*10, 11, 12*

*Diploma Category:*

*Flexible Credit*

***Prerequisite:***

***US History or concurrently enrolled in US History***

In US History Through Film we will watch historical films from various phases of American History. Prior to watching the films, students will learn about the geographic and historic factors that combined to create the historic topic of the film. They will use maps, primary sources, and secondary source documents to create a framework for understanding the area and time period before watching the film. After watching the film, students will participate in activities that require research, writing, and presentation skills to evaluate the film in comparison to actual events and how the stylistic choices of filmmaking deepen our understanding of historical events.

## WORLD LANGUAGES

World Languages are an academic, college preparatory program requiring a considerable amount of home study and a positive attitude to succeed. Northshore School District offers advanced courses in select languages at the International Baccalaureate, Advanced Placement, and College in the High School level. Currently there is not a high school World Language graduation requirement. However, the four-year colleges and universities in Washington State have a two-year minimum entrance requirement of one language sequence and many universities recommend at least three years of language study.

All world language classes are repeatable with instructor approval, but priority is given to first time learners.

## FIRST YEAR LANGUAGES

Heritage speakers may be able to start above the 100 level, depending upon their language skills.

## AMERICAN SIGN LANGUAGE 100

WLX100 A/B

*Length / Credit:*

*Full Year / 1.0 Credit*

*Grades:*

*9, 10, 11, 12*

*Diploma Category:*

*Career & Technical Education*

*Fee:*

*Optional \$50 fee covers all Pacific NW College Credit courses taken in a given year – see page 14 for more information;*

*(Financial aid is available; please see your counselor)*

*Note:*

*5 Pacific NW College Credits available when grade of B or better is earned at Lake Washington Institute of Technology (ASL& 121)*

This college level course, ASL 100, is the complex and natural existing language used by the Deaf. ASL 100 will introduce students to this visual / gestural language and to the Deaf community. In this class students will learn vocabulary and the grammar of ASL through natural everyday conversation, situations, and activities. Classrooms operate in large and small group settings and often in full immersion. Students must be able to maintain eye contact and be visually focused. Also having the ability to work regularly with recording devices (by uploading and downloading media) for portfolio purposes.

**Note:** *This is a college-level course. Students who take ASL need to be able to hold eye contact, interact with others, be academically responsible and organized, work in a voices-off environment, and be willing to do the work.*

## **HINDI 100**

*Length / Credit:*

*Grades:*

*Diploma Category:*

## **WLH100 A/B**

*Full Year / 1.0 Credit*

*9, 10, 11, 12*

*Flexible Credit*

A beginning course to introduce the basics of the language, such as letters, sounds, simple words, greetings, etc. through simulated real-life situations, music, games, storytelling, and other activities. The goal for year-end will be that students have gained a working vocabulary and grammar basis to facilitate communication in the language. Skills emphasized will be listening, oral communication, reading and writing.

## **SPANISH 100**

*Length / Credit:*

*Grades:*

*Diploma Category:*

*Class Fee:*

## **WLS100 A/B**

*Full Year / 1.0 Credit*

*9, 10, 11, 12*

*Flexible Credit*

*\$22.50 (Financial aid is available; please see your counselor)*

A beginning course to introduce the basics of the language as well as the culture through simulated real-life situations, music, games, storytelling, and other activities. The goal for year-end will be that students have gained a working vocabulary and grammar basis to facilitate communication in the language. Skills emphasized will be listening, oral communication, reading and writing.

## **SECOND YEAR LANGUAGES**

## **AMERICAN SIGN LANGUAGE 200**

*Length / Credit:*

*Grades:*

***Prerequisite:***

*Diploma Category:*

*Fee:*

## **WLX200 A/B**

*Full Year / 1.0 Credit*

*10, 11, 12*

***Successful completion of the 100-level course of the same language***

*Career & Technical Education*

*Optional \$50 fee covers all Pacific NW College Credit courses taken in a given year – see page 14 for more information*

*(Financial aid is available; please see your counselor)*

***Note:***

*5 Pacific NW College Credits available when grade of B or better is earned at Lake Washington Institute of Technology (ASL& 122)*

ASL 200 expands on vocabulary, deepens complex grammatical understanding, functional application, deaf history, culture, and community. Second year will focus more on classifiers, use of spatial referencing, role-shifting, signer's point of view, verb inflections and the greater deaf community (agencies serving the deaf and hard-of-hearing). Using dialogues and narratives while continuing their virtual portfolios, students will grow in their fluency, prosody, and confidence.

### **SPANISH 200**

*Length / Credit:*

*Grades:*

***Prerequisite:***

*Recommended:*

*Diploma Category:*

*Fee:*

### **WLS200 A/B**

*Full Year / 1.0 Credit*

*9, 10, 11, 12*

***Successful completion of the 100-level course of the same language***

*Strongly encourage a grade of C or better in 1<sup>st</sup> year language*

*Flexible Credit*

*\$22.50 (Financial aid is available; please see counselor)*

In these second-year courses students will expand their knowledge and fluency of the language by increasing their vocabulary base and expanding their ability to read and write in the language. The goal for the year-end will be that students have expanded their conversation skills, grammar, reading and writing skills to an intermediate level. Skills emphasized will be, listening, reading, and writing as well as oral communication.

## **THIRD YEAR LANGUAGES**

### **AMERICAN SIGN LANGUAGE 300**

*Length / Credit:*

*Grades:*

***Prerequisite:***

*Diploma Category:*

*Fee:*

### **WLX300 A/B**

*Full Year / 1.0 Credit*

*11, 12*

***Successful completion of the 200-level course of the same language***

*Career & Technical Education*

*Optional \$50 fee covers all Pacific NW College Credit courses taken in a given year – see page 13 for more information. (Financial aid is available; please see counselor)*

ASL 300 continues vocabulary and grammatical structure of the language with storytelling, narratives, and dialogues. While continuing an exposure to Deaf history, culture, and community, students will also explore Deaf folklore, current events and deaf-related topics, the deaf/blind community, mock interpreting simulations, poetry, iconic art, and careers with ASL.

### **SPANISH 300**

*Length / Credit:*

*Grades*

***Prerequisite:***

*Diploma Category:*

*Fee:*

### **WLS300 A/B**

*Full Year / 1.0 Credit*

*10, 11, 12*

***Successful completion of the 200-level course of the same language***

*Flexible Credit*

*\$22.50 (Financial aid is available; please see counselor)*

In this third-year course students will be engaged in a variety of activities to develop skills in every aspect of the language. Short stories, skits and role-playing, poems, magazine and newspaper articles, audio and video sources are used to encourage learning. The class is conducted in a semi-immersion environment and the students are encouraged to employ the language as much as possible. The goal for year-end will be that students will have developed a basic proficiency in the language.



## WORLD LANGUAGE COMPETENCY TEST

Can you read, write, speak and listen in a language other than English?

In the Northshore School District, you can earn high school credit in a World Language by successfully passing a World Language Competency test and demonstrating your proficiency in reading, writing, speaking, and listening. You may also earn a Seal of Biliteracy on your high school diploma for demonstrating a high level of proficiency.

**Visit:** [nsd.org](http://nsd.org)>*In Our Schools*>*Assessment*>*World Language Competency Test* to sign up for this exam early in the school year.

## SPECIAL EDUCATION

---

### SPECIAL EDUCATION SERVICES

All students who attend Innovation Lab High School participate in general education classes. Special education services are delivered in the general education classroom. Some students who received special education services receive accommodations and/or modifications in those general education classes.

All students are expected to meet all graduation requirements, including full credits, state assessments and the High School & Beyond Plan.

## GLOSSARY

---

### USING THIS CATALOG

This catalog is organized by category. Courses in this catalog may be offered at one, two or all four of our comprehensive high schools. Students may access classes and programs only at their high school of record/home high school unless they are classes or programs specifically noted as “*Satellite program – open to all NSD students,*” or WANIC offerings.

Please note that course availability is dependent upon adequate registrations and available staffing.

A glossary of terms and diploma category descriptions are provided below.

#### **Accuplacer:**

An optional placement test students may take to determine their level of skill and competence in math, reading and English. It is a multiple-choice test with an essay section provided by [CollegeBoard.com](http://CollegeBoard.com).

**ACT:**

One of the two commonly used tests designed to assess high school students' general educational development and their ability to complete college-level work.

**AP:**

Advanced Placement Program provides college-level courses available to high school students which may allow a student to earn college credit provided through the College Board

**ASB:**

Associated Student Body

**ASL:**

American Sign Language

**ASVAB:**

The ASVAB Career Exploration Program is a career planning and exploration program that combines a multiple-aptitude test with an interest self-assessment and a wide range of career exploration tools designed to help students explore the world of work and gain confidence in making career decisions.

**BHS:**

Bothell High School

**CAD:**

Computer Aided Design

**C&CR:**

Career & College Readiness

**CHS:**

College in the High School Program

**CPR:**

Cardiopulmonary resuscitation

**CTE:**

Career and technical education

**DECA:**

Delta Epsilon Chi and Distributive Education Clubs of America prepares student leaders and entrepreneurs for careers in marketing, finance, hospitality and management in high schools and colleges around the globe.

**ELL:**

English Language Learners

**ETSP:**

Environmental Technology & Sustainable Practices – a program offered through Cascadia Community College that provides a degree that prepares you for many industry positions.

**FSA:**

Functional Skills and Academics

**HL:**

High Level

**IEP:**

Individualized Education Program -- an IEP is the legal document that defines a child's special education program.

**IHS:**

Inglemoor High School

**JAVA:**

Software development program for computer systems fundamentals

**NCAA:**

National Collegiate Athletic Association. The association organizes the athletic programs of numerous colleges and universities

**NCHS:**

North Creek High School

**NGSS:**

Next Generation Science Standards

**PLTW:**

Project Lead the Way engineering educational high school pathway

**RS:**

Running Start is a program that allows juniors and seniors to attend college courses numbered 100 or above, while completing high school.

**SAT:**

One of the two commonly used tests designed to assess high school students' general educational development and their ability to complete college-level work.

**Satellite Course:**

A course offered at one of the Northshore School District high schools, but open to all NSD high school students.

**SL:**

Standard Level

**WANIc:**

Washington Network for Innovative Careers provides advanced-level Career and Technical Education programs based on rigorous academic and industry standards, preparing students for post-secondary education and successful entry into high-skill, high-demand careers, and employment.

**WHS:**

Woodinville High School