

# INNOVATION LAB HIGH SCHOOL

## COURSE CATALOG



2024 ~ 2025  
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.

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

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*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**

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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 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.

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)

# THE MASTERY LEARNING RECORD

## MASTERY LEARNING AT INNOVATION LAB

Innovation Lab High School (ILHS) opened in September 2020 as a choice school within the Northshore School District and currently serves just under 250 students in grades 9 – 12. ILHS has provisional accreditation status by the Association of Educational Service Districts (AESD). The facility is a non-traditional learning space designed to be highly flexible and configurable. ILHS is a member of the first cohort in the Washington State Board of Education's Mastery-Based Learning Collective (MBLC) and is a leader in the State with regards to the implementation of mastery-based learning. At ILHS, students are held to rigorous standards-based expectations in each content area, in addition to demonstrating mastery in 21st century skills such as critical thinking, creativity, communication, collaboration, agency, and citizenship. Students at ILHS participate in project-based learning at the classroom level, personal passion projects, and schoolwide interdisciplinary projects. Students are highly engaged in co-creating the school traditions and culture of ILHS. All four years, students participate in Crew, which is a central course for learning social-emotional and transferable 21st century skills in a close-knit, inclusive community of peers with a teacher-advisor. The ILHS school motto - A catalyst for change - is visible in students' sense of agency and their drive to be change-makers by applying their mastery skills to build a better future for our world.



### Transferable 21st Century Skills

| Communication   | Collaboration  | Critical Thinking   | Creativity  | Agency   | Citizenship  |
|---|--|---|---|--|--|
| Conversations and Discussions:<br><br>Engages appropriately in deep conversations   | Cooperation:<br><br>Supports a cooperative team culture  | Information and Discovery:<br><br>Seeks out meaningful information about complex situations | Idea Generation:<br><br>Generates diverse and creative ideas to address a task (problem, investigation, or challenge) | Initiative to Learn:<br><br>Seeks out opportunities to learn                     | Advocacy:<br><br>Takes action which has a beneficial impact on others or the environment           |
| Correspondence:<br><br>Written correspondence with non-peers is clear, respectful and appropriate to means of communication | Collaborative Responsibility and Productivity:<br><br>Is responsible and productive when working as part of a team | Reasoning:<br><br>Comes to valid conclusions about complex situations                       | Idea Design and Refinement:<br><br>Analyzes and refines existing ideas  | Perseverance:<br><br>Overcomes adversity   | Respect for Diversity:<br><br>Respects others' identities, including cultures, values, and beliefs |
| Oral Presentations:<br><br>Delivers clear and effective oral presentations  | Tools for Collaboration:<br><br>Utilizes tools for effective collaboration   | Problem Solving:<br><br>Creates solutions to complex problems                               | Creative Production:<br><br>Shapes original ideas into a creative product   | Personal Reflection:<br><br>Reflects accurately on own abilities and performance |  |
|   | Responsiveness:<br><br>Accepts and delivers constructive feedback  | Constructs Arguments:<br><br>Constructs persuasive arguments about complex situations       |   | Task Reflection:<br><br>Reflects accurately on process and products              |  |

## THE MASTERY LEARNING RECORD

ILHS uses mastery-based grading to assess student work. Students are assessed both in their mastery of transferable skills, which correlates to their Mastery Learning Record, and on the content standards for the course, according to the EPNU scale below. Regardless of where a student is evaluated, we endeavor to provide specific feedback on how their work can be further improved or what the next steps of learning may be for the student.

- Exceeds Proficiency: Goes substantially beyond the requirements for Proficient regarding depth, breadth, or quality.
- Proficient: Meets the specific defined requirements of the assignment.
- Not Yet: Does not meet all requirements for proficiency.
- Unassessable: No assessable evidence of learning has been provided/observed.

ILHS does not use letter grades to assess student work; however, the letter grade is recorded on students' transcripts. The table below shows how the mastery-based grading language translates into traditional letter grades and percentages.

| Mastery Language                  | Grade Posted on Transcript |
|-----------------------------------|----------------------------|
| Exceeds Proficiency               | A (4.0)                    |
| Highly Proficient                 | A- (3.7)                   |
| Proficient                        | B (3.0)                    |
| Approaching Proficiency           | C (2.0)                    |
| Some Evidence of Learning         | D (1.0)                    |
| Insufficient Evidence of Learning | NC/F (0.0)                 |

**Exceptions:** Teacher and Office Assistant positions will be graded Pass (P) or Fail (F).

Each student's grade point average shall be the sum of the point values, 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.

Each student at ILHS has their learned transferable skills represented on their Mastery Learning Record (MLR). The MLR competencies are defined by each member school. The MLR shows the required (Foundational) competencies earned by the student, as well as their optional (Advanced) competencies. The circular graphic displays a summary of this information, while details about each competency can also be viewed. Viewers of the MLR can access students' traditional transcripts via a link within the MLR. Students customize their MLR profile page, turning it into a digital portfolio that represents what a student can do beyond what courses and grades can communicate. They write their student statement, provide context for their work, and choose the evidence that they feel best represents them and their demonstrated skills. The MLR remains a school record and contains information to help readers understand the learner's achievements in the context of their school and cohort.

## THE MASTERY LEARNING RECORD

| What Makes the Mastery Learning Record Different  |   |  |   |  |
|---|---|--|---|--|
| No Grades or GPA  | Flexible, but Consistent  | Compact, but Layered   | Student-Centric But Contextual  | Equitable  |
| The MLR does not reduce learners to a single number, but it does hold them to high standards. When learners master critical skills and content, they earn competencies which combine to create a clear succinct visualization of each learner's unique strengths. | Mastery competencies are defined and certified by member 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 Mastery Learning Record 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 portfolio and credentials. | Learners own their own profile page and can choose to feature particular projects and achievements. The MLR 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. |

## ADDITIONAL GRADING INFORMATION

### CREDIT RETRIEVAL, SUMMER SCHOOL, AND ONLINE COURSES

Some credit retrieval programs are available during the school year. Contact the counselor for more information.

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.

Students choosing to take courses from outside online course/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 accredited providers will be accepted as viable transfer credits.

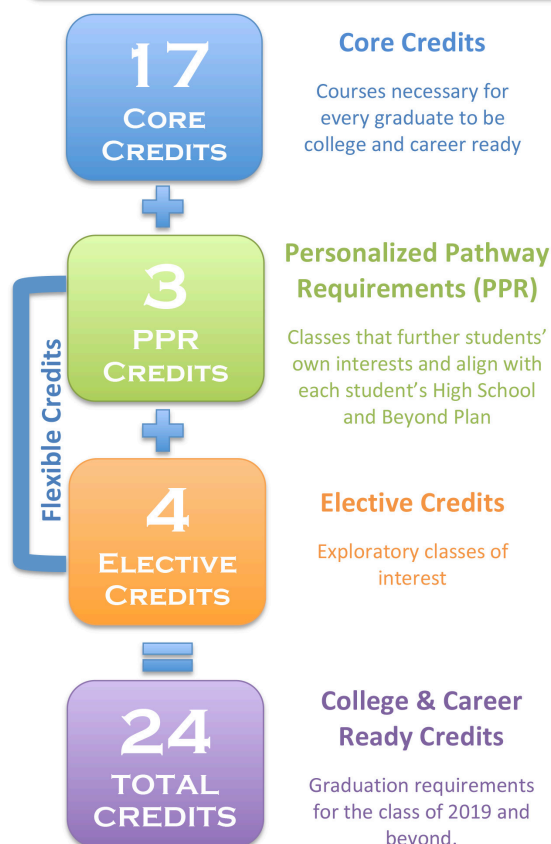
## CREDITS

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 the counselor immediately if they are not enrolled in courses that will meet graduation requirements. The Counselor is 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. The Counselor can provide distance learning options. All outside courses must be pre-approved to be placed on the transcript.

## DIPLOMA REQUIREMENTS FOR GRADUATION

### 24 CREDITS COLLEGE AND CAREER READY GRADUATION REQUIREMENTS FOR THE CLASS OF 2019 AND BEYOND



| Core Credits<br>plus<br>Personalized Pathway Requirements (PPR) |                |      |                  |             |                              |
|---|----------------|------|------------------|-------------|------------------------------|
| 4   | English        | 3    | Math             | 3           | Science                      |
| 3   | Social Studies | 2    | Health & Fitness | 1           | Career & Technical Education |
| 2   | Arts           | -or- | 1                | Arts        | + 1 PPR Course               |
| 2   | World Language | -or- | 2                | PPR Courses |                              |
| 4 Elective credit courses chosen by the student                 |                |      |                  |             |                              |



## **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:

| <b>24 Total Credits<br/>Core Content Areas</b> | <b>Diploma Category Specific<br/>Requirements</b>   | <b>Credit<br/>Amount</b> | <b>Typical Grade<br/>Course Taken</b> |
|--|---|--------------------------|---------------------------------------|
| 4 English Credits                              | English 9   | 1                        | 9                                     |
|  | English 10  | 1                        | 10                                    |
|  | English 11  | 1                        | 11                                    |
|  | English 12  | 1                        | 12                                    |
| 3 Math Credits                                 | Algebra 1   | 1                        | unspecified                           |
|  | Geometry  | 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                        | 9                                     |
|  | U.S. History  | 1                        | 11                                    |
|  | Civics  | .5                       | 12                                    |
|  | Contemporary World Problems   | .5                       | 12                                    |
| 2 Health & Fitness Credits                     | Health  | .5                       | 9                                     |
|  | Life Fitness  | .5                       | 9                                     |
|  | Physical Education  | 1                        | unspecified                           |
| 1 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.<br><b>NSD encourages two consecutive years of the same language (aligns with most colleges and universities).</b><br>See page 14. | 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 College in the High School and Running Start.*

To preserve the integrity of the Northshore comprehensive high school diploma, 85% of the required credits for graduation shall be earned through the student's comprehensive high school course offerings. No more than 50% of the graduation requirements in any discipline may be obtained from approved accredited sources outside the Northshore School District. Students who earn more than 15% of the total required credits or more than 50% of the required credits in any discipline from outside sources, and who complete all district requirements for graduation, shall receive a generic Northshore School District diploma.

## **WAIVER OF GRADUATION REQUIREMENTS**

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### **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 Health/0.5 credit of Life Fitness
- 1.0 credit of PE 9-12

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

### **Northshore School District Procedure**

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 1.00 credit of PE 9-12 through sports participation. Each athletic season = .25 credit waiver. Life Fitness and Health cannot be waived through athletic participation.
2. Students exempted from PE 9-12 requirement must substitute equivalency credits in accordance with NSD school board policies (see Page 9 for graduation requirements).
3. Students in grade 9 may postpone PE 9-12 requirements until grades 10-12.
4. Students may request an exemption from PE for medical reasons. Medical exemptions must be verified by a physician.
5. No Health and Fitness exemption will be granted for Running Start students.
6. Other just cause.

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

Students may qualify for up to 1.0 PE waiver based on a full academic schedule throughout high school as approved by the Principal. This does not award credit, but excuses students from the PE elective requirement so that other types of classes can be taken.

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](http://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.

## **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 12)
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>

## **NAVIANCE**

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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 the counselor. 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

## **SPECIAL EDUCATION**

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### **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.

## WANIC AND SATELLITE COURSE OPTIONS

*Earn High School Credit ~ College Credit Available ~ No Tuition*  
There are separate applications for each of these programs.

### WANIC - WASHINGTON NETWORK FOR INNOVATIVE CAREERS

WANIC Courses are courses offered to students in the school districts in Northeast King County. There is no transportation provided for these courses.

Please visit <https://wanic.lwsd.org/academics/course-catalog> to access the WANIC course catalog and <https://wanic.lwsd.org/studentsfamilies/register-here> to access the WANIC application.

### NSD SATELLITE COURSES

Satellite Courses are CTE courses that are offered within Northshore School District. Limited transportation is provided for these courses.

| High School | NSD Satellite Courses   |
|-------------|---|
| Bothell     | Automotive Technology (open to grades 10-12)<br>Baking & Pastry (10-12)<br>Careers in Education (11-12)<br>Core Plus Construction (11-12)<br>Culinary Arts (10-12)<br>Sports Medicine (10-12) |
| Inglemoor   | IB Design & Tech SL/HL (11-12)<br>Sports Medicine (11-12)   |
| North Creek | Aviation (11-12)<br>Intermediate Data Programming (11-12)   |
| Woodinville | Emergency CERT (10-12)<br>Medical Professional Academy/Nursing (11-12)<br>Welding/CORE Plus Aerospace Manufacturing (11-12)   |

## **COLLEGE & UNIVERSITY ENTRANCE REQUIREMENTS**

Colleges and universities have different general requirements unique to each institution. However, there are some common requirements for each type of college or university. Although specific requirements may vary among institutions, the following minimum guidelines exist:

### COMMUNITY COLLEGES/TECHNICAL PROGRAMS:

☐ Admission requirements vary from "open-door" policy to selective course expectations for specific programs.

### IN-STATE PUBLIC UNIVERSITIES:

- ☐ English - 4 years
  - ☐ Mathematics - 3 years (Algebra II is the minimum level for college entrance)
  - ☐ Quantitative Course - A quantitative course (math or physics) must be taken by senior year
  - ☐ Lab Science - 2-3 years required (includes 1 credit in chemistry or physics)
  - ☐ Social Studies - 3 years
  - ☐ World Language - 2 years (consecutive study of same language)
  - ☐ Fine Arts - 1 year (UW and Western Washington University specific ½ credit in fine, visual or performing arts, the other ½ credit may be in the arts or in an academic elective)
- PRIVATE 4-YEAR

### COLLEGES/UNIVERSITIES:

- ☐ English - 4 years
- ☐ Mathematics - 3 years (Algebra II is the minimum level for college entrance)
- ☐ Quantitative Course - A quantitative course (math or physics) must be taken by senior year
- ☐ Lab Science - 2-3 years required
- ☐ Social Studies - 3 years
- ☐ World Language - 2 years (consecutive study of same language)
- ☐ Academic & Arts Electives - 2 years

### HIGHLY SELECTIVE COLLEGES/UNIVERSITIES:

- ☐ English - 4 years
- ☐ Mathematics - 3 years (Algebra II is the minimum level for college entrance)
- ☐ Quantitative Course - A quantitative course (math or physics) must be taken by senior year
- ☐ Science - 3-4 years
- ☐ Social Studies - 3-4 years
- ☐ World Language - 3-4 years (consecutive study of same language)
- ☐ Academic & Arts Electives - 2-3 years

**\* Note:** Each college and university makes its own decisions with regards to awarding credit and placement for College In The High School, Advanced Placement, and Running Start courses. Most institutions have a written policy that states minimum score requirements for college credit as well as how credits are applied. It is highly recommended that you check with the specific institution of your choice to learn more about how college credit can be earned and applied.

## **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 expects 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 in 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 about ILHS Mastery Skills.

### **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. 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.

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 (<https://www.k12.wa.us/student-success/support-programs/dual-credit-programs>).

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 (<https://wsac.wa.gov/college-credit-high-school>)

### **2023 - 24 DUAL CREDIT COURSE FEES**

There are no fees for College in the High School (CHS) courses at ILHS. Students/families are responsible for any fees through participation in the Running Start program.

## **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 school year and beyond, 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.



## **GENERAL INFORMATION**

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### **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)
- 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)

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 Principal 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/district. A student shall be responsible for the cost of replacing materials or property that are lost or damaged. In the event the student does not make proper restitution (or discharge the fine/charge through voluntary work obligation) the following may occur pursuant to current policies, practices, and procedures of the Northshore School District:

1. Diploma may be withheld.
2. The student may be held out of participation in extracurricular activities, including athletics.
3. The student may have withheld prepaid goods purchased from the district including, but not limited to yearbooks, pictures, and optional graduation supplies.
4. The student may be held out of participation in optional school activities including dances and excursions, as well as optional parking on campus.
5. The student may be held out of optional graduation ceremonies.
6. The student may be subject to other appropriate discipline.

## **NORTHSHORE SCHOOL DISTRICT ATHLETICS**

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

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

1. Be a resident of Northshore School District or on an approved waiver and living with parent/guardian.

2. Be enrolled in and passing a minimum of six (6) subjects.

3. Fall athletes must have passed 6 classes at the end of the previous spring semester.

\*\*In the fall, an incoming 9th grade student is not required to meet the previous semester scholarship rule provided they have met all other eligibility requirements.

4. Complete a Final Forms registration.

5. Have a current physical examination on file in the athletic office. Physicals are good for 2 years from the exam date.

6. Provide insurance company information or purchase insurance.

7. Purchase an ASB membership.

8. 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.

### **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 (National Collegiate Athletic Association) and/or NAIA (National Association of Intercollegiate Athletics) 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/>.

## ILHS COURSE CATALOG

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*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.*

### USING THIS CATALOG

This catalog is organized by category. 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.

## THE ARTS

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Note: Courses not accepted for Art credit: 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.

### BEGINNING ART

*Length / Credit:*

*Grades:*

*Fee:*

*Diploma Category:*

### ART115

*One Semester / 0.5 Credit*

*9, 10, 11, 12*

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

*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. Students will be able to present re-created objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues to communicate meaning and a record of social, cultural, and political experiences, resulting in the cultivating of appreciation and understanding of art history. These skills are necessary to excel in all other art classes. Drawing skills are not required; even students with substantial art experience enjoy and benefit from this class.

### CERAMICS

*Length / Credit:*

*Grades:*

*Fee:*

*Diploma Category:*

*Other Info:*

### ACE100

*One Semester / 0.5 Credit*

*9, 10, 11, 12*

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

*The Arts*

*Repeatable*

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, while understanding the importance of studio habits to create a safe and hazard-free environment. Students will learn

many aspects of design and construction through their projects, as well as an introduction to the potter's wheel. After creating the projects, students will explore glazing and firing to complete the process. At ILHS students should consider themselves in a college art studio, based off of UW's own 3D4M environment and in turn will experiment further with the minerals and chemical processes to understand kiln usage, and how professional clays and glazes are made.

|                          |                               |
|--------------------------|-------------------------------|
| <b>CHOIR</b>             | <b>MUV150A/B</b>              |
| <i>Length / Credit:</i>  | <i>Full Year / 1.0 Credit</i> |
| <i>Grades:</i>           | <i>9, 10, 11, 12</i>          |
| <i>Diploma Category:</i> | <i>The Arts</i>               |

Choir is open to all students with no audition required. This class will focus on building musicianship skills, emphasizing a high standard of teamwork and personal responsibility. Students will be introduced to basic music theory, correct vocal technique, and be exposed to a variety of musical styles and genres. This group is for those who wish to sing and have FUN while learning the basics of choral singing. Assessment is based upon rehearsal technique, progress of music skills, attendance, and participation. Choir can perform at concerts and assemblies throughout the year and participates in choral festivals and workshops.

|  |  |
|--|--|
| <b>DESIGN &amp; COMMERCIAL ART FOUNDATIONS</b> | <b>TEA161 A/B</b>                                      |
| <i>Length / Credit:</i>                        | <i>Full Year / 1.0 Credit</i>                          |
| <i>Grades:</i>                                 | <i>10, 11, 12</i>                                      |
| <i>Prerequisite:</i>                           | <i>Successful completion of a 0.5 Visual Art class</i> |
| <i>Diploma Category:</i>                       | <i>Career &amp; Technical Education, The Arts</i>      |

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.

|                                 |   |
|---------------------------------|---|
| <b>DIGITAL MUSIC PRODUCTION</b> | <b>MUS120</b>                                     |
| <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>Career &amp; Technical Education, The Arts</i> |

This course is designed for students who love music. New technologies now allow students to express themselves in ways that are not achieved in traditional ensembles. In this class, students will create, produce, and record digital music of all styles and genres having access to student-built and managed recording studio equipped with all necessary technology and Ableton Live software. Through a creative, project-based curriculum, students will utilize loops, drum machines and smart instruments in order to produce music for film and video games, design jingles for commercials, write original songs and beats, etc. This entry level course provides a foundation to a potential career in the modern music world. No prerequisite or prior music experience necessary.

**GRAPHIC DESIGN****AGD115**

*Length / Credit:*

*One Semester / 0.5 Credit*

*Grades:*

*9, 10, 11, 12*

*Diploma Category:*

*The Arts, Career & Technical Education*

Learn modern graphic design principles and techniques while understanding the infinite scalability of vectors. Focus on developing a professional aesthetic sensibility and studying other work by famous designers and how to be successful in the industry. Advanced topics and commissions in the field of graphic design are discussed, especially for those seeking apprenticeships in the field. Projects encompass the spectrum of graphic design, and some are extended length. Course uses beginning to advanced Inkscape techniques, Adobe Illustrator and InDesign, and Visual Studio Code for CSS Animations. Projects include type layout, logo design, poster design, book/album design, marketing materials, product redesign, pattern design, web-building, and others. This career focused course explores alternative uses for design and teaches professional printing techniques along with learning how to use designs to create 3D artworks or real products using an embroidery machine, cricket, and screen printer. Professional design portfolios will be created during this course.

**PHOTOGRAPHY &  
VIDEO FOUNDATIONS****APH160 A/B**

*Length / Credit:*

*Full Year / 1.0 Credit*

*Grades:*

*9, 10, 11, 12*

*Diploma Category:*

*The Arts, Career & Technical Education*

This course will focus on career exploration in the fields of photography and video production. The course will discuss artistic theories, methods and techniques used to plan, produce, and distribute photos and videos. Includes instruction in sound, lighting, camera options, composition, production preparation, and related computer applications. Major skills and concepts will be taught through practice, projects, and instruction. We will go back to the origins of photography while you explore photo and video camera simulations that will prepare you for understanding modern cameras. Students will learn the fundamentals of strong photography using a digital camera and explore other professional Photographers/Videographers and their success. This is an experience of 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 and video editing programs, including Photoshop, Lightroom, and Premiere pro will be used to enhance students' shots. This course facilitates discussion of photographic processes within the larger context of contemporary art and digital media. Students will complete deep dives of personal exploration into creating an individual voice, documenting public life and worldview within photo and film, refining a working process, considering methods for presentation/distribution of photographs, and reflecting on current issues in contemporary art. Workshops in the context of the course will introduce strobe and professional use of 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. Lectures/demonstrations will include assembling a portfolio of photographs and short films, submitting work for review, and preparing your digital art for an exhibition. Here you will discover your capacity to create and appreciate the art of photography and film, help you build a strong portfolio, and enable you to compete in arts contests and programs of your choice.

**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 and videos that reflect the elements of all memorable film. Students will expand their knowledge of the settings on their DSLR to capture images in a variety of styles, be introduced to video resolution, and gimble and mic usage. Digital photo editing programs, including Photoshop and Lightroom, will be used to enhance and sharpen students' photographs for printing and manipulation purposes. (Up to 180 hours)

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

**DRA317**

|                   |   |
|-------------------|---|
| Length / Credit:  | Semester / 0.5 Credit   |
| Grades:           | 9, 10, 11, 12   |
| Fee:              | \$20 ( <i>Financial aid is available; please see your counselor</i> ) |
| Diploma Category: | The Arts  |
| Other Info:       | Repeatable  |

This course, centered around the game of Dungeons & Dragons, will provide students with opportunities to create and experience stories and new worlds with their peers. Students will learn about creative writing, improvisational acting, role-playing, balanced worldbuilding 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.

Course is structured like a theater course:

PERFORMANCE [Daily improvisation strategies & practice, character immersion]

READING [Worldbuilding - understanding other characters/life in world/setting]

WRITING [Character and Campaign/Script Development] VISUAL [Prop Development]

## **CAREER & TECHNICAL EDUCATION**

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### **(CSE 121) INTRO TO COMPUTER PROGRAMMING I**

**CHS522 A/B**

*Length / Credit:*

*Full Year / 1.0 Credit*

*Grades:*

*9, 10, 11, 12*

***Prerequisite:***

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

*Fee:*

*No Fee*

*Diploma Category:*

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

*Note:*

*5 college credits can be earned through the University of Washington.*

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*

***Prerequisite:***

***Intro to Computer Programming I***

*Diploma Category:*

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

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.

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

*Length / Credit:*

*Full Year / 1.0 Credit*

*Grades:*

*10, 11, 12*

***Prerequisite:***

***Successful completion of a 0.5 Visual Art class***

*Diploma Category:*

*Career & Technical Education, The Arts*

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.

**DIGITAL MUSIC  
PRODUCTION****MUS120***Length / Credit:**One Semester / 0.5 Credit**Grades:**9, 10, 11, 12**Diploma Category:**Career & Technical Education, The Arts*

This course is designed for students who love music. New technologies now allow students to express themselves in ways that are not achieved in traditional ensembles. In this class, students will create, produce, and record digital music of all styles and genres having access to student-built and managed recording studio equipped with all necessary technology and Ableton Live software. Through a creative, project-based curriculum, students will utilize loops, drum machines and smart instruments in order to produce music for film and video games, design jingles for commercials, write original songs and beats, etc. This entry level course provides a foundation to a potential career in the modern music world. No prerequisite or prior music experience necessary.

**GRAPHIC DESIGN****AGD115***Length / Credit:**One Semester / 0.5 Credit**Grades:**9, 10, 11, 12**Diploma Category:**The Arts, Career & Technical Education*

Learn modern graphic design principles and techniques while understanding the infinite scalability of vectors. Focus on developing a professional aesthetic sensibility and studying other work by famous designers and how to be successful in the industry. Advanced topics and commissions in the field of graphic design are discussed, especially for those seeking apprenticeships in the field. Projects encompass the spectrum of graphic design, and some are extended length. Course uses beginning to advanced Inkscape techniques, Adobe Illustrator and InDesign, and Visual Studio Code for CSS Animations. Projects include type layout, logo design, poster design, book/album design, marketing materials, product redesign, pattern design, web-building, and others. This career focused course explores alternative uses for design and teaches professional printing techniques along with learning how to use designs to create 3D artworks or real products using an embroidery machine, cricket, and screen printer. Professional design portfolios will be created during this course.

**INTRODUCTION TO  
ENGINEERING DESIGN****TEC105 A/B***Length / Credit:**Full Year / 1.0 Credit**Grades:**9, 10, 11, 12**Diploma Category:**Career & Technical Education*

Through individual and collaborative activities and projects, students will solve problems as they practice common engineering design and development protocols such as design thinking, project management, and peer review. Students will develop skills in technical representation and documentation of design solutions according to accepted technical standards, and they will use current 3D design and modeling software to represent and communicate solutions. Students will have the opportunity to bring some of their designs into existence using a 3D printer and/or laser cutter. Handcrafting, circuits, motors, and/or Arduino-controlled electronic devices can also come into play. Exact topics and tools will depend, in part, on student interest.



## PHOTOGRAPHY & VIDEO FOUNDATIONS

APH160 A/B

Length / Credit:

Full Year / 1.0 Credit

Grades:

9, 10, 11, 12

Diploma Category:

The Arts, Career & Technical Education

This course will focus on career exploration in the fields of photography and video production. The course will discuss artistic theories, methods and techniques used to plan, produce, and distribute photos and videos. Includes instruction in sound, lighting, camera options, composition, production preparation, and related computer applications. Major skills and concepts will be taught through practice, projects, and instruction. We will go back to the origins of photography while you explore photo and video camera simulations that will prepare you for understanding modern cameras. Students will learn the fundamentals of strong photography using a digital camera and explore other professional Photographers/Videographers and their success. This is an experience of 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 and video editing programs, including Photoshop, Lightroom, and Premiere pro will be used to enhance students' shots. This course facilitates discussion of photographic processes within the larger context of contemporary art and digital media. Students will complete deep dives of personal exploration into creating an individual voice, documenting public life and worldview within photo and film, refining a working process, considering methods for presentation/distribution of photographs, and reflecting on current issues in contemporary art. Workshops in the context of the course will introduce strobe and professional use of 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. Lectures/demonstrations will include assembling a portfolio of photographs and short films, submitting work for review, and preparing your digital art for an exhibition. Here you will discover your capacity to create and appreciate the art of photography and film, help you build a strong portfolio, and enable you to compete in arts contests and programs of your choice.

**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 and videos that reflect the elements of all memorable film. Students will expand their knowledge of the settings on their DSLR to capture images in a variety of styles, be introduced to video resolution, and gimble and mic usage. Digital photo editing programs, including Photoshop and Lightroom, will be used to enhance and sharpen students' photographs for printing and manipulation purposes. (Up to 180 hours)

**PLTW: MEDICAL  
INTERVENTIONS****SCB321 A/B***Length / Credit:**Full Year / 1.0 Credit**Grades:**10, 11, 12**Diploma Category:**3<sup>RD</sup> Credit of Science, Lab Science, Career & Technical Education*

In the Medical Interventions course, students will investigate the variety of interventions involved in the prevention, diagnosis, and treatment of disease as they follow the lives of a fictitious family. The course will explore how to prevent and fight infection, how to screen and evaluate the code in our DNA, how to prevent, diagnose and treat cancer, and how to prevail when the organs of the body begin to fail. Through these scenarios, students will be exposed to a wide range of interventions related to Immunology, Surgery, Genetics, Pharmacology, Medical Devices, and Diagnostics. Lifestyle choices and preventive measures are emphasized throughout the course as well as the important role scientific thinking and engineering design play in the development of interventions of the future. This is the first course of two offered in a CTE Biomedical Pathway.

**PLTW: BIOMEDICAL  
INNOVATIONS****SCB320 A/B***Length / Credit:**Full Year / 1.0 Credit**Grades:**11, 12**Diploma Category:**3<sup>rd</sup> Credit of Science, Lab Science, Career & Technical Education*

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. This is the second course of two offered in a CTE Biomedical Pathway.

**PLTW: ENVIRONMENTAL  
SUSTAINABILITY****TEC111 A/B***Length / Credit:**Full Year / 1.0 Credit**Grades:**11, 12**Diploma Category:**Lab Science, Career & Technical Education*

In ES, students investigate and design solutions to solve real-world challenges related to clean drinking water, a stable food supply, and renewable energy. Students are introduced to environmental issues and use the engineering design process to research and design potential solutions. Utilizing the activity-, project-, problem-based learning, students transition from completing structured activities to solving open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills. Students develop skills in designing experiments, conducting research, executing technical skills, documenting design solutions according to accepted technical standards, and creating presentations to communicate solutions.

## ENGLISH

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### ENGLISH 9

### ENG100A/B

*Length / Credit:*

*Full Year / 1.0*

*Grade:*

9

*Diploma Category:*

*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

### ENG200 A/B

*Length / Credit:*

*Full Year / 1.0*

*Grade:*

10

*Diploma Category:*

*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

### ENG300 A/B

*Length / Credit:*

*Full Year / 1.0*

*Grade:*

11

*Diploma Category:*

*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****ENG114***Length / Credit:**Grades:**Diploma Category:**Other Info:**Semester or Year-Long / 0.5 Credit**10, 11, 12**Flexible Credit**Repeatable*

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.

**CARTOON& SOCIAL  
BIAS STUDIES****ENG137***Length / Credit:**Grades:****Prerequisite:****Diploma Category:**Other Info:**Semester / 0.5 Credit**11, 12****Recommended: Proficient in English 10****Flexible Credit**Repeatable*

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.

## ***FLEXIBLE CREDIT COURSES***

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### **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.

### **CARTOON& SOCIAL BIAS STUDIES**

**ENG137**

*Length / Credit:*

*Semester / 0.5 Credit*

*Grades:*

*11, 12*

***Prerequisite:***

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

*Diploma Category:*

*Flexible Credit*

*Other Info:*

*Repeatable*

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.

### **DESIGN STUDIO THINKING**

**SSD220**

*Length / Credit:*

*Semester / 0.5 Credit*

*Grades:*

*11, 12*

*Diploma Category:*

*Flexible Credit*

*Other Info:*

*Repeatable*

Students will participate in a semester-long course focused on solving a problem centered around a theme impacting them and embark on a supervised learning journey throughout the semester. They will work in groups to create a scope and use design thinking to develop an essential question and solve a problem they've identified. Students will find an expert in the field as a mentor. The project will culminate in a presentation to policy makers and field experts, where they describe their problem-solving process and solution.

**FOOD HISTORY****SSS161***Length / Credit:**Semester / 0.5 Credit**Grades:**10, 11, 12****Prerequisite:******World History****Diploma Category:**Flexible Credit**Other Info:**Repeatable*

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!

**INDEPENDENT RESEARCH- SSW991A/B  
WORLD HISTORY***Length / Credit:**Full Year / 1.0 Credit**Grades:**10, 11, 12****Prerequisite:******World History****Diploma Category:**Flexible Credit*

Students will select topics and complete Research Projects with the choice to compete for the National History Day competition. This course will teach students the fundamentals of college-level historical research. The product students will generate will become part of their Mastery Learning Record.

**INTERNSHIP WORKPLACE YIW200  
EXPERIENCE***Length / Credit:**Semester / 0.5 Credit**Grades:**12 only; Principal approval required**Diploma Category:**Flexible Credit**Other Info:**Repeatable*

The Workplace Experience course provides students with work experience in a field related to their interests. Goals are set cooperatively by the student, teacher, and partner workplace organization. In addition to the on-the-job work experience, students will complete assignments to document their experience, reflect on their learning, connect their experience to their classroom experiences.

*Note: Space limited. Students must have plan approved by principal and are required to be involved in finding their own internship placement.*

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

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.

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

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### Life Fitness

### Health

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

#### HEALTH

#### HEA410

*Length / Credit:*

*Semester / 0.5 Credit*

*Grades:*

*9, 10, 11, 12*

*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*

*Diploma Category:*

*Life Fitness, Physical Education*

*Other Info:*

*Repeatable*

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 is 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 handball, broom ball, flag football, soccer, whiffle ball, volleyball, and ultimate Frisbee. Curriculum will vary depending on the time of year and availability of facilities.

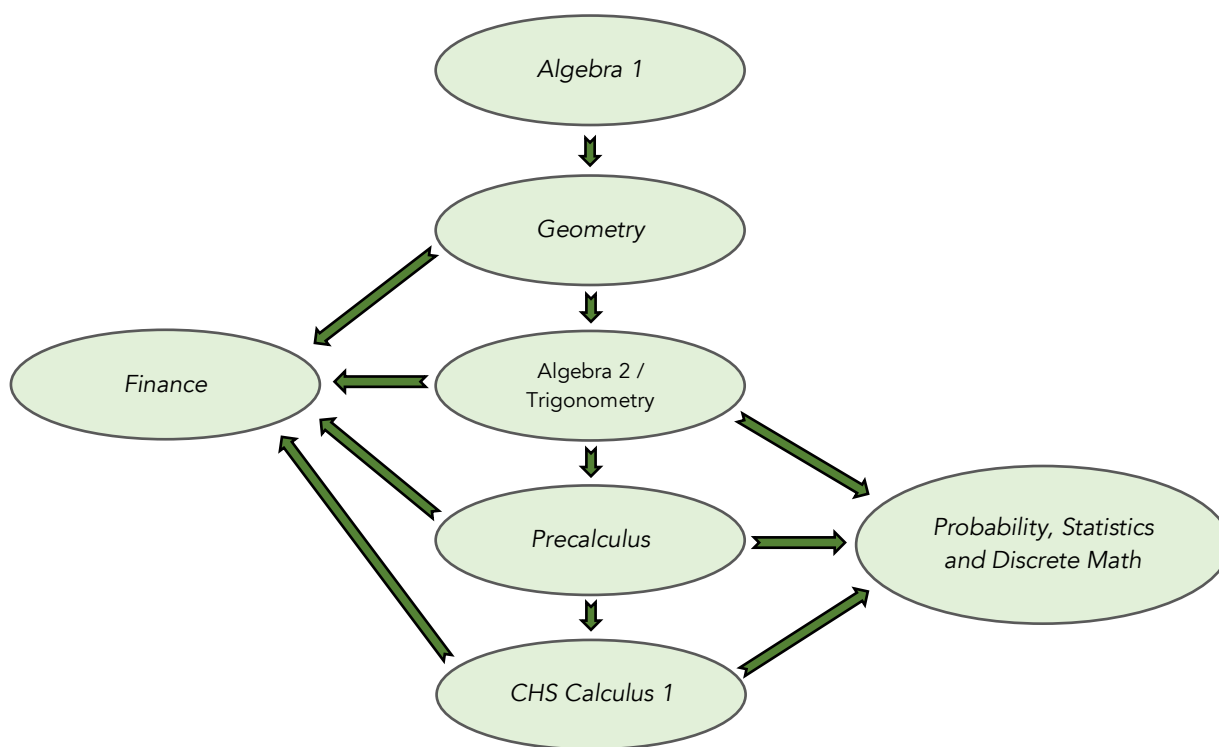


## MATHEMATICS

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 their time at ILHS. CHS Computer Programming may also count toward completion of a student's third year of math. Students who wish to pursue math past Calculus 1 may do so through Running Start. ILHS may add more advanced math classes based on the needs of the community. Students are encouraged to consider their post high school plans and guidance from their counselor and math instructor(s) to inform their math decisions.

ILHS MATH PATHWAYS



**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, 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.

**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 Credit of Math, Algebra I*

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.

**(MATH& 151)  
CALCULUS I***Length / Credit:**Grades:****Prerequisite:****Diploma Category:****Note:*****CHS135 A/B***Full Year / 1.0 Credit**9, 10, 11, 12****Precalculus I or Precalculus I & II****3rd Credit of Math, Geometry or Algebra I**5 college credits can be earned through the University of Washington.*

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).

**(MATH& 152)  
CALCULUS II***Length / Credit:**Grades:****Prerequisite:****Diploma Category:***CHS137 A/B***Full Year / 1.0 Credit**10, 11, 12****Calculus I****3rd Credit of Math, Algebra I, Geometry*

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***Length / Credit:**Grades:****Prerequisite:****Diploma Category:***MFI300 A/B***Full Year / 1.0 Credit**10, 11, 12****Algebra I and Geometry****3<sup>rd</sup> Credit of Math*

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.*

**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.

**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> Credit of Math, Algebra I, Geometry*

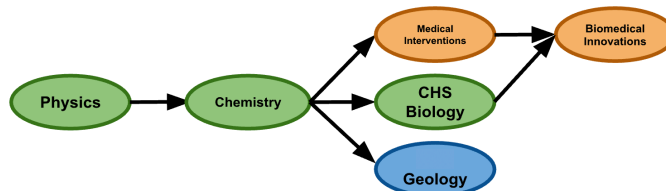
Students will continue to review, build, and expand upon their understanding of functions and graphs. This course prepares students to advance their levels of analysis to include asymptotic behavior, domain restrictions, degree and factorization and it incorporates more advanced forms of mathematical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

**PROBABILITY,  
STATISTICS &  
DISCRETE MATHEMATICS***Length / Credit:**Grades:****Prerequisite:****Diploma Category:***MST125 A/B***Full Year / 1.0 Credit**9, 10, 11, 12****Successful completion of Algebra II / Trigonometry****3<sup>rd</sup> Credit of Math, Algebra I, Geometry*

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.

## SCIENCE

Suggested Science Progression:



### 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 (not offered at ILHS), Chemistry, AP Chemistry (not offered at ILHS), Physics, and AP Physics (not offered at ILHS) satisfy college entrance requirements for an algebra-based science.

#### CHEMISTRY

#### SCC100 A/B

*Length / Credit:*

*Full Year / 1.0 Credit*

*Grade:*

*10, 11, 12*

***Prerequisite:***

***Algebra I***

*Diploma Category:*

*Lab Science, 3<sup>rd</sup> Credit of 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.

#### (BIOL 101)

#### CHS314 A/B

#### FUNDAMENTALS OF BIOLOGY

*Length / Credit:*

*Full Year / 1.0 Credit*

*Grades:*

*11, 12*

*Diploma Category:*

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

*Note:*

*5 college credits can be earned through Central Washington University.*

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.

**PLTW: MEDICAL  
INTERVENTIONS****SCB321 A/B***Length / Credit:**Full Year / 1.0 Credit**Grades:**10, 11, 12**Diploma Category:**3<sup>RD</sup> Credit of Science, Lab Science, Career & Technical Education*

In the Medical Interventions course, students will investigate the variety of interventions involved in the prevention, diagnosis, and treatment of disease as they follow the lives of a fictitious family. The course will explore how to prevent and fight infection, how to screen and evaluate the code in our DNA, how to prevent, diagnose and treat cancer, and how to prevail when the organs of the body begin to fail. Through these scenarios, students will be exposed to a wide range of interventions related to Immunology, Surgery, Genetics, Pharmacology, Medical Devices, and Diagnostics. Lifestyle choices and preventive measures are emphasized throughout the course as well as the important role scientific thinking and engineering design play in the development of interventions of the future. This is the first course of two offered in a CTE Biomedical Pathway.

**PLTW: BIOMEDICAL  
INNOVATIONS****SCB320 A/B***Length / Credit:**Full Year / 1.0 Credit**Grades:**11, 12**Diploma Category:**3<sup>rd</sup> Credit of Science, Lab Science, Career & Technical Education*

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. This is the second course of two offered in a CTE Biomedical Pathway.

**PLTW: ENVIRONMENTAL  
SUSTAINABILITY****TEC111 A/B***Length / Credit:**Full Year / 1.0 Credit**Grades:**11, 12**Diploma Category:**Lab Science, Career & Technical Education*

In ES, students investigate and design solutions to solve real-world challenges related to clean drinking water, a stable food supply, and renewable energy. Students are introduced to environmental issues and use the engineering design process to research and design potential solutions. Utilizing the activity-, project-, problem-based learning, students transition from completing structured activities to solving open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills. Students develop skills in designing experiments, conducting research, executing technical skills, documenting design solutions according to accepted technical standards, and creating presentations to communicate solutions.

**PHYSICS****SCP100 A/B***Length / Credit:**Full Year / 1.0 Credit**Grade:**9, 10, 11, 12**Diploma Category:**Lab Science, 3<sup>rd</sup> Credit of Science*

Anchored in real-world phenomena, PEER Physics is an innovative, student-centered approach for teaching and learning physics in high school. PEER Physics is designed to address the most current standards, involving core concepts, scientific practices, and crosscutting themes. Students learn to advocate for themselves in an inclusive learning environment where they develop, share, critique, argue, and revise evidence-based ideas. Students will spend time posing questions and discovering answers together, with guidance from the teacher and from data.

**THE RESTLESS NW:  
A GEOLOGICAL STORY****SCG150 A/B***Length / Credit:**Full Year / 1.0 Credit**Grades:**9, 10, 11, 12**Diploma Category:**3<sup>rd</sup> Credit of Science, Lab Science*

In this course, you 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 northern Rockies. An emphasis will be placed on the methodology of the geologists who discovered how these various landforms came together. You will also attend field trips to study these processes up close!

## SOCIAL STUDIES

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### **DESIGN STUDIO THINKING**

**SSD220**

*Length / Credit:* Semester / 0.5 Credit  
*Grades:* 11, 12  
*Diploma Category:* Flexible Credit  
*Other Info:* Repeatable

Students will participate in a semester-long course focused on solving a problem centered around a theme impacting them and embark on a supervised learning journey throughout the semester. They will work in groups to create a scope and use design thinking to develop an essential question and solve a problem they've identified. Students will find an expert in the field as a mentor. The project will culminate in a presentation to policy makers and field experts, where they describe their problem-solving process and solution.

### **FOOD HISTORY**

**SSS161**

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

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!

### **INDEPENDENT RESEARCH- SSW991A/B WORLD HISTORY**

*Length / Credit:* Full Year / 1.0 Credit  
*Grades:* 10, 11, 12  
***Prerequisite:*** World History  
*Diploma Category:* Flexible Credit

Students will select topics and complete Research Projects with the choice to compete for the National History Day competition. This course will teach students the fundamentals of college-level historical research. The product students will generate will become part of their Mastery Learning Record.

### **(POSC 210) AMERICAN POLITICS**

**CHS926 A/B**

*Length / Credit:* Full Year / 1.0 Credit  
*Grades:* 11, 12  
*Diploma Category:* Civics & Contemporary World Problems  
*Note:* 5 college credits can be earned through Central Washington University.

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.

## WORLD HISTORY

## SSW125 A/B

*Length / Credit:*

*Full Year / 1.0 Credit*

*Grades:*

*9*

*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.

## 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.

## (ASL 151) AMERICAN SIGN LANGUAGE 100

## CHS991 A/B

*Length / Credit:*

*Full Year / 1.0 Credit*

*Grades:*

*9, 10, 11, 12*

*Diploma Category:*

*Career & Technical Education*

*Fee:*

*None*

*Note:*

*5 college credits can be earned through Central Washington University.*

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.

**Note:** *This is a college-level course. Students who take ASL need to be able to visually focus on a signer, interact with others, be academically responsible and organized, work in a voices-off environment, and be willing to do the work. Students have the ability to work regularly with recording devices (by uploading and downloading media) for portfolio purposes and be willing to record themselves.*



**(SPAN 151)  
FIRST YEAR SPANISH I**

**CHS841A/B**

*Length / Credit:* Full Year / 1.0 Credit

*Grades:* 9, 10, 11, 12

*Diploma Category:* Flexible Credit

Develop elementary skills in listening, speaking, reading, and writing. For students with the equivalent of fewer than two years high school Spanish. Courses must be taken in sequence. 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**

**(ASL 152) AMERICAN  
SIGN LANGUAGE 200**

**CHS992 A/B**

*Length / Credit:* Full Year / 1.0 Credit

*Grades:* 10, 11, 12

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

*Diploma Category:* Career & Technical Education

*Fee:* None

*Note:* 5 college credits can be earned through Central Washington University.

ASL 200 expands on vocabulary, deepens complex grammatical understanding, functional application, Deaf history, culture, and community. Second year will focus 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.

**Note:** This is a college-level course. Students who take ASL need to be able to visually focus on a signer, interact with others, be academically responsible and organized, work in a voices-off environment, and be willing to do the work. Students have the ability to work regularly with recording devices (by uploading and downloading media) for portfolio purposes and be willing to record themselves.

**(SPAN 152)  
FIRST YEAR SPANISH II**

**CHS842A/B**

*Length / Credit:* Full Year / 1.0 Credit

*Grades:* 9, 10, 11, 12

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

*Diploma Category:* Flexible Credit

Develop elementary skills in listening, speaking, reading, and writing. For students with the equivalent of fewer than two years high school Spanish. Courses must be taken in sequence. 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.

### THIRD YEAR LANGUAGES

#### **(ASL 153) AMERICAN SIGN LANGUAGE 300**

**CHS993 A/B**

*Length / Credit:*

*Full Year / 1.0 Credit*

*Grades:*

*11, 12*

***Prerequisite:***

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

*Diploma Category:*

*Career & Technical Education*

*Fee:*

*None*

*Note:*

*5 college credits can be earned through Central Washington University.*

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 explore Deaf folklore, current events and Deaf-related topics, the Deaf/Blind community, mock interpreting simulations, poetry, iconic art, and careers with ASL.

**Note:** *This is a college-level course. Students who take ASL need to be able to visually focus on a signer, interact with others, be academically responsible and organized, work in a voices-off environment, and be willing to do the work. Students have the ability to work regularly with recording devices (by uploading and downloading media) for portfolio purposes and be willing to record themselves.*

#### **(SPAN 153) FIRST YEAR SPANISH III**

**CHS843A/B**

*Length / Credit:*

*Full Year / 1.0 Credit*

*Grades:*

*9, 10, 11, 12*

***Prerequisite:***

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

*Diploma Category:*

*Flexible Credit*

Develop elementary skills in listening, speaking, reading, and writing. For students with the equivalent of fewer than two years high school Spanish. Courses must be taken in sequence. 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.

## FOURTH YEAR LANGUAGES

### **AMERICAN SIGN LANGUAGE 400**

### **WLX425 A/B**

*Length / Credit:*

*Full Year / 1.0 Credit*

*Grades:*

*12*

*Prerequisite:*

***Successful completion of the 300-level course of the same language***

*Diploma Category:*

*Career & Technical Education*

ASL 400 allows students to continue to build vocabulary and improve grammatical structure of the language with a focus on storytelling, narratives, and expanded interpersonal conversations. We will continue deeper exploration of Deaf history, culture, and community. Students will explore Deaf folklore, current events, Audism, and Deaf Gain. There will be opportunity to explore individual topics of interest within the Deaf and Deaf/blind community. Students will continue to perform mock interpreting simulations, create ASL poetry, iconic art, and careers with ASL.

**Note:** *Students who take ASL need to be able to visually focus on a signer, interact with others, be academically responsible and organized, work in a voices-off environment, and be willing to do the work.* Students have the ability to work regularly with recording devices (by uploading and downloading media) for portfolio purposes and be willing to record themselves.

### **SPANISH 400**

### **WLS400 A/B**

*Length / Credit:*

*Full Year / 1.0 Credit*

*Grades:*

*9, 10, 11, 12*

*Prerequisite:*

***Successful completion of the 300-level course of the same language***

*Diploma Category:*

*Flexible Credit*

In this fourth-year course we will strive toward proficiency in all communication skills. The course is conducted largely in an immersion environment. Students will have an opportunity to improve and practice their acquired skills. An extensive review of grammar enables students to speak at an advanced level. The goal for year-end will be that students will have a working proficiency in the language. This course all entails the exclusive use of the studied language in the classroom with an emphasis on communication skills, interactive presentation of grammar and daily practice outside of class.

## 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.

## **Classes not being offered this year - To be offered in subsequent years based on need and interest.**

### **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 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.

### **CIVICS SSC445**

*Length / Credit:* Semester / 0.5 Credit

*Grades:* 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.

### **COLLEGE PREP ENGLISH: ENG545 A/B**

#### **DISCOURSE & SOCIETY (Debate)**

*Length / Credit:* Full Year / 1.0 Credit

*Grades:* 11, 12

*Diploma Category:* Flexible Credit

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

*Diploma Category:* Flexible Credit

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.

**CONTEMPORARY  
WORLD PROBLEMS****SSG445***Length / Credit:**Semester / 0.5 Credit**Grades:**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.

**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.

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

**FORENSICS (CTE)****VFS200 A/B***Length / Credit:**Full Year / 1.0 Credit**Grades:**10, 11, 12**Diploma Category:**Career & Technical Education, 3<sup>rd</sup> Credit of Science, Lab Science*

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.

**INTERMEDIATE  
PHOTOGRAPHY****APH130***Length / Credit:**One Semester / 0.5 Credit**Grades:**11, 12**Prerequisite:****Beginning Photography****Fee:**\$40 (Financial aid is available; please see your counselor)**Diploma Category:**The Arts*

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.

**INTRODUCTION TO  
HUMAN ANATOMY****SCA200***Length / Credit:**Semester / 0.5 Credit**Grades:**10, 11, 12**Diploma Category:**Career & Technical Education, Lab Science, 3<sup>rd</sup> Credit of 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***Length / Credit:**Grades:**Diploma Category:***BPF100***Semester / 0.5 Credit**12**Career & Technical Education, 3rd Credit of Math*

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.

**PHOTOGRAPHY***Length / Credit:**Grades:**Fee:**Diploma Category:***APH100***One Semester / 0.5 Credit**9, 10, 11, 12**\$40 (Financial aid is available; please see your counselor)**The Arts*

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 using 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.

**REVOLUTIONARY STUDIES***Length / Credit:**Grade:**Prerequisite:**Diploma Category:***SSS163***Semester / 0.5 Credit**10, 11, 12**Recommended: Proficient in World History**Flexible Credit, Social Studies*

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.

|                              |                               |
|------------------------------|-------------------------------|
| <b>UNITED STATES HISTORY</b> | <b>SSU300 A/B</b>             |
| <i>Length / Credit:</i>      | <i>Full Year / 1.0 Credit</i> |
| <i>Grade:</i>                | <i>11</i>                     |
| <i>Diploma Category:</i>     | <i>US History</i>             |

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.

|                                    |   |
|------------------------------------|---|
| <b>US HISTORY<br/>THROUGH FILM</b> | <b>SSS162</b>   |
| <i>Length / Credit:</i>            | <i>Semester / 0.5 Credit</i>                                    |
| <i>Grade:</i>                      | <i>10, 11, 12</i>   |
| <i>Diploma Category:</i>           | <i>Flexible Credit</i>  |
| <b><i>Prerequisite:</i></b>        | <b><i>US History or concurrently enrolled in US History</i></b> |

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.



## **GLOSSARY**

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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.

**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.

**JAVA:**

Software development program for computer systems fundamentals

**NCAA:**

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

**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.