

# HIGH SCHOOL PROGRAM OF STUDIES 2018-2019

THIS DRAFT CONTAINS ALL COURSES APPROVED BY THE SCHOOL BOARD  
FROM THE CURRICULUM COUNCIL AS OF OCTOBER 2018. ALL COURSES  
MAY NOT BE OFFERED AT ALL HIGH SCHOOLS.



**Office of Instruction**  
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# MSBSD High School Listings

<b>American Charter Academy</b> ..... 352-0150 244 S Sylvan Suite #110, Wasilla	<b>Mat-Su Day School</b> ..... 864-6000 2360 N Tait Drive, Wasilla
<b>Beryozova</b> ..... 495-9390 29297 Beryozova Road, Willow	<b>Mat-Su Middle College</b> ..... 746-8494 8295 E College Drive, Palmer
<b>Burchell High</b> ..... 864-2600 1775 W Parks Highway, Wasilla	<b>Palmer High</b> ..... 746-8400 1170 W Bogard Road, Palmer
<b>Colony High</b> ..... 861-5500 9550 E Bogard Road, Palmer	<b>Redington Sr. JR/SR High</b> ..... 864-5400 10015 Redington Road, Wasilla
<b>Glacier View</b> ..... 861-5650 65975 S Wolverine Circle, Sutton	<b>Su-Valley Jr/Sr High</b> ..... 733-9300 42728 S Parks Highway, Talkeetna
<b>Houston High</b> ..... 892-9400 12501 W Hawk Lane, Houston	<b>Twindly Bridge Charter</b> ..... 376-6680 141 E Seldon Road, Wasilla
<b>Mat-Su Career &amp; Technical High</b> ..... 352-0480 2472 N Seward Meridian, Wasilla	<b>Valley Pathways</b> ..... 761-4650 1150 N France Road, Palmer
<b>Mat-Su Central School</b> ..... 352-7450 600 E. Railroad Avenue, Suite #6, Wasilla	<b>Wasilla High</b> ..... 352-8200 701 E Bogard Road, Wasilla

“Open enrollment” means that a school accepts boundary exception requests from all MSBSD students who reside outside their boundaries, based on whether they have staffing and capacity. Since they receive over 200 boundary exception requests each year, boundary requests submitted before April 1 each spring have the best chance of being accepted. Students from out-of-boundary must provide their own transportation, however.

## American Charter Academy

**K-12<sup>th</sup>**



American Charter offers classes that are taught using a standards-based model of education, which allows students to work at their knowledge level instead of at a grade level. The standards-based model requires students to master each standard within a level before moving on to the next level.

## Beryozova

**K-12<sup>th</sup>**



A unique school offering a core educational program in a small community setting for students in grades K-12. Students receive instruction daily in both Russian and English, and follow an alternate school calendar designed through parent and community input. Students receive individual attention by experienced staff to increase their academic skills and pursue their individual life goals.

## Burchell High

**9<sup>th</sup>-12<sup>th</sup>**



At Burchell High School, we inspire students to strive for academic success, to be resilient, and to flourish in a creative, safe, and diverse learning environment. Burchell is a “school of choice” and admission requires an interview and principal approval. Applications can be found on our website. We provide flexible scheduling including an after school program, credit recovery options and a blended learning model. We offer smaller class sizes, personalized support services, and strong relationships.

## Colony High

**9<sup>th</sup>-12<sup>th</sup>**



Colony High School is one of three large, comprehensive high schools in the MSBSD and is an open-enrollment school. CHS offers a broad academic program, from college prep classes including over a dozen Advanced Placement classes to career technical courses such as small engines, drafting, welding, and many computer classes. The school has a first-rate fine arts program with the only marching band in the state. Drama, acting, orchestra, and multiple choir and band classes are available in addition to a variety of classes in the visual arts. CHS is home to the longest-standing JROTC program in the valley which won the 2011 state drill team competition and is an honor unit with distinction.

## Glacier View

**K-12<sup>th</sup>**



Glacier View School offers students an exemplary education in an extraordinary setting. Ranging from Kindergarten to 12th grade, our students have the opportunity to work in small, multi-grade classrooms which facilitate a low student to teacher ratio, as well as ample opportunity for peer support. Located at Milepost 104 on the Glenn Highway, Glacier View School is nestled between the Chugach and Talkeetna Mountain Ranges. The school services families from Chickaloon (Milepost 76) to Mendeltna (Milepost 143.) and provides public Kindergarten through 12th grade education.

## Houston High

**9<sup>th</sup>-12<sup>th</sup>**



Houston High School offers a comprehensive high school education preparing students to transition into post-secondary educational opportunities or directly into the work force. Additionally, we are a STEM (Science, Technology, Engineering and Math) school which focuses on the Health Sciences. Our CTE programs focus on Woods, Construction Trades, Business Applications, and Welding.

## Mat-Su Career & Technical High

9<sup>th</sup>-12<sup>th</sup>



An application and interview-required school, CTHS offers both traditional academic classes as well as a focus on career and college readiness. Students select a career pathway of interest and take courses that promote the industry standards of those careers. CTHS is a place where students can get expert knowledge about careers they may want to pursue after high school while still in high school.

## Mat-Su Central School

K-12<sup>th</sup>



MSCS provides all the benefits of home schooling and distance delivery education, plus professional and personal support through a blended learning model. We offer local, individualized, and flexible programs for Kindergarten through 12th grade with accredited high school courses, and 40 years of experience serving Mat-Su students. Visit [matsucentral.org](http://matsucentral.org) for more information.

## Mat-Su Day School

K-12<sup>th</sup>



Mat-Su Day School is a transition school for students with an IEP or a 504 Plan. This is not a school of choice for students or parents – IEP team decisions place students here. We serve students with behavioral challenges who needs are met in a small, structured school setting where they can develop the skills needed to transition to a more traditional school. We also provide educational services for students who have been placed on a long-term suspension, or expulsion, from another school.

## Mat-Su Middle College

11<sup>th</sup>-12<sup>th</sup>



Mat-Su Middle College School offers curriculum that focuses on the development of college readiness skills, abilities, and attitudes. Successful completion of two years required college coursework will result in a student earning a MSBSD high school diploma and credits towards a UAA Associate of Arts degree.

## Palmer High

9<sup>th</sup>-12<sup>th</sup>



Home of the Moose, Palmer High is a strong, comprehensive program that prepares students for challenging post-secondary education opportunities. PHS offers a rigorous international college prep program, known as the International Baccalaureate (IB) program. It's one of two IB World Schools in the state of Alaska. PHS students excel on college ready assessments (i.e., SAT, ACT, AP exams). PHS also offers a variety of elective classes: two foreign languages (French and Spanish), family and consumer sciences, business, agriculture, welding, woods, automotive, art, and music. Established in 1936, PHS is steeped in tradition and has a long legacy of champions, both on and off the field, track, court, and pool. PHS students have the option to participate in district-wide career-technical courses such as CNA. PHS has abundant opportunities for participation in extracurricular sports, clubs, and activities. PHS prides itself on staff excellence, quality programs and comprehensive offerings.

## Redington Sr. JR/SR High

6<sup>th</sup>-12<sup>th</sup>



The new Joe Redington Sr. JR/SR High School opened in fall of 2015 for grades 6-10, with 11 and 12 grades being added over the next two years. Redington Sr. JR/SR High School is committed to frequent two-way communication with families regarding your student's learning. A Family-School Compact for Achievement is an agreement that parents, students, and teachers develop together. It explains how parents and teachers will work together to make sure all our students reach or exceed grade-level standards.

## Su-Valley Jr/Sr High

6<sup>th</sup>-12<sup>th</sup>



The small size of the student population provides the opportunity for students, staff, and parents to develop closer relationships that contribute to a family atmosphere in the building. We strive to develop close relationships with our students and promote an environment where everybody knows your name and wants you to achieve your individual best. Despite our size, Su Valley offers many of the same courses offered in the larger MSBSD schools as well as a wide range of extracurricular sports and club activities. Enrollment is open to all students who reside in the Mat-Su Borough and are not enrolled in another public school.

## Twindly Bridge Charter

K-12<sup>th</sup>



Twindly Bridge Charter School is a K-12 program that implements support, resources and opportunities for homeschooling families. With the help of a TBCS advisor, homeschool parents design and manage their student's education. Students may work entirely at home or they can participate in supplementary instruction held in the school's classrooms, gym, labs, as well as other educational institutions and community venues. TBCS continually seeks resources for home school students through developing partnerships with community members and organizations. We strive to build a bridge between home, school and community learning.

## Valley Pathways

7<sup>th</sup>-12<sup>th</sup>



Valley Pathways offers open enrollment for grades 6-12<sup>th</sup>, and serves primarily students and families in the Palmer and Colony High School attendance areas who are looking for a small school environment. Instruction is highly individualized with small class sizes offering both traditional and computer based instruction. The opportunity is available for both remediation and acceleration. Graduates will be prepared for continued education, vocational training, military, or joining the work force. An application and interview are required for enrollment.

## Wasilla High

9<sup>th</sup>-12<sup>th</sup>



Wasilla High School is currently the largest comprehensive high school in the district. WHS has adopted "The Warrior Way" as a means of describing traits and attitudes which students need to be successful in school. The Warrior Way, Responsibility, Excellence & Dignity, serves as the hub of staff efforts to create a safe, civil, and productive school and is the framework for behavioral expectations. WHS offers 15 sections of AP courses, a wide variety of CTE courses, and an abundance of fine arts classes. Wasilla High School also has an exceptionally strong athletics program, with a long running history of state championship titles. The Air Force JROTC program was established in 2012. Our school also has a number of academic clubs and activities that showcase the diversity of Wasilla High students. We attribute WHS success to high levels of student and staff commitment, community support and business partnerships.



# Diploma Requirements for Graduating Classes 2016

The Superintendent or designee shall prepare for Board approval a plan consisting of district graduation requirements. Students shall receive a Matanuska-Susitna Borough diploma only after successfully completing all sections of an approved graduation qualifying examination and acquiring the minimum of **23.5** credits in the following required and elective subjects:

<b>Health.....</b>	<b>5 credit</b>
<b>Language Arts.....</b>	<b>4 credits</b>
English 1 .....	1 credit
English 2 .....	1 credit
English Electives .....	2 credits
<b>Mathematics.....</b>	<b>3 credits</b>
Algebra .....	1 credit from the following:
Algebra 1	
Introduction to Algebra	
Geometry .....	1 credit from the following:
Geometry	
Informal Geometry	
Math Electives .....	1 credit
<b>Physical Education (see BP 6146.2 (b) for waivers).....</b>	<b>1 credit</b>
<b>Science.....</b>	<b>3 credits</b>
Physical Science.....	1 credit from the following:
Physical Science	
Life Science.....	1 credit from the following:
Biology	
Science Electives.....	1 credit
<b>Social Studies.....</b>	<b>3.5 credits</b>
Civics.....	.5 credit
Alaska History.....	.5 credit
World History.....	1 credit
United States History.....	1 credit
U.S. Government.....	.5 credit
<b>Electives.....</b>	<b>8.5 credits</b>

NOTES: For language arts, math, science and social studies, specific course requirements may be fulfilled by substituting a higher level of the same course (e.g. Honors Biology). For math and science, specific course requirements may also be fulfilled by substituting a course for which the required course is the prerequisite.

*Pending School Board Approval  
Revised 06/13/18*

# Diploma Requirements for Graduating Classes 2017 & Beyond

The Superintendent or designee shall prepare for Board approval a plan consisting of district graduation requirements. Students shall receive a Matanuska-Susitna Borough diploma only after successfully completing all sections of an approved graduation qualifying examination and acquiring the minimum of **24.5** credits in the following required and elective subjects:

<b>Health.....</b>	<b>5 credit</b>
<b>Language Arts.....</b>	<b>4 credits</b>
English 1.....	1 credit
English 2.....	1 credit
English Electives.....	2 credits
<b>Mathematics.....</b>	<b>3 credits</b>
Algebra.....	1 credit from the following:
Algebra 1	
Introduction to Algebra	
Geometry.....	1 credit from the following:
Geometry	
Informal Geometry	
Math Electives.....	1 credit
<b>Physical Education (see BP 6146.2 (b) for waivers).....</b>	<b>1 credit</b>
<b>Science.....</b>	<b>3 credits</b>
Physical Science.....	1 credit from the following:
Physical Science	
Life Science.....	1 credit from the following:
Biology	
Science Electives.....	1 credit
<b>Social Studies.....</b>	<b>3.5 credits</b>
Civics.....	.5 credit
Alaska History.....	.5 credit
World History.....	1 credit
United States History.....	1 credit
U.S. Government.....	.5 credit
<b>Electives.....</b>	<b>9.5 credits</b>

NOTES: For language arts, math, science and social studies, specific course requirements may be fulfilled by substituting a higher level of the same course (e.g. Honors Biology). For math and science, specific course requirements may also be fulfilled by substituting a course for which the required course is the prerequisite.

*Pending School Board Approval  
Revised 06/13/18*

# Grades and Evaluation of Student Achievement (AR 5121)

The Superintendent or designee shall be responsible for implementing a uniform system of measuring, recording, and reporting the achievements of individual students. Principals shall ensure that student grades conform to this system. The grading system will ensure that the student, teacher, and the parents can assess progress toward the educational goals of a particular course of study. The Office of Instruction will review the grading system with relevant stakeholders on an as-needed basis.

Students shall be informed in writing at the onset of any course of study of the behaviors and achievements that are expected of them. They shall be kept informed of their progress during the course of study.

Whenever it becomes evident to a teacher that a student is in danger of falling below average, the teacher shall arrange a conference with the student's parent/guardian or send the parent/guardian a written notice.

Teachers are encouraged to allow for trends in the quality of student work. When a student finishes a grading period doing high quality work which requires skills acquired throughout the grading period, low grades at the beginning of the grading period need not diminish the appropriate evaluation of the student's achievement. Similarly, high grades at the beginning need not compensate for a downward trend in achievement.

A grade report to students and parents is required on a quarterly basis. These grade reports should go to the students within six working days after the end of the quarter. Final decision on any contested grade will be the responsibility of the principal.

## Classroom Grading Practices

### Record Keeping

Official grades will be kept in iCue grade book only.

Grades should be updated in iCue weekly with a minimum of two assignments/assessments per week.

### Absences

No student's grade shall be penalized for participating in a school sanctioned activity.

Students who are absent (excused and unexcused) should be given at minimum one school day per day absent plus one additional day to make up work without penalty (i.e. if a student is gone two days, he/she should get three school days to make up the assignments). Teachers or schools may choose to adopt a policy in which students are granted more time to make up work without grade deductions.

For students who experience extended absences, defined by three or more consecutive days, and are anticipating additional absence(s), they may contact the school to request compilation of missing work. Upon request, the school should facilitate gathering work from teachers within two school days.

For prearranged absences, including school sponsored events; students may request assignments ahead of time. Teachers can accommodate to any extent possible but may require students to make up work upon returning.

## Grading Systems

Kindergarten will follow this system:

1, 2, 3, 4, no mark	1=Far below proficient
	2=Below proficient but progressing
	3=Proficient level of performance
	4=Mastery level of performance
	No mark=not evaluated at this time

Grades 1-2 will follow this system:

1, 2, 3, 4, NM	1=Far below proficient
	2=Below proficient but progressing
	3=Proficient level of performance
	4=Mastery level of performance
	NM=not evaluated at this time

Grades 3-5 will either follow the 1-4 system above or A, B, C, D, F, I, NC. Citizenship, Handwriting, PE, and Music will be graded using the 1-4 system for all schools.

In order to be in compliance with Alaska State Regulation [4 AAC 07.060](#) Student Records:

- (a) Each district shall maintain for each student a cumulative record consisting at a minimum, of the following:
  - (1) Subjects student has taken;
  - (2) Grades earned and an explanation of the grading system used;
  - (3) Units of credit earned.

Secondary grades shall be reported for each semester as follows:

A	(90-100%)	Outstanding Achievement	4.0 grade points
B	(89-89%)	Above Average Achievement	3.0 grade points
C	(70-79%)	Average Achievement	2.0 grade points
D	(60-69%)	Below Average Achievement	1.0 grade points
F	(0-59%)	Little or No Achievement	0 grade points
I	See below	Incomplete	0 grade points
NC	See below	No Credit	0 grade points
NCP	See below	No Credit Pass	
NG	See below	No Grade	
WD	See below	Withdrawal	

### **I Incomplete**

- \* Indicates that course requirements were not completed by the student.
- \* An “I” must be made up within two weeks of the date when grades are issued to parents.
- \* If course work is not completed within the two-week time period, the grade will turn into an NC.
- \* Courses delivered through optional choices, such as Mat-Su iTech, may overlap a traditional semester timeline. Students with an “I” in a distance course may be granted additional time to complete the course, up to 18 weeks from the time of enrollment in the course.

### **NC No Credit**

- \* Used **only** in two circumstances:
  - 1) Student drops a class or is removed and has a failing grade in a class after 4 weeks have passed.
  - 2) Student does **not** make up an Incomplete within 2 weeks of the end of the semester.
    - \* Mark is used as a Semester Grade and stays on the permanent transcript.
    - \* Mark counts as a 0 in calculating the student’s GPA

### **NCP No Credit Pass**

- \* Used in extenuating circumstances with the approval of district administration, when a student who is passing a class drops the class through no fault of their own (e.g. medical circumstances) after 4 weeks have elapsed but prior to completion. An NCP does not count in determining class rank, honors lists, or grade point average (GPA).
- \* Used with online learning to designate a student’s work in progress during grade reporting periods prior to course completion. Upon course completion, an NCP will be replaced with the earned grade.

### **NG No Grade**

- \* May be assigned to a student who has not been enrolled in class for 20 days or more total for the quarter.
- \* Mark is to be used in the quarterly position—it is not to be used as a semester grade.
- \* Mark does not figure into student grade point average (GPA).

### **WD Withdrawal**

- \* May be assigned to a student who has withdrawn from the district but was not enrolled in the semester long enough to earn credit.

Additional marking symbols, such as plus and minus, may be used on middle school report cards, however, they will **not** be permissible as semester grades.

### **Pass/Fail Grading**

With IEP team approval, students may elect to earn a “Pass” or “Fail” grade instead of an A-F grade in all courses taken in the Special Education Program.

Students who receive a “Pass” grade will acquire the appropriate semester units of credit for the course, and the grade will not be counted in determining class rank or honors list. Students who receive a “Fail” grade will not receive credit for taking the course.

Students shall be graded Pass/Fail for classes in which they serve as student aides and for community service unless predetermined goals and objectives related to specific subject knowledge are on file and have been approved by the principal or designee.

### **Repeated Classes**

With the approval of the principal or designee, a student may repeat a course in order to raise his/her grade. The student shall only receive credit for taking the course once. The highest grade received will be the permanent grade on the student's transcript. All other references to the same course will be purged from the transcript.

### **Dropping Classes**

A high school student who drops a course any time during the first 4 weeks of the semester will have that course purged from the transcript. If the student drops the course or is dropped from the course after the first 4 weeks but prior to completion, the student will receive an "NC" or "NCP" on the transcript. This does not apply to students transferring out of the school.

### **Weighted Grades**

1. A system of weighted grading will be applied to grades of A, B, or C earned by students enrolled in approved Advanced Placement (AP), International Baccalaureate (IB), Higher Level (HL), and Standard Level (SL) courses, and upper division Career and Technical Education courses.
2. One additional quality point will be added to the weight of these approved courses for calculation of grade point averages (A=5, B=4, C=3). Student transcripts will display both standard and weighted grade point averages.
3. AP courses which meet the College Board qualifications will be approved.
4. IB HL courses which meet the IB HL course content standards and those taught by instructors who have completed a qualification process through the IB Program will be approved.
5. Only those IB SL courses which meet the following criteria will be considered for approval:
  - Principal of IB school must initiate the process for approval of the course.
  - The content of the course must be based in IB SL course content standards.
  - Instructors must complete a qualification process through the IB program.
6. Only those CTE courses which meet the following criteria will be considered for approval:
  - The Director of CTE must initiate the process for approval of the course.
  - The content of the course must be based on national industry standards and evaluated by a third-party assessment.
  - Instructors must complete a qualification process offered by an industry sanctioned trainer.
  - The course is an upper division course taught after a sequence of prerequisite courses and is unique to its program.
7. In order to provide a uniform system of measuring, recording, and reporting the achievements of individual students transferring into the district with an AP or IB HL grade from their former high school will receive a weighted transfer grade.

### **Grade Point Average (GPA)**

School staff shall calculate Grade Point Average (GPA) for high school students. An additional 1.0 quality point will be awarded to students in approved weighted grade courses who earn grades of A, B, or C.

Standard Grade Points: A=4, B=3, C=2, D=1, F and NC = 0.

Weighted Grade Points: A=5, B=4, C=3, D=1, F and NC = 0.

The cumulative grade point average (GPA) is the weighted and standard grade points total divided by the total number of credits.

Pass/Fail grades will not be counted in determining GPA or class rank. Both weighted and un-weighted GPAs are reported on transcripts.

*Revised 03/22/17*

### **Awards for Achievement (BP 5126)**

The School Board encourages excellence as a goal for all students and wishes to publicly recognize students for unique or exemplary achievements in academic, extracurricular, or community service activities.

Student awards may include verbal recognition, a letter, certificate or Board resolution or a public ceremony.

To give recognition for students who have achieved over and above what is required to graduate from the Mat-Su Borough School District, recognition at graduation and on a student's transcript will be given according to the following designations. These designations will be determined at the end of the semester prior to graduation and be based on weighted GPAs.

1. Students who have met graduation criteria with a cumulative GPA of 3.6 - 3.79 will be designated as Cum Laude.
2. Students who have met graduation criteria with a cumulative GPA of 3.8 - 3.99 will be designated as Magna Cum Laude.
3. Students who have met graduation criteria with a cumulative GPA above 3.99 will be designated as Summa Cum Laude.

### **Non-school Awards**

The Chief School Administrator/Superintendent or designee may approve or reject proposed trophies, prizes, or other awards from non-school donors. The purpose of any such proposed award must be consistent with school goals, and criteria for making the award must be either under professional staff control or acceptable to the staff. Such awards shall be rejected when offered primarily to achieve personal or corporate gain and publicity.

When funded by legislature, each high school shall select one student as a legislative guest in accordance with procedures established by the principal ([A.S.24 50.010](#))

*Rev.10/17/12*

# Transcripts

High school transcripts are official documents and may be amended in extenuating circumstances, in order to correct grade errors, once courses and grades have been entered. Prior to requesting inclusion of Other Credit Options, including high school credit for courses taken during middle school, students and parents should consider the effect these non-weighted grades will have on class rank.

## **Graduation Standard Year (Grad Std)**

The Graduation Standard Year is based on the year a student begins high school as a 9th grader and would typically finish - 4 years later. Whether a student finishes early (i.e. Junior year or half way through the Senior year) or late (i.e. fifth year Seniors) the Grad Std Year stays the same as that is the determiner of what requirements they have to meet to graduate.

## **Grade Point Average (GPA)**

A student's official transcript reflects both a weighted and non-weighted cumulative GPA and Class Rank. A student may have a different class rank with each. An additional 1.0 quality point will be awarded to students in approved weighted grade courses who earn grades of A, B, or C.

Standard Grade Points: A=4, B=3, C=2, D=1, F, NC and NCP = 0.

Weighted Grade Points: A=5, B=4, C=3, D=1, F, NC and NCP=0.

The cumulative grade point average (GPA) is the weighted and standard grade points total divided by the total number of credits. Pass/Fail grades will not be counted in determining GPA or class rank.

## **Report Card Dates**

Report cards should go to the students on the Monday after the first week of the next quarter.

# Advanced Placement Courses (AP)

The Advanced Placement Program (AP) is a collaborative effort between motivated students, dedicated teachers, and committed high schools, colleges, and universities. The program allows students to take college level courses and exams, and to earn college credit or placement while still in high school. Most colleges and universities in the U.S. have an AP policy granting incoming students credit, placement, or both on the basis of their AP Exam grades. Many of these institutions grant up to a full year of college credit (sophomore standing) to students who earn a sufficient number of qualifying AP grades.

AP Courses are developed by a committee of college faculty and AP teachers and cover the breadth of information, skills, and assignments found in the corresponding college courses. Each AP course has a corresponding exam that participating schools worldwide administer in May. Students may take AP courses with or without the exam option. AP courses are considered to have weighted grades.

# International Baccalaureate Diploma Program (IB)

The International Baccalaureate (IB) Diploma Program is an internationally recognized academic program for high school juniors and seniors. Noted for its depth and rigorous curriculum, the Diploma Program aims to develop college-ready students who excel "physically, intellectually, emotionally and ethically" (ibo.org).

The Diploma Program (DP) is made up of six subject groups and the DP core: Theory of Knowledge, Extended Essay, and Creativity, Activity, Service (CAS). Students at Palmer High School can take IB classes based on their personal interests or can participate in the full diploma program.

IB classes at Palmer High School are available in all subject areas: Literature, Language Acquisition, Social Sciences, Experimental Sciences, Mathematics, and the Arts. Most IB classes award weighted grades.

In addition to college readiness, IB students often receive college credit, college waivers, and additional scholarship opportunities in recognition of the work they do in the IB program. For more information, visit [www.ibo.org](http://www.ibo.org) or [www.matsuk12.us/phs](http://www.matsuk12.us/phs).

Rev.11/27/18



# Mat-Su Middle College School (MSMCS)

The Mat-Su Middle College School is a partnership between the MSBSD and the University of Alaska. The school is located on the University of Alaska, Mat-Su College campus. MSMCS' application is open to all juniors and seniors in the Mat-Su Borough. Applications are available prior to the beginning of each fall and spring semester. This school will support students to earn high school credits while taking college coursework. In addition to academic courses, students will attend an orientation program and receive a college readiness curriculum through structured support. This curriculum focuses on development of college readiness skills, abilities, and attitudes. Successfully completing college coursework will result in a student earning a MSBSD high school diploma and transferable college credits towards a future degree or certificate. MSMCS pays all tuition, fees, required textbooks and materials for fall and spring semesters.

Rev.11/27/18

- Application required for admission
- Email: [msm@matsuk12.us](mailto:msm@matsuk12.us)
- Phone: (907)761-3498
- Website: <https://www.matsuk12.us/msm>

## Career and Technical Education (CTE)

Career and Technical Education (CTE) is organized around eight broad career areas. Nationally there are 16 federally recognized Career Clusters. MSBSD CTE consolidates the 16 Career Clusters down to 8 locally defined broad PATHWAYS. Each Pathway further has several CTE Programs of Study (CTEPS) under them. CTEPS define a suggested sequence of courses aligned in increasing rigor as student progress through high school. Following a CTEPS prepares students for earning nationally recognized industry certifications, early college credits, and preparation for college entry and increased employment capacity. Students who follow a defined sequence of courses for at least 2.0 credits within a CTEPS, are considered a CTE Concentrator.

### MSBSD PATHWAY – National Career Cluster

1. BUILDING – *Architecture, Construction, Engineering, Manufacturing*
2. BUSINESS – *Business/Finance/Information Technology/Marketing*
3. FITNESS – *Therapeutic Services, Health, Sports Fitness*
4. HEALTH – *Health Services*
5. HUMAN RESOURCES – *Human Resources*
6. NATURAL RESOURCES – *Agriculture and Natural Resources*
7. TOURISM/CULINARY – *Culinary Arts, Hospitality, Tourism*
8. TRANSPORTATION – *Transportation and Manufacturing*

CTSO's (Career and Technical Student Organizations) are an important part of the CTE programs. They are co-curricular and allow students to learn leadership skills and participate in civic projects; as well as, to showcase the industry skills they are learning. Current organizations are Business Professionals of America (BPA), Educators Rising, Future Farmers of America (FFA), Health Occupations Student Association (HOSA), and SkillsUSA. For more information, visit Alaska's state CTSO web site at <http://www.ctsoalaska.org/>.

**Tech Prep** is a traditional CTE term which refers to the alignment to college credit (dual enrollment) or advanced placement for students in some of their CTE courses. For up-to-date information on the Tech Prep agreements, please check the MSBSD website – [CTE Department](#) tab, or call the CTE Dept. Office at (907) 746-9274.

CTE is for ALL students!

## iTech

Mat-Su iTech is an MSBSD program which offers online courses through eDynamic and Apex Learning. It is available at all traditional and nontraditional high schools in our district. With the assistance of on-site mentors and highly qualified virtual teachers, students have the opportunity to complete courses at their own pace. iTech offers credit recovery, regular credit accrual, and acceleration. Please contact your school counselor for more information. ([MSBSD iTech Online Course Offerings](#))

Rev.12/07/18

# ANSEP Acceleration Academy (Mat-Su)

The Acceleration Academy (Mat-Su) is an innovative partnership between the Alaska Native Science & Engineering Program (ANSEP) and the Matanuska-Susitna Borough School District (MSBSD). It is a full time regular high school with the additional benefit that students who participate will have the opportunity to graduate from high school early with two years or more of college credits earned toward BA and BS degree programs. MSBSD students will begin taking college courses the moment they begin high school, and will have the ability to accumulate college credits that apply towards many degree programs at the University of Alaska. The course and schedule options will ensure that MSBSD students will be academically college-ready by the end of year three, while an optional fourth year will allow students to earn even more college credits.

The ANSEP Acceleration Academy (Mat-Su):

- Supports students of all career interests;
- Significantly improves college readiness by eliminating the need for remediation;
- Produces high school graduates with two or more years of college credits earned for various degree programs;
- Reduces the time to degree for college students;
- Saves families two years or more in college costs;
- Saves the State of Alaska millions of dollars in general fund support; and
- Increases the economic opportunities for MSBSD students and their families.

Notes and Contact Information:

- Application required for admission.
- Email: [UAA\\_ANSEPAcceleration@alaska.edu](mailto:UAA_ANSEPAcceleration@alaska.edu)
- Website: <http://www.ansep.net/high-school/acceleration-high-school-Matsu>

## Evaluation of Mastery of Content

### **MATHEMATICS COURSE PLACEMENT & INSTRUCTION**

Students who test into developmental university math courses through the University of Alaska Math Placement Assessment ALEKS test will receive instruction for the placed course but will not enroll for university credit to avoid the attempt of credits that are not eligible for university degree programs. Instruction is delivered by university professors vetted by the corresponding university department.

### **AWARDING MSBSD CREDIT (2017-18)**

Credit for the MSBSD course aligned with the developmental university course (refer to the MSBSD-UA Course Crosswalk) is awarded when a student demonstrates mastery of content by scoring a 70% or higher through an online MSBSD proficiency test administered by MSBSD staff. The content in the MSBSD proficiency test is of the MSBSD course that is aligned with the developmental university course in the MSBSD-UA Course Crosswalk.

½ high school credit of the aligned MSBSD course is awarded for each semester that a student scores a 70% or higher through the MSBSD proficiency test. A full 1.0 high school credit is awarded when a student scores a 70% or higher for both semester 1 and semester 2 of the MSBSD course aligned with the developmental university course. Students may attempt the MSBSD proficiency test for each semester as many times as needed until a score of 70% or higher is achieved. Upon scoring a 70% or higher in the MSBSD proficiency test, the letter grade assigned to the student transcript for the aligned MSBSD course is the grade assigned by the university professor delivering instruction for the developmental university course. The letter grade assigned to both semesters is the final grade assigned by the university professor at the end of the course.

Example: Student places into MATH 105 - Intermediate Algebra through the University of Alaska's ALEKS test. CLGE INTER ALGS1 (0.5 credits) and CLGE INTER ALGS2 (0.5 credits) is awarded to a student that successfully completes University of Alaska's MATH 105 - Intermediate Algebra and demonstrates mastery of content by scoring a 70% or higher in MSBSD Intermediate Algebra S1 and MSBSD Intermediate Algebra S2 proficiency tests. The letter grade assigned to both semesters is an 'A', which is the final grade assigned by the university professor at the end of the course.

### **AWARDING OF MSBSD CREDIT (2018-19 and beyond)**

Credit for the MSBSD course aligned with the developmental university course (refer to the MSBSD-UA Course Crosswalk) is awarded when a student demonstrates mastery of content by placing into a higher course through the University of Alaska Math Placement Assessment through McGraw Hill's ALEKS test.

1.0 high school credits of the aligned MSBSD course is awarded when a student places into a higher math course through the University of Alaska Math Placement Assessment ALEKS test. Students may attempt the ALEKS test as many times as allowed to place into a higher course. Upon placing into a higher course through the ALEKS test, the letter grade assigned to the student transcript for the aligned MSBSD course is the grade assigned by the university professor delivering instruction for the developmental university course. The letter grade assigned to both semesters is the final grade assigned by the university professor at the end of the course.

Example: Student places into MATH 105 - Intermediate Algebra through the University of Alaska's ALEKS test. CLGE INTER ALGS1 (0.5 credits) and CLGE INTER ALGS2 (0.5 credits) is awarded to a student that successfully completes University of Alaska's MATH 105 - Intermediate Algebra and places into University of Alaska MATH 151 - College Algebra for Calculus or higher with an ALEKS test score of 55 or higher. The letter grade assigned to both semesters is an 'A', which is the final grade assigned by the university professor at the end of the course.

### **MATH 105: Intermediate Algebra**

Prerequisites: Math 055 or Math 060 with a minimum grade of C or ALEKS Test Score 30-54

#### Summary of Alignment:

University of Alaska's MATH 105 - Intermediate Algebra is aligned with MSBSD College Intermediate Algebra S1 and S2 as referred to in the UA-MSBSD College Course Crosswalk.

The content for the MSBSD proficiency test administered is of MSBSD Intermediate Algebra.

<b>Section 1: Simplification and Solving</b>	
<b>MATH 105 Course Content Guide Outline</b>	<b>Best Fit Standard to the Alaska State Standards</b>
1.1 Absolute value in graphing, equations, and inequalities	A.CED.1, A.REI.3
1.2: Solving systems of linear equations	A.REI.6, A.REI.11, A.CED.2
1.3: Solving systems of linear inequalities (optional)	A.REI.12, A.CED.3
1.4: Review of factoring techniques	A.SSE.2
1.5: Simplifying rational expression and solving equations with rational expressions.	F.IF.5, A.CED.2, A.CED.3
<b>Section 2: Radicals</b>	
<b>MATH 105 Course Content Guide Outline</b>	<b>Best Fit Standard to the Alaska State Standards</b>
2.1: Radical expressions and applications of radicals	N.RN.1, N.RN.2, N.RN.3
2.2 Rational exponents	N.RN.1, N.RN.2
2.3: Evaluating and simplifying radical expressions	A.APR.7
2.4: Adding and subtracting radical expressions	A.APR.7
2.5: Multiplying and dividing radical expression including use of the conjugate	A.APR.7, N.CN.3, N.CN.1
2.6: Solving equations with radical expressions	F.IF.5
2.7: Arithmetic with complex numbers	N.CN.1, N.CN.2, N.CN.3, N.CN.7

<b>Section 3: Graphing</b>	
3.1: Review of the rectangular coordinate system	
3.2: Review of the equations and graphing of lines	
3.3: Graphing non-linear equations by plotting points	
3.4: Graphing transformations including translation, reflection, and scaling	
<b>Section 4: Quadratics</b>	
4.1: Solving quadratics equations using factoring	F.IF.8a, F.IF.7a, A.CED.1, A.REI.11
4.2: Solving quadratic equations using the quadratic formula	N.CN.7, A.CED.1, A.CN.8, A.CN.9, A.APR.2, A.REI.11
4.3: Solving equations in a quadratic form	A.CN.7, A.CED.1
4.4: Completing the square to graph parabolas and circles	F.IF.8a, A.CED.1
4.5: Graphing circles and more parabolas	G.GPE.1
4.6: Quadratic inequalities	A.CED.1,
<b>Section 5: Functions</b>	
5.1: Function definition and notation	
5.2: Algebra and composition of functions	F.BF.1b, F.BF.1c, A.CED.3, A.CED.2
5.3: Inverse functions	F.BF.4c, F.IF.5, A.CED.3, A.CED.2, F.BF.3
<b>Section 6: Logarithms and Exponentials</b>	
6.1: Exponential functions including base e	
6.2: Logarithmic functions including base e	
<b>Section 7: Applications</b>	
7.1: Proportions	
7.2: Interest problems	
7.3: Geometry	
7.4: Distance problems	

Note: Existing University courses on the “MSBSD College Courses Crosswalk” document that are not included in this ANSEP Program of Studies document may be offered to ANSEP students depending on University

# Quality Schools Model

American Charter Academy (2-12) uses a Standards-based, Assessment-driven, Project-centered, Interest-oriented curriculum based on the Quality Schools Model (QSM). QSM allows students' knowledge and abilities levels to be quickly ascertained upon arrival. Additionally, students' progress based on demonstrated knowledge attainment instead of a prescribed time period. To graduate, a student must have attained a proficiency of 80% or higher on all standards within the levels up to and including the Minimum Achievement Level (MAL) for each of 8 content areas. Beginning with SY 2006/07, the MAL will be standardized as Level VIII for all content areas.

The 8 content areas are Reading, Writing, Math, Science, Social Studies, SHAPES (Social, Health, Activity, Personal, Emotional and Safety), Fine Arts/Community and Employability. Each area is divided into levels with a coordinated set of standards. Standards encompass the Alaska State Standards, Mat-Su Borough School District requirements and the QSM requirements. Each student must show proficiency or advanced knowledge for each standard before moving to the next level. Content areas have levels beyond the MAL for students to extend their knowledge and experience in areas of interest or need (for higher education, etc.).

## Credits (BP 6146.2/AR 6146.2)

### Other Credit Options (OCO)

Other Credit Options (OCO) is designed to give students the opportunity to choose learning experiences that are suited to their personal educational needs. The Board values other ways to accomplish learning experiences but OCOs are not shortcuts to learning. Student experiences need to include demonstration of competency to a mastery level. The Chief School Administrator/Superintendent will design a structure to support OCO within the boundaries set by Board policy.

1. Students wishing to take courses for high school credit through one of the following Other Credit Options may do so with prior school counselor and principal approval:

- [AR 6146.2](#) (a) Distance Delivery
- [AR 6146.2](#) (b) College Course Work
- [AR 6146.2](#) (c) Early College Admissions
- [AR 6146.2](#) [d] Independent Study
- [AR 6146.2](#) [e] Educational Travel
- [AR 6146.2](#) [f] Community Service
- [AR 6146.2](#) [g] Early High School Credit
- [AR 6146.2](#) [h] Physical Education Credit Waiver
- [AR 6146.2](#) [i] Supplemental and Non-public School Credit
- [AR 6146.2](#) [j] College-Level Examination Program (CLEP)
- [AR 6146.2](#) [k] Test for Credit

The student must complete the appropriate OCO Form with assistance from the school counselor/principal. After obtaining school-level and parent signatures, the original OCO Form needs to be filed in the student's cumulative file and a copy kept with the student's counselor for transcript review purposes. If an OCO is denied, a student and parent/guardian may appeal the decision to the Office of Instruction within five (5) days of the decision. A determination by the Office of Instruction will be made in five [5] working days. These deadlines can be extended upon the mutual agreement of parties involved.

2. Students are encouraged to complete Other Credit Options four (4) weeks prior to the end of the semester. It is the responsibility of the student to know and to meet individual school deadlines.

3. Other Credit Options are only recorded on the transcript after an official transcript has been received. Once the OCO credit is recorded on the transcript, it is included in calculating grade point average (GPA) and class rank.

4. The MSBSD is not the sponsoring agency for the off-campus programs and is not responsible for the student's personal or financial liability. Expenses for Other Credit Options are the responsibility of the individual.

5. Since Other Credit Options are recorded only upon program completion, OCO is not a course that can be included for calculating eligibility for full-time student status.

Weighing the impact of OCO on co-curricular eligibility (MSBSD, ASAA, NCAA, etc.) is the responsibility of the student.

6. To further support students choosing learning experiences to enhance their personal educational needs, counselors and principals, along with students and their parents/guardians can apply for consideration to the Office of Instruction for an OCO that has not been established by these guidelines. The OCO Form 10: Application for Consideration should be used for this process.

Revised 12/05/12

### **Other Credit Options: Distance Delivery Courses**

**AR 6146.2(a)**

The purpose of the distance delivery course option is to meet individual academic needs of students as approved by the school administration and the Office of Instruction. Distance delivery courses may be used for both makeup and acceleration. It is important to note that some distance delivery courses, many expensive, go uncompleted by the students who do not realize the time, energy, and self-motivation necessary to obtain credit in this manner. Careful and realistic planning should precede application. Consideration of a student's prior academic history will be given when granting approval. Additionally, a student's ability to take a course at his/her high school should be a consideration for granting approval for distance delivery courses. Researching available distance delivery programs and courses is the responsibility of the student.

1. Distance Delivery courses may be used for specific curriculum credit and for elective credit.
2. Approved distance delivery vendors include:
  - North Dakota Division of Independent Study
  - Brigham Young University
  - Keystone National High School (Excluding Keystone Credit Recovery Program).
  - AKLN Alaska's Learning Network

In order to receive credit, a distance delivery course must be equivalent in content to a course that appears in the current MSBSD Program of Studies.

3. Upon completion, an official transcript must be submitted to the building registrar, and will be recorded on the student's transcript in the semester the final grade was issued.
4. The District reserves the right to require the student to sit for an exam to establish content competency.
5. Application for consideration of courses or other vendors not established by these guidelines may be done through the Office of Instruction
6. Use: Distance Delivery Approval Form

### **Other Credit Options: College Course Work**

**AR 6146.2(b)**

This program is designed to provide eligible students the opportunity to receive credit for certain courses through accredited institutions of higher education. The student must be enrolled in a MSBSD school. The OCO Pre-Approval Form must be approved prior to beginning the course. College courses must be "100" level and above with the exception of courses articulated on the MSBSD college course crosswalk. Students completing college coursework will receive high school credit as follows:

- 0.5 high school credit for a one (1) or two (2) semester hour college course
- 1.0 high school credit for a three (3) or four (4) semester hour college course
- 1.5 high school credit for a five (5) or six (6) semester hour college course

### **Other Credit Options: Early College Admission**

**AR 6146.2(c)**

Upon completion, an official transcript must be submitted to the building registrar, and will be recorded on the student's transcript in the semester the final grade was issued.

1. College Course Work courses may be used for specific curriculum credit and for elective credit.
2. Use: College Coursework or Early College Admission Approval Form. This program is designed to provide motivated students with the opportunity to leave high school for college prior to graduating and to replace the student's senior year. An example is the Alaska Pacific University Early Honors Program. In order to be eligible, students must meet the following minimum criteria:
  - Completed all required grade level coursework
  - Provide proof of tentative acceptance by a college or university
  - The OCO Pre-Approval Form must be approved prior to beginning the program.

Upon completion of the program, the student must provide a transcript to the building principal in order for a high school diploma to be granted. It is the student's responsibility to verify that the program meets all senior requirements for graduation.

1. Early College Admission courses may be used for specific curriculum credit and for elective credit.
2. Early College Admission courses must be "100" level and above with the exception of courses articulated on the MSBSD college course crosswalk. Students completing college coursework will receive high school credit as follows:
  - 0.5 high school credit for a one (1) or two (2) semester hour college course
  - 1.0 high school credit for a three (3) or four (4) semester hour college course
  - 1.5 high school credit for a five (5) or six (6) semester hour college course
3. Use: College Coursework or Early College Admission Form Independent Study is designed for the self-directed student, in grades 9 through 12, who has the discipline and interest to do exceptional work. The goal is to foster self-reliance, initiative and intense inquiry under the supervision of a High School Certified Teacher Federal Highly Qualified for most applicable



content areas. Independent Study for credit must be initiated by the student. Students may select a course from the MSBSD Program of Studies according to their choice, interest and ability. Teachers are not required to sponsor Independent Study courses.

### **Other Credit Options: Independent Study**

**AR 6146.2(d)**

Independent Study is designed for the self-directed student, in grades 9 through 12, who has the discipline and interest to do exceptional work. The goal is to foster self-reliance, initiative and intense inquiry under the supervision of a High School Certified Teacher Federal Highly Qualified for most applicable content areas. Independent Study for credit must be initiated by the student. Students may select a course from the MSBSD Program of Studies according to their choice, interest and ability. Teachers are not required to sponsor Independent Study courses.

It is the responsibility of the student to meet requirements and complete all associated paperwork. The Independent Study Course Proposal must be approved prior to beginning the course. Upon completion, official proof of grade must be submitted to the building registrar, and will be recorded on the student's transcript in the semester the grade was issued.

1. Independent Study courses may be used for specific curriculum credit and for elective credit.
2. Use: Independent Study Course Proposal Form Educational Travel is defined as a planned learning experience gained through participation in a travel/study tour. Students whose travel is extended for a semester or more should enroll in the district's Correspondence School for courses that will meet District graduation requirements.

### **Other Credit Options: Educational Travel**

**AR 6146.2(e)**

Educational Travel is defined as a planned learning experience gained through participation in a travel/study tour. Students whose travel is extended for a semester or more should enroll in the district's Correspondence School for courses that will meet District graduation requirements.

Students who wish to receive credit for a shorter term of educational travel must present a proposal to the building principal outlining the instructional goals and objectives to be accomplished and the documented evidence of successful completion. (See Educational Travel Credit Proposal Form.) Contingent on this prior approval, a student will receive .5 credit for a three-week study/tour program or 1 credit for a six-week program which will be recorded with a P (Pass) grade which is not included in calculating GPA.

A student may enroll abroad in a yearlong foreign exchange program with principal pre-approval. When the student returns with an official transcript from that school or travel study organization, the District, with the building principal, will evaluate the transcript; determine which credits can be transferred in, and award credit as appropriate toward graduation requirements. It is not guaranteed that credits will be awarded for courses taken during an educational exchange program. Students should plan accordingly.

1. Educational Travel credit may only be taken for elective credit with a Pass (P) grade.
2. A maximum of 1.0 Educational Travel credit may be earned.
3. Use: Educational Travel Proposal Form through volunteer community service, students can learn new skills, discover career options, assume responsibilities, become aware of the needs of others, and learn the importance of serving and giving. All students are encouraged to develop a sense of social responsibility and to perform volunteer duties in the community. Community service provides an opportunity to link students to the wider community and presents them to people and situations outside their previous experiences. The community service may be satisfied by participation in a single activity or a combination of approved activities. In order to receive credit, the community service must be completed between the last day of eighth (8<sup>th</sup>) grade and the last day of class as a graduating senior.

### **Other Credit Options: Community Service**

**AR 6146.2(f)**

Through volunteer community service, students can learn new skills, discover career options, assume responsibilities, become aware of the needs of others, and learn the importance of serving and giving. All students are encouraged to develop a sense of social responsibility and to perform volunteer duties in the community. Community service provides an opportunity to link students to the wider community and presents them to people and situations outside their previous experiences. The community service may be satisfied by participation in a single activity or a combination of approved activities. In order to receive credit, the community service must be completed between the last day of eighth (8<sup>th</sup>) grade and the last day of class as a graduating senior.

A Community Service Prior Approval Form, which outlines acceptable types of community service, must be completed and submitted by the student and pre-approved by the student's school principal before starting the service experience. One hundred twenty hours (120) of documented community service may earn .5 elective credit with a maximum of 1.0 credit possible. Credit will only be awarded and recorded on the student's transcript, after successful completion of required hours and submission of the Community Service Verification Log(s), with a P (Pass) grade which is not included in calculating GPA.

1. Community Services may only be taken for elective credit with a Pass (P) grade.
2. A maximum of 1.0 Community Service credit may be earned.
3. Community service is defined as an activity that:
  - a. Is performed without monetary compensation to the student;
  - b. Is not associated with the promotion of any religion, political ideology, or social agenda;

- c. Results in a service to at least one person other than the student or the student's relative and is of benefit to the "community;"
  - d. Is separate from a service activity for which the student is already receiving school or organizational credit;
  - e. Is not performed during scheduled class time; and
  - f. Is not service mandated by the court.
4. Use: Community Service Approval Form and Community Service Verification Log

### **Other Credit Options: Early High School Credit**

**AR 6146.2(g)**

Middle school students may earn high school credit toward graduation if the class being taught meets the following criteria:

- Courses must be approved and included in the high school Program of Studies.
- The course has the same course title, course number, and curriculum as the high school course.
- The course is equivalent in length, e.g., semester or year, as the high school.
- Approved courses must be taught by a teacher who is Highly Qualified for the respective course at the high school level, as per NCLB Guidelines.
- An "A" or "B" will be used on high school transcripts for middle school students who demonstrate proficiency with the course content.
- Proficiency will be defined as earning an "A" or "B" for both semesters, or by demonstrating mastery through a summative end of course assessment.
- Students not earning credit will have no reflection of the course-work on their high school transcript.
- Parents have the option to remove the credit and letter grade or "P" marking from the high school transcript.
- If the letter grade or course negatively impacts the high school student who accelerated in middle school, the course/grade may be deleted, or the grade changed to a P (which has zero impact on GPA). This type of change to the high school transcript must be made prior to the beginning of the senior year.
- Counselors will need to coordinate with the Office of Instruction to process the transcript modification.

With the prior approval of the middle school principal and counselor, as well as a parent/guardian, a middle school student may receive high school credit for college course work or distance delivery courses as per [AR 6146.2\(a\)](#) and [AR 6146.2\(b\)](#).

1. Early high school credit may be used for specific curriculum credit and for elective credit.
2. Early high school credits may fulfill specific curriculum credit or elective credit for graduation; however, they may not fulfill minimum requirements for some colleges, NCAA qualifications, scholarships and military programs.
3. The Early High School Credit Policy does not affect the record of letter grades (A-F) earned and given on grade reports in middle school.
4. The early high school credit will not appear on a student's transcript until the student enrolls and attends a high school in the MSBSD.
5. Use: Early High School Credit Approval Form

### **Other Credit Options: Physical Education Credit Option**

**AR 6146.2(h)**

The Matanuska-Susitna Borough School District values daily physical activity which is an important part of personal wellness. Physical Education courses offer focused instruction and guided practice in a variety of sports, marching band, and fitness activities. The physical conditioning of interscholastic and club sports and the JROTC (Junior Reserve Officer Training Corps) courses mirrors the instructional practices found in high school physical education courses.

The following credit options are available for the one (1) credit of Physical Education required to obtain a MSBSD diploma. Documentation must be submitted to high school counselors on the Physical Education Credit Option Request form. Credit earned through Other Physical Education Credit Option will be indicated with a (P) Pass grade on the student transcript.

1. Interscholastic Sports  
One-quarter (1/4) credit for the Physical Education requirement may be earned by each full season of participation in interscholastic high school sports.
2. Physical activity outside of school  
One-half (.5) credit for the Physical Education Requirement may be earned for each 80 hours of participation in a sports activity with documented hours and adult supervisor.
3. Junior Reserve Officer Training Corps (JROTC)  
One (1) credit for the Physical Education requirement may be waived by two years of participation in JROTC. The total credit waived shall not exceed one full credit.
4. Marching Band  
One-quarter (1/4) credit for the Physical Education requirement may be waived by the successful completion of each semester of Marching Band. The total credit waived shall not exceed one full credit
5. Online Physical Education  
Online physical education may not be repeated for credit and will be indicated with a (P) Pass grade on the student transcript.
6. Use: Other Physical Education Credit Option Form

## **Other Credit Options: Supplemental, Special Purpose or Non-Public School Credit** **AR 6146.2(i)**

The purpose of using the Supplemental, Special Purpose, or non-public school course credit option is to meet individual academic needs of students as approved by the school administration and the Office of Instruction. Such courses must be equivalent to those listed in the current MSBSD Program of Studies. The curriculum, course hours, teacher certification, and records of work and assessment required are considered. Researching programs and courses and providing evidence of equivalency to the Office of Instruction is the responsibility of the student.

1. Supplemental Education Schools and Special Purpose Schools provide offerings in basic skills, education and application and meet the educational needs of students under unique circumstances. Non-public school courses are defined by: not regulated and approved by the State Board of Education in the 50 states and District of Columbia.
2. Supplemental, Special Purpose and non-public school provided courses may be used for specific curriculum credit and for elective credit.
3. In order to receive credit, Supplemental, Special Purpose and non-public school providers must present evidence that their courses would be equivalent to courses that appear in the current MSBSD Program of Studies.
4. Upon completion, official proof of grade must be submitted to the building registrar, and will be recorded on the student's transcript in the semester the final grade was issued.
5. The District reserves the right to require the student to sit for an exam to establish content competency.
6. Use: Application for Consideration Form and attach evidence of course content equivalency to MSBSD Program of Studies.

## **Other Credit Options: College-Level Examination Program** **AR 6146.2(j)**

This program is designed to provide motivated students the possibility of earning both college credit and MSBSD high school credit by participating in the College-Level Examination Program (CLEP). In order to receive credit for a required or elective course, the student must earn a qualifying score on one of the 14 CLEP examinations. These tests provide the district with a standardized way to assess essential knowledge related to equivalent high school courses. The MSBSD cannot guarantee college credit through CLEP, which is determined by each college and their CLEP policy.

1. It is the intent of this policy to recognize that a student has achieved mastery of a subject area and allow the student to test out of a required or elective course.
2. Although MSBSD high school credits are granted through CLEP, it is noted that the full experience and spectrum of a MSBSD course cannot be encompassed in a single assessment. Concerns about students not participating in laboratory experiments or class discussions by testing out using CLEP are acknowledged. However, those are concerns specific to how students gain information and are not the only way to demonstrate achievement.
3. A qualifying score for MSBSD credit is equivalent to the minimum qualifying score as set by the University of Alaska – Anchorage to earn college credit. The credit will be recorded as a Pass grade on the high school transcript. Credits awarded are subject to change. The student may also follow the process as outlined in [AR 6146.2\(b\)](#) Other Credit Options: College Course Work to receive MSBSD credit through CLEP.
4. Credit will be awarded for the following CLEP exams as aligned with MSBSD courses and credit(s):

CLEP Exam Title	MSBSD Course Equivalent	Credit(s) Awarded
American Literature	English 3, S1 and S2	1.0
American Government	U.S. Government	1.0
Analyzing & Interpreting Literature	Advanced Composition	1.0
Biology	Biology, S1 and S2	1.0
Calculus	Calculus, S1 and S2	1.0
Chemistry	Chemistry, S1 and S2	1.0
College Algebra II	Algebra II, S1 and S2	1.0
College Composition & Composition Modular	College Composition	1.0
College Mathematics	Algebra I, S1 and S2	1.0
English Literature	Classical Literature	1.0
History of the U.S. II (1865-Present)	U.S. History	1.0
Introductory Psychology	Psychology I	1.0
Introductory Sociology	Sociology	1.0
Pre-Calculus	Pre-Calculus, S1 and S2	1.0

5. Upon completion of a CLEP exam, official documentation of the awarded score must be submitted to the building registrar, and will be recorded on the student's transcript in the semester the exam was taken.
6. Use College Level Examination Program Form
7. CLEP exams not on the approved list may be considered through the Office of Instruction using the College-Level Examination Program Form and needs to be submitted with required supporting documentation.

## **Other Credit Options: Test for Credit**

**AR 6146.2(k)**

On a case by case basis, Tests for Credit will allow a student to demonstrate that he/she meets or exceeds the content expectations associated with the subject area as defined by the State of Alaska Academic Standards, the MSBSD Curriculum Framework, and the MSBSD Curriculum Blueprint.

1. A student must receive permission from their parent/guardian, site administrator and counselor, as well as approval from district office, to take a Test for Credit.
2. "Testing for Credit" does not imply "testing on demand".
3. Some Tests for Credit may require additional tasks dependent upon the content area and associated State of Alaska Academic Standards, the MSBSD Curriculum Framework, and the MSBSD Curriculum Blueprint (e.g. demonstration of public speaking ability or lab procedure.)
4. On a case by case basis, Tests for Credit will be available to MSBSD high school students.
5. Should a student earn a qualifying score on a Test for Credit, it will be reflected as a Pass on his/her transcript.
6. Earning credit through examination does not meet NCAA eligibility.
7. Use: Test for Credit form.

*Revised 04/01/15*

# **Enrollment of Foreign Students (AR 5119)**

## **MSBSD Students Participating in Foreign Exchange Program**

Foreign exchange student programs are recognized as a means of improvement of international understanding. The exchange of culture through a student exchange program is viewed as a desirable supplement to the educational program. If a student is contemplating an outbound exchange, they should take the following steps prior to the exchange:

1. Initiate a conference to include the student, parent/guardian, and counselor. In this meeting the student's transcript will be evaluated and a written plan for graduation will be documented. It is possible that students may need to take correspondence course(s) while on an exchange in order to complete all of the graduation requirements. A copy of this plan and needed documentation from the school attended in the foreign country will be given to the student and parent/guardian.
2. To earn credit from the foreign exchange program, the student must return with an official transcript and a course outline for each course completed. The course outline will be used to determine whether the course meets a core academic requirement or an elective credit.
3. If an official transcript is not producible, then credit will be determined by reviewing course outlines (signed by a foreign school official), length of time in each course, and student performance.
4. School calendars and grading systems vary from country to country; therefore, each foreign exchange transcript must be evaluated on a case by case basis. It is highly recommended that the student return with an official transcript, course descriptions, school calendar, and any other supporting documentation that would assist the MSBSD in awarding credit. The Office of Instruction will evaluate all foreign exchange transcripts to determine credits and grade conversion.

If the student does not comply with the above requirements and records are either not provided or are incomplete, the student may risk not earning credits needed for graduation.

*Revised 08/21/13*

# Extracurricular and Co-Curricular Activities (BP 6145)

The School Board recognizes that extracurricular and co-curricular activities enrich the educational and social development and experiences of students and shall annually adopt a plan for student participation in extra/co-curricular activities which does not compromise the integrity and purpose of the educational program. Participation in extracurricular and co-curricular activities is a privilege. The students are ambassadors of our schools in these competitions therefore academic eligibility, good grades, and consistent attendance is the rule not the exception.

The District shall publish a coaches' and sponsors' (club) handbook, which contains information about responsibilities, programs, sportsmanship, insurance, fees, and procedures. Individual elementary and secondary school handbooks may contain additional information.

## 1. Academic Eligibility Requirements for Practice and Participation

- a) All District high school student athletes may practice but will not be allowed to play or travel while academically ineligible. Students in the process of obtaining eligibility through the Alaska School Activities Association (ASAA) waiver process may tryout and practice pending the outcome of the waiver request.
- b) To be eligible to participate in extracurricular activities; all second semester freshmen, sophomores, juniors as well as seniors who are not on track to graduate must have passed at least five (5) semester units of credit, or the equivalent, toward graduation, during the previous semester. At the end of each quarter or trimester, all students must have a 2.0 grade point average and comply with all other minimum ASAA requirements. Seniors who are on track to graduate must successfully have completed five (5) courses or four (4) trimester courses the previous spring for early fall sports.
- c) Second semester seniors who are on track to graduate must be enrolled in a minimum of four (4) semester or three (3) trimester units of credit, toward graduation, during the previous semester or equivalent, with a 2.0 GPA.
- d) All courses needed for eligibility need to specifically lead to meeting MSBSD graduation requirement. Only one Pass/Fail course of Student Aide is allowed each semester or equivalent, for Juniors and Seniors in good academic standing only. Community Service credits are not acceptable.
- e) For the purpose of this section, academic deficiencies may be made up through successful completion of correspondence courses or summerschool.
- f) The eligibility period will begin on or before the sixth working day after the end of the previous quarter ([AR 5121](#) a). Each school site will determine its own specific eligibility date within that guideline. The grades must be posted on the computerized report card by that date.
- g) Students making up grades from 2nd semester during the summer must have an official record of the final grade and credit prior to the first academic contact day. If a student fails to have summer work completed, graded, recorded, and confirmed by the school administrator prior to the first academic contact day, then the student will be ineligible to practice/participate in activities during the first academic quarter or the equivalent.
- h) Students making up a credit (to meet the requirement of [BP 6145.1b](#)) from 2nd semester during the summer must have an official record of the final grade and credit, prior to the first academic contact day. If a student fails to have summer work completed, graded, recorded and confirmed by the school administrator by the first academic contact day, the student will be ineligible to practice/participate in activities during the first academic quarter or the equivalent.
- i) A grade of incomplete is considered as not passing until the incomplete is changed on the official school records.
- j) Private school, out of district correspondence, Mat-Su Central School, and non-traditional school students must meet the same time frame as regular students.
- k) Athletes must adhere to the ASAA Citizenship Rule and Controlled Substance, Alcohol, and Tobacco Policy (Bylaw Article 12, Section 8).
- l) An athlete must meet the above requirements to be considered eligible. All eligible athlete names must be on the master eligibility list that is sent in to ASAA by the school.

## **2. Eligibility Requirements Maximum Participation**

- a) No student enrolled in a four-year high school may participate in more than four (4) seasons in any specific interscholastic activity. No student enrolled in a three (3) year high school may participate in more than three (3) seasons in any specific interscholastic activity.
- b) Participation in a single interscholastic contest shall be considered as one (1) season of participation in that activity.
- c) Each student will have eight (8) consecutive semesters or equivalent of eligibility after they begin grade nine. (No fifth year seniors will be permitted without approval from ASAA).
- d) A student who becomes nineteen (19) years of age on or before August 1 shall be ineligible for interscholastic competition.
- e) No student shall be allowed to participate in any extracurricular activities beyond the season in which they graduate.

## **3. Students Retained**

- a) Loss of eligibility: A student held back in sixth, seventh, or eighth grade for athletic purposes shall lose his/her fourth year of high school eligibility.
- b) Loss of third and fourth years: A student held back for two years in the sixth, seventh, or eighth grade for athletic purposes shall lose both his/her third and fourth years of eligibility after entering the ninth grade.

## **4. Exchange Students**

District students involved in exchange/travel programs are eligible for interscholastic sports participation upon return to their home school when a request for waiver of the Semester Credit Rule is made to the Mat-Su Borough School District and the Alaska Schools Activities Association, and waived by both the Superintendent/Chief School Administrator, or designee, and the Executive Director of ASAA. Such students must otherwise be eligible by all other rules, i.e. not graduated from a secondary school, not over age, and must have passed four subjects the last semester in attendance in their Alaska high school.

## **5. Waivers of Eligibility**

A student who has been determined to be ineligible to participate in extracurricular and co-curricular activities under one or more of the eligibility rules may request a waiver.

- a) Request Procedures: A request for a waiver must be directed by the student to the school's building administrator. If the building administrator upon review of the waiver request finds that the request is appropriate, the building administrator shall forward the request to the Superintendent/Chief School Administrator or designee along with a memorandum explaining the reasons why the administrator believes the waiver request should be granted. If a building administrator finds that a waiver is not appropriate the request will not be submitted to the Superintendent/Chief School Administrator's office.
- b) Review by the Superintendent/Chief School Administrator: Upon receipt of the waiver request, the Superintendent/Chief School Administrator, or designee, shall review the waiver request to determine whether any additional information is necessary. If additional information is necessary, the Superintendent, or designee, shall request the building administrator to supply it. The Superintendent/Chief School Administrator, or designee, shall render the decision as expeditiously as possible after receiving the waiver request and any additional requested information.
- c) Guidelines for Consideration: To assist students and schools to decide whether to request a waiver in specific circumstances, the following apply:
  - 1) Except in unusual circumstances and for good cause shown, requests for waivers of standards of eligibility involving semesters of enrollment will not be granted.
  - 2) The Superintendent/Chief School Administrator will not grant eligibility in any case in which the asserted hardship is the sole result of knowing conduct by the student or his or her parents or guardian which had the effect of causing the hardship.
  - 3) Ignorance of any standard is not sufficient reason for waiving a standard.
  - 4) Waiver requests are subject to ASAA rules, policies, and procedures. Under certain circumstances waiver requests must also be submitted to ASAA for approval.

*Revised 05/20/15*



# Interscholastic Competition (BP 6145.2)

The School Board considers the interscholastic program an integral component of the district educational program. The interscholastic programs shall be geared to the interests and abilities of students of both sexes and varied in scope to ensure wide participation, consistent with the financial and personnel constraints of the district.

(cf. [6145](#) - *Extracurricular and Co-Curricular Activities*)

The Board shall not approve membership of the district, or any school in the district, in any voluntary interscholastic organization which discriminates against or denies the benefits of any program to any person on the basis of race, sex, or ethnic origin.

(cf. [0410](#) - *Nondiscrimination in District Programs and Activities*)

The Board shall maintain general control over all aspects of the interscholastic policies, programs and activities in the district, including eligibility, season, and number of sports, personnel, and facilities. The Superintendent or designee shall be responsible to the Board for district compliance with federal and state law.

(cf. [6145.21](#) - *Sportsmanship*)

The Board recognizes its responsibility to ensure that the health and welfare of students is given the highest consideration in planning a program of interscholastic programs.

(cf. [5131.63](#) - *Performance Enhancing Drugs*)

Legal Reference:

## ALASKA STATUTES

[14.18.040](#) Discrimination in recreational and athletic activities prohibited

[14.30.365](#) Interscholastic activities; eligibility

## ALASKA ADMINISTRATIVE CODE

[4 AAC 06.115](#) Interscholastic activities

[4 AAC 06.520](#) Recreational and athletic activities

[4 AAC 06.600](#) Definitions

*Revised 08/21/95*

# Interscholastic Competition (AR 6145.2)

## **Eligibility for Co-Curricular Participation, Grades 9-12 – ASAA Semester Credit Rule:**

In order to be eligible to participate in interscholastic athletics during any quarter, a student must have passed, for the immediately preceding semester, or the equivalent, at least four units of credit toward graduation.

1. A grade of "incomplete" is considered as not passing until the "incomplete" is changed on the official school records. Students have two weeks from the time grades are posted to make up incompletes. This applies to all students: private schools, out of district correspondence, Mat-Su Central School, and non-traditional highschoools.
2. Private school, out of district correspondence, Mat-Su Central School, and non-traditional school students who wish to participate in co-curricular activities must fill out an Activities Boundary Exemption Application for their school of choice. All ASAA and Mat-Su Borough School District regulations and policies must be adhered to.
3. Must not have reached the age of (19) nineteen by August 1.

In addition to ASAA semester credit rules, the Mat-Su School District has established that students will be eligible to participate in AASA sanctioned activities if:

1. They are carrying a minimum of five classes, or the equivalent, that lead toward graduation.
2. They have passed five (5) or more courses during the semester, or the equivalent, immediately preceding the activities in question. All correspondence courses must have confirmed completion and a grade before being counting as one of the five classes, or the equivalent, foreligibility.
3. They earn a grade point average of at least 2.0 for all courses taken during the previous grading period. For all new students the preceding nine-week grades on their transcript shall be used to determine grade point. Grade point averages will be evaluated at the end of each quarter using the grades earned during the nine-week grading period. Quarter grades will be used at the end of quarters one and three. Semester grades will be used at the end of quarters two and four.
4. Must have complete registration form on file for co-curricular sports activities.

5. Must have parent consent form on file prior to starting practice.
6. Must have ten (10) separate days of physical practice prior to the first day of competition.

A student must attend all scheduled classes on the day of the activity. (Reasonable travel time excluded.) If an activity is held on Saturday, the student must have attended school on Friday. Participants who do not attend school may not participate unless they have administrative approval for a medical absence. All participants in activities must attend school all periods the next day following competition (with the exception of events that take place on Saturday) or they will have to forfeit participation in the next scheduled event. Students are excused from this requirement only when (1) they are properly attending a school or team sanctioned event or (2) when unusual circumstances have led the Superintendent or his/her designee to authorize an absence or they will have to forfeit participation in the next scheduled event.

7. A transfer student must have lived in the school attendance area for eighteen (18) weeks prior to competition, unless parents made a corresponding move of residency into the new area. A student enrolling in a new school under the "open enrollment" policy of the District must enroll in the new school prior to the beginning of the school year to be eligible to participate in co-curricular activities at the new school. The one time transfer rule has been eliminated.

8. Any student that has been expelled from any ASAA member school will be prohibited from participation in another ASAA member school for the duration of the expulsion.

9. Must comply with all other minimum Alaska School Activities Association requirements.

*Revised 05/20/15*

# Common Paths: Language Arts & Social Studies

## Language Arts Paths for Incoming Freshmen:

9th Grade	10th Grade	11th Grade	12th Grade
<ul style="list-style-type: none"> <li>• Rd 180 - Rd 180 Lab</li> <li>• Rd 180 - Rd 180 Lab</li> <li>• English 1 - LAStrat</li> <li>• English 1</li> <li>• English 2</li> <li>• Honors English 1</li> </ul>	<ul style="list-style-type: none"> <li>• Rd 180 - Rd 180 Lab</li> <li>• English 1 - LAStrat</li> <li>• English 2 - LAStrat</li> <li>• English 2</li> <li>• English 3</li> <li>• Honors English 2</li> </ul>	<ul style="list-style-type: none"> <li>• English 1 - LAStrat</li> <li>• English 2 - LAStrat</li> <li>• English 3</li> <li>• English 3, AP, or Electives</li> <li>• AP Lit or Electives</li> <li>• IB Literature1</li> </ul>	<ul style="list-style-type: none"> <li>• English 2 - LAStrat</li> <li>• English 3 or Electives</li> <li>• AP or Electives</li> <li>• AP or Electives</li> <li>• AP Lang &amp; Comp or Electives</li> <li>• IB Literature2</li> </ul>

Note:

- Read 180 is always paired with Read 180 lab. English 1 and 2 are paired with LA Strat based on test scores – see RTI Framework for HS Placement.
- Read 180 can be taken as an 11<sup>th</sup> or 12<sup>th</sup> grader if needed at the same time as taking English 1 and 2.
- Fundamentals classes follow the same sequence
- AP can be taken after English 1 and 2.
- 4 Credits are required to graduate: English 1, English 2, and 2 credits of English Electives.

## Social Studies Paths for Incoming Freshmen:

9th Grade	10th Grade	11th Grade	12th Grade
<ul style="list-style-type: none"> <li>• Civics</li> <li>• Civics</li> <li>• Civics</li> <li>• Civics</li> <li>• Civics</li> </ul>	<ul style="list-style-type: none"> <li>• World History</li> <li>• World History</li> <li>• AP World History</li> <li>• AP World History</li> <li>• World History</li> </ul>	<ul style="list-style-type: none"> <li>• U.S. History</li> <li>• U.S. History + elective (not req)</li> <li>• AP U.S. History</li> <li>• AP U.S. History + Elective (not req)</li> <li>• IB History Amer 1</li> </ul>	<ul style="list-style-type: none"> <li>• Government/AK History</li> <li>• Government/AK History</li> <li>• AP Government/AK History</li> <li>• AP Government/AK History</li> <li>• IB History Amer 2</li> </ul>

# Common Paths: Science & Math

## Science Paths for Incoming Freshmen:

9th Grade	10th Grade	11th Grade	12th Grade
<ul style="list-style-type: none"> <li>• EarthScience</li> <li>• Biology</li> </ul>	<ul style="list-style-type: none"> <li>• PhysicalScience</li> <li>• Biology</li> <li>• Chemistry</li> </ul>	<ul style="list-style-type: none"> <li>• Biology</li> <li>• Chemistry or Electives</li> <li>• AP or Science Electives</li> <li>• IB Sciences(SL)</li> </ul>	<ul style="list-style-type: none"> <li>• Elective (notreq)</li> <li>• Elective (notreq)</li> <li>• Elective (notreq)</li> <li>• IB Sciences(HL)</li> </ul>

### Note:

- 9<sup>th</sup> Grade Science classes are paired with Math readiness – see RTI Framework for HS Placement.
- AP Science can only be taken after the pre-requisite class has been completed. Ex. Chemistry must be completed before taking AP Chemistry.
- Fundamentals classes follow the same sequence.
- 3 Credits are required to graduate: 1 Physical Science (Physical Science, Chemistry, or Physics), 1 Life Science (Biology), and 1 Elective (any additional science) credit.
- Smaller schools may offer higher level sciences every other year on a rotating schedule.

## Math Paths for Incoming Freshmen:

9th Grade	10th Grade	11th Grade	12th Grade
<ul style="list-style-type: none"> <li>• Intro. to Algebra-Math Strategies</li> <li>• Algebra I</li> <li>• Algebra I</li> <li>• Geometry</li> <li>• Algebra II</li> </ul>	<ul style="list-style-type: none"> <li>• Algebra I</li> <li>• Informal Geometry</li> <li>• Geometry</li> <li>• Algebra II</li> <li>• Pre-Calculus</li> </ul>	<ul style="list-style-type: none"> <li>• Informal Geometry</li> <li>• Intmd. Algebra</li> <li>• Algebra II</li> <li>• Pre-Calculus</li> <li>• IB Math Studies</li> <li>• AP Calculus AB</li> </ul>	<ul style="list-style-type: none"> <li>• Intmd. Algebra or Algebra II (notreq)</li> <li>• Algebra II (notreq)</li> <li>• Alg for Finance or Pre-Calc (notreq)</li> <li>• AP Calculus AB (not req)</li> <li>• IB Mathematics</li> <li>• AP Calculus BC (not req)</li> </ul>

# How to Read a Course Description?

The following information may aid you in understanding the course descriptions in this Program of Studies. Not all courses listed here are offered at all schools at any one time.

## Course Description

Course descriptions **highlighted in green** denote a new course for the calendar year.

## Course Length

As a general rule, courses which are .5 credits are one semester in length and courses which are 1.0 credit are two semesters in length. Credit is awarded at the end of each semester. There are some courses which are offered for more credit per semester and this is noted in the course descriptions.

## Course Repeatability

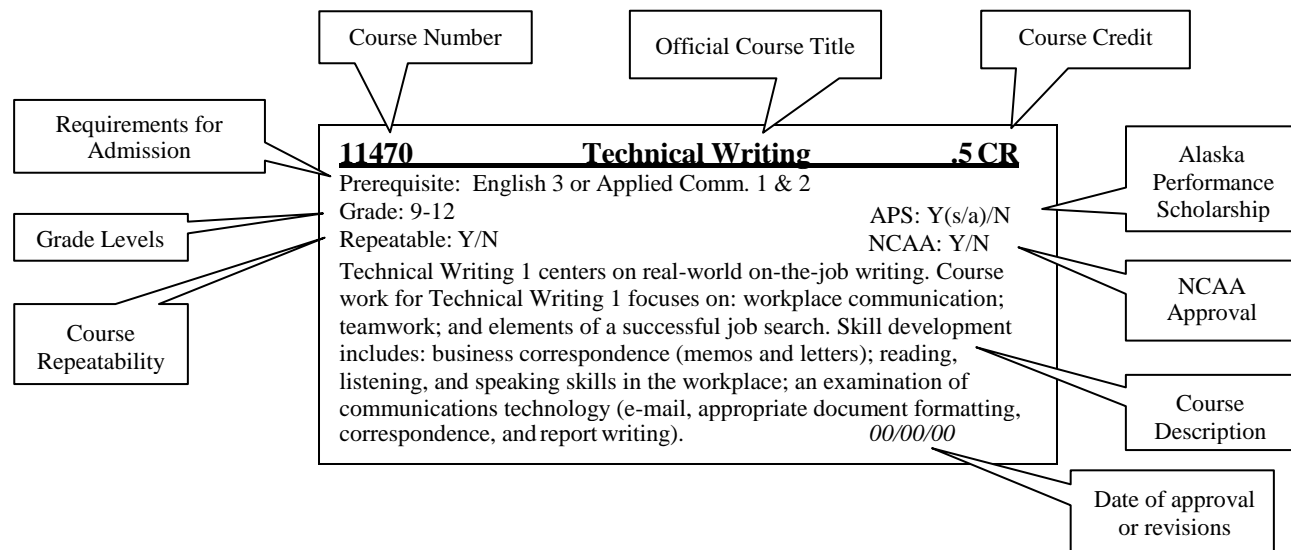
Most courses listed in the Program of Studies have specific content and may not be repeated for credit. Because of individualized content, some courses may be repeated for credit and these are noted with a "Y."

## Alaska Performance Scholarship

Denotes whether a course is fulfilling a requirement of the Alaska Performance Scholarship.

## NCAA Approved

Denotes that a course is recognized by the National Collegiate Athletic Association. Please Note: Although a Y may be denoted, additional paperwork may be required for final approval by the NCAA.



# LANGUAGE ARTS

## 1410      **Advanced Composition**      .5 CR

**Prerequisite:** Intermediate Composition or English 3

**Grade:** 11-12

**APS:** Y

**Repeatable:** N

**NCAA:** Y

Advanced Composition prepares the student for the rigors of the college composition course as well as formal research writing. This course emphasizes basic research skills along with techniques for argumentative, analytical, interpretive, and critical writing.

## 1570      **Advanced Literature Seminar**      .5CR

**Prerequisite:** None

**Grade:** 11-12      **(Not for core credit, elective credit only)**

**Repeatable:** Y

**NCAA:** N

This course is designed for the college-bound student who has elected honors and higher level courses. Students will develop cultural literacy as well as educational, vocational, and social competence in communication.

## 1500      **American Literature**      .5 CR

**Prerequisite:** English 1 & English 2

**Grade:** 11-12

**APS:** Y

**Repeatable:** N

**NCAA:** Y

This course is designed to deal with the major writers and works of American Literature. Students will consider major social and political issues of American life as reflected in poetry, fiction, nonfiction, plays, and films. Students will examine philosophies that pervade American thought with emphasis on the relationship between literature and the growth of the United States.

## 1580      **Applied Communication 1**      .5 CR

**Prerequisite:** English 2 or Teacher Recommendation

**Grade:** 11-12

**APS:** Y

**Repeatable:** N

**NCAA:** N

Applied Communication 1 covers entry-level course work for the student interested in English credit preparing for graduation, vocational certification, or two-year associate degree. This course introduces necessary communication skills in writing, reading, listening, and group work. Applied Communication 1 focuses on getting ready for work; documents associated with getting ready for work such as resumes, informative writing; communicating with customers and coworkers.

## 1590      **Applied Communication 2**      .5 CR

**Prerequisite:** Applied Communication 1

**Grade:** 11-12

**APS:** Y

**Repeatable:** N

**NCAA:** N

Applied Communication 2 covers entry-level course work for the student interested in English credit preparing for graduation, vocational certification, or two-year associate degree. This course is a continuation of Applied Communication 1 and continues the preparation of students for work. Applied Communication 2 focuses on ethics and diversity in the workplace; collaborative writing; problem solving and negotiation to solve problems; persuasive speaking and writing; technical communication; and effective presentations.

## 1540      **Bible within History and Literature**      .5 CR

**Prerequisite:** World History & English 2

**Grade:** 11-12

**APS:** Y

**Repeatable:** N

**NCAA:** N

In the Bible within History and Literature course, an important goal will be basic biblical literacy—a grasp of the literacy language, thematic narratives, symbols, and characters of the Bible. Students will gain an objective understanding of the Bible as historical record, the history of its formation and interpretation, as well as its influence on government, literature, art, music, law, community life, philosophical thought, and popular culture. This course has an emphasis in literature; therefore, it is a language arts credit. *Apvd. 12/07/05*

## 1510 or 1511/1512      **British Literature**      .5-1 CR

**Prerequisite:** English 1 & English 2

**Grade:** 11-12

**APS:** Y

**Repeatable:** N

**NCAA:** Y

This course examines the development of British literature and the English language. Readings include prose, poetry, drama, and criticism from various periods. Extensive reading and writing are required.

## 1610      **Cinema as Art**      .5 CR

**Prerequisite:** English 1 & English 2

**Grade:** 11-12

**APS:** Y

**Repeatable:** N

**NCAA:** N

This course explores how films communicate and affect the viewer. Film literacy is emphasized and films are analyzed using literacy conventions and devices. Students are expected to respond to films through writing, discussions, and projects. This class includes extensive writing.

## 1720      **Cinema as Art, Advanced**      .5 CR

**Prerequisite:** Cinema as Art

**Grade:** 11-12

**APS:** Y

**Repeatable:** N

**NCAA:** N

Advanced Cinema as Art aims to further develop students' skills so that they become adept in both interpreting and making film texts. Through the study and analysis of film texts and exercises in film-making, Advanced Cinema as Art course explores film history, theory and socio-economic background. The course develops students' critical abilities, enabling them to appreciate the multiplicity of cultural and historical perspectives in film. To achieve an international understanding within the world of film, students are taught to consider film texts, theories and ideas from the points of view of different individuals, nations and cultures.

## 1520      **Classical Literature**      .5 CR

**Prerequisite:** English 1 & English 2

**Grade:** 11-12

**APS:** Y

**Repeatable:** N

**NCAA:** Y

This course introduces the student to the writing of Greek, Roman, and European classic writers. Students explore the epic, lyric poetry, drama, Greek and Roman mythology, the pre-Socrates and philosophers. Class activities include critical research and analysis of literature presented.



**1420 College Composition .5 CR****Prerequisite:** English 1 & English 2**Grade:** 11-12**APS:** Y**Repeatable:** N**NCAA:** Y

This is highly recommended for college-bound students. Writing reflects the literary analysis of essays, short stories, poetry, and novels. Persuasive techniques are emphasized.

**1430 College English 111 .5 CR****Prerequisite:** Pass UAA English Assessment**Grade:** 11-12**APS:** Y**Repeatable:** N**NCAA:** Y

This course is offered to allow students to gain college credit for their freshman College English 111 course. Students must pass the assessment test to enroll for college credit in this course. Students will have to pay a college administrative fee to get college credit for this course.

**1010 Communication Lab .5 CR****Prerequisite:** Teacher Recommendation & concurrent enrollment in Language Arts course**Grade:** 9-12 (Not for core credit, elective credit only)**Repeatable:** Y

The Communications Lab student will participate in reading, writing, speaking, and listening activities to demonstrate mastery of stated outcomes for English 1 and English 2. The target enrollment group is students who have not mastered outcomes in the standard required courses.

**1730 Contemporary Alaskan Literature .5 CR****Prerequisite:** None**Grade:** 10-12**APS:** Y**Repeatable:** N**NCAA:** Y

In this semester course, students will explore the rich body of recent Alaska themed literature as well as works written by Alaskan authors. Readings will be drawn from novels, historical fiction, poetry, and non-fiction, including magazine and newspaper archives. The contexts, characters, and themes of these readings will help students improve numerous academic skills including reading analysis, oral interpretation, critical thinking, written expression, and listening skills. In the process, students will gain deeper understanding of human cultures, legal and social issues, history, geography, natural resources, and ecology of our GreatLand.

**1560 Contemporary Literature and Issue .5 CR****Prerequisite:** English 1 & 2 &/or Teacher Recommendation**Grade:** 12 or Instructor Approval**APS:** Y**Repeatable:** N**NCAA:** Y

This course emphasizes dignity and diversity and encourages students to understand more than one perspective. Students express ideas in class discussions and make connections to their own lives and culture. Reading and writing about literature completes the studies.

**1630 Creative Writing .5 CR****Prerequisite:** None**Grade:** 11-12**APS:** Y**Repeatable:** N**NCAA:** Y

In this course students will read, critique, and compose original poetry, essays, short fiction, and creative non-fiction. Students will examine the works of published writers as well as peers to discover expand, and refine their own skills, voice, and repertoire. Students will share their work for both written and oral peer critique. Publication will be strongly encouraged as students develop portfolios of their writing.

**1710 Creative Writing, Advanced .5 CR****Prerequisite:** English 2 & Creative Writing**Grade:** 11-12**APS:** Y**Repeatable:** N**NCAA:** Y

Advanced Creative Writing will extend opportunities for students to refine their talents and explore new avenues for written expression. Students will read, discuss, and write about published writing while broadening experience with peer critique and the workshop format. Students will develop their own voice, identity, and style through class exercises and individualized assignments. A culminating semester project will be designed by mutual agreement between student and teacher. Students will be encouraged to publish their final products.

**015x/015x Daily Living Skills English 1 CR****Prerequisite:** Active IEP/RTI Grade: 9-12**Repeatable:** N

The focus of this course will be on daily living skills relating to Language Arts and communication skills. This course is designed to meet the individual needs of the student in the area of English, and help the student to work toward IEP/RTI goals and objectives based upon Alaska State Standards and/or Alternate Standards.

**0151/0152 Daily Living Skills English 1 1 CR****0153/0154 Daily Living Skills English 2 1 CR****0155/0156 Daily Living Skills English 3 1 CR****0157/0158 Daily Living Skills English 4 1 CR****1770 Debate and Forensics .5 CR****Prerequisite:** None**Grade:** 10-12**APS:** Y**Repeatable:** N**NCAA:** Y

This course offers instruction and practice in formal argumentation in various debate styles. Over persuasive speaking and writing techniques are emphasized.

**1020 Developmental Reading .5 CR****Prerequisite:** Teacher Recommendation & concurrent enrollment in Language Arts course**Grade:** 9-12**(RTI course)****Repeatable:** Y

This course is designed for students who need to develop reading comprehension, verbal visualization, and word attack skills. It is an in-depth course used to increase the student's reading skill.

**10x1/10x2 ELA English 1 CR****Prerequisite:** Active Plan of Service**Grade:** 9-12**Repeatable:** N

This course is designated for English Language Learner students to receive English language acquisition. The course content parallels the Language Arts curriculum and integrates language objectives in reading, writing, speaking, and listening. The course goals are geared toward the individual plan of service. *Rev. 11/29/18*

**1041/1042 ELA English 1 1 CR****1051/1052 ELA English 2 1 CR****1061/1062 ELA English 3 1 CR****1071/1072 ELA English 4 1 CR**

**1101/1102                      English 1                      1 CR****Prerequisite:** None**Grade:** 9**APS:** Y**Repeatable:** N**NCAA:** Y

English 1 is a comprehensive course that introduces the skills necessary to analyze and evaluate literature and/or evidence while emphasizing substantiating support in an argument for the young adolescent. The English 1 student will identify and analyze author's intent for utilizing literature elements, devices, and tone. The course includes a variety of longer compositions including deeper revisions for style, tone, subtlety and transitions. The conventions of English are applied to increase the sophistication of sentence fluency. Proficient skills in the mechanics of the language are necessary in English 1. Content vocabulary is significantly increased. The English

1 student will also experience impromptu speaking, advanced discussions, and reads aloud.

**1111/1112                      English 1A                      1 CR****Prerequisite:** Teacher Recommendation**Grade:** 9**APS:** N**Repeatable:** N**NCAA:** Y

English 1A will focus on the same scope and sequence as English 1. Emphasis is on strengthening reading comprehension and basic writing skills.

**1121/1122                      English 1. Honors                      1 CR****Prerequisite:** Teacher Recommendation &/or Application**Grade:** 9**APS:** Y**Repeatable:** N**NCAA:** Y

Honors English 1 is a course designed for students with specific interests in an accelerated curriculum in Language Arts. The course of studies parallels the established curriculum of English 1; however, Honors English 1 covers material more rapidly and includes additional selections. The study of literary classics and expository writing techniques will be stressed.

**1201/1202                      English 2                      1 CR****Prerequisite:** English 1**Grade:** 10**APS:** Y**Repeatable:** N**NCAA:** Y

English 2 further develops the skills learned in English 1. Literature study continues with various genre of literature. Writing skills continue to be developed through critical analysis of written material with major emphasis on essay writing and thesis statements. Speech and presentation skills, as well as grammar skills, continue to be addressed.

**1211/1212                      English 2A                      1 CR****Prerequisite:** Teacher Recommendation or English 1A**Grade:** 10**APS:** N**Repeatable:** N**NCAA:** Y

English 2A follows the same scope and sequence as English 2. Emphasis is on strengthening reading comprehension and basic writing.

**1221/1222                      English 2. Honors                      1 CR****Prerequisite:** Honors English 1 or Teacher Recommendation**Grade:** 10**APS:** Y**Repeatable:** N**NCAA:** Y

Honors English 2 is a course designed for students with specific interests in an accelerated curriculum in Language Arts. The course of studies parallels the established curriculum of English 2; however, Honors English 2 covers material more rapidly and includes additional selections. The study of literary classics and expository writing techniques will be stressed.

**1301/1302                      English 3                      1 CR****Prerequisite:** English 1 & English 2**Grade:** 11**APS:** Y**Repeatable:** N**NCAA:** Y

English 3 continues the study of Language Arts: listening, speaking, writing and reading, and focusing on multiple genres American Literature. Major authors, historical events and intellectual currents are investigated. English 3 encourages close literary analysis and critical thinking.

**1311/1312                      English 3A                      1 CR****Prerequisite:** Teacher Recommendation or English 2A**Grade:** 11**APS:** N**Repeatable:** N**NCAA:** Y

English 3A will focus on the same scope and sequence as English 3. Emphasis will be placed on active listening, speaking, reading, and writing skills while exploring multiple genres American Literature.

**1321/1322                      English 3. Honors                      1 CR****Prerequisite:** Honors English 2 or Teacher Recommendation**Grade:** 11**APS:** Y**Repeatable:** N**NCAA:** Y

Honors English 3 will focus on the same scope and sequence as English 3. Additionally, the course will require higher level analytical skills, independent study and a faster pace while exploring multiple genres of American Literature.

**1401/1402                      English 4                      1 CR****Prerequisite:** English 3**Grade:** 12**APS:** Y**Repeatable:** N**NCAA:** Y

English 4 stresses a progressive mastery of language and writing. The course places particular emphasis on developing a sense of style, sentence structure, and organizational techniques when writing for a variety of purposes. Analytical reading and further review of prominent authors and their works continue.

**1001V/1002V                      English. Foundations                      1.5 CR****Prerequisite:** None**Grade:** 9-12**APS:** N**Repeatable:** N**NCAA:** N

English Foundations 1 supports adolescent literacy development at the critical stage between decoding and making meaning from text. Through intensive reading and writing skills instruction, deep practice sets, consistent formative feedback, graduated reading levels, and helpful strategy tips, the course leads students to improved comprehension and text handling.

**1003V/1004V                      English. Foundations                      2.5 CR****Prerequisite:** None**Grade:** 9-12**APS:** N**Repeatable:** N**NCAA:** N

English Foundations 2 offers a year of skill building strategy development in reading and writing. Semester one is a reading program designed to help struggling readers develop mastery in the areas of reading comprehension, vocabulary building, study skills and media literacy. Semester two is a writing program which builds confidence in composition fundamentals by focusing on the areas of composing, grammar, style, and media literacy.

**0170 English for Occupational Knowledge .5 CR****Prerequisite:** Active IEP/RTI**Grade:** 11-12**APS:** N**Repeatable:** Y**NCAA:** N

Students will develop English skills needed within the work environment. This course will focus on; applications, resumes, interview skills, contracts and letter writing. Students taking this course can also be placed on a work experience site for further development of their work related skills. Students will develop a senior portfolio upon completion of this class that will assist them as they transition from high school into an independent living environment. This course may be repeated for up to 1.0 language arts credit.

**1530 Frontier Literature .5 CR****Prerequisite:** English 1 & English 2**Grade:** 11-12**APS:** Y**Repeatable:** N**NCAA:** Y

This course presents popular literature dealing with the settling of the Frontier. Real and legendary heroes, legends, folk tales, and experiences of indigenous and immigrant peoples are studied. Students continue developing critical reading skills and written responses.

**011x/011x Fundamentals of English 1 CR****Prerequisite:** Active IEP/RTI**Grade:** 9-12**APS:** N**Repeatable:** N**NCAA:** Y

This course content, as much as possible, parallels that offered in English 1. The course goals are geared to the individual needs of the student and help the student to work toward IEP/RTI goals and objectives based upon Alaska State Standards. This course meets the graduation requirement for English 1.

**0111/0112 Fundamentals of English 1 1 CR****0113/0114 Fundamentals of English 2 1 CR****0115/0116 Fundamentals of English 3 1 CR****0117/0118 Fundamentals of English 4 1 CR****017x/017x Fundamentals of Reading 1 CR****Prerequisite:** Active IEP/RTI**Grade:** 9-12**APS:** N**Repeatable:** N**NCAA:** N

This course is designed for students who need to develop reading comprehension, verbal visualization, and word attack skills. It is an in-depth course used to increase the students' reading skills. Students will work toward their IEP/RTI goals and objectives based upon Alaska State Standards and/or Alternate Standards.

**0171/0172 Fundamentals of Reading 1 1 CR****0173/0174 Fundamentals of Reading 2 1 CR****012x/012x Fundamentals of Writing 1 CR****Prerequisite:** Active IEP/RTI**Grade:** 9-12**APS:** N**Repeatable:** N**NCAA:** N

This course is designed for students who need to acquire basic writing skills. The focus will be on analytical writing, such as opinion, definition, comparison/contrast, literary analysis, etc. Students will also learn to formulate a sentence, paragraph, composition, letter, and a research report. Students will work toward their IEP/RTI goals and objectives based upon Alaska State Standards and/or Alternate Standards.

**0121/0122 Fundamentals of Writing 1 1 CR****0123/0124 Fundamentals of Writing 2 1 CR****1640 Humanities/English .5 CR****Prerequisite:** English 1 & 2 &/or Teacher Recommendation**Grade:** 11-12**APS:** Y**Repeatable:** N**NCAA:** Y

This course is designed for students serious about their post-secondary education. The purpose of this course is to stimulate critical reflection upon the knowledge and the experience of students both in and outside the classroom. Students participate in regularly scheduled seminars that allow in-depth inquiry, discussion, and critical thinking on related topics. The readings are sophisticated and diverse, with weekly essays required based on each individual student's reflections. Topics include: Thought and Language; Gender, and Culture; Subjective and Ideological Biases; Logic, Evidence, and Argument; Ways of Knowledge through Various Disciplines (Mathematical, Social Science, Science, and Art).

**1620 Intermediate Composition .5 CR****Prerequisite:** English 1 & English 2**Grade:** 11-12**APS:** Y**Repeatable:** N**NCAA:** Y

Intermediate Composition is for students who have acquired the basic writing skills and are ready to begin refining them. The focus will be on writing analytically: opinion, definition, comparison/contrast, literary analysis, etc. This course continues the development of writing skills previously introduced, including sentence variety, revision skills, style, usage, and vocabulary.

**1791/1792 Journalism 1 1 CR****Prerequisite:** Teacher Recommendation**Grade:** 10-12**APS:** Y**Repeatable:** N**NCAA:** N

This course is designed to offer students the fundamentals of journalism, focusing on the development of sound writing skills that follow journalistic conventions. Students will also study matters of journalistic ethics and responsibility, particularly as these items relate to the student media piece. The class will work as a team to publish a school media piece, providing input on story ideas; conducting interviews; gathering support information; writing, inputting, and editing stories; assisting in laying out the media piece; and assisting in advertising sales procurement and placement. Students will identify, appreciate differences, and consider careers in journalism.

**1795/1796 Journalism 2 1 CR****Prerequisite:** Journalism 1 & Teacher Recommendation**Grade:** 10-12**APS:** Y**Repeatable:** Y**NCAA:** N

Journalism 2 is an advanced journalism course designed to produce and manage a school media piece. Students will continue to improve writing and editing skills as they study graphics, layout, and desktop publishing with further emphasis on advanced editing and newsroom management. Computer skills will be emphasized. Students will practice a variety of journalism skills in this real-world setting such as advertising sales, layout and design, photography composition, managerial and editorial skills, investigative reporting and legal ethics and responsibilities. Expectations include individual responsibility, the ability to meet strict deadlines, and teamwork.

**1451/1452 Language and Composition AP 1 CR****Prerequisite:** English 3 &/or Teacher Recommendation**Grade:** 11-12**APS:** Y**Repeatable:** N**NCAA:** Y

This course is a college level course which engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Study will create awareness of the interactions among a writer's purposes, audience expectations, and subjects as well the ways conventions and devices of language contribute to effectiveness in writing. This course will prepare students to take the AP Language and Composition exam.

**1030 or 1031/1032 Language Arts Strategies .5 CR****Prerequisite:** Assessment Qualification and concurrent enrollment in Language Arts course**(RTI course)****Grade:** 9-12**APS:** N**Repeatable:** Y**NCAA:** N

This course is designed for students who need to develop reading comprehension and/or writing skills. Students may prepare for district and state assessments. This course will not count as a Language Arts requirement beginning in FY 06. This course may be repeated for credit. **(elective credit)**

**1810 Literature 1 IB .5 CR****Prerequisite:** English 1 & English 2**(Semester 1)****Grade:** 11-12**APS:** Y**Repeatable:** N**NCAA:** Y

In IB Literature 1 (*previous course English Humanities HL, IB*) typically, several modern novels and plays as well as a selection of short stories and poems will be studied. This study prepares the student to present the required Oral Presentation, internally and on-site assessed. This requires close study of characters, structure, and various literary aspects. Students will also be able to prepare for timed essays and other forms of assessments.

*Apvd. 02/07/18***1820 Literature 1 IB .5 CR****Prerequisite:** English 3**(Semester 2)****Grade:** 11 - 12**APS:** Y**Repeatable:** N**NCAA:** Y

IB Literature 1 (*previous course Classical Literature HL, IB*) provides an introduction to Greek Theater and ancient epic forms. Students will compose detailed study and comparison essays for external (IB) assessment. To encourage personal understanding of texts, seminar skills as well as other forms of presentation are practiced.

*Apvd. 02/07/18***1830 Literature 2 IB .5 CR****Prerequisites:** IB English Humanities & IB Classical Lit**(Semester 1)****Grade:** 12**APS:** Y**Repeatable:** N**NCAA:** Y

IB Literature 2 (*previous course Literature and Ideas IB, HL*) provides a close study of a selection of poetry, Shakespearean play, novel, and other prose pieces. Students will explore the pieces through independent close reading, small group discussions, seminar discussions, and written and oral commentaries. This class prepares the students for the Formal Oral Commentary, internally and on-site assessed. They may also prepare for timed essays and other forms of assessments.

*Apvd. 02/07/18***1840 Literature 2, IB .5 CR****Prerequisites:** IB English Humanities, IB Classical Literature, and IB Literature & Ideas (Semester 2)**Grade:** 12**APS:** Y**Repeatable:** N**NCAA:** Y

IB Literature 2 (*previous course Modern World Novel IB, HL*) provides a study of four very significant novels of the 20<sup>th</sup> century world. Students will continue to study passages closely but will also link the novels by theme, literary techniques, and style. Students will prepare for the two written IB assessments in May as well as other forms of assessment.

*Apvd. 02/07/18***013x/013x Life Skills English 1 CR****Prerequisite:** Active IEP/RTI**Grade:** 9**APS:** N**Repeatable:** N**NCAA:** N

The focus of this course will be on English skills needed for everyday living. The major emphasis will be on those skills needed for the work environment, such as: applications, resumes, interview skills, contracts, leases, etc. This course is designed to meet the individual needs of the student and help the student to work toward IEP/RTI goals and Objectives based upon Alaska State Standards and/or Alternate Standards.

**0131/0132 Life Skills English 1 1 CR****0133/0134 Life Skills English 2 1 CR****0135/0136 Life Skills English 3 1 CR****0137/0138 Life Skills English 4 1 CR****1650 Mythology .5 CR****Prerequisite:** English 1 & English 2**Grade:** 11-12**APS:** Y**Repeatable:** N**NCAA:** Y

This course emphasizes Greek myths and their relation to astronomy, literature, vocabulary, and other arts and sciences. Myths of other people as well as other literature significant to ancient cultures may be presented. This literature is important philosophically, artistically, intellectually, and socially as a historical foundation for ideas and attitudes of modern culture.

**1731/1732 Performance Poetry 1 CR****Prerequisite:** English 1 & English 2 or concurrent enrollment in a Language Arts course**Grade:** 9-12**APS:** Y**Repeatable:** N**NCAA:** N

This course offers students an opportunity to expand and apply literacy skills introduced in various language arts classes, particularly creative writing and poetry courses. The focus of Performance Poetry will be on honing the craft of oral poetry interpretation along with critique and composition of original work. Students will learn how to vary tone, inflection, rhythm, and tempo to make the shared experience of a poem rich, relevant, and captivating. They will use the writing process to refine their own work and to read and critique the written and spoken work of others. Students will practice presenting poetry aloud in a classroom environment, and will be encouraged to participate in public events such as Poetry Out Loud, Palmer Arts Council readings, and slam completions at local, state, and national levels.

**1690 Poetry .5 CR****Prerequisite:** English 1 & English 2**Grade:** 11-12**APS:** Y**Repeatable:** N**NCAA:** Y

Students will learn how poetry is around us and enriches our lives every day, and how it may be used as a means of expressing both simple and complex ideas through a compacted means. Students will be expected to learn various forms of poetry, motifs as they related to poetry and prose, poetry elocution, and philosophize about their world using poetry as the medium of written and oral expression. Students will be encouraged to publish their work.

*Apvd.05/09/2008***1700 Poetry, Advanced .5 CR****Prerequisite:** English 2 & Poetry**Grade:** 11-12**APS:** Y**Repeatable:** N**NCAA:** Y

In this course students will read and write poems to further explore rhythmic, lyrical, and structural elements of both classical and contemporary art forms. Writing assignments will include thematic exercises, imitations, responses, and other prompts for original composition. Students will develop critical reading skills and will gain familiarity with oral interpretation, peer critique, and the workshop process. As part of the course, students will work with the teacher to choose an independent semester project. Suggested projects may include: a packaged collection of poetry, poetry displays in public places, or public performance/recital. Students will be encouraged to publish their final products.

**1080 or 1081/1082\* READ 180 1 CR****Prerequisite:** Teacher/Counselor Recommendation & a score below the 25% on the spring MAP reading assessment.**Grade:** 9-12**(RTI course)****Repeatable:** Y

READ 180 is an intensive reading intervention program designed to meet the needs of students whose reading achievement is below the proficient level. The program directly addresses individual needs through adaptive and instructional software, high-interest literature and direct instruction in reading skills. This course is intended for students who are below grade level in reading and below proficient on the SBA. This course may be repeated for credit up to two times. ***\*For double blocking purposes, students scheduled into READ 180 should also be scheduled into READ 180 Strategies 1081R/1082R.***

**1750 Readers Theater .5 CR****Prerequisite:** None**Grade:** 9-12**APS:** N**Repeatable:** N**NCAA:** N

This course integrates language arts with a performance art. Students develop their "voice" through writing, reading, moving and speaking expressively in the interpretation of a script, story or poem. Communication skills are enhanced as students become cognizant of vocal projection, enunciation, the use of vocal characterization, appropriate inflection, and accurate pronunciation of words. Working as a team, students will read and write to inform, describe and entertain striving to develop the confidence to perform their work before a small audience.

**1040V Reading Skills & Strategies .5 CR****Prerequisite:** None**Grade:** 9-12**APS:** N**Repeatable:** N**NCAA:** N

Reading skills and Strategies is designed to help the struggling reader develop mastery in the areas of reading comprehension, vocabulary building, study skills, and media literacy, which are the course's primary content strands. Using these strands, the course guides the student through the skills necessary to be successful in the academic world and beyond.

**1660 Science Fiction .5 CR****Prerequisite:** English 1 & English 2**Grade:** 11-12**APS:** Y**Repeatable:** N**NCAA:** Y

This course emphasizes science fiction and fantasy as vehicles for social criticism and stimulation of thought about future technological development and psychological, and social and political organization. Science Fiction will include writing, projects, and discussions, as well as reading of novels and short stories.

**1670 Shakespeare .5 CR****Prerequisite:** English 1 & English 2**Grade:** 11-12**APS:** Y**Repeatable:** N**NCAA:** Y

This course illuminates selected works of Shakespeare and provides an introduction to the Elizabethan period. Students read tragedies, comedies, histories, and sonnets. Studies include text, film, and local productions.

**1680 Short Story .5 CR****Prerequisite:** English 1 & English 2**Grade:** 11-12**APS:** Y**Repeatable:** N**NCAA:** Y

The course will use a variety of short stories from the 19th and 20th centuries, and will combine writing and discussing both professional and student-generated stories. Students will study short story general form, biographies of specific authors, and general movements in literature as influenced by public thought and historical and social influences.

**1760 Speech .5 CR****Prerequisite:** None**Grade:** 10-12**APS:** Y**Repeatable:** N**NCAA:** Y

This class provides an introduction to the basic skills and techniques of individual and group communications, both speaking and listening. Speech is designed to help instill self-confidence and poise in situations requiring oral communication. This course includes individual speaking and group discussions. It may also include parliamentary procedure.

**1471 Technical Writing 1 .5 CR****Prerequisite:** English 3 or Applied Comm. 1 and 2**Grade:** 12**APS:** Y**Repeatable:** N**NCAA:** N

Technical Writing 1 centers on real-world on-the-job writing. Course work for Technical Writing 1 focuses on: workplace communication; teamwork; and elements of a successful job search. Skill development includes: business correspondence (memos and letters); reading, listening, and speaking skills in the workplace; an examination of communications technology (e-mail, appropriate document formatting, correspondence, and report writing).

**1472                      Technical Writing 2                      .5 CR**

**Prerequisite:** Technical Writing 1

**Grade:** 12

**APS:** Y

**Repeatable:** N

**NCAA:**N

Technical Writing 2 focuses on: data collection/interviews and surveys; writing technical documents; writing basics; graphics and visuals descriptions, instructions, training manuals; writing technical reports (informational, scientific, specialized); writing for publication (media releases, newsletters, advertising copy etc.); real world simulations. Careers in this area might include technical writers, public information specialists, and journalists. This course would also benefit students preparing for scientific or mathematical careers.

**1550                      World Literature                      .5 CR**

**Prerequisite:** English 1 & English 2

**Grade:** 11-12

**APS:** Y

**Repeatable:** N

**NCAA:**Y

This class provides an overview of the major works and authors from areas of the world other than the United States. Novels, short stories, plays, and poetry are studied to enhance students' understanding of various cultures. Extensive reading, writing, and discussion are expected.



# MATHEMATICS

## 2500 Advanced Math Seminar .5

### CR

**Prerequisite:** None

**Grade:** 11-12 (Not for core credit, elective credit only)

**Repeatable:** Y

This course is designed to expose students to the diversity of topics in mathematics. Students will be involved in activities which include but not limited to arithmetic, geometry, algebra, set theory, statistics, probability, and topology.

## 0221/0222 Algebra Fundamentals of Intro to 1CR

**Prerequisite:** Active IEP/RTI

**Grade:** 9-10

**APS:** N

**Repeatable:** N

**NCAA:** N

This course is the study of fractions, decimals, integers, solving basic equations, using formulas, percent's, proportions, graphing, and problem solving. It is designed to expose students to algebraic topics and to improve basic math skills necessary for success in Fundamentals of Algebra 1. This course is designed to meet the individual needs of the student and will help the student to work toward IEP/RTI goals and objectives based upon Alaska State Standards or alternate standards. This course meets the graduation requirement for Algebra 1.

## 2191/2192 Algebra Intermediate 1CR

**Prerequisite:** Algebra 1 & Geometry requirements fulfilled

**Grade:** 10-12

**APS:** Y

**Repeatable:** N

**NCAA:** N

This course will provide remediation of topics covered in Algebra 1 as well as an introduction to some topics covered in Algebra 2. Emphasis is placed on the skills needed to successfully complete Algebra 2 such as operations of real numbers, solving equations in 1 or 2 variables, writing and graphing linear and quadratic equations/functions, radical expressions, rational functions and discrete mathematics with appropriate applications. Students who successfully complete this course should be well prepared to take Algebra 2 and/or College Algebra.

## 2111/2112 Algebra Introduction to 1CR

**Prerequisite:** Teacher Recommendation or Proficiency Test

**Grade:** 9-12

**APS:** N

**Repeatable:** N

**NCAA:** N

Introduction to Algebra is designed to expose students to algebraic topics and improve basic mathematical skills necessary for success in Algebra 1. Skill development will include operations with fractions, decimals, percent's, proportions, positive and negative numbers, solving and graphing linear equations and inequalities, using formulas, basic statistics, and probability.

## 2121/2122 Algebra 1 1CR

**Prerequisite:** Intro to Algebra

**Grade:** 9-12

**APS:** Y

**Repeatable:** N

**NCAA:** Y

Algebra 1 is the foundation course for the study of higher-level mathematics. Skill development will include the basic operations of real numbers, solving equations in one and two variables, writing and graphing linear equations and inequalities, the study of functions and their graphs, simplifying polynomial, rational and radical expressions, statistics, probability, problem solving, and discrete mathematics using appropriate related applications.

*Apvd. 04/10/2007*

## 0225/0226 Algebra 1 Fundamentals of 1CR

**Prerequisite:** Active IEP/RTI

**Grade:** 9-12

**APS:** N

**Repeatable:** N

**NCAA:** Y

This course follows the same scope and sequence as Algebra 1, but is taught to allow for more practice and development of the algebra skills. These skills include the basic operations of real numbers, solving equations in one and two variables, writing and graphing linear equations and inequalities, the study of functions and their graphs, simplifying polynomial, rational and radical expressions, statistics, probability, problem solving, and discrete mathematics using appropriate related applications. This course is designed to meet the individual needs of the student and will help the student to work toward IEP/RTI goals and objectives based upon Alaska State Standards or alternate standards. This course meets the graduation requirement for Algebra 1.

## 2321/2322 Algebra 2 1CR

**Prerequisite:** Geometry or concurrent enrollment in Geometry

**Grade:** 9-12

**APS:** Y

**Repeatable:** N

**NCAA:** Y

Algebra 2 is a rigorous college preparatory course which includes an in-depth review of topics presented in Algebra 1. Emphasis is placed on writing and solving linear equations and inequalities, solving simultaneous equations and inequalities, exponents and radicals, matrices, complex numbers, conic sections, graphing, analyzing, and interpreting functions including polynomial, rational, radical, exponential, and logarithmic functions.



**2107/2108      Algebra for Finance      1 CR****Prerequisite:** Algebra 1 & Geometry requirements fulfilled**Grade:** 9-12**APS:** Y**Repeatable:** N**NCAA:** N

Algebra for Finance teaches the real world application of mathematical concepts through the examination of personal finances. Topics of investigation will include: Budgeting, Banking and Credit, Automobile & Home Ownership, Employment, Tax Structures, Small Business Management, and Investing & Retirement Planning. All topics will be explored while building and connecting mathematical content including: Rational Number Operations, Algebraic Modeling, Linear Equations and Inequalities, Graphic Representations, Statistics, and Data Analysis. Students who successfully complete the course will be well versed in the many aspects managing personal finances. Having financial literacy early in life will enable students to avoid the many financial pitfalls that young adults face while starting out. Mastery of the course topics will equip students to be ready to plan and manage their future finances for a lifetime of benefits.

**2461/2462      Calculus      1 CR****Prerequisite:** Pre-Calculus**Grade:** 11-12**APS:** Y**Repeatable:** N**NCAA:** Y

Calculus will include the mechanics and applications of limits, derivatives, integrals, logarithmic, exponential, and other transcendental functions.

**2441/2442      Calculus AB, AP      1 CR****Prerequisite:** Pre-Calculus with Trigonometry**Grade:** 11-12**APS:** Y**Repeatable:** N**NCAA:** Y

This year-long course follows the guidelines of the College Board for Advanced Placement Calculus AB. It covers differential and integral Calculus with elementary functions. Topics include limits, differentiation and integration of algebraic, trigonometric, logarithmic, and exponential functions of a single variable. An intuitive approach will be used in presenting the foundations, theory, methods, and applications of calculus. Students will be prepared to take the College Board advanced placement exam.

**2451/2452      Calculus BC, AP      1 CR****Prerequisite:** Teacher Recommendation**Grade:** 11-12**APS:** Y**Repeatable:** N**NCAA:** Y

Calculus BC is a year-long university course in the calculus of functions of a single variable. This course includes all topics covered in Calculus AB, plus additional topics such as parametric, polar, and vector functions, applications of integrals, and polynomial approximations and series. Students will be prepared to take the College Board advanced placement exam. The content of Calculus BC is designed to qualify students for placement and credit in a course that is one course beyond that granted for Calculus AB.

**2621/2622      Calculus, IB      1 CR****Prerequisite:** Pre-Calculus with Trigonometry**Grade:** 11-12**APS:** Y**Repeatable:** N**NCAA:** Y

IB Calculus is designed to provide students who will continue to study mathematics at the university level with a background of mathematical thought and a reasonable level of technical ability. Students should have a good understanding of arithmetic, algebra, geometry, trigonometry, and statistics. The core of the class consists of six topics: Number and algebra; functions and equations; circular functions in trigonometry; vector geometry, statistics and probability; and calculus. Assessment will be written exams and a portfolio to include mathematical investigation, extended-closed-problem solving, and mathematical modeling. The completion of this course will prepare students to take the IB examination in May.    *Rev. 11/19/18*

**2701/2702      College Algebra      1 CR****Prerequisite:** Algebra 2 & meet the math cut-score defined by Mat-Su College for Math 107.**Grade:** 9-12**APS:** Y**Repeatable:** N**NCAA:** Y

This course covers equations and inequalities; function theory and applications; solution of equations greater than second degree; determinants and matrices; systems of inequalities, including applications; logarithmic and exponential functions, including applications; graphs and equations of conic sections, including applications; binomial theorem; sequences and series; mathematical induction and combinatoric notation.

**0251/0252      Daily Living Skills Math      1 CR****Prerequisite:** Active IEP/RTI**Grade:** 9-12**APS:** N**Repeatable:** N**NCAA:** N

The focus of this course will be on daily living skills relating to mathematics. This course is designed to meet the individual needs of the student and to help the student to work toward IEP/RTI goals and objectives based upon Alaska State Standards and/or alternate standards.

**0251/0252 Daily Living Skills Math 1 1 CR****0253/0254 Daily Living Skills Math 2 1 CR****0255/0256 Daily Living Skills Math 3 1 CR****0257/0258 Daily Living Skills Math 4 1 CR****2221/2222      Geometry      1 CR****Prerequisite:** Algebra 1**Grade:** 9-12**APS:** Y**Repeatable:** N**NCAA:** Y**Proficiency Testing:** N**UAA:** 0 CR

Geometry includes an in-depth analysis of plane, solid, and coordinate geometry as they relate to both abstract mathematical concepts and real-world problem situations. Topics include inductive and deductive logic and proof, parallel lines, polygons, perimeter and area analysis, volume and surface area analysis, similarity and congruence, and geometric probability. Emphasis will be placed on developing critical thinking skills as they relate to logical reasoning and argument.

*Rev. 08/20/18*

**0271/0272      Geometry. Fundamentals of      1 CR****Prerequisite:** Fundamentals of Algebra 1 and an Active IEP/RTI**Grade:** 9-12**APS:** N**Repeatable:** N**NCAA:** Y

This course follows the same scope and sequence as Geometry, but is taught to allow for more practice and development of Geometry skills. Geometry includes an in-depth analysis of plane, solid, and coordinate geometry as they relate to both abstract mathematical concepts and real-world problem situations. Topics include inductive and deductive logic and proof, parallel lines, polygons, perimeter and area analysis, volume and surface area analysis, similarity and congruence, and geometric probability. Emphasis will be placed on developing critical thinking skills as they relate to logical reasoning and argument. This course is designed to meet the individual needs of the student and will help the student to work toward IEP/RTI goals and objectives based upon Alaska State Standards or alternate standards. This course meets the graduation requirement for Geometry.

**2251/2252      Geometry. Honors      1 CR****Prerequisite:** Algebra 1 & Teacher Recommendation**Grade:** 9-12**APS:** Y**Repeatable:** N**NCAA:** Y

Honors Geometry is designed for students who seek a more challenging content than that offered in Geometry. The course of study is the same; however, the pace is more rapid and includes additional topics such as right triangle trigonometry and non-Euclidean geometries.

**2211/2212      Geometry. Informal      1 CR****Prerequisite:** Algebra 1 & Teacher Recommendation**Grade:** 10-12**APS:** Y**Repeatable:** N**NCAA:** N

Informal Geometry gives a thorough introduction to the fundamentals of Euclidian geometry. Topics will cover inductive and deductive reasoning, angles, lines, planes, polygons, area, volume, and constructions. Proofs are addressed but are not the primary focus. This course is primarily a study of plane geometry but may also include coordinate geometry.

**2101/2102      KEAS Lab      1 CR****Prerequisite:** Concurrent enrollment in another math class and an identified deficiency as measured by teacher recommendation, SBAs, MAP, and HSGQE.**Grade:** 9-12**APS:** N**Repeatable:** Y**NCAA:** N

Key Elements of Algebra Success Lab is designed to help students to strengthen critical mathematics skills as described in the Alaska State Standards. District approved materials will be used. The class will be devoted to providing structured lessons to pre-teach concepts in their current math class. This course may be repeated for credit and will count toward the required mathematics elective credit for graduation.

**023x/023x      Life Skills Math      1 CR****Prerequisite:** Active IEP/RTI**Grade:** 9-12**APS:** N**Repeatable:** N**NCAA:** N

This course is designed to meet the needs of students requiring basic math skills. These skills will include calculator skills, percent's, consumer skills, and practical math skills for everyday living. This course is designed to meet the individual needs of the student and will help the student to work toward IEP/RTI goals and objectives based upon Alaska State Standards or alternate standards.

**0231/0232 Life Skills Math 1 1 CR****0233/0234 Life Skills Math 2 1 CR****0235/0236 Life Skills Math 3 1 CR****0237/0238 Life Skills Math 4 1 CR****207x/207x      Foundations of Mathematics      1 CR****Prerequisite:** None**Grade:** 9-10**APS:** N**Repeatable:** N**NCAA:** N

Foundations of Mathematics 1 and 2 are intervention courses for students who have not mastered prerequisite skills necessary to be successful in Introduction to Algebra. These courses will present basic pre-algebra content including Number Theory, Decimals, Fractions, Percent's, Proportional Reasoning, Integers, Computation, Math Fact Fluency, and Area and Volume. Teachers should seek to tailor content to the individual needs of the students in their class and teach to mastery. Student who successfully complete Foundations of Mathematics 2 will be well prepared to be successful in Introduction to Algebra.

**2071/2072 Foundations of Mathematics 1 1 CR****2073/2074 Foundations of Mathematics 2 1 CR****2071V/2072V (Apex) Foundations of Mathematics 1 1 CR****2073V/2074V (Apex) Foundations of Mathematics 2 1 CR****2105/2106 Mathematical Applications of Alaska Ways  
of Knowing 1 CR****Prerequisite:** None**Grade:** 9-12**APS:** N**Repeatable:** N**NCAA:** N

Beyond the cultural focus and strong math component, the class will have a two prong view. Each quarter will contain a thread of career education and leadership. Guest experts (elders) will ideally present at least once a quarter, bringing culture and expertise to the class room. Field trips play an important part of the learning – Palmer Hay Flats, AK Native Heritage Center, AK Federation of Natives Conference, AK Native Youth Olympics, UAA ANSEP, and others as needed by curriculum. The nature of the course is such that it focuses on developing important mathematics concepts in a coherent, comprehensible, and rigorous way.

**2601/2602      Mathematics 1.IB      1 CR****Prerequisite:** Pre-Calculus**Grade:** 11-12**APS:** Y**Repeatable:** N**NCAA:** Y

The course focuses on introducing important mathematical concepts through the development of mathematical techniques. The intention is to introduce students to these concepts in a comprehensible and coherent way, rather than insisting on the mathematical rigor required for IB Mathematics 2. Students should, wherever possible, apply the mathematical knowledge they have acquired to solve realistic problems set in an appropriate context. (IB Mathematics 1 guide) The internally assessed component, the exploration, offers students the opportunity for developing independence in their mathematical learning. Students are encouraged to take a considered approach to various mathematical activities and explore different mathematical ideas. (IB Mathematics 1 guide) Topics covered in the course include algebra, functions and equations, circular functions and trigonometry, vectors, statistics and probability, and calculus. At Palmer High, students take pre-calculus the first year and IB Math 1 the second year. At the end of the second year, they take IB papers 1 and 2.

*Rev. 11/19/18***2611/2612      Mathematics 2.IB      1 CR****Prerequisite:** IB Mathematics 1**Grade:** 12**APS:** Y**Repeatable:** N**NCAA:** Y

IB Mathematics 2 builds on subjects studied in IB Mathematics 1 including Algebra, Functions and Equations, Circular Functions and Trigonometry, Vectors, Statistics and Probability, and Calculus. A Math Exploration project is a compulsory component of this course.

*Rev. 11/19/18***2401/2402      Mathematical Studies.IB      1 CR****Prerequisite:** Algebra 1, Geometry, Algebra 2**Grade:** 11-12**APS:** Y**Repeatable:** N**NCAA:** Y

Mathematical Studies places emphasis on developing mathematical reasoning rather than performing routine operations; solving mathematical problems embedded in a wide range of contexts; using the calculator effectively. Topics include number and algebra, descriptive statistics, logic, sets and probability, statistical applications, geometry and trigonometry, mathematical models, introduction to differential calculus, and the individual project. This project work is based on student's interest and research and completed with instructor guidance.

*Rev.11/19/18***2030 or 2031/2032      Math Strategies      1 CR****Prerequisite:** Teacher Recommendation & concurrent enrollment in another math course.**Grade:** 9-12**(Not for core credit, elective credit only)****Repeatable:** Y

Math lab is designed to help students to strengthen critical mathematics skills as described in the Alaska State Standards. Half of the class will focus on each student's individual weaknesses in mathematics; the other half will be devoted to providing tutoring for their current math class.

**2431/2432      Pre-Calculus with Trigonometry      1 CR****Prerequisite:** Geometry & Algebra 2**Grade:** 11-12**APS:** Y**Repeatable:** N**NCAA:** Y

Pre-Calculus reviews and expands linear and quadratic functions, polynomial functions, inverse functions, exponential and logarithmic functions, the remainder and factor theorems, sequences and series. Trigonometry is the study of the six trigonometric functions, inverse identities, solving trigonometric equations, graphing on the rectangular and polar coordinate systems, solving triangles, and the unit circle.

**2531/2532      Statistics.AP      1 CR****Prerequisite:** Algebra 2**Grade:** 11-12**APS:** Y**Repeatable:** N**NCAA:** Y

This is an advanced placement course in Introductory Statistics. Students are introduced to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students will prepare to take the College Board AP exam.

**2371      Trigonometry Applications      .5 CR****Prerequisite:** Algebra 2 & Geometry**Grade:** 11-12**APS:** Y**Repeatable:** N**NCAA:** Y

This course will focus on applications from right triangle trigonometry as applied to navigation and surveying, as well as applications to the business world.

**2350      Trigonometry      .5 CR****Prerequisite:** Algebra 2 & Geometry**Grade:** 11-12**APS:** Y**Repeatable:** N**NCAA:** Y

This course will study the six trigonometric functions, inverse identities, solving trigonometric equations, graphing on the rectangular and polar coordinate systems, solving triangles, and the unit circle.

# SOCIAL STUDIES

## 3440 Advanced Social Studies Seminar .5 CR

**Prerequisite:** Teacher Recommendation

**Grade:** 12 (Not for core credit, elective credit only)

**Repeatable:** Y **NCAA:** N

Senior Seminar of Social Studies Issues is designed to develop effective and involved citizens who utilize social studies skills and issues to enhance their knowledge and participation in society.

## 3540 Alaska History .5 CR

**Prerequisite:** None

**Grade:** 11-12 **APS:** Y

**Repeatable:** N **NCAA:** Y

This course is a geographic, economic, and historical study of Alaska's past and present. Emphasis is to be placed on cultural/ethnic, diversity, natural resources, politics, and strategic location of Alaska.

## 0312 Alaska History, Fundamentals of .5 CR

**Prerequisite:** Active IEP/RTI

**Grade:** 11-12 **APS:** N

**Repeatable:** N **NCAA:** Y

This course will follow the same scope and sequence as Alaska History, using materials and activities adapted to individual student levels. The course will help the student to work toward IEP/RTI goals and objectives based upon Alaska State Standards. Successful completion of this course meets the graduation requirements for Alaska History credit.

## 3340 Alternative to Conflicts .5 CR

**Prerequisite:** None

**Grade:** 9-12 **APS:** N

**Repeatable:** Y **NCAA:** N

The focus of this course will be on developing skills for establishing and sustaining positive relationships. This will be accomplished by learning skills for developing one's own wellbeing and learning how one's attitude affects relationships with friends, acquaintances, family, and communities (local, national, and global). Students also study the similarities and differences of people, learn positive, productive communication techniques, and how to apply helpful problem-solving skills to their daily activities.

## 3350 American Civil War .5 CR

**Prerequisite:** None

**Grade:** 9-12 **APS:** Y

**Repeatable:** N **NCAA:** Y

This course is an in-depth investigation of the Civil War Era in United States history. Emphasis is to be placed on the economic, political, and social events leading up to and including the war itself, and its role in the shaping of America.

## 3360 Anthropology .5 CR

**Prerequisite:** Teacher Recommendation

**Grade:** 11-12 **APS:** Y

**Repeatable:** N **NCAA:** Y

This is a study of human kind around the world and throughout time to seek understanding of human diversity. Students in this course will explore how the environment, culture, history, and technology affect human development.

## 3640 Bible within History and Literature .5 CR

**Prerequisite:** World History and English 2

**Grade:** 11-12 **APS:** Y

**Repeatable:** N **NCAA:** N

In the Bible within History and Literature course, an important goal will be basic biblical literacy—a grasp of the literacy language, thematic narratives, symbols, and characters of the Bible. Students will gain an objective understanding of the Bible as historical record, the history of its formation and interpretation, as well as its influence on government, literature, art, music, law, community life, philosophical thought, and popular culture. This course has an emphasis in history and sociology; therefore, it is a social studies credit.

## 3450 Civics .5 CR

**Prerequisite:** None

**Grade:** 9-12 **APS:** Y

**Repeatable:** N **NCAA:** Y

In Civics students will learn the foundations of the American democratic system. This course will introduce the principals of our society's free market economy and basic consumer skills. The course will focus on civic involvement in the government process in action and identify the various parts and functions of the justice system. Students will gain an understanding of their basic rights and their responsibility and roles as participating citizens of the United States.

## 0330 Civics, Fundamentals of .5 CR

**Prerequisite:** Active IEP/RTI

**Grade:** 9-12 **APS:** N

**Repeatable:** N **NCAA:** Y

This course will follow the same scope and sequence as Civics, using materials and activities adapted to individual student levels. The course will help the student to work toward IEP/RTI goals and objectives based upon Alaska State Standards. Successful completion of this course meets the graduation requirement for Civics credit.

## 3430 Comparative Government & Politics, AP .5 CR

**Prerequisite:** Teacher Recommendation

**Grade:** 12 **APS:** Y

**Repeatable:** N **NCAA:** Y

This course is designed for the student who is capable of doing lower division college work. The course provides intensive study of the different political and economic systems of the following countries: United Kingdom, France, Russia, China, and Mexico, India, or Nigeria. This course will prepare students for the advanced placement test in AP Comparative Government and Politics. This course will not fulfill the graduation requirement for U.S. Government.

**3520 Comparative World Religions .5CR****Prerequisite:** World History**Grade:** 11-12**APS:** Y**Repeatable:** N**NCAA:** Y

In this course students will study the major religions of the world including Buddhism, Christianity, Hinduism, Islam, Judaism, and other traditions from Africa, Asia, the Americas, Europe, the Middle East, Australia, Oceania. Emphasis will be on objective and comparative investigation of religions--their belief systems, sacred books/scriptures, oral histories, traditional practices, origins, dynamism, and their significance in social, historical, and political contexts through the present.

**3380 Current Issues .5 CR****Prerequisite:** None**Grade:** 9-12**APS:** Y**Repeatable:** N**NCAA:** Y

The purpose of Current Issues is to guide students to become informed decision makers of critical issues confronting the community, the state, the nation, and the world.

**035x/035x Daily Living Skills Social Studies 1 CR****Prerequisite:** Active IEP/RTI**Grade:** 9-12**APS:** N**Repeatable:** N**NCAA:** N

These courses are designed to prepare students for assisted participation in their surroundings. The focus will be on exploration and familiarization of community resources, with assistance as needed. This course is designed to meet the individual needs of the student, and help the student work toward IEP/RTI goals and objectives based upon Alaska State Standards and/or Alternate Standards.

**0351/0352 Daily Living Skills Social Studies 1 1 CR****0353/0354 Daily Living Skills Social Studies 2 1 CR****0355/0356 Daily Living Skills Social Studies 3 1 CR****0357/0358 Daily Living Skills Social Studies 4 1 CR****3160 Early American .5CR****Prerequisite:** Sophomore standing**Grade:** 10-12**APS:** Y**Repeatable:** N**NCAA:** Y

In this course students will study the pre-history of the first Americans, including various theories on the movement of people into the American continents; the Age of Discovery focusing on the New World; the Colonization of North America; the Revolutionary Era; the Young Republic; Growth, Change, Challenges and Compromise and the Civil War. Emphasis will be on political, economic, social and cultural aspects of early America and their relevance to America and the world today.

*Apvd.03/01/07***3270 Economics .5 CR****Prerequisite:** Teacher Recommendation**Grade:** 11-12**APS:** Y**Repeatable:** N**NCAA:** Y

Students will explore their roles as citizens, producers, and consumers within the economic system. It will give students a general knowledge of the principles of economics as applied to individuals, businesses, and governments.

**3470 Ethics, Morals, and Culture: Philosophy In-Depth .5 CR****Prerequisite:** Introduction to Philosophical Issues or Teacher Recommendation**Grade:** 11-12**APS:** Y**Repeatable:** N**NCAA:** N

This course is a semester-long in-depth study of philosophy of ethics, culture, society and morality from a Western contemporary perspective. Examinations of the nature of humanity and the meaning of and interpretations of good and right will be examined through the thorough study of at least major work of philosophy on that topic and supplementary research and materials.

**3291/3292 European History. AP 1 CR****Prerequisite:** Instructor Approval**Grade:** 9-12**APS:** Y**Repeatable:** Y**NCAA:** Y

In addition to providing basic exposure to the factual narrative, the goals of the AP European History course are to develop: 1) An understanding of the principal themes in modern European History, 2) The ability to analyze historical evidence, 3) The ability to express historical understanding and analysis effectively in writing. Students are expected to demonstrate basic chronology and major events as well as trends from the High Renaissance (1450) to the present. This course includes history as both content and methodology while emphasizing intellectual and academic skills of students. Students will analyze primary source documents, maps, statistics, pictorial, and graphic evidence, take clear and concise notes and write clearly and precisely with expression. Students will also learn how to weigh evidence and reach conclusions on the basis of facts.

**3341/3342 History of Americas 1. IB 1 CR****Prerequisite:** Teacher Recommendation**Grade:** 11**APS:** Y**Repeatable:** N**NCAA:** Y

This course is the beginning of a three-part higher-level historical study of the people and events that helped to shape this nation into what it is today. The study of American history, like history itself, is an ever-evolving process. It is easy to say that we learn from our past...somewhat harder to prove. This, then, is the challenge of this course. Comparing when possible with Latin America and Canada, the units of study will expand your knowledge beyond the analysis of great events and great leaders to include an examination of the contributions of all members of society to America's story. *Rev.11/19/18*

**3531 History of Americas 2. IB .5 CR****Prerequisite:** Teacher Recommendation (Semester 1)**Grade:** 12**APS:** Y**Repeatable:** N**NCAA:** Y

This course is an overview of the people and events that helped in shaping the nations of the Americas. The course will center on the following themes: History and Politics, Society and Culture, and Economics and Technology comparing Latin America, the United States, and Canada. The units of study we will expand your knowledge beyond the analysis of great events and great leaders to include an examination of the contributions of each society to the shaping of the Americas. *Rev.11/19/18*

**3532 History of Americas 2. IB .5 CR****Prerequisite:** Teacher Recommendation (Semester 2)**Grade:** 12**APS:** Y**Repeatable:** N**NCAA:** Y

This course is the final portion of a three-part program of International Baccalaureate higher-level history at Palmer High School (the first two parts being IB US History and IB History of the Americas). Through primary source documents and related readings, this course will focus its units of study on tracing the events leading to the Cold War, from the Russian Revolution through the end of the Vietnam War. America's two Cold War hot spots – Korea and Vietnam – will be studied in depth. Completion of the three-course series will prepare the student for the IB Examination in the area of American History.

*Rev. 11/19/18***3280 Holocaust and Genocide Studies .5 CR****Prerequisite:** World History**Grade:** 11-12**APS:** Y**Repeatable:** N**NCAA:** Y

Students will examine the root causes which led to the rise of the Nazi party and the reaction of Germans—and the world – to Hitler and his plans of genocide. They will then focus on an in-depth analysis of Genocide using the Holocaust as a foundation. The course is designed to have students question themselves as to what their role has been and will be as human right violations occur throughout the world. We will identify roles as well as look at the stages of genocide. We will analyze the seeds of hatred that began as racism and bigotry and eventually grew into the murder of men, women, and children. Specifically, we will look at the history of anti-Semitism and its role in the emergence of the Holocaust, and we will also look at genocidal case-studies in Armenia, Cambodia, Bosnia, Rwanda and Darfur.

**3100 Law Related Studies .5 CR****Prerequisite:** None**Grade:** 9-12**APS:** Y**Repeatable:** N**NCAA:** Y

This course is designed to develop effective and involved citizens who apply decision making skills to all aspects of life. Students should identify the complexities of social issues dealing with their rights and responsibilities, and recognize their ability to influence decision-making in the family, school, community, state, and nation.

**3110 Law Related Studies A .5 CR****Prerequisite:** None**Grade:** 9**APS:** N**Repeatable:** N**NCAA:** Y

This course will follow the same outcomes as Law Related Studies. Reading, writing, and problem solving skills will be emphasized. This course fulfills the graduation requirement of Law Related Studies for classes through 2008.

**0310 Law Related Studies. Fundamentals .5 CR****Prerequisite:** Active IEP/RTI**Grade:** 9**APS:** N**Repeatable:** N**NCAA:** Y

This course content, as much as possible, parallels that offered in Law Related Studies. The reading content, writing, and problem solving skills will be adapted to the individual student levels. The course goals are geared to the individual needs of the student and help the student to work toward IEP/RTI goals and objectives based upon Alaska State Standards.

**3120 Law Related Studies. Honors .5 CR****Prerequisite:** Teacher Recommendation**Grade:** 9**APS:** Y**Repeatable:** N**NCAA:** Y

This course is for students who want the challenge of an accelerated curriculum in Law Related Studies.

**3560 or 3561/3562 Applied Leadership .5 CR****Prerequisite:** None**Grade:** 9-12**APS:** N**Repeatable:** Y**NCAA:** N

This course is designed to provide students the opportunity to learn ways in which they can become successful as leaders in their school and community. Instruction will include various methods and techniques for planning, implementing, and evaluating projects related to school activities.

**3390 Legal Systems .5 CR****Prerequisite:** None**Grade:** 9-12**APS:** Y**Repeatable:** N**NCAA:** Y

The Legal Systems course will expose students to the American legal system. Students will learn the differences between civil and criminal courts, explore how and why laws are made, enforced and reviewed by the courts. Students will also look at the purposes and forms of punishment in the legal system as well as changing trends in how crimes are punished in America such as three strikes laws, the death penalty, and mandatory minimums. Students will take an in depth look at how cases get to the Supreme Court and look at the major civil liberties court cases. Other topics include the causes of crime, crime rates, and using the FBI's uniform crime report. Also discussed will be rights vs. responsibilities, freedom and its relationship to law, and majority vs. minority rights. Units will also cover national, state, and local laws, how city councils work, current events, politics, and social issues like abuse, runaway teens, family violence, drug abuse, and drug laws. A mock trial will be included near the end.

**033x/033x Life Skills Social Studies 1 CR****Prerequisite:** Active IEP/RTI**Grade:** 9-12**APS:** N**Repeatable:** N**NCAA:** N

This course is designed to increase the students' awareness of their neighborhood, community, state and country. The content will focus on local services, government, and the political system as well as the history of the area. This course is designed to meet the individual needs of the students and will help the students to work toward their IEP/RTI goals and objectives based upon Alaska State Standards and/or Alternate Standards.

**0331/0332 Life Skills Social Studies 1 1 CR****0333/0334 Life Skills Social Studies 2 1 CR****0335/0336 Life Skills Social Studies 3 1 CR****0337/0338 Life Skills Social Studies 4 1 CR****3150 Mid-East Studies .5 CR****Prerequisite:** World History or concurrent enrollment**Grade:** 10-12**APS:** Y**Repeatable:** N**NCAA:** Y

In this course students will explore the geography, history, cultures, and current events of the Middle East. Emphasis will be on understanding the roles various human cultures have played in this region at various times, and the ways customs, religions, science, technologies, art, music, and architecture have been adapted and transferred between cultures over time.

**3140 Pacific Rim .5 CR****Prerequisite:** None**Grade:** 10-12**APS:** Y**Repeatable:** N**NCAA:** Y

This course will focus upon the physical geography and diverse cultural elements found within the Pacific Rim region. Major countries surrounding and within the Pacific region will be the focus of study in this course. An analysis of the relationships among Pacific Rim cultures and nations will also be conducted to examine the impact of the region on the world today.

**3460 Philosophical Issues, Introduction to .5 CR****Prerequisite:** Junior standing or Teacher Recommendation**Grade:** 11-12**APS:** Y**Repeatable:** N**NCAA:** N

In this course, students will explore Western philosophical thought primarily from the "Early-Modern period" (ca. 1600 to ca. 1800) through study of selections from Kant, Descartes, Berkeley, Hume, and others. The main objective of this course is to look closely at a few challenging yet accessible works of major philosophers and apply these to a range of fundamental topics. Concepts such as truth and meaning, identity, dualism, and formal ethics will be examined, discussed, and applied in the contexts of analytic reasoning, logic, effective use of language, and understanding the views and influences of some important philosophers. This course will offer students an enriched perspective of an often overlooked but elemental aspect of our Western culture.

**3491/3492 Philosophy 1, IB 1 CR****Prerequisite:** Intent to complete a certificate in Philosophy or an IB Diploma**Grade:** 11-12**APS:** Y**Repeatable:** N**NCAA:** Y

IB Philosophy SL is a course designation for students taking Issues in Philosophy and Ethics, Morals and Culture, sequentially with intent to take IB exams for credit. The one designation indicates one year of study and study of at least one optional (IB) theme and one significant text from the IB approved list in philosophy. Refer to course descriptions for Introduction to Philosophical Issues and Ethics, Morals and Culture for specific course content. *Rev. 11/19/18*

**3481/3482 Philosophy 2, IB 1 CR****Prerequisite:** Philosophy 1**Grade:** 12**APS:** Y**Repeatable:** N**NCAA:** Y

IB Philosophy 2 is a course designation for students taking Issues in Philosophy and Ethics, Morals and Culture, with intent to take IB exams. The two designation indicates that two years of study and study of at least two optional (IB) themes and two significant texts from the IB approved list in philosophy have been mastered. Refer to course descriptions for Introduction to Philosophical Issues and Ethics, Morals and Culture for specific course content. *Rev. 11/19/18*

**3260 Psychology 1 .5 CR****Prerequisite:** None**Grade:** 10-12**APS:** Y**Repeatable:** N**NCAA:** Y

This course is an introduction to the study of human behavior. The focus of the course will be the theories of psychology as well as research in the areas of perception, learning, personality development, and human behavior.

**3261/3262 Psychology AP 1 CR****Prerequisite:** None**Grade:** 9-12**Repeatable:** N

AP Psychology provides an overview of current psychological research methods and theories. Students will explore the therapies used by professional counselors and clinical psychologists and examine the reasons for normal human reactions: how people learn and think the process of human development and human aggression, altruism, intimacy, and self-reflection. They'll study core psychological concepts, such as the brain and sense functions, and learn to gauge human reactions, gather information and form meaningful syntheses. Along the way, students will also investigate relevant concepts like study skills and information retention. The equivalent of a 100-level college survey course, AP Psychology prepares students for the AP Exam and for further studies in psychology and life sciences.

**3370 Russian History .5 CR****Prerequisite:** Teacher Recommendation**Grade:** 9-12**APS:** Y**Repeatable:** N**NCAA:** Y

This course will focus on the history of Russia from the Pre-Slavic period through Kievan Rus, Mongol Rule, the Muscovite Period, Imperial Russia, the Soviet Period, and finally the Post-Soviet era. Russian history will be studied in the context of Russia's geographic proximity to an interaction with the countries of Eastern Europe and the United States. This course of study will have a cross-curricular perspective that includes geography, political ideologies and structures, social and economic developments, ethnic groups, literature, art, and culture. The emphasis will be on developing an understanding of this, the largest country in the world, its influence upon its neighbors to the west (Eastern Europe) and an appreciation for the possibilities it may hold for Alaska, its neighbor to the East.

*Apvd. 05/03/2007***3250 Sociology .5 CR****Prerequisite:** None**Grade:** 9-12**APS:** Y**Repeatable:** N**NCAA:** Y

Sociology is a study of people and their relationship with others in various groups, the processes in which they participate to meet their needs, and the social codes with which they must be familiar. Conflicts between tradition and change will be discussed.



**3661/3662 Information Technology in a Global Society. IB 1 CR**

**Prerequisite:** Teacher Recommendation

**Grade:** 11-12

**APS:** Y

**Repeatable:** N

**NCAA:** N

Exploring the history, function, and impact of computers on our world is the focus of this course. How computers have affected us as individuals and as a society, and the role technology has played in our everyday lives, leads to discussion, extensive writing and critical thinking to express these concepts. Imagining where we may be heading in our technological world assists this course in developing thinking and writing skills and the expression of creative ideas through several major papers and a culminating project. A sound foundation in computer concepts through the technical application class and the ability to organize tasks and the thinking process will assist in achieving success in this class. Three 800-word papers, a log book, and a technology-based project with a 2000-2500 word associated essay, are core required components of ITGS. The completion of this course leads to students being fully prepared for the IB examination in May.

*Rev.11/19/18*

**3010 Teen Leadership .5 CR**

**Prerequisite:**

**Grade:** 9-12

**APS:** N

**Repeatable:** Y

**NCAA:** N

Teen Leadership is a program (Capturing Kids Hearts) in which students develop leadership, professional, and business skills. They learn to develop a healthy self-concept, healthy relationships, and learn to understand the concept of personal responsibility. They will develop an understanding of Emotional Intelligence and the skills it measures, which include self-awareness, self-control, self-motivation, and social skills. Students will develop skills in public speaking and communication and an understanding of personal image. They will develop an understanding of the concept of principle-based decision-making and learn to make responsible financial decisions. They will develop an understanding of the effects of peer pressure, will develop skills to counteract those effects, and will develop problem-solving skills. They will develop an understanding of the principles of parenting, enabling them to become better family members and citizens. They will also develop an understanding of the need for vision in goal-setting, personally and professionally.

**3020 Advanced Teen Leadership .5 CR**

**Prerequisite:** Completion of Teen Leadership and Teacher Recommendation

**Grade:** 9-12

**APS:** N

**Repeatable:** Y

**NCAA:** N

This course is a continuation of Teen Leadership. It may also include peer to peer training, school presentations, and projects demonstrating leadership in the school community.

**3611/3612 Theory of Knowledge 1, IB 1 CR**

**Prerequisite:** Teacher Recommendation

**Grade:** 11-12

**APS:** Y

**Repeatable:** N

**NCAA:** Y

This course is unique to the IB Program and is an interdisciplinary requirement intended to stimulate critical reflection on the knowledge and experience gained inside and outside the classroom. The course challenges students to question the bases of knowledge, to be aware of subjective and ideological biases, to develop the ability to analyze evidence that is expressed in rational argument. It is a key element in encouraging them to appreciate other cultural perspectives.

**3621/3622 Theory of Knowledge 2, IB 1 CR**

**Prerequisite:** IB Theory of Knowledge 1

**Grade:** 12

**APS:** Y

**Repeatable:** N

**NCAA:** Y

This course is unique to the IB Program and is an interdisciplinary requirement intended to stimulate critical reflection on the knowledge and experience gained inside and outside the classroom. The course challenges students to question the bases of knowledge, to be aware of subjective and ideological biases, to develop the ability to analyze evidence that is expressed in rational argument. It is a key element in encouraging them to appreciate other cultural perspectives.

**3400 US Government .5 CR**

**Prerequisite:** None

**Grade:** 12

**APS:** Y

**Repeatable:** N

**NCAA:** Y

This course is designed to ensure that students are prepared to function as participating citizens in our society. The content will focus on the purposes of government, various theories of government, and how the political process works in the United States, both in the historical and contemporary contexts.

**3420 or 3421/3422 U.S. Government. AP .5 CR**

**Prerequisite:** Teacher Recommendation

**Grade:** 12

**APS:** Y

**Repeatable:** N

**NCAA:** Y

This course is designed for the student who is capable of doing lower division college work. The AP American Government and Politics class will address the following topics: 1) constitutional underpinnings of United States government; 2) political beliefs and behaviors; 3) political parties and interest groups; 4) the three branches of national government; 5) public policy making; and 6) civil liberties and civil rights. This course will prepare students for the advanced placement test in United States Government and Politics and will fulfill the graduation requirements for U.S. Government.

**0320 US Government. Fundamentals of .5 CR**

**Prerequisite:** Active IEP/RTI

**Grade:** 12

**APS:** N

**Repeatable:** N

**NCAA:** Y

This course will follow the same scope and sequence as U.S. Government, using materials and activities adapted to individual student levels. The course will help the student to work toward IEP/RTI goals and objectives based upon Alaska State Standards. Successful completion of this course meets the graduation requirement for US Government credit.

**3301/3302 US History 1 CR**

**Prerequisite:** None

**Grade:** 11

**APS:** Y

**Repeatable:** N

**NCAA:** Y

This course is designed to be a survey of the history of our nation from reconstruction through the growth of the United States of America up to modern times.

**3311/3312 US History A 1 CR**

**Prerequisite:** None

**Grade:** 11

**APS:** N

**Repeatable:** N

**NCAA:** Y

U.S. History A will focus on the same scope and sequence as U.S. History. Emphasis will be placed on strengthening basic academic skills.

**3331/3332 U.S. History, AP 1 CR****Prerequisite:** Teacher Recommendation**Grade:** 11-12**APS:** Y**Repeatable:** N**NCAA:** Y

This college level course is a comprehensive, in-depth study of United States History from 1780 to the present. This course is designed to provide students the analytic skills and factual knowledge necessary to assess historical material, weigh evidence and interpretations presented in historical material, arrive at conclusions on the basis of an informed judgment, and to present reasons and evidence clearly and persuasively. At the completion of this course, students are eligible to take the College Board advanced placement test. Successful completion of this course earns the required United States History credit.

**0317/0318 US History, Fundamentals of 1 CR****Prerequisite:** Active IEP/RTI**Grade:** 11**APS:** N**Repeatable:** N**NCAA:** Y

This course will follow the same scope and sequence as U.S. history using materials and activities adapted to individual student levels. The course will help the student to work toward IEP/RTI goals and objectives based upon Alaska State Standards. Successful completion of this course meets the graduation requirement for US History credit.

**3321/3322 US History, Honors 1 CR****Prerequisite:** Teacher Recommendation**Grade:** 11**APS:** Y**Repeatable:** N**NCAA:** Y

Honors U.S. History is designed for students with specific interest in an accelerated curriculum in U.S. History. The course of study parallels the same established curriculum as U.S. History.

**3500 World Geography .5 CR****Prerequisite:** None**Grade:** 9-10**APS:** Y**Repeatable:** N**NCAA:** Y

World Geography is designed to develop effective and involved citizens who will utilize geographical concepts and facts in their lives. The student will incorporate the themes of geography within a variety of contexts. This course does not fulfill the World History graduation requirement.

**3201/3202 World History 1 CR****Prerequisite:** None**Grade:** 10**APS:** Y**Repeatable:** N**NCAA:** Y

This course is designed to examine non-western and western area cultures of the world. The course will cover Ancient Greek and Roman civilizations, world religions, nation-building, the Age of Reason, Revolutions, the World Wars, and Contemporary Issues

**3211/3212 World History A 1 CR****Prerequisite:** None**Grade:** 10**APS:** N**Repeatable:** N**NCAA:** Y

World Studies A will focus on the same scope and sequence as World Studies. Emphasis will be placed on strengthening basic academic skills.

**3231/3232 World History, AP 1 CR****Prerequisite:** Teacher Recommendation**Grade:** 10**APS:** Y**Repeatable:** N**NCAA:** Y

This course is designed to challenge the ambitious student who has the ability and interest in world history and is capable of doing lower division college level work. The purpose of this course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies beginning with 8000 B.C. through the present age. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. Students will be prepared to take the College Board advanced placement test upon the completion of this course. Successful completion of this course earns the required World History credit.

**0313/0314 World History, Fundamentals of 1 CR****Prerequisite:** Active IEP/RTI**Grade:** 10**APS:** N**Repeatable:** N**NCAA:** Y

This course will follow the same scope and sequence as World History, using materials and activities adapted to individual student levels. The course will help the student to work toward IEP/RTI goals and objectives based upon Alaska State Standards. Successful completion of this course meets the graduation requirement for World History credit.

**3221/3222 World History, Honors 1 CR****Prerequisite:** Teacher Recommendation**Grade:** 10**APS:** Y**Repeatable:** N**NCAA:** Y

This course is for students who want the challenge of an accelerated curriculum in World History.

**3950 Youth Court Service .5 CR****Prerequisite:** Pre-approval form completed and on file with guidance counselor.**Grade:** 9-12**APS:** Y**Repeatable:** N**NCAA:** N

The Youth Court Service course is designed to develop effective and involved citizens who apply legal concepts and facts in their lives. Students may receive credit for Mat-Su Youth Court involvement with the following requirements documented (See Youth Court Service Verification Log):

- 24 hours of classroom instruction
- Join the Mat-Su Youth Court
- Pass the Youth Court Bar Exam
- At least 70 hours of service including all aspects of Youth Court.

# SCIENCE

*The purpose of a Lab Science is to develop experimental and investigative science skills. These courses are noted in the description.*

## 4580                      Advanced Science Seminar                      .5 CR

**Prerequisite:** None

**Grade:** 9-12                      (Not for core credit, elective credit only)

**Repeatable:** Y

This upper division science course allows students to explore various topics in physics, chemistry, biology, or earth sciences. Students will research selected topics using libraries, internet, technology resources, computers, and interaction with science professionals. They will then design, construct, and present a project that deals with their topic.

## 4550                      Alaskan Wildlife                      .5 CR

**Prerequisite:** None

**Grade:** 9-12                      APS: Y

**Repeatable:** N                      NCAA: Y

In this course, students will have the opportunity to learn more about the animals of Alaska, both how they live and how we live with them. It includes an overview of the wildlife and fisheries resources in Alaska, their management and economic benefit to the state. This will NOT count as a laboratory science for college entrance requirements.

## 4431/4432                      Anatomy and Physiology                      1 CR

**Prerequisite:** Biology, Algebra 1 & Teacher Recommendation

**Grade:** 11-12                      APS: Y

**Repeatable:** N                      NCAA: Y

This course provides an in depth study of vertebrates' body systems and physiological processes. Topics include classification, biochemistry, genetics, and comparative anatomy. Included are lab exercises with an emphasis on vertebrate animals, their systems and their comparisons, and relationships to humans. Dissections are a requirement of this course. **Lab Science**                      Updated 01/17

## 4340                      Astronomy                      .5 CR

**Prerequisite:** None

**Grade:** 9-12                      APS: Y

**Repeatable:** N                      NCAA: Y

This course includes a study of the Earth-Moon system, the Solar System, stellar evolution, the galaxy, and the universe. An application of physics principles will be incorporated in units of space exploration, navigation, and the telescope. Lab time may be required before or after school hours. **Lab Science**

## 4350                      Bacteriology                      .5 CR

**Prerequisite:** Algebra 1 & Chemistry

**Grade:** 11-12                      APS: Y

**Repeatable:** N                      NCAA: Y

The skills and concepts of microbiology will be expanded with an emphasis on specialized laboratory techniques utilized to identify and classify bacteria. **Lab Science**

## 4201/4202                      Biology                      1 CR

**Prerequisite:** Recommended Physical Science

**Grade:** 9-12                      APS: Y

**Repeatable:** N                      NCAA: Y

Biology introduces the basic foundation and principles of life science. Topics include: methods of investigation, classification, cell biology, DNA, genetics, biodiversity and ecology. Students will become familiar with the proper use of microscopes and dissection tools. **Lab Science**                      Updated 01/17

## 4431/4432                      Biology. AP                      1 CR

**Prerequisite:** Biology, Chemistry or concurrent enrollment with Teacher Recommendation

**Grade:** 10-12                      APS: Y

**Repeatable:** N                      NCAA: Y

This course is designed to be the equivalent of a college introductory biology course usually taken by biology majors during their first year. The two main goals of AP Biology are to help students develop a conceptual framework for modern biology and to help students gain an appreciation of science as a process. The following ideas will be developed: a grasp of science as a process rather than as an accumulation of facts; personal experience in scientific inquiry; recognition of unifying themes that integrate the major topics of biology; and application of biological knowledge and critical thinking to environmental and social concerns. Students will be prepared to take the AP Biology exam. **Lab Science**                      Updated 01/17

## 0421/0422                      Biology. Fundamentals of                      1 CR

**Prerequisite:** Active IEP/RTI

**Grade:** 9                      APS: N

**Repeatable:** N                      NCAA: Y

This course introduces the basic foundations and principles of life science based upon appropriate performance standards. Topics include methods of investigation, classification, genetics, and population dynamics. Lessons will be aimed at working toward the State Standards for Science. Students will work toward their IEP/RTI goals and objectives based upon Alaska State Standards. This course meets the graduation requirement for Biology. **Lab Science**                      Updated 01/17

## 4221/4222                      Biology. Honors                      1 CR

**Prerequisite:** Teacher Recommendation

**Grade:** 9                      APS: Y

**Repeatable:** N                      NCAA: Y

This course covers the same topics as biology, but at a more in depth level, and is appropriate as a pre-Advanced Placement Biology course. There is an emphasis on Organismal biology. Dissections are required. **Lab Science.**                      Updated 01/17

**4161/4162                      Biology 1.IB                      1 CR****Prerequisite:** Teacher Recommendation**Grade:** 11-12**APS:** N**Repeatable:** N**NCAA:** Y

A one-year course designed to prepare students for both the AP Biology and IB Biology exams. Four themes (Structure and Function, Universality vs. Diversity, Equilibrium, and Evolution) are used to unite a wide range of Biology concepts from the molecular to the system level. Students design and conduct biological experiments whenever appropriate. This does not cover the depth that is acquired in Course 2. **Lab Science**

*Rev.11/19/18***4171/4172                      Biology 2.IB                      1 CR****Prerequisite:** Chemistry or concurrent enrollment or Teacher Recommendation**Grade:** 12**APS:** Y**Repeatable:** N**NCAA:** Y

A one-year course designed to prepare students for both the AP Biology and IB Biology exams. Four themes (Structure and Function, Universality vs. Diversity, Equilibrium, and Evolution) are used to unite a wide range of Biology concepts from the molecular to the system level. Students will design and conduct biological experiments when appropriate. **Lab Science**

*Rev.11/19/18***4321/4322                      Chemistry                      1 CR****Prerequisite:** Algebra 1 or Teacher Recommendation**Grade:** 10-12**APS:** Y**Repeatable:** N**NCAA:** Y

In this course the student studies the composition of matter including reaction of common elements, atomic structure, chemical bonding and theories. Students are expected to develop skills in problem solving and safe laboratory techniques and report writing. **Lab Science**

*Updated 01/17***4441/4442                      Chemistry, AP                      1 CR****Prerequisite:** Chemistry & Algebra 2**Grade:** 10-12**APS:** Y**Repeatable:** N**NCAA:** Y

This course is designed to be the equivalent of the general chemistry course usually taken during the first college year. AP Chemistry is a rigorous and challenging course, which builds upon the foundation established in the first year high school chemistry course. Chemistry topics are covered in great depth and laboratory work and chemical problem solving make up and integral part of the course. Students will be prepared to take the AP Chemistry exam. **Lab Science**

**4601/4602                      Chemistry 1.IB                      1 CR****Prerequisite:** Chemistry**Grade:** 11-12**APS:** Y**Repeatable:** N**NCAA:** Y

IB Chemistry has an established broad ranging set of chemistry objectives as published by IB International. Students will review their earlier chemistry course as well as learn new material. This new material includes organic chemistry, energetics, kinetics, acids and bases, oxidation and reduction, a group 4 project, and a selection of two additional options, such as environmental chemistry. Students will continue developing skills in problem solving, safe laboratory techniques, and report writing. At the end of this course students may choose to be evaluated by IB International. This includes lab reports, a multiple choice test, and a written test. **Lab Science**

*Rev. 11/19/18***4611/4612                      Chemistry 2.IB                      1 CR****Prerequisite:** Chemistry 1**Grade:** 12**APS:** Y**Repeatable:** N**NCAA:** Y

This course is the same as IB Chemistry but covering material in a much greater depth. This is a one-year course. **Lab Science**

*Rev. 11/19/18***4301/4302                      Chemistry in the Community                      1 CR****Prerequisite:** Algebra 1 & Teacher Recommendation**Grade:** 10-12**APS:** Y**Repeatable:** N**NCAA:** Y

The major concepts, basic vocabulary and laboratory skills of first year chemistry are taught by analyzing eight chemistry related technological issues. This course is designed primarily for students who plan to pursue non-science careers; however, it fully qualifies as a lab science course for general college entrance requirements. **Lab Science**

*Updated 01/17***4401/4402                      Conceptual Physics                      1 CR****Prerequisite:** Physical Science & Algebra 1**Grade:** 10-12**APS:** Y**Repeatable:** N**NCAA:** Y

This course covers the major topics of motion and electromagnetism. It is activity based in order to develop a conceptual understanding rather than mathematical descriptions of basic physics ideas. This course is designed primarily for students who plan to pursue non-science careers; however, it fully qualifies as a lab science course for general college entrance requirements. **Lab Science**

*Updated 01/17***045x/045x                      Daily Living Skills Science                      1 CR****Prerequisite:** Active IEP/RTI**Grade:** 9-12**APS:** N**Repeatable:** N**NCAA:** N

This course is designed to increase students' understanding of science in their environment. This course is designed to meet the individual needs of the student in the area of Science, and help the student to work toward IEP/RTI goals and objectives based upon Alaska State Standards and/or Alternate Standards.

**0451/0452 Daily Living Skills Science 1 1 CR****0453/0454 Daily Living Skills Science 2 1 CR****0455/0456 Daily Living Skills Science 3 1 CR****4111/4112                      Earth Science                      1 CR****Prerequisite:** None**Grade:** 9-10**APS:** Y**Repeatable:** N**NCAA:** Y

Earth Science is a detailed look at our planet and processes that have shaped it. The students will develop an understanding of the concepts, processes, theories, models, evidence and systems of earth and space sciences. During the one-year course, students will be exposed to important concepts in astronomy, meteorology, geology, and physical oceanography. The students will also develop an understanding of the processes and applications of scientific inquiry. The course is designed as a freshman level, laboratory based science course. *Apvd. 04/19/2006*

**0427/0428 Earth Science, Fundamentals of 1 CR****Prerequisite:** Active IEP/RTI**Grade:** 9**APS:** N**Repeatable:** N**NCAA:** Y

This course parallels the curriculum of Earth Science. The students will develop an understanding of the concepts, processes, theories, models, evidence and systems of earth and space sciences. During the one-year course, students will be exposed to important concepts in astronomy, meteorology, geology, and physical oceanography. The students will also develop an understanding of the processes and applications of scientific inquiry. The course is designed as a freshman level, laboratory based science course.

**4511/4512 Ecological Studies 1 CR****Prerequisite:** None**Grade:** 9-12**APS:** Y**Repeatable:** N**NCAA:** Y

This course provides a broad overview of the field of ecology, relating the subjects specifically to Alaska. Subjects covered in the course include energy flows, succession, biomes, population ecology, and Alaska flora and fauna. Major projects of the course include field studies on the subjects of plant succession, the relationship between White Spruce and the spruce bark beetle in the Glacier View area and vole population studies. Studies will include data collection, data analysis and scientific papers addressing the student's findings. **Lab Science**

**4530 Ecology .5 CR****Prerequisite:** None**Grade:** 9-12**APS:** Y**Repeatable:** N**NCAA:** Y

This course provides an overview of plant and animal ecology. Students will study the habitats, diversity, interactions, and management of plants and animals. Labs will include population studies and human impact on the environment. **Lab Science**

**4521/4522 Environmental Science, AP 1 CR****Prerequisite:** 2 years of high school science & Teacher Recommendation**Grade:** 11-12**APS:** Y**Repeatable:** N**NCAA:** Y

This course is designed to be the equivalent of a general environmental science course usually taken during the 1<sup>st</sup> year of college. AP Environmental Science provides students with the scientific principles, concepts and methodologies required to understand the interrelationships of the natural world. This course is interdisciplinary; it embraces a wide variety of scientific topics and areas of study. Students will be prepared to take the AP Environmental Science exam. **Lab Science**

**4531/4532 Environmental Systems & Societies, IB 1 CR****Prerequisite:** Biology**Grade:** 11-12**APS:** Y (sci orss)**Repeatable:** N**NCAA:** Y

This course is an interdisciplinary course designed by IB International. The course has defined set objectives divided by topics. Topics covered include 1) systems and models, 2) the ecosystem, 3) human population, carry capacity, and resource use, 4) conservation and biodiversity, 5) pollution management, 6) the issue of global warming, and 7) environmental valued systems. Students will be prepared to take a standard level IB exam at the end of the course. **Lab Science.**

*Rev. 11/19/18***4380 Equine Science .5 CR****Prerequisite:** None**Grade:** 9-12**APS:** N**Repeatable:** N**NCAA:** N

Equine Science is intended for the student who is interested in the biology of horses and how horses relate to society. Students who want to become animal scientists, veterinarians or vet technicians would be interested in this class. Recommended Course: Intro to Animal Science. Note: Course number change for FY11

**4570 Forces of Nature .5 CR****Prerequisite:** None**Grade:** 9-12**APS:** N**Repeatable:** N**NCAA:** Y

Volcanoes, earthquakes, weather phenomena, and other forces that change the shape of the land will be explored, along with the use of natural resources such as oil and coal. This course will NOT count as a lab science for college entrance requirements.

**4710 Forensics 1 .5 CR****Prerequisite:** None**Grade:** 9-12**APS:** Y**Repeatable:** N**NCAA:** Y

Forensic science is the application of basic biological, chemical and physical science principles and technological practices for the purposes of justice in the study of criminal and civil issues. The course is designed to integrate the core scientific disciplines while giving students both theory and hands-on experience with the skills and knowledge required of a forensic crime scene investigator. This multidisciplinary approach will highlight topics in genetics, anatomy, chemistry, physics, and investigative techniques with supplemental subject matter through case studies, technology and sociology. In addition, the ethical, legal, and social concerns surrounding forensics will be discussed. A strong emphasis will be placed on developing critical thinking skills.

**4720 Forensics 2 .5 CR****Prerequisite:** Forensics 1**Grade:** 9-12**APS:** Y**Repeatable:** N**NCAA:** Y

Forensic Science 2 follows the successful completion of Forensics 1. This course will build upon the ideas and techniques developed in the previous course while delving further into the forensic process. Students will continue exploring skills of a forensic crime scene investigator in a hands-on manner. This multidisciplinary approach will expand upon topics in genetics, anatomy, chemistry, physics, and investigative techniques while introducing topics of DNA, entomology, and botany. Further investigation into the ethical, legal, and social concerns surrounding forensics will be examined. A comprehensive case analysis should accompany this course.

**4360 Genetics .5 CR****Prerequisite:** Algebra 1 & Biology**Grade:** 10-12**APS:** Y**Repeatable:** N**NCAA:** Y

This course covers the science of heredity and variation. The genetic basis of biological individuality and diversity is explored. An overview of the different genetic disorders and usage of biotechnology will be included. **Lab Science**

*Updated 01/17*

**4560                      Geology                      .5 CR****Prerequisite:** None**Grade:** 9-12**APS:** Y**Repeatable:** N**NCAA:** Y

Geology students learn basic laboratory skills and measuring techniques, map reading, location of mineral deposits specifically in Alaska, mineralogy, rock identification, and historical geology. **Lab Science**

**043x/043x                      Life Skills Science                      1 CR****Prerequisite:** Active IEP/RTI**Grade:** 9**APS:** N**Repeatable:** N**NCAA:** N

The focus of this course will be on general science skills. These skills would include basic life science, physical science, and biology skills. This course is designed to meet the individual needs of the students and will help the students to work toward their IEP/RTI goals and objectives based upon Alaska State Standards and/or Alternate Standards.

**0431/0432 Life Skills Science 1 1 CR****0433/0434 Life Skills Science 2 1 CR****4540                      Oceanography                      .5 CR****Prerequisite:** None**Grade:** 9-12**APS:** Y**Repeatable:** N**NCAA:** Y

Topics to be explored in the study of the ocean include the following: ocean floor features, water chemistry, currents, tides, ecosystems, and human use. This will NOT count as a laboratory science for college entrance requirements.

**4101/4102                      Physical Science                      1 CR****Prerequisite:** Algebra 1**Grade:** 9**APS:** Y**Repeatable:** N**NCAA:** Y

This course is an introduction to physics and chemistry. Topics include: SI units, structure of matter, the periodic table, chemical and physical change, laws of motion, mechanics, electricity, forces and energy. Students will develop quantitative, reasoning and research skills. **Lab Science**

*Updated 01/17***0415/0416 Physical Science, Fundamentals of                      1 CR****Prerequisite:** Active IEP/RTI**Grade:** 9**APS:** N**Repeatable:** N**NCAA:** Y

This course is an introduction to physics and chemistry based upon appropriate performance standards. Topics include structure of matter, chemical and physical changes, laws of motion, mechanics, measurement, electricity, and forces and energy. Lessons will be aimed at working toward the State Standards for Science. Students will work toward their IEP/RTI goals and objectives based upon Alaska State Standards. This course meets the graduation requirement for Physical Science. **Lab Science**

**4121/4122                      Physical Science, Honors                      1 CR****Prerequisite:** Algebra 1 & Teacher Recommendation**Grade:** 9-12**APS:****Y****Repeatable:** N**NCAA:** Y

This course covers the same topics as Physical Science, but at a more rapid pace, allowing more in depth coverage. **Lab Science**

**4421/4422                      Physics                      1 CR****Prerequisite:** Algebra 2 or concurrent enrollment**Grade:** 11-12**APS:** Y**Repeatable:** N**NCAA:** Y

Students will develop an understanding of the basic principles of Newtonian Mechanics, fluids, thermodynamics, sound, light and optics and electromagnetism. The course is both conceptual and quantitative, and is meant for students who plan to pursue careers in math, science, engineering and technology. **Lab Science**

**4621/4622                      Physics 1, AP                      1 CR****Prerequisites:** Algebra 2 & 2 credits of Science**Grades:** 11-12**APS:** Y**Repeatable:** N**NCAA:** Y

Elective science; first semester covers uncertainty in labs, vectors, Newtonian mechanics-how objects interact (force, linear, circular and rotational motion, energy, momentum, statics, etc.) using algebra and trigonometry. Application includes internal forces as observed in fluids. Second semester covers thermodynamics (heat, temperature, phases of matter, engines), simple harmonic motion, wave mechanics, electricity, magnetism, special relativity, quantum mechanics, and nuclear/particle physics. Students will work individually and in small and large groups. Assessments will be done based on individual work. Class participation and lab work is an integral part of the class.

*Apvd. 09/26/2006***4641/4642                      Physics 2, AP                      1 CR****Prerequisites:** AP Physics 1**Grades:** 9-12**APS:** Y**Repeatable:** N**NCAA:** Y

AP Physics 2 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore the topics: fluids; thermodynamics, electrical force, field and potential; electric circuits; magnetism and electromagnetic induction; geometric and physical optics; and quantum, atomic, nuclear physics. Students will work individually and in small and large groups. Assessments will be done based on individual work. Class participation and lab work is an integral part of the class.

*Rev. 02/07/18***4621/4622                      Physics 1, IB                      1 CR****Prerequisite:** Algebra 2 or concurrent enrollment**Grade:** 11-12**APS:** Y**Repeatable:** N**NCAA:** Y

Elective science; first semester covers Newtonian mechanics – how objects interact (force, linear motion, energy, collisions, etc.). Second semester covers thermodynamics 9 heat, temperature, phases of matter, engines), wave mechanics, electricity, magnetism, and nuclear physics (atomic structure, fusion, fission, etc.). Students will work individually and in small and large groups. Assessments will be done based on individual work. Class participation and lab work is an integral part of the class and complete a common project with other IB science students. A major project is due each semester and will likely involve rockets and Hot Wheels® cars. **Lab Science**

*Rev. 02/07/18*

**4631/4632      Physics 2 IB/AP C: Mechanic      1 CR**

**Prerequisite:** AP Physics B & Pre-Calculus or concurrent enrollment in Calculus level course

**Grade:** 12

**APS:** Y

**Repeatable:** N

**NCAA:** Y

This is a calculus-based Physics course emphasizing mechanics in preparation for the AP C (mechanics only) or IB Physics test. Time and abilities permitting, electro-mechanics will be covered in preparation for the AP C electro-mechanics portion of the test. Course is optimized for those interested in pursuing a physical science, math, or engineering degree in college. Topics include propagation of uncertainties, single variable derivatives and integrals in physics applications such as linear motion, force, momentum, energy, and rotational motion and use of matrices for vector operations. Fluids, thermodynamics, and modern physics will be reviewed at the AP B level. Historical developments and Relativity will be explored at the IB 2 level. Time and abilities permitting, electro-mechanics will be covered using calculus. Students will work individually and in small and large groups. Assessments will be done based on individual work. Class participation and lab work is an integral part of the class. Students will also participate in the IB Group 4 project-a lab experience involving other IB science disciplines pursuing a broad research question. **Lab Science**

*Rev.11/19/18*

**4741/4742 Principles of Archeological Science 1CR**

**Prerequisite:** None

**Grade:** 9-12

**APS:** N

**Repeatable:** N

**NCAA:** N

Archaeology is the study of past cultures and societies through investigation of their material remains. We will examine methods locating, mapping, collecting, cataloging, preserving, interpreting artifacts, and ultimately, using scientific method to learn from the past. We will study human cultural chronology from the time of the first human migrations into the Americas from Asia, European contact, Alaska Gold Rush, and into the present. This course will also relate study to important social, economic and even ideological issues such as effects of climate change throughout human history, gathering and trade in food and natural resources, and cross-cultural exchange and legal protection of archeological materials and sites. We will also examine exciting new technological discoveries in this field and how these affect our inquiries regarding the past.

**4281/4282 Principles of Aviation Science 1CR**

**Prerequisite:** None

**Grade:** 9-12

**APS:** Y

**Repeatable:** N

**NCAA:** N

This course is recommended for persons interested in light plane aviation and in passing the FAA ground school test for a private pilot's license. The course covers history, scientific method of inquiry and builds on knowledge of geology, meteorology, astronomy, and aeronautics. Students will also explore the physics of flight and the environments in which flight takes place. This includes investigating how things fly, how weather affects flight, and how pilots navigate. Students with high interest in science, math, and technology, or careers in aviation are encouraged to enroll.

*Apvd. 04/15/2010*

**4261/4262 Principles of Technology 1 1 CR**

**Prerequisite:** Algebra 1

**Grade:** 9-12

**APS:** Y

**Repeatable:** N

**NCAA:** Y

Principles of Technology 1 is an introduction to the study of applied physics dealing with force, work, rate, resistance, energy, and power. In each unit four fundamental energy systems are investigated: mechanical, fluid, electrical, and thermal. Students successful in this course will be better prepared for careers related to science and engineering, automotive technology, manufacturing, and electronics.

**4271/4272 Principles of Technology 2 1CR**

**Prerequisite:** Principles of Technology 1

**Grade:** 10-12

**APS:** Y

**Repeatable:** N

**NCAA:** Y

Principles of Technology 2 is an advanced study of the mechanical, fluid, electrical, and thermal energy systems. Students apply the concepts of force, work, rate, resistance, energy and power to these systems. Students successful in this course will be better prepared for career related to science and engineering, automotive technology, manufacturing, and electronics.

**4010V/4020V Science Foundations 1 CR**

**Prerequisite:** None

**Grade:** 9-12

**APS:** N

**Repeatable:** N

**NCAA:** N

Science Foundations provides student with opportunities to develop the knowledge, skills, and strategies necessary for success in rigorous high school science courses. The course is appropriate for use as a remediation at the high school level or as a bridge to high school.

**4591/4592 Science Olympiad 1 CR**

**Prerequisite:** None

**Grade:** 9-12

**APS:** Y

**Repeatable:** Y

**NCAA:** N

Science Olympiad is a multilevel year long course, aligned to the National Science Standards and designed for students generally interested in competing in Science Olympiad or for students interested in pursuing a career in science. Each year the national committee chooses 23 events/tasks to be completed by teams of students. These events cover 5 major areas of science: Life Sciences, Earth and Space Sciences, Physical Sciences, Technology and Engineering and inquiry and the Natural Sciences. This course will focus on exploring the selected events and preparing for local, state and national competition.

**9450 Tech Savvy Classroom .5 CR**

**Prerequisite:** None

**Grade:** 9-12

**APS:** N

**Repeatable:** Y

**NCAA:** N

The Tech Savvy class prepares students to support the technology needs of a modern high school. Teachers mentor students to address basic hardware, software, and online/networking issues. Students also collaborate with teachers to design technology infused lessons.

*Apvd. FY16*

**4370 Zoology .5 CR**

**Prerequisite:** Algebra 1 & Biology

**Grade:** 11-12

**APS:** Y

**Repeatable:** N

**NCAA:** Y

Major biological principles will be applied to the study of anatomy, physiology, taxonomy, natural history, and behavior of selected animals. Both vertebrates and invertebrates will be included. Dissection is a requirement of this course. **Lab Science**

*Rev. 01/17*



# PHYSICAL EDUCATION

*It is highly recommended that a student be enrolled in only one period of Physical Education per semester.*

## **5200 or 5201/5202      Aerobics      .5 CR**

**Prerequisite:** None

**Grade:** 9-12

**Repeatable:** Y

Students will engage in a variety of aerobic/dance activities designed to promote personal fitness with an emphasis on cardiovascular conditioning. Each student will learn to assess personal fitness and health parameters.

## **5500 or 5501/5502      Archery/Racket Sports      .5CR**

**Prerequisite:** None

**Grade:** 9-12

**Repeatable:** Y

This course will include Archery, Tennis, Racquetball, and Badminton units. Cardiovascular endurance will be performed on a daily basis. This course is designed for all skill levels, including beginners.

## **5131/5132      Athletic Trainer      1 CR**

**Prerequisite:** Health & Physical Science or Integrated Science 1

**Grade:** 10-12

**Repeatable:** N

The goals for this class are to gain an overview of the basics of athletic training. This includes the care, prevention, management, treatment and rehabilitation of athletic injuries. Students will learn basic anatomy, physiology, and kinesiology concerning athletic injuries. Students can gain certification in CPR and First Aid, and will learn taping, wrapping, and bracing techniques.

## **5210 or 5211/5212      Cross Training      .5 CR**

**Prerequisite:** None

**Grade:** 9-12

**Repeatable:** Y

Cross Training is a fitness program that incorporates a variety of activities in a systematic way to promote balanced fitness. Students will concentrate on swimming, running, weight training skills and plyometric for lifetime fitness. Fitness testing will be done to monitor progress for each individual's fitness level. Students will also learn skeletal and muscular composition and the importance of proper nutrition.

## **5310 or 5311/5312      Cross Training, Advanced      .5 CR**

**Prerequisite:** Cross Training

**Grade:** 10-12

**Repeatable:** Y

This course contains the same elements as Cross Training. Students will learn advanced training techniques.

## **5410      Dance 1      .5 CR**

**Prerequisite:** None

**Grade:** 9-12

**Repeatable:** Y

This course is offered as an introduction to movement, dance elements, and the creative aspects of dance. Students explore a variety of styles of dance. The development of muscular strength, flexibility, agility, balance, body alignment and an understanding of rhythm are achieved through warm-up and dance technique. *Apvd. 05/09/2008*

## **5420      Dance 2      .5 CR**

**Prerequisite:** Dance 1 or Teacher Recommendation

**Grade:** 9-12

**Repeatable:** Y

This course enhances the skills and concepts developed in Dance 1. Students are challenged to improve their existing dance skills in various styles of dance. The development of muscular strength, flexibility, agility, balance, body alignment and an understanding of rhythm are achieved through warm-up and dance technique. *Apvd. 05/09/2008*

## **5220 or 5221/5222      Fitness Activities      .5 CR**

**Prerequisite:** None

**Grade:** 9-12

**Repeatable:** Y

Students will engage in a variety of fitness and sports activities designed to promote personal fitness. Students will learn how to assess their own health and fitness levels and based on that knowledge, they will be able to design their own personal fitness program. Every effort will be made to help each student recognize significant gains in his/her level of fitness.

## **5240 or 5241/5242      Fitness Management      .5 CR**

**Prerequisite:** Counselor or P.E. Teacher Recommendation

**Grade:** 9-12

**Repeatable:** Y

This course is designed to affect three components: self-esteem, body composition, and physical fitness. It will include four days a week of aerobic activity; with classroom studies targeting nutrition, weight control, stress management, and self-awareness.

## **5230 or 5231/5232      Foundations of Physical Ed      .5 CR**

**Prerequisite:** None

**Grade:** 9-10

**Repeatable:** Y

This class is designed to introduce students to the basic skills of weight training, team sports, swimming, running, and plyometric for lifetime fitness. Students will develop a positive self-concept; learn self-discipline, and good sportsmanship/citizenship. A variety of equipment and facilities may be used.

**5520 or 5521/5522      Gymnastics      .5 CR****Prerequisite:** None**Grade:** 9-12**Repeatable:** Y

This course will focus on the basic skills of gymnastics in the areas of tumbling and apparatus. Students will work on skills and routines appropriate to their skill level. Flexibility and muscle conditioning will be developed.

**5530 or 5531/5532      Individual Sports      .5 CR****Prerequisite:** None**Grade:** 9-12**Repeatable:** Y

Students will explore a variety of individual sports with an emphasis on skill development and knowledge of the game. Cardiovascular endurance will be performed on a daily basis. This course is designed for all skill levels, including beginners.

**0510      Lifetime Fitness Skills      .5 CR****Prerequisite:** Active IEP/RTI**Grade:** 9-12**Repeatable:** Y

This course is designed to teach students how to maintain an active adult life by making life choices which enhance their well-being. The students will work on their IEP/RTI goals and objectives based on Alaska State Standards and/ Alternate Standards.

**5540 or 5541/5542 Outdoor Recreation      .5 CR****Prerequisite:** None**Grade:** 9-12**Repeatable:** Y

This course stresses through student experiences and activities the skills, knowledge and behaviors necessary for outdoor recreation. Outdoor recreation activities such as snowshoeing, cross-country skiing, orienteering, hiking, etc., will be determined by the instructor and student interest.

**5990      PE Waiver      0 CR****Prerequisite:** None**Grade:** 9-12**Repeatable:** N

Two full seasons of participation in an ASAA sanctioned sport are needed in order to waive a half (.5) credit of the physical education requirement. Two full years of participation in JROTC and a minimum score of 350 on the Cadet Challenge Physical Fitness Test will waive one (1) credit of the physical education requirement. **To waive one (1) full credit of PE the waiver should be entered four times coinciding with four semesters of ASAA sports or ROTC participation.** Credit will not be issued with a PE waiver.

**5560 or 5561/5562 Sport Activities      .5 CR****Prerequisite:** None**Grade:** 9-12**Repeatable:** Y

This course emphasizes the improvement of one's overall physical condition. Students will be introduced to basic skills and knowledge of various sports activities and sportsmanship/citizenship will be emphasized.

**5570 or 5571/5572 Sport Activities, Advanced      .5 CR****Prerequisite:** Team Sports**Grade:** 10-12**Repeatable:** Y

This course emphasizes the improvement of one's overall physical condition. Students will enhance their skills through competitive play. Team play and sportsmanship/citizenship will be emphasized.

**5250 or 5251/5252      Sports Conditioning      .5 CR****Prerequisite:** Weight Training & Teacher Recommendation**Grade:** 10-12**Repeatable:** Y

This course is designed to enhance sport specific conditioning. These requirements include speed, strength and power. Activities may include plyometric and box jumping, sprints and running, jumping and stair-climbing, etc.

**5260 or 5261/5262      Swimming      .5 CR****Prerequisite:** None**Grade:** 9-12**Repeatable:** Y

This class will provide the student with the opportunity to learn and perfect new swimming skills. The student will reach a higher level of fitness through considerable amount of swimming. Students may have the opportunity to achieve certification in Community Water Safety, First Aid, and CPR through the Red Cross.

**5360 or 5361/5362      Swimming, Advanced      .5 CR****Prerequisite:** Swimming**Grade:** 10-12**Repeatable:** Y

Upon successful completion of course prerequisites students may choose one or two tracks in Advanced Swimming: Lifeguard Training or Water Safety Instructor, both American Red Cross certification classes.

**5370      Tumbling      .5 CR****Prerequisite:** Teacher Recommendation**Grade:** 9-12**Repeatable:** Y

This course is designed to offer students the fundamentals of tumbling, focusing on the development of basic tumbling skills. Students will develop strength, muscular endurance and flexibility through sequential tumbling activities. The course is designed to offer students an opportunity for individual routines, group final production, and to learn new skills. Students will be required to perform individual routines consisting of a minimum of A, B, and C level movements and skills.

**5380      Tumbling 2      .5 CR****Prerequisite:** Teacher Recommendation**Grade:** 10-12**Repeatable:** Y

This course is designed to offer students the fundamentals of tumbling, focusing on the development of advanced tumbling skills. Students will develop strength, muscular endurance and flexibility through sequential tumbling activities. The course is designed to offer students an opportunity to express and develop advanced skills through individual routines and a group final production. A teacher recommendation and/or back handspring are the minimum requirements for the success of this course.

**5380                      Tumbling, Advanced                      .5 CR**

**Prerequisite:** Teacher Recommendation

**Grade:** 10-12

**Repeatable:** Y

This course is designed to offer students the fundamentals of tumbling, focusing on the development of advanced tumbling skills. Students will develop strength, muscular endurance and flexibility through sequential tumbling activities. The course is designed to offer students an opportunity to express and develop advanced skills through individual routines and a group final production. A teacher recommendation and/or back handspring are the minimum requirements for the success of this course.

**5460 or 5461/5462      Water Activities                      .5 CR**

**Prerequisite:** Swimming or Teacher Recommendation

**Grade:** 9-12

**Repeatable:** Y

This course uses basic swimming skills and organized water games.

**5270 or 5271/5272      Weight Training                      .5 CR**

**Prerequisite:** None

**Grade:** 9-12

**Repeatable:** Y

The course is designed to help students build and apply their own personal strength training program. Students will learn the fundamentals and applications of weight training, various exercises, and proper use of equipment, safety and spotting techniques.

**5280 or 5281/5282 Weight Training, Advanced .5 CR**

**Prerequisite:** Weight Training

**Grade:** 10-12

**Repeatable:** Y

This course will provide the opportunity for students to explore different lifting styles such as lifting for athletics, body building, and power lifting. In addition, this course will offer increased intensity based on the individual's body strength development in weight training.

# HEALTH

## **5100                      Health Education                      .5 CR**

**Prerequisite:** None

**Grade:** 9-12

**Repeatable:** N

Students will know, understand, and relate their personal wellness to the 6 Center for Disease Control Identified Adolescent Risk Behaviors as well as the 7 National Health Education Standards. Topics covered will include community, consumer, and environmental health, family life, mental and emotional health, injury prevention, safety, nutrition and personal health, prevention and control of disease, and substance use and abuse.

## **052x/052x              Daily LivingSkills Health              1 CR**

**Prerequisite:** Active IEP/RTI

**Grade:** 9

**Repeatable:** N

This course is designed to increase students' awareness of hygiene, social skills, anatomy, sexuality, safety, and nutrition. These courses are designed to meet the individual needs of the student in the area of health, and help the student to work toward IEP/RTI goals and objectives based upon Alaska State Standards and/or Alternate Standards.

**0521/0522 Daily Living Skills Health 1 1 CR**

**0523/0524 Daily Living Skills Health 2 1 CR**

**0525/0526 Daily Living Skills Health 3 1 CR**

**0527/0528 Daily Living Skills Health 4 1 CR**

## **0515                      Fundamentals of Health                      .5 CR**

**Prerequisite:** Active IEP/RTI

**Grade:** 9

**Repeatable:** N

This course will provide students with a learning experience that promotes healthy living while working toward appropriate performance standards. Topics covered are human growth and development, disease control, substance use and abuse, mental health, personal health, nutrition, consumer and environmental health, and first aid. Students will work toward their IEP/RTI goals and objectives based upon Alaska State Standards. This course meets the graduation requirement for Health.

# WORLD LANGUAGE

## 6511/6512 American Sign Language 1 1 CR

**Prerequisite:** None

**Grade:** 9-12

**APS:** Y

**Repeatable:** N

**NCAA:** Y

This course is an introduction to American Sign Language with major emphasis on vocabulary acquisition, grammar, and syntax. Units introduce the culture of the Deaf Community. Student participation and good attendance are the critical elements to successfully complete this course.  
*Apvd. 04/15/2010*

## 6521/6522 American Sign Language 2 1 CR

**Prerequisite:** American Sign Language 1

**Grade:** 9-12

**APS:** Y

**Repeatable:** N

**NCAA:** Y

Building on what was learned in Level 1, students expand their ability to sign with good expression and understand what is being signed to them through extensions in vocabulary, grammatical structures, and culture. Student participation and good attendance are the critical elements to successfully complete this course. *Apvd. 04/15/2010*

## 6651/6652 Chinese Language & Culture. AP 1 CR

**Prerequisite:** Mandarin 4 or Teacher Recommendation

**Grade:** 11-12

**APS:** Y

**Repeatable:** N

**NCAA:** Y

This advanced level class will be a continuation of Mandarin Chinese 4 and is structured according to the AP curricula. It is a college level course that provides students the opportunity to further develop their level of Chinese language proficiency within a cultural context. Students will be prepared to take the AP Chinese Language and Culture exam.

## 6151/6152 French Language. AP 1 CR

**Prerequisite:** French 4 or Teacher Recommendation

**Grade:** 11-12

**APS:** Y

**Repeatable:** N

**NCAA:** Y

This advanced level class will be a continuation of French 4 and structured according to the AP/IB French curricula and SAT II study guides. Students will focus on French literature including books such as *Le Petit Prince* and *Le Cid* with an emphasis on advanced grammar and high expectations for writing, speaking, and reading. Student will be prepared to take the AP French Language exam

## 6161/6162 French 1. IB 1 CR

**Prerequisite:** French 4 or Teacher Recommendation

**Grade:** 11-12

**APS:** Y

**Repeatable:** N

**NCAA:** Y

This advanced level class will be a continuation of French 4 and structured according to the AP/IB French curricula and SAT II study guides. Students will focus on French literature including books such as *Le Petit Prince* and *Le Cid* with an emphasis on advanced grammar and high expectations for writing, speaking, and reading. Student will be prepared to take the IB French exam. *Rev. 11/19/18*

## 6801/6802 German *ab initio*. IB 1 CR

**Prerequisite:** None

**Grade:** 11-12

**APS:** Y

**Repeatable:** N

**NCAA:** Y

IB German *ab initio* is a beginning course in German for the student who has had little or no German instruction. Students who complete this course have the opportunity to take the IB (International Baccalaureate) German *ab initio* exam. Although there are components of reading and writing, much of the course is devoted to conversational and other oral tasks; in other words, basic communication in a variety of settings.

## 6271/6272 Spanish Language. AP 1 CR

**Prerequisite:** Spanish 4 or Teacher Recommendation

**Grade:** 11-12

**APS:** Y

**Repeatable:** N

**NCAA:** Y

This course is comparable to an advanced level (5<sup>th</sup> and 6<sup>th</sup> semester or the equivalent) college Spanish language course. Emphasizing the use of Spanish for active communication, it encompasses aural/oral skills, reading comprehension, grammar, and composition. Students will be prepared to take the AP Spanish Language exam.

## 6261/6262 Spanish 1. IB 1 CR

**Prerequisite:** Spanish 4 or Teacher Recommendation

**Grade:** 11-12

**APS:** Y

**Repeatable:** N

**NCAA:** Y

This advanced level class will be a continuation of Spanish 4 and structured according to the AP/IB Spanish curricula and SAT II study guides. Students will focus on Spanish literature including books, with an emphasis on advanced grammar and high expectations for writing, speaking, and reading. Student will be prepared to take the IB SL Spanish exam. *Rev. 02/07/18*

## World Languages Level 1 1 CR

**French 1 (6111/6112)**

**German 1 (6811/6812)** *Apvd. 05/03/2007*

**Japanese 1 (6411/6412)**

**Mandarin Chinese 1 (6611/6612)**

**Russian 1 (6311/6312)**

**Spanish 1 (6211/6212)**

**Prerequisite:** None

**Grade:** 9-12

**APS:** Y

**Repeatable:** N

**NCAA:** Y

This course is an introduction to the target language with major emphasis on spoken language, listening comprehension, and elementary reading and writing skills. Units introduce the culture of the target language. Student participation and good attendance are critical elements to successfully complete this course.

## **World Languages Level 2** **1CR**

**French 2 (6121/6122)**  
**German 2 (6821/6822)**  
**Japanese 2 (6421/6422)**  
**Mandarin 2 (6621/6622)**  
**Russian 2 (6321/6322)**  
**Spanish 2 (6221/6222)**

**Prerequisite:** World Languages Level 1 completion with a “C” or better grade

**Grade:** 9-12

**APS:** Y

**Repeatable:** N

**NCAA:** Y

Building on what was learned in Level 1, students expand their ability to speak, read, write and listen in the target languages through extensions in vocabulary, grammatical structures, and culture. Student participation and good attendance are critical elements to successfully complete this course.

## **World Languages Level 3** **1CR**

**French 3 (6131/6132)**  
**Japanese 3 (6431/6432)**  
**Mandarin 3 (6631/6632)**  
**Russian 3 (6331/6332)**  
**Spanish 3 (6231/6232)**

**Prerequisite:** Completion of Level 2 with a “C” or better grade

**Grade:** 9-12

**APS:** Y

**Repeatable:** N

**NCAA:** Y

Students continue to develop proficiency in listening, speaking, reading, and writing. They expand their vocabularies and learn more complex language functions to communicate in more sophisticated ways. Cultural topics are integrated throughout this course. Student participation and good attendance are critical elements to successfully complete this course.

## **World Languages Level 4** **1CR**

**French 4 (6141/6142)**  
**Japanese 4 (6441/6442)**  
**Mandarin 4 (6641/6642)**  
**Russian 4 (6341/6342)**  
**Spanish 4 (6241/6242)**

**Prerequisite:** Completion of Level 3 with a “C” or better grade.

**Grade:** 9-12

**APS:** Y

**Repeatable:** N

**NCAA:** Y

Students develop more sophisticated communication skills and refine their reading and writing skills through authentic texts. Cultural topics are integrated throughout this course. Good attendance is mandatory.

## **World Languages Level 5** **1CR**

**French 5 (6191/6192)**  
**Spanish 5 (6251/6252)**  
**Japanese 5 (6451/6452)**

**Prerequisite:** Completion of Level 4 with a “C” or better grade.

**Grade:** 9-12

**APS:** Y

**Repeatable:** N

**NCAA:** Y

Level 5 is a continuation of the skills and knowledge acquired in World Languages levels 1 through 4.

# FINE ARTS

## MUSIC

### 7641/7642      Chamber Ensemble      1 CR

**Prerequisite:** Audition

**Grade:** 10-12

**Repeatable:** Y

Chamber Ensemble is a performance class for instrumental and/or music written for small ensembles. Scheduled performances are required and a part of class assessment.

### 7611/7612      Concert Band      1 CR

**Prerequisite:** Audition

**Grade:** 9-12

**Repeatable:** Y

Concert Band is a performance class open to instrumental students above the beginning level with musical training through group and some individual instruction. Musicianship, tone quality, intonation, and facility on the instrument are stressed. Scheduled performances are required and a part of class assessment. Course may include participation in Pep Band.

### 7551/7552      Concert Choir      1 CR

**Prerequisite:** None

**Grade:** 9-12

**Repeatable:** Y

Concert Choir is a performance class, open to all students regardless of experience or year in school. Fundamentals of choral music will be emphasized. Fundamentals include reading, part singing, interpretation, and basics of vocal technique. Scheduled performances are required and a part of class assessment.

### 7670      Guitar 1      .5 CR

**Prerequisite:** None

**Grade:** 9-12

**Repeatable:** N

Guitar will focus on the fundamentals of playing the instrument; including music reading, chords, and tablature. Solo and ensemble performances may be required as part of class assessment.

### 7680      Guitar 2      .5 CR

**Prerequisite:** Guitar 1

**Grade:** 9-12

**Repeatable:** N

Intermediate guitar course developed as a follow-up to Guitar 1. Expansion of skills learned in Guitar 1 and introduction of new skills. Exploration of student interests.

### 7631/7632      Jazz/Stage Band      1 CR

**Prerequisite:** Audition

**Grade:** 9-12

**Repeatable:** Y

Jazz/Stage Band is an instrumental ensemble that will perform literature from the big band era and contemporary pop and jazz idioms. The student will learn the development of improvisational skills, chord reading, and arranging. Scheduled performances are required and a part of class assessment. Enrollment is limited to standard jazz/stage band instrumentation: i.e. Saxes- Soprano, Alto, Tenor, Baritone; Trumpets; Trombones; Guitar; Piano/Keyboard; String or Electric Bass; and Trap set. Other instruments are possible upon instructor's approval.

### 7690      Marching Band      .5 CR

**Prerequisite:** None

**Grade:** 9-12

**Repeatable:** Y

Marching Band will focus on the fundamentals of marching, including marching technique, response to visual, vocal, and aural commands, maintaining formation, playing while maneuvering, and maintaining balance, blend, and intonation in an outdoor setting. Seventh hour, taught during summer and in the fall.

### 7531/7532      Men's Chorus      1 CR

**Prerequisite:** None

**Grade:** 9-12

**Repeatable:** Y

Men's Chorus is a performance class and open to students, grades 9-12, regardless of experience. The fundamentals include music reading with particular regard to choral score, part singing, interpretation, and basics of vocal technique. Scheduled performances are required and a part of class assessment.

### 7740 or 7741/7742      Music Survey      .5 CR

**Prerequisite:** None

**Grade:** 9-12

**Repeatable:** N

This class is open to all students regardless of experience. The fundamentals of music, note reading, music history, styles, and auditory recognition of periods will be presented. May be computer assisted.

### 7730      Music Theory      .5 CR

**Prerequisite:** Teacher Recommendation (Musical Experience)

**Grade:** 9-12

**Repeatable:** N

Music theory will explore basic theory of music through scales, chords, written notation, ear training, sight singing, score analysis, etc. It will incorporate use of the piano/keyboard/computer and fundamental composing and arranging.



**7761/7762 Music Theory, AP 1CR**

**Prerequisite:** Enrolled in another school music ensemble & Teacher Recommendation

**Grade:** 11-12

**Repeatable:** N

This course is designed to prepare students for the College Board advanced placement exam in music theory. The goal of this course is to develop student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. The material of a first-year college level music theory course is covered, including the development of fundamental aural, notational, and performance skills.

**7781/7782 Music 1, IB 1CR**

**Prerequisite:** None

**Grade:** 11-12

**Repeatable:** N

This course is designed to prepare students for the exam leading to an IB Certificate in Music or as a part of the complete IB Diploma. The goal of this course is to develop students' abilities to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. The material of a first-year college level music theory course is covered, including the development of fundamental aural, notational, and performance skills.

*Rev. 11/19/18*

**7771/7772 Music 2, IB 1CR**

**Prerequisite:** IB Music 1

**Grade:** 11-12

**Repeatable:** N

Students in IB World Music will explore, describe, analyze, and critique the music of various historical periods and world cultures. Class activities stress and independent, exploratory, and integrated approach to research expressed musically and in writing. Project research will be conducted through – and demonstrated with – various media, comparing and contrasting the music of more than one culture.

*Rev. 11/19/18*

**7691/7692 Orchestra 1CR**

**Prerequisite:** Teacher Recommendation

**Grade:** 9-12

**Repeatable:** Y

Orchestra is a performance class open to stringed instrumental students above the beginning level with musical training through group and some individual instruction. Musicianship, tone quality, intonation, and facility on the instrument are stressed. Scheduled performances are required and are part of class assessment.

*Apvd. 05/03/2007*

**7711/7712 Percussion Methods 1CR**

**Prerequisite:** Teacher Recommendation

**Grade:** 9-12

**Repeatable:** Y

Percussion methods is a performing class in which students will become proficient on drum set, tympani, snare, mallets, and auxiliary percussion instruments. Required performances may include percussion ensemble, drum line, and accompanying other performance groups.

**7713/7714 Percussion Methods, Advanced 1CR**

**Prerequisite:** Percussion Methods or Teacher Recommendation

**Grade:** 9-12

**Repeatable:** N

Advanced Percussion Methods is a performing class in which students will build ensemble skills through rehearsal and performance on drum set, timpani, snare, quads, bass drum, cymbals, mallets, and auxiliary. Required performances may include percussion ensemble, drum line, and accompanying other performance groups.

**7661/7662 Performance Lab 1CR**

**Prerequisite:** Teacher Recommendation

**Grade:** 10-12

**Repeatable:** Y

Student and teacher will create an individual course outline, including materials, performance, and assessment.

**7621/7622 Symphonic Band 1CR**

**Prerequisite:** Audition

**Grade:** 9-12

**Repeatable:** Y

This band is a performance class for the accomplished high school instrumentalist. Excellence in technical facility, musicianship, tone quality, music reading, and stylistic interpretation is constantly stressed. Increased individual study is encouraged. Scheduled performances are required and a part of class assessment. Course may include participation in Pep Band.

**7571/7572 Symphonic Choir 1CR**

**Prerequisite:** Audition & Teacher Recommendation

**Grade:** 9-12

**Repeatable:** Y

Symphonic Choir is a performance class for students of advanced choral ability. Excellence in technical and stylistic interpretation is constantly stressed. Increased individual study is encouraged. Scheduled performances are required and a part of class assessment.

**7541/7542 Treble Choir 1CR**

**Prerequisite:** Audition

**Grade:** 9-12

**Repeatable:** Y

Treble Choir is a performance class, open to all students regardless of experience. The fundamentals of music reading with particular regard to a choral score are presented. Scheduled performances are required and a part of class assessment.

**7561/7562 Vocal Jazz Ensemble 1CR**

**Prerequisite:** Audition & Teacher Recommendation

**Grade:** 10-12

**Repeatable:** Y

Vocal Jazz Ensemble is a performance class, open to both singers and instrumentalists (for a rhythm section). The student will develop improvisational skills, understanding of the jazz format, and the chord progressions that create the jazz genre. Students will be required to sing individually to learn to hold close harmonies, and to manipulate the form underlying pieces for a particular performance. Scheduled performances are required and a part of class assessment.

# THEATRE ARTS

## **7280                      Acting 1                      .5 CR**

**Prerequisite:** None

**Grade:** 11-12

**Repeatable:** N

Acting will develop students' skills in script analysis and acting techniques for the various genres of theatrical production. Students will learn to give and receive constructive criticism of performance.

## **7290                      Acting 2                      .5 CR**

**Prerequisite:** Acting 1

**Grade:** 11-12

**Repeatable:** N

This course provides training in movement (mime and dance), voice, character analysis, and ensemble performance. Students perform classic, Shakespearean, and contemporary roles. Class members will be expected to perform regularly before student audiences.

## **7260                      Drama 1                      .5 CR**

**Prerequisite:** None

**Grade:** 9-12

FA/LA

**Repeatable:** N

This course is designed to enable the student to perform basic theatrical activities: pantomime, interpretive readings, movement, script writing, and impromptu acting. Individual and group activities allow the student to express him/herself dramatically through intonation, characterizations, classroom productions, and skit creations. The student will also learn about the important aspects of make-up, props, lighting, and sets. The student will learn to appreciate drama and to perform competently on stage.

Rev.08/24/17

## **7270                      Drama 2                      .5 CR**

**Prerequisite:** Drama 1

**Grade:** 10-12

FA/LA

**Repeatable:** N

This course is an advanced course including basics as well as learning the complicated acting techniques of James Lange and Stanislavski, performing monologues, creating a "theater of the absurd" and studying both plays and films. The student will perfect his individual acting style, critique production, and develop his/her potentials in theater by directing others in productions. Drama 2 is designed to renew and expand a student's awareness of the theatre as an artistic medium.

Rev.08/24/17

## **7300                      Technical Theatre                      .5 CR**

**Prerequisite:** Teacher Recommendation

**Grade:** 11-12

**Repeatable:** N

Technical Theatre is an in depth study of backstage theatre production, including the design and construction of sets, make-up costumes, properties, and lights. The course will offer students the opportunity to examine the elements of design and construction. They will demonstrate learned skills and put them to practical use by designing and constructing the technical production of a school play. Evaluation will be based on students' daily classroom participation, unit exams, and successful completion of projects in construction and design.

## **7321/7322                      Theatre Arts SL JB                      1 CR**

**Prerequisite:** None

**Grade:** 11-12

**Repeatable:** N

IB Theatre Arts seeks to help students understand the nature of the theatre by making it as well as by studying it, not only with their minds but with their senses, their bodies and their emotions. Students will understand the forms theatre takes in cultures other than their own. Students will glean a better understanding of themselves, their society, and their world.

# VISUAL ARTS

## **7110                      2-D Art Studio 1                      .5 CR**

**Prerequisite:** 2-D Art Survey & 3-D Art Survey

**Grade:** 10-12

**Repeatable:** N

This course will enable the student to explore a number of techniques and skills required for producing works of quality in drawing, painting, and printmaking. Emphasis will be placed on enhancing creativity through problem-solving and proper demonstration of procedures and methods. Art history, criticism, and aesthetics will be included as viewpoints in observing and discussing art. Students will investigate a theme or media to create a series of art pieces.

## **7120                      2-D Art Studio 2                      .5 CR**

**Prerequisite:** 2-D Art Studio 1

**Grade:** 11-12

**Repeatable:** N

This more advanced course challenges the student for further development skills of technique and expression in drawing, painting, and/or printmaking. Students will need to demonstrate understanding of the technical processes, aesthetics, cultural influences, impact of recognized master and contemporary artists, movements and styles.

## **7130                      2-D Art Studio 3                      .5 CR**

**Prerequisite:** 2-D Art Studio 2 & Teacher Recommendation  
(based on art portfolio and interview)

**Grade:** 11-12

**Repeatable:** N

This advanced course is designed for serious artists who wish to gain additional experiences in both skill developments in drawing, painting, and/or printmaking and expressive qualities in creating their art work. Extensive work in the media reflecting more complex techniques, aesthetics, cultural and historical influences, and professional ramifications will be addressed. Portfolio development will be stressed.

## **7140                      2-D Art Studio 4                      .5 CR**

**Prerequisite:** 2-D Art Studio 3 & Teacher Recommendation (based on art portfolio & interview)

**Grade:** 11-12

**Repeatable:** N

This course is designed for the student interested in pursuing creating art as a profession in the media of drawing, painting, and/or printmaking. This intensive course is based upon both production of quality and quantity that reflect cultural, personal, and professional media considerations. Portfolio development will be stressed.

**0711/0712                      Adaptive Art                      .5 CR**

**Prerequisite:** Active IEP/504

**Grade:** 9-12

**Repeatable:** N

This introductory course provides the beginning art student with an exploration of the elements of art by gaining skill in techniques and tools. This Adaptive Art class is designed specifically for students who have an active IEP and need additional adaptations in the classroom setting. Adaptations can include: adaptive equipment and or wheelchair accessibility built into the layout of the art room and lessons designed to have extended timelines with simplified outcomes.

**7251/7252                      Art History, AP                      1 CR**

**Prerequisite:** Teacher Recommendation

**Grade:** 11-12

**Repeatable:** N

This year-long course focuses on art history from pre-historical through contemporary art. Culturally Western, Asian, African, Latin American will be addressed as well as architecture. This course will culminate in the Advanced Placement Art History exam. This college level course is recommended for the students pursuing art, humanities, history, English, or architecture in college.

**7421/7422                      Arts and Ideas 1 & 2                      1 CR**

**Prerequisite:** None

**Grade:** 11-12

**Repeatable:** N

Discover how art, music and literature are reflections of the spirit, events, challenges, and achievements of the time during which they were created. The class explores art, ideas, and civilization and makes the connection between these elements. This class is an upper division humanities class best taught in a Socratic manner. The student will strive to achieve independent research to include critical, contextual and visual research. The ultimate objective is the understanding of self and society through visual, verbal, and tonal imagery. The student will present a multi-media demonstration of the arts and ideas of a chosen time and place. Class activities stress independent thought and productivity.

**7431/7432                      Arts and Ideas SL, IB                      1 CR**

**Prerequisite:** Teacher Recommendation

**Grade:** 11-12

**Repeatable:** N

This humanities seminar explores ideas and the resulting artwork of historical periods. Students will describe, analyze, criticize artwork and explore the interdependency of art and one's environment. Class activities stress independent, exploratory and integrated approach to research expressed both visually and in writing. The workbook will show a methodical, critical examination of meaning in visual images to include analysis of aesthetic issues. The Research Work Book will contain evidence of research into socio-cultural and historical contexts of more than one culture. Visual research in the RWB will be an exploration of qualities and ideas demonstrated through various media. The RWB will be assessed at 70% to include, independent, critical, contextual, visual research. The studio component will be assessed at 30% to include, purposeful exploration, meaning and function, formal qualities, technical and media skills; growth and commitment.

**7210                      3-D Art Studio 1                      .5 CR**

**Prerequisite:** 2-D Art Survey & 3-D Art Survey

**Grade:** 10-12

**Repeatable:** N

This course will enable the student to explore a number of techniques and skills required for successful production within ceramics, sculpture, jewelry, and/or fibers. Emphasis will be placed on enhancing creativity through problem solving and proper demonstration of procedures and methods. Art history, criticism, and aesthetics will be included as viewpoints in looking at and discussing art.

**7220                      3-D Art Studio 2                      .5 CR**

**Prerequisite:** 3-D Art Studio 1 & Teacher Recommendation

**Grade:** 10-12

**Repeatable:** N

This more advanced course challenges the student for further development of skills of technique and expression in ceramics, sculpture, jewelry, and/or fibers. Students will need to demonstrate understanding of the technical process, impact of recognized artisans, and cultural influences.

**7230                      3-D Art Studio 3                      .5 CR**

**Prerequisite:** 3-D Art Studio 2 & Teacher Recommendation

**Grade:** 11-12

**Repeatable:** N

This advanced course is designed for the serious artist who wishes to gain additional experience in both skill developments in ceramics, sculpture, jewelry, and/or fibers; and expressive qualities in creating their contemporary craft. Extensive work in the media reflecting more complex techniques, aesthetics, cultural influences, and professional ramifications will be addressed.

**7240                      3-D Art Studio 4                      .5 CR**

**Prerequisite:** 3-D Art Studio 3 & Teacher Recommendation

**Grade:** 11-12

**Repeatable:** N

This course is designed for the student interested in pursuing creating contemporary crafts as a profession in the media of ceramics, sculpture, jewelry, and/or fibers. This intensive course is based upon both production of quality and quantity that reflect cultural, personal, and professional considerations.

**7100                      2-D Art Survey                      .5 CR**

**Prerequisite:**

**None**

**Grade:** 9-12

**Repeatable:** N

This introductory course provides the beginning art student with an exploration of the elements of art by gaining basic skills in the techniques and tools of the two dimensional media of drawing, painting and printmaking. Art history, criticism, and aesthetics will be included as viewpoints in looking at and discussing art. Emphasis will be placed on proper use of techniques and methods.

**7200                      3-D Art Survey                      .5 CR**

**Prerequisite:** None

**Grade:** 9-12

**Repeatable:** N

This introductory course will provide the beginning art student with an exploration of the elements of art by gaining basic skills in the techniques and tools of the three dimensional media of ceramics, sculpture, jewelry, and/or fibers. Art history, criticism, and aesthetics will be included as viewpoints in looking at and discussing art. Emphasis will be placed on proper use of techniques and methods.

**7250 Contemporary Crafts Honors .5 CR**

**Prerequisite:** Teacher Recommendation

**Grade:** 11-12

**Repeatable:** N

This course is designed for the serious art student. Emphasis will be placed on development of self-expression and creative thinking through concentrated advanced work and in-depth study of various media and technique. As a goal, students will be responsible for developing three-dimensional work showing a high level of achievement and prepare for college admission or apprenticeships.

**7360 Design Studio 1 .5 CR**

**Prerequisite:** Design Survey

**Grade:** 10-12

**Repeatable:** N

This course will apply elements of design in producing graphic products for school and community clients. Students will use technology and/or paste up techniques. Meeting deadlines are part of the evaluation.

**7370 Design Studio 2 .5 CR**

**Prerequisite:** Design Studio 1

**Grade:** 11-12

**Repeatable:** N

Sophistication of design ideas and elaboration of computer technology are required in this advanced course. Students will incorporate ideas, real world applications, deadlines, billing and working with a client will be emphasized. Meeting deadlines are part of the evaluation.

**7350 Design Survey .5 CR**

**Prerequisite:** Typing Ability Preferred

**Grade:** 9-12

**Repeatable:** N

This course will introduce the student to the Design Process as a communication tool and to develop visual perception and imagination skills. Using technology and or paste up techniques students will produce design for programs, letterheads, business cards, logos, newsletters, brochures, and resumes. This requires the skills of layout/design, working individually and in collaboration. Meeting deadlines are part of the evaluation.

**7451/7452 Film 1. JB 1 CR**

**Prerequisite:**

**None Grade:** 11-

**12 Repeatable:** N

IB Film aims to develop students' skills so that they become adept in both interpreting and making film texts. Through the study and analysis of film texts and exercises in film-making, the IB Diploma Program film course explores film history, theory and socio-economic background. The course develops students' critical abilities, enabling them to appreciate the multiplicity of cultural and historical perspectives in film. To achieve an international understanding within the world of film, students are taught to consider film texts, theories and ideas from the points of view of different individuals, nations and cultures. *Rev.11/19/18*

**7441/7442 Film 2. JB 1 CR**

**Prerequisite:** Film 1

**Grade:** 11-12

**Repeatable:** N

IB Film is a one-year course. IB Film aims to develop students' skills so that they become adept in both interpreting and making film texts. Through the study and analysis of film texts and exercises in film-making, the IB Diploma Program film course explores film history, theory and socio-economic background. The course develops students' critical abilities, enabling them to appreciate the multiplicity of cultural and historical perspectives in film. To achieve an international understanding within the world of film, students are taught to consider film texts, theories and ideas from the points of view of different individuals, nations and cultures. *Rev.11/19/18*

**7171 Painting 1 .5 CR**

**Prerequisite:** One year of Survey Art & Crafts Survey

**Grade:** 10-12

**Repeatable:** N

This course introduces students to basic color theory, perspective, and composition. A variety of materials are used including watercolor, acrylics and mixed media. Projects include landscape, the figure, still life, abstraction and working from imagination. Art history and current issues in contemporary culture will be emphasized and the works of historical and contemporary artists will be studied. Students will be evaluated on daily work, and in critiques and discussions. *Apvd. 05/19/2006*

**7172 Painting 2 .5 CR**

**Prerequisite:** Painting 1, one year of Survey Art and Crafts Survey

**Grade:** 10-12

**Repeatable:** N

Students will continue to explore the techniques learned in Painting 1 and further develop personal imagery using a variety of wet media. In this course students expand on their skills in applying color theory, and using perspective and composition. A variety of materials are used including watercolor, acrylics and mixed media. Projects include landscape, the figure, still life, abstraction, and working from imagination. The course gradually shifts from the formal techniques to more experimental styles and individual expression. Art history and current issues in contemporary culture continues to be emphasized and the works of historical and contemporary artists will be studied. Students will be evaluated on daily work, in critiques and discussions. *Apvd. 05/19/2006*

**7480 Photography as Art 1 .5 CR**

**Prerequisite:** None

**Grade:** 9-12

**Repeatable:** N

In this introductory course students will explore various aspects of photography, its history, a survey of prominent practitioners, methods of critique, elements of design, and technical skills involved in producing, preserving, and presenting works of art. Students will assemble a professional portfolio in both print and digital formats, and will complete both group and individual projects that include written, visual, and oral components.

**7490                      Photography as Art 2                      .5 CR**

**Prerequisite:** Photography as Art 1

**Grade:** 9-12

**Repeatable:** N

In this course students will broaden their exploration of photographic techniques beyond what was introduced in Photography as Art 1. Depending on available technology, projects will cover techniques in digital and conventional formats. Students will continue to apply methods of critique, and of producing, preserving, and presenting works of art. Students will assemble a professional portfolio in both print and digital formats, and will complete both group and individual projects that include written, visual, and oral components.

**7500                      Photography as Art. Advanced                      .5 CR**

**Prerequisite:** Photography as Art 1 and 2

**Grade:** 11-12

**Repeatable:** N

Advanced Photography as Art will offer students the opportunity to broaden their exploration of photographic techniques and historical study of the works of international photographers beyond what was covered in Photography 2. Depending on available technology, projects will utilize digital and /or conventional film. Curriculum components will consist of expansions of Photography 2 and may include additional topics or techniques. Depending upon the size of the class, specific topics of study and student outcomes may be either predetermined by the teacher or agreed upon between teacher and student(s) as in an independent study contract. Advanced Photography as Art may be retaken to further study and for additional high school credit.

**7151/7152                      Studio Art. AP                      1 CR**

**Prerequisite:** Teacher Recommendation (based on art portfolio and interview)

**Grade:** 11-12

**Repeatable:** Y

This course is designed for the serious art student. Emphasis will be placed on development of self-expression and creative thinking through concentrated advanced work and in depth study of various media and techniques. As a goal, students will be responsible for developing an art portfolio showing an exemplary level of achievement which will prepare students for candidacy into the Advanced Placement Program and allow students to take the exam for college level credits. The students will develop a portfolio and have a showing of work. This course may be repeated for credit up to three times with a differing emphasis on AP Studio Art Drawing, 2-D Design or 3-D Design thus allowing the student to prepare and take all three AP Exams.

**7461/7462                      Visual Arts 1. IB                      1 CR**

**Prerequisite:** Teacher Recommendation & Art Studio 1

**Grade:** 11-12

**Repeatable:** N

This class explores ideas and the resulting artwork of historical periods as it relates to the student's personal studio body of work. Students will describe, analyze, and criticize artwork and explore the interdependency of art and one's environment. Class activities stress independent thought and productivity. The student will produce research that demonstrates an independent, exploratory and integrated approach to research expressed both visually and in writing. The Investigation Work Book (IWB) will show a methodical, critical examination of meaning in visual images to include analysis of aesthetic issues. The IWB will contain evidence of research into socio- cultural and historical contexts of more than one culture. Visual research in the IWB will be an exploration of qualities and ideas demonstrated through various media. The IWB will be assessed at 40% to include independent, critical, contextual, and visual research. The studio component will be assessed at 60% to include, purposeful exploration; meaning and function; formal qualities, technical and media skills; growth and commitment demonstrated in personal, artistic expression. 150 hours' minimum contact. *Rev.11/19/18*

**7471/7472                      Visual Arts 2. IB                      1 CR**

**Prerequisite:** Teacher Recommendation & Art Studio 2

**Grade:** 11-12

**Repeatable:** N

IB Visual Arts is a one-year course. This class explores ideas and the resulting artwork of historical periods as it relates to the student's personal studio body of work. Students will describe, analyze, and criticize artwork and explore the interdependency of art and one's environment. Class activities stress independent thought and productivity. The student will produce research that demonstrates an independent, exploratory and integrated approach to research expressed both visually and in writing. The Investigation Work Book (IWB) will show a methodical, critical examination of meaning in visual images to include analysis of aesthetic issues. The IWB will contain evidence of research into socio-cultural and historical contexts of more than one culture. Visual research in the IWB will be an exploration of qualities and ideas demonstrated through various media. The IWB will be assessed at 40% to include independent, critical, contextual, and visual research. The studio component will be assessed at 60% to include, purposeful exploration; meaning and function; formal qualities, technical and media skills; growth and commitment demonstrated in personal, artistic expression. 240 hours' minimum contact. Students will earn 2 credits upon successful completion of both years. *Rev.11/19/18*

# OTHER

## 0675/0676 Academic Assistance .5 CR

**Prerequisite:** Active IEP/RTI

**Grade:** 9-12

**Repeatable:** Y

This course is designated for students whose best learning environment is in the regular classroom, but who need additional support or assistance from resource staff. This class will include a Special Education teacher that will monitor study skills, peer coach involvement, communication between home and school, and organizational techniques. Students will also have time to work on homework assignments or receive tutoring. Student responsibility, self-advocacy and accountability will be stressed. Students will use their time wisely and continue to address their IEP/RTI goals and objectives, based on Alaska State Standards.

## 9930 Academic Decathlon .5 CR

**Prerequisite:** Teacher Recommendation

**Grade:** 9-12

**Repeatable:** Y

Academic Decathlon is a class in which students study ten different subjects. These are Mathematics, Economics, Science, Music, Art, Language & Literature, Social Science, Essay Writing, Speech, and Interview. Due to the change in content each year, this course may be repeated for credit. Note course number change for FY11.

## 9730 or 9731/9732 Academic Strategies 1 CR

**Prerequisite:** None

**Grade:** 9-12

**Repeatable:** Y

This course is designated for students who want additional time and academic support. This class is tailored to meet the needs of all students at each individual student's level. Teachers and students will target weak areas as indicated by classroom grade, MAP, SBA or HSGQE. Instructors will monitor study skills and establish communication between home and school. Students will also have time to work on current homework assignments and receive specialized tutoring. Student responsibility, self-advocacy and accountability will be stressed. **This course will be graded pass or fail or lettergrade.**

## 1570 Advanced Literature Seminar .5CR

**Prerequisite:** None

**Grade:** 11-12

**(Not for core credit, elective credit only)**

**Repeatable:** Y

This course is designed for the college-bound student who has elected honors and higher level courses. Students will develop cultural literacy as well as educational, vocational, and social competence in communication.

## 2500 Advanced Math Seminar .5 CR

**Prerequisite:** None

**Grade:** 11-12

**(Not for core credit, elective credit only)**

**Repeatable:** Y

This course is designed to expose students to the diversity of topics in mathematics. Students will be involved in activities which include but not limited to arithmetic, geometry, algebra, set theory, statistics, probability, and topology.

## 4580 Advanced Science Seminar .5 CR

**Prerequisite:** None

**Grade:** 11-12

**(Not for core credit, elective credit only)**

**Repeatable:** Y

This upper division science course allows students to explore various topics in physics, chemistry, biology, or earth sciences. Students will research selected topics using libraries, internet, technology resources, computers, and interaction with science professionals. They will then design, construct, and present a project that deals with their topic.

## 3440 Advanced Social Studies Seminar .5CR

**Prerequisite:** None

**Grade:** 11-12

**(Not for core credit, elective credit only)**

**Repeatable:** Y

Senior Seminar of Social Studies Issues is designed to develop effective and involved citizens who utilize social studies skills and issues to enhance their knowledge and participation in society.

## 9760 Air Force JROTC Summer Leadership .5 CR

**Prerequisite:** None

**Grade:** 9-11

**Repeatable:** Y

This course is normally conducted after the summer break starts in June. The focus is on practicing leadership/followership principles while completing training in the following areas: physical fitness training, learn housekeeping/cleaning skills, learn about land navigation, first aid, survival skills, and military drill and ceremonies. They will also build self-confidence and teamwork skills, play sports, hike, raft, and have the opportunity to fish. Students must successfully complete all phases of training in order to pass the course and the first semester of AFJROTC 1 must be completed and passed to earn credit for the summer course.

## 9061/9062 Air Force JROTC 1: History 1 CR

**Prerequisite:** None

**Grade:** 9-12

**SOC/OTH**

**Repeatable:** N

**NCAA: N**

The aviation history course provides students a background of the development of flight from early myths to the present as part of an historical overview of American warfare. Students will focus on aviation issues, objectives, strategy, technology, scientific advances, forces, milestones, and assessments. Students examine major figures in aviation history while investigating the heritage of flight, the development of air power through the use of scientific knowledge, the historic role of airpower during wartime, aerospace aviation technological advances, and contemporary aviation. *Rev. 11/26/18*

**9071/9072 Air Force JROTC 2: Science 1 CR****Prerequisite:** JROTC 1: History**Grade:** 10-12**SCI/OTH****Repeatable:** N

This course is designed to acquaint the student with the aerospace environment, the human requirements of flight, principles of aircraft flight, and principles of navigation. The course begins with a discussion of the atmosphere and weather. After developing an understanding of the environment, how that environment affects flight is introduced. Discussions include the forces of lift, drag, thrust, and weight. Students also learn basic navigation including map reading, course plotting, and the effects of wind. The portion on the Human Requirements of Flight is a survey course on human physiology. Discussed are the human circulatory system, the effects of acceleration and deceleration, and protective equipment. Basic concepts of aircraft flight, high school math, physics, and science are brought to life as students study The Science of Flight. Rev.11/26/18

**9081/9082 Air Force JROTC3: Space 1 CR****Prerequisite:** JROTC 2**Grade:** 11-12**SCI/OTH****Repeatable:** N**NCAA:** N

This class guides students through a new world of satellites, orbits, space environments and travel to other planets. Students gain great insights into how and why we go to so much trouble to put complicated satellites into orbit. The discoveries and sacrifices of many space pioneers are highlighted in this course. Basic concepts of space flight, high school math, physics, and science are brought to life as student's study space exploration. Rev.11/26/18

**9091/9092 Air Force JROTC 4: Aerospace Careers****Option 1 CR****Prerequisite:** JROTC 3**Grade:** 12**Repeatable:** N

This class includes the laboratory manual, which contains experiments that supplement the information in Aerospace Science: The Science of Flight, and Aerospace Science: The Exploration of Space. It is designed to help students apply scientific concepts and principles discussed in texts. The geography portion of the course adds to the basic knowledge of the Earth's surface and the processes that shape it. Survival presents information useful in many situations. Policy and Organization describes the functions of the four military services and the presidential administrations from 1970 to the 1990's.

**8793/8794 Air Force JROTC 4: Management Option 1 CR****Prerequisite:** JROTC 3**Grade:** 12**Repeatable:** N

The cadets manage the entire corps during their fourth year. This hands-on experience affords cadets the opportunity to put the theories of previous leadership courses into practice. This option allows cadets to practice their communication, decision-making, managerial, personal interaction, and organizational skills. Cadets plan, organize, and coordinate activities of the cadet corps.

**8795/8796 Air Force JROTC 4: Honors Ground School Option 1 CR****Prerequisite:** JROTC 3**Grade:** 12**Repeatable:** N

The material covered in this course is an advanced, in-depth study of the previous aerospace topics. This course is the foundation for students interested in receiving a private pilot's license. When the course is completed the students should be able to take and pass the Federal Aviation Administration (FAA) written examination.

**9750 Alaska Wilderness Studies .5CR****Prerequisite:** None**Grade:** 9-12**Repeatable:** Y

This course is designed to teach skills necessary for survival in the Alaska outdoors. It focuses on: map reading, land navigation and orienteering, safe stream crossing, boating safety, essential equipment for back country travel, first aid, prevention of cold weather injuries, over snow travel (cross country skiing/snowshoeing), snow games (earth ball, snowshoe softball, ski and snow shoe orienteering).

**9761/9762 Army JROTC 1 1 CR****Prerequisite:** None**Grade:** 9-12**Repeatable:** N

First year students are given an introduction to JROTC and the military service, citizenship, first aid, map reading, techniques of communications, an introduction to leadership and followership, rifle safety and marksmanship, drill and physical fitness training.

**9771/9772 Army JROTC 2 1 CR****Prerequisite:** JROTC 1**Grade:** 10-12**Repeatable:** N

Second year students routinely assume junior leadership positions within the cadet chain of command and apply communication skills while leading drill and physical training. They also learn land navigation skills, First Aid, drug abuse prevention, citizenship, focus on American military history since WWII and receive an introduction to modern technology.

**9781/9782 Army JROTC 3 1 CR****Prerequisite:** Completion of JROTC 1 & 2**Grade:** 11-12**Repeatable:** N

Third year students routinely assume intermediate leadership positions within the cadet chain of command and apply more advanced leadership and communication techniques while leading. Cadets will take an active role in teaching First Aid, map reading and navigation, physical training, drill, rifle safety and marksmanship. Instructional units will include American military history from the end of the Civil War through WWII, drug abuse prevention, citizenship, career opportunities, role of the U.S. Armed Forces and technology awareness.



**9791/9792      Army JROTC 4      1 CR****Prerequisite:** Completion of JROTC 1, 2, and 3**Grade:** 12**Repeatable:** N

Fourth year students organize and administer the Cadet Corps through their positions as key command and staff members within a chain of command. Cadets serve as mentors to junior cadet leaders and assist in training the Corps of Cadets. Instructional units will include American military history from 1763 through the Civil War, drug abuse prevention, and citizenship and career opportunities.

**\*\*One (1) credit of PE may be waived by two full years of participation in JROTC & obtaining a score of at least 350 on the Cadet Challenge Physical Fitness Test (AR6146.2 (h))**

**9760      Army JROTC Summer Camp      .5 CR****Prerequisite:** None**Grade:** 9-11**Repeatable:** Y

This course is normally conducted shortly after the summer break starts in June. The focus is on practicing leadership/follower ship principles while completing training in the following areas: confidence obstacle course, leadership reaction course, rappelling training, Airborne jump tower, rifle marksmanship and safety, land navigation training, water survival training, helicopter orientation, physical training, drill, and camp inspections. Students must successfully complete all phases of training in order to pass the course. The first semester of JROTC 1 must be completed and passed to earn credit in this course.

**9191/9192      Audio-Visual Technology      1 CR****Prerequisite:** None**Grade:** 9-12**Repeatable:** N**NCAA:** N

Audio-Visual Technology is a project-based sequence of courses exploring audio, video, and graphic production, cinematography, post-production editing, and presentation. Courses must be taken sequentially; however, they can be taught concurrently because they are project based, hence new students learn basic techniques, equipment, and software while advanced students assist in training and work with advanced software, techniques, and ideas. Students participate individually and in groups on weekly, quarterly, and semester-long projects. Each student selects a specific focus for study, but will learn the entire production process and participate in weekly production activities for the school and for personal use. In this manner, students can focus on editing, writing, production, talent, or other aspects of the process. Creative aspects of the course available to students for exploration are: script and creative writing, storyboard development, performing arts, special effects, graphic arts, and video production.

*Rev.11/26/18***6561/6562      Braille/Vision Skills      1 CR****Prerequisite:** Active IEP/RTI or Teacher Recommendation**Grade:** 9-12**Repeatable:** Y

Provide direct instruction in the skills related to a visual impairment, such as Braille reading and writing, technology related to accessing reading and writing materials, including large print and Braille. Also provide instruction in orientation and mobility skills within the school and community, including use of a cane, crossing of streets with a cane, and community travel.

**9950      Career Mentorship      .5 CR****Prerequisite:** Application & course design process as directed through the district TAG program.**Grade:** 11-12**Repeatable:** N

This is an opportunity for highly motivated students to gain real-world experience working outside of school with a mentor in a particular career field. In order to be selected, interested students must submit an application packet and must also submit to a screening interview. Upon selection, the mentorship program coordinator will strive to place the student with a professional most closely matching the student's career interest. Students must provide their own transportation or have a reliable means of meeting a pre-arranged work schedule. In order to earn credit certain course requirements will have to be met. These include: 45 documented hours working with the designated mentor, journal entries for contact days, a career area literature review, and a summative project agreed upon by student, mentor and mentorship program coordinator.

**9965      Character Education      .5 CR****Prerequisite:** None**Grade:** 9-12**Repeatable:** Y

This course helps students develop essential skills for making positive life choices. Research based programs are used. "Building Character in Ourselves and Our School" and "Managing Life in a Less-Than-Perfect World" promote the character traits of trustworthiness, respect, responsibility, caring, fairness, and citizenship. These programs help motivate students to demonstrate the traits. "CAST" establishes peer groups for a strengthened sense of community, teaches a skill set that involves goal-setting, decision-making, and personal control, addresses increased suicide risk factors and decreased protective factors. Training is strongly recommended for instructors of the CAST program. This course may be repeated for credit one time with instructor approval.

**9940      College Test Prep      .5 CR****Prerequisite:** None**Grade:** 10-12**Repeatable:** Y

Students will learn and employ effective study habits and use test preparation materials to practice for and improve their scores on a variety of standardized tests such as the PSAT, SAT, ACT, ASVAB and WorkKeys. Additionally students will practice and study for AP tests and work on writing a resume and college application essay.

*Apvd. 08/07/17***1010 or 1011/1012      Communication Lab      .5 CR****Prerequisite:** Teacher Recommendation**Grade:** 11-12**(Not for core credit, elective credit only)****Repeatable:** Y

The Communications Lab student will participate in reading, writing, speaking, and listening activities to demonstrate mastery of stated outcomes for English 1 and English 2. The target enrollment group is students who have not mastered outcomes in the standard required courses.



**9960 Community Service .5-1 CR**

**Prerequisite:** Pre-approval form completed and on file with guidance counselor

**Grade:** 9-12

**Repeatable:** N

This is a planned community service program that provides learning experience in the community under the supervision of the community service provider supervisor. The community service criterion is:

1. All service must be non-paid, volunteer only.
2. Service hours cannot count as a requirement for another program.
3. All activities performed must benefit the community.
4. Community service may be performed within the school district or at agencies approved by the Community Service Committee.

Students may earn up to **1 credit** of community service (120 hours of approved service per .5 credit). The hours of service performed do not need to be completed in the same school year, but must be completed before graduation. **This course is graded Pass/Fail.**

**0270 Consumer Education .5 CR**

**Prerequisite:** Active IEP/RTI

**Grade:** 9-12

**Repeatable:** N

The primary outcome of Consumer Education is first to meet the identified individual outcomes of those students qualified for special services and second to develop individual skills that are of functional value in the performance of adult daily survival. Outcomes include: planning and cooking nutritious meals; demonstrating the use of a checking account for 3 months; creating a plan for major purchase to include down payment, securing a loan, insurance, licensing, maintenance, repairs; and completing Federal tax forms.

**2301/2302 Consumer Math 1 CR**

**Prerequisite:** One year of high school math

**Grade:** 11-12 (Not for core credit, elective credit only)

**Repeatable:** N

Consumer math is designed to help prepare students for their personal financial lives. Basic math skills are reviewed and applied to problems involving income. Topics include: banking, budgeting, purchasing, and taxes. Other topics may include housing, automobile costs, insurance, and investments.

**0851/0852 Daily Living Skills 1 CR**

**Prerequisite:** Active IEP/RTI

**Grade:** 9-12

**Repeatable:** N

These courses are designed to prepare students for assisted participation in their surroundings. The focus will be on exploration and familiarization of community resources, with assistance as needed. This course is designed to meet the individual needs of the student, and help the student work toward IEP/RTI goals and objectives based upon Alaska State Standards and/or Alternate Standards.

**1020 Developmental Reading .5 CR**

**Prerequisite:** Teacher Recommendation

**Grade:** 9-12 (Not for core credit, elective credit only)

**Repeatable:** N

This course is designed for students who need to develop reading comprehension, verbal visualization, and word attack skills. It is an in-depth course used to increase the student's reading skill.

**9700 Driver's Education .5 CR**

**Prerequisite:** None

**Grade:** 9-12

**Repeatable:** N

This course covers information which will help students pass the Alaska Driver License written examination. The class also stresses driver safety techniques. Students who successfully pass the course will earn elective credit.

**9970 Educational Travel .5-1 CR**

**Prerequisite:** Principal Approval

**Grade:** 9-12

**Repeatable:** Y

Educational travel is defined as a planned learning experience gained through participation in a travel/study tour. Students who wish to receive credit for a shorter term of educational travel must present a proposal to the building principal outlining the instructional objectives to be accomplished and the documented evidence of successful completion. Upon prior approval, a three-week tour program may receive ½ unit of credit and a six-week program may receive up to 1 unit of credit. This course may be repeated for credit up to a total of 1 credit.

**9967 Employability Orientation .5 CR**

**Prerequisite:** None

**Grade:** 9-12

**Repeatable:** N

Employability Orientation is a classroom course which is directly related to Integrated Work Experience. Students will be trained in the areas of applied math, reading for information, locating information, the process of securing employment, laws related to minor employment, responsibilities of an employee, and successfully sustaining employment in a changing job market. Students will explore their own interests and self-improvements as they related to the future of work.

*Apvd. 03/04/2008*

**9881/9882 ELA Math 1 CR**

**Prerequisite:** Active Plan of Service in conjunction with regular math course.

**Grade:** 9-12 (Not for core credit, elective credit only)

**Repeatable:** N

This course is designated for English Language Learners. The course content parallels the math curriculum and integrates language objectives in reading, writing, speaking, and listening. The course goals are geared toward the individual plan of service.

**9871/9872 ELA Science 1 CR**

**Prerequisite:** Active Plan of Service in conjunction with regular science course.

**Grade:** 9-12 (Not for core credit, elective credit only)

**Repeatable:** N

This course is designated for English Language Learners. The course content parallels the science curriculum and integrates language objectives in reading, writing, speaking, and listening. The course goals are geared toward the individual plan of service.

**9861/9862 ELA Social Studies 1 CR**

**Prerequisite:** Active Plan of Service in conjunction with regular Social Studies course.

**Grade:** 9-12 (Not for corecredit, elective credit only)

**Repeatable:** N

This course is designated for English Language Learners. The course content parallels the social studies curriculum and integrates language objectives in reading, writing, speaking, and listening. The course goals are geared toward the individual plan of service.

**9xxx/9xxx English Language Acquisition 1 CR**

**Prerequisite:** Active Plan of Service

**Grade:** 9-12

**Repeatable:** N

This course is designated for English Language Learners. The course content parallels the Limited English Proficient Alaska State Standards and integrates language objectives in reading, writing, speaking, and listening. The course goals are geared toward the individual plan of service.

9891/9892	ELA 1	1 CR
9901/9902	ELA 2	1 CR
9911/9912	ELA 3	1 CR
9921/9922	ELA 4	1 CR

**9710/9701/9702 Fire Fighting Technology .5-1.0 CR**

**Prerequisite:** None

**Grade:** 9-12

**Repeatable:** N

Modern firefighting technology and techniques are explored in this course. Fire and personal safety are emphasized. This course is taught by certified firefighting personnel using State of Alaska Fire Fighting Curriculum. Students have the option of a .5 credit exploration course (9710) or a 1.0 credit full year course (9701/9702). *Rev. FY16*

**9741/9742 Freshman Transitions 1 CR**

**Prerequisite:** None

**Grade:** 9

**Repeatable:** N

The course is designed to assist ninth graders in a smooth transition from middle school to high school. The course will include work in the following areas: time management, organizational skills, how to answer questions, effective study habits, and comprehension skills. Employability and Skills for a Healthy Life Standards will also be emphasized. Students will be assisted with course work on an as-needed basis. Students will learn how to use planners and progress reports to aid in their academic success. *Rev. FY12*

**9640 Human Relations .5 CR**

**Prerequisite:** None

**Grade:** 9-12

**Repeatable:** N

Human Relations is an elective course that is a combination of life skills and self-awareness. The class utilizes the group process and focuses on the concept of choices and self-responsibility. The class provides a stable and safe environment for teenagers to explore a variety of topics. Some key concepts include: Developing interpersonal skills, communication skills, and active listening; developing and maintaining healthy relationships with self and others; anger management and conflict resolution; respect for self and others; stress management and coping strategies; learning from life experiences and understanding perspective; taking responsibility for self and reducing blame; eating disorders and depression; relating consequences to choices; problem solving; chemical dependency, addictive behavior, co-dependency, and abusive behavior; goal setting; and building self-esteem. This class may be repeated for credit with the recommendation and approval of the school counselor and the teacher.

**9650 Human Relations, Advanced .5 CR**

**Prerequisite:** Human Relations

**Grade:** 9-12

**Repeatable:** Y

This class consists of students who have taken and successfully passed Human Relations. The focus is to train students as peer leaders to assist them in providing training to other students in the area of suicide prevention and depression awareness, freshmen orientation, peer mediation and conflict resolution. Students are challenged to better understand themselves, their behavior, and the behavior of others. This class may be repeated for credit with the recommendation and approval of a school counselor and the teacher.

**9630 Human Relations, Foundations .5 CR**

**Prerequisite:** None

**Grade:** 9-12

**Repeatable:** N

Foundations of Human Relations is an RTI course for students with a need for Social-Emotional Learning. The class will focus on the following concepts: development of interpersonal and intrapersonal skills, respectful communication, self-awareness, healthy choices, problem solving, and conflict management. In addition, students will explore setting goals, academic strategies that support success and employability skills. This class may be repeated for credit with the recommendation of the teacher or case manager.

**9740 Hunter Safety .5 CR**

**Prerequisite:** None

**Grade:** 9-12

**Repeatable:** N

The Hunter Safety course is designed to develop responsible hunting practices and to demonstrate the many skills necessary for survival in the wilderness.

### **9969 Integrated Work Experience .5CR**

**Prerequisite:**

**None Grade: 10-**

**12 Repeatable: Y**

This is a program of vocational education in which students apply learned skills to on-the-job performance. Students will participate in a work experience program that relates to the occupational goals of the prerequisite course, Employability Orientation. Students apply and refine occupational skills, seek and secure employment using proper job search techniques, discover and practice proper work environment skills and participate in the safe work environment that follows State of Alaska Dept. of Labor regulations, Chapter 10- Employment of Children. Students must work 120 hours of approved employment per semester for .5 credit. Students will have bi-weekly evaluations by coordinators. It is highly recommended that students take the course Customer Service in addition to the pre-requisite, Employability Orientation.

*Apvd.03/04/2008*

### **83020 Keyboarding .5 CR**

**Prerequisite: None**

**Grade: 9-12**

**Repeatable: N**

Keyboarding is designed to provide an opportunity to learn touch typing on the computer keyboard. The class also covers the procedures for formatting a variety of documents using a word processing program such as *Microsoft Office*. Minimum requirements include the student's ability to key at 25 wpm for 3 minutes with 5 or fewer errors.

### **9850 Language Arts/Math Learning Pathways .5CR**

**Prerequisite: Teacher Referral and/or Below Proficient scores on the Standards Based Assessments (SBA) or HSGQE**

**Grade: 9-12 (Not for core credit, elective credit only)**

**Repeatable: Y**

This course is designed to prepare students for passing the Alaska HSGQE. Improving student achievement in reading, writing, and math will be accomplished by providing computer assisted resources that map to HSGQE current standards and skills. This program will use the PLATO high school exit exam intervention solution.

### **1030 or 1031/1032 Language Arts Strategies .5 CR**

**Prerequisite: None**

**Grade: 9-12 (Not for core credit, elective credit only)**

**Repeatable: Y**

This course is designed for students who need to develop reading comprehension and/or writing skills. Students may prepare for district and state assessments.

### **0831/0832 Life Skills Basics 1 CR**

**Prerequisite: Active IEP/RTI**

**Grade: 9-12**

**Repeatable: N**

This course is designed to teach students the life skills necessary for independent adult living. The students will work on their IEP/RTI goals and objectives based on Alaska State Standards and/or Alternate Standards.

### **2030 or 2031/2032 Math Strategies 1 CR**

**Prerequisite: Teacher Recommendation & concurrent enrollment in another math course.**

**Grade: 9-12**

**(Not for core credit, elective credit only)**

**Repeatable: N**

Math lab is designed to help students to strengthen critical mathematics skills as described in the Alaska State Standards. Half of the class will focus on each student's individual weaknesses in mathematics; the other half will be devoted to providing tutoring for their current math class. This course may be repeated for credit and does not count toward the required mathematics credit for graduation. **This course will be graded pass or fail or letter grade.**

### **0160 Occupational Knowledge .5 CR**

**Prerequisite: Active IEP/RTI and by placement only Grade: 9-10**

**Repeatable: Y**

This course is designed to provide students with a greater understanding of skills needed for employment. Students will develop a better understanding of their personal strengths and weaknesses related to future work options. Students will learn about various careers and necessary training needed in each field of interest. Self-advocacy skills and understanding of individual IEP/RTI documents will be addressed. This course may be repeated for credit up to a maximum of 2.0 credits.

### **9711/9712 Peer Mentoring .5 CR**

**Prerequisite: Teacher Recommendation**

**Grade: 9-12**

**Repeatable: N**

Peer Mentoring is a course designed to provide students with an opportunity to build a relationship with students who have an IEP by assisting them in adaptive courses. The peer mentor is not enrolled in the class to produce their own work, but rather there to support the student on the IEP in finding success in their coursework. This one-on-one socialization is intentionally designed to benefit both students by building long lasting relationships and helping the peer mentor develop tutorial skills and to assist the teacher with students who need one-on-one support. Peer Mentoring is an elective credit that would be partnered with classes such as Adaptive Art.

### **9621/9622 Reconnecting Youth 1 CR**

**Prerequisite: Counselor Recommendation**

**Grade: 9-12**

**Repeatable: N**

Reconnecting Youth is a high school class designed and structured to be part of the regular curriculum offered to specific students who have been identified that will address increasing school performance, decreasing drug involvement, and decreasing suicide risk. It will develop life skills in four areas: self-esteem, decision making, personal control, and interpersonal communication. It is taught in a small-group context with a teacher-student ratio of 1 to 10 or 12 students in concert with the small group work model.

**9963 Senior Transitions .5 CR**

**Prerequisite:** 11-12 Grade

**Status Grade:** 11-12

**Repeatable:** Y

In this course students will develop a Senior Portfolio consisting of a transition plan, SMART goals, career exploration, military exploration, apprenticeship opportunities, financial aid information, post-secondary institution applications, scholarship applications, personal essay, letters of recommendation and follow-up thank you cards. The course is designed to help students in the transition from high school to the next stages in life. Field trips to various post-secondary institutions as well as guest speakers will frequent the course.

*Apvd.05/09/2008*

**9971/9972 Student Aide .5-1 CR**

**Prerequisite:** Good academic standing

**Grade:** 11-12

**Repeatable:** Y

This course is designed to enhance student understanding and development of the employability skills of Punctuality & Attendance, Productive Attitude & Personal Qualities, and Time Management. This is accomplished by providing assistance to the supervising faculty member within the school setting which may include classrooms, media center, office, guidance center or other approved locations. **This course will be graded pass or fail and can be repeated for a maximum of 2.0 credits. Use MSBSD Form 11 and Form 11A.**

**0671/0672 Study Skills Lab 1 CR**

**Prerequisite:** Active IEP/RTI

**Grade:** 9-12

**Repeatable:** Y

This course is designed to meet the identified individual outcomes of those students who are qualified in special education. This course will include work on the following skills: time management, organizational skills, how to answer questions, effective study habits, comprehension skills, use of media, use of technology, use of reference materials, and work of individual IEP/RTI goals and objectives, based on Alaska State Standards. Students will be assisted with course work on an as-needed basis. Students will learn how to use planners and progress reports to aide in their academic success.

**0771/0772 Work Study 1 CR**

**Prerequisite:** Active IEP/RTI

**Grade:** 11-12

**Repeatable:** Y

The purpose of this course is to promote successful transition from school to work by providing students opportunities to identify career interests and develop and use employability skills in a variety of ways including work experiences and paid employment in the community. The student will work on individual IEP/RTI goals and objectives based on Alaska State Standards and/or Alternate Standards.

# CAREER & TECHNICAL EDUCATION

## **BUILDING—Architecture, Construction, Engineering, Manufacturing**

### **86441/86442 3D Solid Modeling 1CR**

**Prerequisite:** Principles of Engineering, Intro to Engineering or Teacher Recommendation

**Grade:** 11-12

**Repeatable:** N

**NCAA:** N

Learning 3D design is an interactive process. Students learn best when they can explore the practical applications of the concepts that they learn. This STEM course has many activities and exercises that enable students to put design concepts into practice. Students create their ideas such as artificial heart components, extreme sports equipment, hip replacement parts, robotic arm components, musical instruments and their parts as well as many others. Ideas become reality in this course.

*Rev. 11/26/18*

### **84740 Advanced Robotics .5 CR**

**Prerequisite:** Robotics, Algebra 1

**Grade:** 9-12

**Repeatable:** N

**APS:** Y

**NCAA:** Y

**SCI/CTE**

The advanced robotics class is designed to offer students and opportunity to complete a project with instructor guidance in the area of land, water, air, or medical robotics. Each project will involve the designing, construction, programming and presentation/promotion of their final robotics project. All projects will be based on a common grading rubric that will encompass Science, Technology, Engineering, Math and Language Art standards.

*Rev.08/24/17*

### **86050 Architectural Drafting 1 .5 CR**

**Prerequisite:** Technical Drafting 1 & 2

**Grade:** 10-12

**Repeatable:** N

**MATH/CTE**

**APS:** Y

**NCAA:** N

Architectural Drafting 1 provides the basic information necessary for planning single level residential dwellings. It presents basic instruction in preparing architectural working drawings using computer-based methods. It is intended to help develop the necessary technical skills to communicate architectural ideas in an understandable, efficient, and accurate manner. Students who are interested in careers in construction; for example, architects, computer-aided drafters, surveyors, planners and designers would benefit from this course.

*Rev. 12/10/18*

### **86060 Architectural Drafting 2 .5CR**

**Prerequisite:** Architectural Drafting 1

**Grade:** 10-12

**Repeatable:** N

**MATH/CTE**

**APS:** Y

**NCAA:** N

Architectural Drafting 2 provides the basic information necessary for planning multi-level single family dwellings. It presents advanced instruction in preparing architectural working drawings, sites, pictorials, elevations and floor plans using computer-based methods. It is intended to help develop the necessary technical skills to communicate architectural ideas in an understandable, efficient, and accurate manner. Students who are interested in careers in construction; for example, architects, computer-aided drafters, surveyors, planners and designers would benefit from this course.

*Rev. 12/10/18*

### **86070 Architectural Drafting 3 .5 CR**

**Prerequisite:** Architectural Drafting 2

**Grade:** 11-12

**Repeatable:** N

**MATH/CTE**

**APS:** Y

**NCAA:** N

Architectural Drafting 3 covers multi-family commercial dwellings. Emphasis is placed on individual design problems. Students will explore 3D modeling design. Students who are interested in careers in construction; for example, architects, computer-aided drafters, surveyors, planners, realtors and designers would benefit from this course.

*Rev. 12/10/18*

### **86080 Architectural Drafting 4 .5CR**

**Prerequisite:** Architectural Drafting 3

**Grade:** 11-12

**Repeatable:** N

**MATH/CTE**

**APS:** Y

**NCAA:** N

Architectural Drafting 4 is designed to teach students commercial applications and to take students farther in advanced individual design problems. Students will develop projects in 3D modeling in commercial applications. Problems students will work on are provided by the *Women in Construction*, *American Institute of Architecture*, and *SkillsUSA*. Students who are interested in careers in construction; for example, architects, computer-aided drafters, surveyors, planners and designers would benefit from this course.

*Rev. 12/10/18*

### **86421/86422 Civil Engineering and Architecture 1CR**

**Prerequisite:** Digital Electronics or Teacher Recommendation

**Grade:** 12

**Repeatable:** N

**MATH/CTE**

**APS:** Y

**NCAA:** N

Civil Engineering and Architecture provides an overview of the fields of engineering and architecture with an emphasis on the interrelationship and dependence of both fields on each other. Students use state of the art software to solve real world problems and communicate solutions to hands-on projects and activities.

*Rev. 12/10/18*

### **84750 Competition Robotics .5 CR**

**Prerequisite:** Introductory Robotics

**Grade:** 9-12

**Repeatable:** Y

**APS:** Y

**NCAA:** Y

**SCI/CTE**

This course is designed to simulate a real-world engineering environment. Each year FIRST presenting students around the world are presented with robotic challenges which combine the excitement of sport with the rigors of science and technology. Under strict rules, limited resources, and time limits, teams of students are challenged to raise funds, design a team "brand," hone teamwork skills, and build and program robots to perform prescribed tasks against a field of competitors. Teams will then participate in regional, state, and national competitions as they progress through the challenge.

*Rev.08/24/17*



**86131/86132 Construction Trades—Part 1 2 CR****Prerequisite:** Algebra 1 or Int. Math 1 or concurrent enrollment**Grade:** 10-12 (1 credit per semester)**MATH/CTE****Repeatable:** N**APS:** Y**NCAA:** N

Construction Trades—Part 1 introduces the concepts of residential construction by providing hands-on training to students who will learn about safety, hand power tools, and materials. Students will build footings, frame walls, and apply siding, roofing and trim. All of the work is done “in the field” on a job site of a marketable residential home. Recommended Courses: Introduction to Construction, Cabinet Making and Woods 1 or Technical Drafting 1. *Rev. 12/10/18*

**86141/86142 Construction Trades—Part 2 2 CR****Prerequisite:** Construction Trades Part 1**MATH/CTE****Grade:** 10-12 (1 credit per semester)**APS:** Y**Repeatable:** N**NCAA:** N

Construction Trades—Part 2 focuses on the finish side of residential construction. Students will actively participate in finishing the framed house built by the first part of construction trades. Students will learn how the various parts of a house integrate together to make a marketable, street appealing, energy efficient home. In addition, students will have an opportunity to gain expert advice by working together with private specialty contractors throughout various phases of the project.

*Construction Trades Part 1 & 2 may also be taught over a four-year period with each semester being worth .5 credits. The following sequence and course numbers are used:*

86133/83134 Construction Trades Part A 1 CR

86135/86136 Construction Trades Part B 1 CR

86143/86144 Construction Trades Part C 1 CR

86145/86146 Construction Trades Part D 1 CR

*Rev. 12/10/18***89610 CWE for Architecture & Construction .5 CR****Prerequisite:** Related Architecture and Construction classes**Grade:** 16 years of age or older**Repeatable:** Y

Cooperative Work Experience for Architecture and Construction is a junior/senior level class that allows students to be employed through a **paid or unpaid work** setting in the area of architecture and construction. Vocational classes related to the career cluster need to be taken during before the Co-op experience. The school district coordinator, employer, and student will work together to develop technical competencies, career goals, and a training plan. *Rev. 09/28/17*

**89630 CWE for Science, Technology, Engineering and Mathematics .5 CR****Prerequisite:** Related Science, Technology, Engineering and Mathematics classes**Grade:** 16 years of age or older**Repeatable:** Y

Cooperative Work Experience for Science, Technology, Engineering and Mathematics is a junior/senior level class that allows students to be employed through a **paid or unpaid work** setting in the area of science, technology, and engineering. Vocational classes related to the career cluster need to be taken before the Co-op experience. The school district coordinator, employer, and student will work together to develop technical competencies, career goals, and a training plan. *Rev. 09/28/17*

**86431/86432 Digital Electronics 1 CR****Prerequisite:** Principles of Engineering, Intro to Engineering or Teacher Recommendation**MATH/CTE****Grade:** 11**APS:** Y**Repeatable:** N**NCAA:** N

Digital Electronics is a course in applied logic that encompasses the application of electronic circuits and devices. Computer simulation software is used to design and test digital circuitry prior to the actual construction of circuits and devices. *Rev. 12/10/18*

**86120 Housing Concepts .5 CR****Prerequisite:** None**Grade:** 9-12**Repeatable:** N

Housing Concepts covers aspects of the housing/building industry and includes site selection, plan design, and development of a marketable product. Students will help provide information/choices to the Mat-Su Construction Trades Program to develop a fully functional residential building. This class will work with the Architectural Drafting and Interior Design classes to provide the MSCT Program with a functional set of working drawings with help from a civil engineer. A simulated building code inspector process is used from the site selection to the open house to reinforce the industry expectations. Careers associated with this process will be emphasized; for example, home builder, computer-aided drafter, interior designer, real estate agent, and building inspector. Recommended Courses: Technical Drafting 1 and Interior Design.

**86110 Introduction to Construction .5 CR****Prerequisite:** None**MATH/CTE****Grade:** 9-12**APS:** Y**Repeatable:** N**NCAA:** N

Introduction to Construction covers the use of carpentry tools, construction tools, and instruments as well as the processes involved in construction. Basic mathematical procedures commonly used in the construction crafts are included. Safety is stressed throughout the course. Certification from the NCCER (National Center for Construction Education and Research) core curriculum is available. *Rev. 12/10/18*

**86401/86402 Introduction to Engineering Design 1 CR****Prerequisite:** Technical Drafting 1 & 2, Principles of Engineering or Teacher Recommendation**Grade:** 10**MATH/CTE****Repeatable:** N**APS:** Y

Introduction to Engineering Design is a course that teaches problem-solving skills using a design development process. Models of product solutions are created analyzed and communicated using solid modeling computer design software. *Rev. 12/10/18*

**86411/86412 Principles of Engineering 1 CR****Prerequisite:** None**MATH/CTE****Grade:** 9**APS:** Y**Repeatable:** N**NCAA:** N

Principles of Engineering is a course that helps students understand the field of engineering/engineering technology. Exploring various technology systems and manufacturing processes help students learn how engineers and technicians use math, science and technology in an engineering problem solving process to benefit people. The course also includes concerns about social and political consequences of technological change. This course is part of the PLTW (Project Lead the Way) Pre-Engineering Program. *Rev. 12/10/18*

**4261/4262 Principles of Technology 1 1 CR****Prerequisite:** Algebra 1 or Integrated Math 1**Grade:** 9-12 (sciencecredit)

Principles of Technology 1 is an introduction to the study of applied physics dealing with force, work, rate, resistance, energy, and power. In each unit four fundamental energy systems are investigated: mechanical, fluid, electrical, and thermal. Students successful in this course will be better prepared for careers related to science and engineering, automotive technology, manufacturing, and electronics.

**4271/4272 Principles of Technology 2 1 CR****Prerequisite:** Principles of Technology 1**Grade:** 10-12 (sciencecredit)**Repeatable:** N

Principles of Technology 2 is an advanced study of the mechanical, fluid, electrical, and thermal energy systems. Students apply the concepts of force, work, rate, resistance, energy and power to these systems. Students successful in this course will be better prepared for career related to science and engineering, automotive technology, manufacturing, and electronics.

**84730 Robotics .5 CR****Prerequisite:** None**Grade:** 9-12**Repeatable:** N**APS:** Y**NCAA:** Y**SCI/CTE**

The Robotics course teaches 9<sup>th</sup> through 12<sup>th</sup> grade students the science/technology/engineering process using mechanisms, machines, and robotic systems. Students' progress at their own pace while studying and performing tasks independently and in small groups. Hands-on activities supplemented with demonstrations, mentorship, and study tips familiarize students with the concepts and application of robotic technologies. Performing laboratory experiments, students will gain firsthand knowledge of simple machines, fabrication, and logic systems. Students will learn how to program complex robotic systems to perform a variety of interesting and useful tasks. Students will also have. *Rev. 08/24/17*

**86150 Surveying .5 CR****Prerequisite:** Algebra 1 or Geometry**Grade:** 9-12**Repeatable:** N

This course introduces the field and office methods and principles required in construction surveying, with an emphasis on typical building layout requirements. Students get to apply their learning by working actual surveying tools and equipment. Topics included leveling, traversing, site considerations, plumbing of the structure, and general usage of optical and digital instruments. *Apvd.12/09/2008*

**86160 Surveying 2 .5 CR****Prerequisite:** Algebra 1 or Geometry**Grade:** 9-12**Repeatable:** N

Builds on principles learned in Construction Surveying 1. Students will apply their knowledge with project-based activities, including expanded use of the equipment learned in the introductory course. Students will be introduced to the Total Station and surveyors GPS unit. Students will translate field data to technical drawings.

**86010 Technical Drafting 1 .5 CR****Prerequisite:** None**Grade:** 9-12**Repeatable:** N**MATH/CTE****APS:** Y**NCAA:** N

Technical Drafting 1 covers the principles of drafting design and computer-assisted drawing. In industry, ideas about a design are often communicated through a special kind of technical drawing process called drafting. Drafting provides many career opportunities in engineering design and communication. Students will learn how products are conceived, designed, and prepared for manufacturing. Emphasis is placed on accuracy, neatness, and time management, while representing objects in technical drawings. *Rev. 12/10/18*

**86020 Technical Drafting 2 .5 CR****Prerequisite:** Technical Drafting 1**Grade:** 9-12**Repeatable:** N**MATH/CTE****APS:** Y**NCAA:** N

Technical Drafting 2 covers the advanced drawing methods and techniques related to engineering design and computer-assisted drawing. Emphasis is placed on methods of fastening products together and on developing working drawings. It is recommended for students wishing to continue with the technology courses as well as for students going into the field of engineering or other design drafting related occupations or educational programs. Examples would be interest in civil engineering, welding, and automotive design. *Rev. 12/10/18*

**86030 Technical Drafting 3 .5 CR****Prerequisite:** Technical Drafting 2**Grade:** 10-12**Repeatable:** N**MATH/CTE****APS:** Y**NCAA:** N

Technical Drafting 3 introduces and develops 3-D modeling skills. Emphasis is in welding, cams, gears, surface developments and intersections. This course would be helpful for a student who is exploring careers in construction, electricity, electronics, computers, welding, or machining. Students wanting careers in engineering design, automotive design, civil design, or 3-D modeling would also be interested in the class. *Rev.12/10/18*

**86040 Technical Drafting 4 .5 CR****Prerequisite:** Technical Drafting 3**Grade:** 10-12**Repeatable:** N**MATH/CTE****APS:** Y**NCAA:** N

Technical Drafting 4 covers the advanced drawing methods and techniques related to engineering design, basic descriptive geometry and computer-assisted drawing. It is recommended for students exploring the career fields of engineering or other design drafting-related occupations or educational programs. This course would also be helpful for a student who is exploring careers in electricity, electronics, computers, welding, or machining. Technical Drafting 4 refines the skills learned in Technical Drafting 3 on an individual project related to the student's interest. *Rev.12/10/18*

**86090 Technical Math .5 CR****Prerequisite:** Algebra 1 or Teacher Recommendation**Grade:** 10-12**Repeatable:** N**MATH/CTE****NCAA:** N

Technical Math students learn mathematical concepts and apply them to real-life situations in a variety of construction trades; for example, carpentry, plumbing, electrical, or landscaping. This course does not fulfill the math requirement for graduation. *Rev. 11/26/18*

## BUSINESS–

### *Business/Finance/Information/ Technology/Marketing*

#### **83550 A+ (Microcomp. Maintenance & Repair) .5CR**

**Prerequisite:** Technology Applications 1 or Teacher Recommendation and Information Technology

**Grade:** 10-12

**Repeatable:** N

A+ (Microcomputer Maintenance and Repair) will help prepare students for taking the industry recognized A+ certification test. The instruction will be primarily lecture with a hands-on lab component. Students will discuss hardware, software, operating systems, troubleshooting, networks, printers and basic safety. Customer service and care are strongly emphasized.

#### **83110 Accounting 1 .5 CR**

**Prerequisite:** None

**Grade:** 9-12

**Repeatable:** N

**MATH/CTE**

**APS:** Y

Accounting 1 is designed to provide students with the fundamental skills needed to understand the basic accounting cycle for a service business organized as a sole proprietorship and a merchandising business organized as a partnership. Double-entry accounting is the major emphasis of this course. Simulations incorporating source documents reinforce the entire accounting cycle concept. This course would benefit students interested in careers as bookkeepers, accountants, business managers or wanting to be self-employed.

*Rev. 12/10/18*

#### **83120 Accounting 2 .5 CR**

**Prerequisite:** Accounting 1

**Grade:** 9-12

**Repeatable:** N

**MATH/CTE**

**APS:** Y

Accounting 2 students will be able to further refine the basic concepts and skills introduced in Accounting 1. Students will be provided with an overview of accounting for a merchandising business organized as a corporation as well as an overview of the legal environment of business. Guest speakers are used to expose students to the wide range of accounting careers. Automated accounting is introduced in this course. This course would benefit students interested in careers as bookkeepers, accountants, business managers or wanting to be self-employed.

*Rev. 08/24/17*

#### **83130 Accounting 3 .5 CR**

**Prerequisite:** Accounting 2

**Grade:** 10-12

**Repeatable:** N

**MATH/CTE**

**APS:** Y

Accounting 3 is an advanced accounting course which expands on topics learned in the first-year course. New topics include management accounting, cost accounting, not-for-profit accounting, and financial analysis. A comprehensive capstone project is included in this course. The project is both manual and computerized. This course is excellent background and preparation for college business and accounting courses and business majors. This course would benefit students interested in careers as bookkeepers, accountants, business managers or wanting to be self-employed.

*Rev. 08/24/17*

#### **83140 Accounting 4 .5 CR**

**Prerequisite:** Accounting 3

**Grade:** 10-12

**Repeatable:** N

**MATH/CTE**

**APS:** Y

Accounting 4 continues with an in-depth study of management accounting, cost accounting, not-for-profit accounting, and financial analysis. A computer-oriented culminating project is used as a final exam. This course is excellent background and preparation for college business and accounting courses and business majors. This course would benefit students interested in careers as bookkeepers, accountants, business managers or wanting to be self-employed.

*Rev. 12/10/18*

#### **83160 Advanced Access .5 CR**

**Prerequisite:** Tech Applications 1 & 2 or Teacher

**Recommendation**

**Grade:** 10-12

**Repeatable:** N

Advanced Access provides students the opportunity to practice introductory and advanced applications in database use. This will include creating and formatting data in tables, reports, macros, and queries. It also includes the creation of forms. This course prepares students to take the Microsoft Office Specialist certification exam.

#### **82151/82152 Advanced Audio/Video Tech & Film 1CR**

**Prerequisite:** None

**Grade:** 9-12

**Repeatable:** N

**APS:** Y

The course is project-based instruction and is an extension of the AVT&F program of study core. It provides classroom training and instruction for the advanced student that is over and above the basic core course requirement. The content builds on the knowledge, skills, and abilities taught in Fundamental and Intermediate AVT&F. This Advanced course allows a student to use the general knowledge gained from four previous sequenced courses and hone in on a specialty, based on where the technology, trends and consumer demands provide the greatest opportunity to succeed.

*Rev. 12/10/18*

#### **83170 Advanced Excel .5 CR**

**Prerequisite:** Technology Apps 1 & 2 or Teacher

**Recommendation**

**Grade:** 10-12

**Repeatable:** N

Advanced Excel provides students the opportunity to practice introductory and advanced applications in spreadsheet use. This will include creating and formatting a spreadsheet, calculating using functions and formulas, and presenting information in charts and forecasting. This course prepares students to take the Microsoft Office Specialist exam.

#### **83180 Advanced PowerPoint .5 CR**

**Prerequisite:** Technology Applications 1 or Teacher

**Recommendation**

**Grade:** 9-12

**Repeatable:** N

Advanced PowerPoint is designed to help students master Microsoft PowerPoint for Windows to be used for secondary and post-secondary presentations. This will include creating and modifying slides, adding notes, and printing options. The advanced formatting features of sound and video elements are presented. After completion, students will be prepared to take the Microsoft Office Specialist certification exam.



**83450                      Advanced Web Design                      .5 CR****Prerequisite:** Web Page Authoring**Grade:** 10-12**Repeatable:** N

Advanced Web Design covers how to create and manage Web sites with tools such as *Macromedia Dreamweaver* and *Flash*, *Frontpage*, and *Dynamic HTML*. Students will also implement design strategies in developing a Web site for a customer. The course focuses on theory, design and Web construction, along with information architecture concepts, Web project management, and scenario development and performance evaluation. Sample occupations in this pathway are web designer, webmaster, 3D animator, multimedia producer, or graphic artist.

**83190                      Advanced Word                      .5 CR****Prerequisite:** Technology Apps 1 & 2 or Teacher Recommendation**Grade:** 10-12**Repeatable:** N

Advanced Word provides students the opportunity to practice introductory and advanced applications in word processing. This course includes advanced table formatting, macros, merge applications, and graphic components. Managing long documents and collaborative editing concepts are introduced. This course prepares students to take to the Microsoft Office Specialist certification exam.

**83561/83562      AP Computer Science A. AP                      1 CR****Prerequisite:** Algebra 1 & Instructor Approval**Grade:** 10-12**Repeatable:** N

APS: Y

NCAA: Y

Math/CTE

This course is meant to be the equivalent of a first-semester college-level course in computer science. The course uses JAVA language. Students produce software to solve business and real-world problems. The primary structures of computer science are used, with an emphasis on programming methodology, block-structured languages, data structures, business and mathematical algorithms, and computer systems. Students will be prepared to take the AP Computer Science A exam.

Rev.08/24/17

**1580                      Applied Communication 1                      .5 CR****Prerequisite:** English 2 or Teacher Recommendation**Grade:** 11-12

(L.A.credit)

**Repeatable:** N

Applied Communication 1 covers entry-level course work for the student interested in Language Arts credit preparing for graduation, vocational certification, or two-year associate degree. This course introduces necessary communication skills in writing, reading, listening, and group work. Applied Communication 1 focuses on getting ready for work; documents associated with getting ready for work such as resumes, informative writing; communicating with customers and coworkers.

**1590                      Applied Communication 2                      .5 CR****Prerequisite:** Applied Communication 1**Grade:** 11-12

(L.A.credit)

**Repeatable:** N

Applied Communication 2 covers entry-level course work for the student interested in Language Arts credit preparing for graduation, vocational certification, or two-year associate degree. This course is a continuation of Applied Communication 1 and continues the preparation of students for work. Applied Communication 2 focuses on ethics and diversity in the workplace; collaborative writing; problem solving and negotiation to solve problems; persuasive speaking and writing; technical communication; and effective presentations.

**83100                      Business Law                      .5 CR****Prerequisite:** None**Grade:** 10-12**Repeatable:** N

Business Law is designed to increase students' understanding of law, especially related to business and employment. The development of our legal system, the requirement to create valid contracts, laws protecting consumers, and laws regulating employer/employee relationships are topics covered in this course. Students will learn by studying court cases and the judges' opinions and rationales. This course is highly recommended for students considering careers in business and law.

**83080                      Business Skills Lab 1                      .5 CR****Prerequisite:** Technology Applications 1**Grade:** 9-12**Repeatable:** Y

Business Skills Lab 1 is designed for the student to gain self-directed skills in various office concepts. The course content is varied and may include customer care, office etiquette, office management, records management including filing, mailing procedures, and basic business mathematics. Skills may also be gained in a variety of office equipment such as calculators and machine transcription.

**83090                      Business Skills Lab 2                      .5 CR****Prerequisite:** Business Skills Lab 1**Grade:** 10-12**Repeatable:** N

Business Skills Lab 2 is designed for the student to gain self-directed skills in various office concepts. The course content is varied and may include customer care, office etiquette, office management, records management including filing, mailing procedures, and basic business mathematics. Skills may also be gained in a variety of office equipment such as calculators and machine transcription. Students may repeat Skills Lab, but they are required to choose different topics.

**83410 Computer Science 1 .5 CR****Prerequisite:** None**Grade:** 9-12**LA/CTE****Repeatable:** N**APS:** Y

Information Technology (IT) covers the basic information about computers and how they impact us in our everyday lives. The class explores where we are going in the computer industry and also reviews where we have been with computers. The class gives the background and framework for the A+ certification class as well as the impact of computers in our daily work and play. IT provides a broad overview of safety, ethics, operating systems, personal computers, software, hardware, and networks. This is a beginning course for students who want careers in information services, network systems, software engineering, programming, or interactive media. *Rev.12/10/18*

**83400 Computer Science 2 .5 CR****Prerequisite:** Technology Applications 1**Grade:** 9-12**MATH/CTE****Repeatable:** N**APS:** Y

Introduction to Computer Science is a one-semester course which concentrates on using the computer as a problem-solving tool. This course uses the languages BASIC, Visual BASIC, HTML, JAVA, and looks at the basic structures of computer science in each language. Students design and produce software to solve business and real-world problems. Special attention is given to structure, data integrity and analysis, and logical problem solving skills. This course is a prerequisite for Advanced Placement Computer Science.

*Rev. 12/10/18***83430 Computer Science Personalized Learning Lab .5 CR****Prerequisite:** Technology Applications 1**Grade:** 11-12**Repeatable:** Y

This course is designed to allow differentiated instruction where students can select from a variety of units related to Computer Science. Each unit has a determined length, and students will be able to select as many units as they would like to complete in the duration of the semester. Students will be able to expand their knowledge and skills of Computer Science and programming.

*Apvd.06/06/18***84831/84832 Computer Science Principles AP 1 CR****Prerequisite:** Algebra 1**APS:** Y**Grade:** 9-12**NCAA:** Y**Repeatable:** N**SCI/CTE**

This course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles will give students the opportunity to use technology to address real-world problems and build relevant solutions. **Lab Science**

*Rev.08/24/17***83420 Computer Technician 1 .5 CR****Prerequisite:** Teacher Recommendation & A+ (or concurrent)**Grade:** 10-12**Repeatable:** Y

Computer Technician 1 is designed to provide students a hands-on opportunity to troubleshoot, maintain, and manage the computer software and hardware in their school. Students will be able to serve as computer network system assistants. The emphasis for this course is to supplement the A+ curriculum. It will allow students to apply the skills obtained in A+.

**83430 Computer Technician 2 .5 CR****Prerequisite:** Teacher Recommendation & N+ (or concurrent)**Grade:** 10-12**Repeatable:** Y

Computer Technician 2 is designed to provide students a hands-on opportunity to troubleshoot, maintain, and manage the network computer software and hardware in their school. Students will be able to serve as a computer network system assistant. This course is designed to be used to supplement the N+ curriculum. It will allow students to apply their acquired skills.

**83150 Computerized Accounting .5 CR****Prerequisite:** Accounting 1 & 2**MATH/CTE****Grade:** 10-12**APS:** Y**Repeatable:** N**NCAA:** N

Computerized Accounting is designed to incorporate the functionality of automated accounting with the double-entry accounting system. The students will learn the procedure to set up an accounting system in a computerized environment. This course would benefit students interested in careers as bookkeepers, accountants, business managers or wanting to be self-employed.

*Rev.12/10/18***89210 CWE for Arts, A/V Technology & Communications .5 CR****Prerequisite:** Related Arts, A/V Technology and Communications classes.**Grade:** 16 years of age or older**Repeatable:** Y

Cooperative Work Experience for Arts, A/V Technology and Communications is a junior/senior level class that allows students to be employed through a **paid or unpaid work** setting in the area of arts, A/V technology and communications. Vocational classes related to the career cluster need to be taken before the Co-op experience. The school district coordinator, employer, and student will work together to develop technical competencies, career goals, and a training plan.

*Rev. 09/28/17***89310 CWE for Business, Management and Administration .5 CR****Prerequisite:** Related Business, Management and Administration classes**Grade:** 16 years of age or older**Repeatable:** Y

Cooperative Work Experience for Business, Management and Administration is a junior/senior level class that allows students to be employed through a **paid or unpaid work** setting in the area of business, management and administration. Vocational classes related to the career cluster need to be taken before the Co-op experience. The school district coordinator, employer, and student will work together to develop technical competencies, career goals, and a training plan.

*Rev. 09/28/17***89320 CWE for Finance .5 CR****Prerequisite:** Related Finance classes**Grade:** 16 years of age or older**Repeatable:** N

Cooperative Work Experience for Finance is a junior/senior level class that allows students to be employed through a paid work setting in the area of finance. Vocational classes related to the career cluster need to be taken before the Co-op experience. The school district coordinator, employer, and student will work together to develop technical competencies, career goals, and a training plan.

### **89340      CWE for Information Technology      .5 CR**

**Prerequisite:** Related Information Technology classes

**Grade:** 16 years of age or older

**Repeatable:** Y

Cooperative Work Experience for Information Technology is a junior/senior level class that allows students to be employed through a **paid or unpaid** work setting in the area of information technology. Vocational classes related to the career cluster need to be taken before the Co-op experience. The school district coordinator, employer, and student will work together to develop technical competencies, career goals, and a training plan.

*Rev.09/28/17*

### **89350 CWE for Marketing, Sales, and Service .5 CR**

**Prerequisite:** Related Marketing, Sales and Services classes

**Grade:** 16 years of age or older

**Repeatable:** Y

Cooperative Work Experience for Marketing, Sales, and Service is a junior/senior level class that allows students to be employed through a **paid or unpaid work** setting in the area of marketing, sales and service. Vocational classes related to the career cluster need to be taken before the Co-op experience. The school district coordinator, employer, and student will work together to develop technical competencies, career goals, and a training plan.

*Rev.09/28/17*

### **83200/83210      Desktop Publishing 1 and 2      1 CR**

**Prerequisite:** Keyboarding, Tech Apps 1

**Desktop Publishing 1 is a prerequisite for Desktop Publishing 2.**

**Grade:** 10-12

**Repeatable:** Y

Desktop Publishing 1 and 2 are introductory courses for the newest and most commonly used desktop publishing features. Students will use desktop techniques to create and enhance letters, letterheads, logos, memos, reports, forms, resumes, invitations, announcements, flyers, news releases, advertisements, agendas, conference programs, brochures, menus, and newsletters. Students will develop skills through skill-building exercises. This course can be repeated as Desktop Publishing 2.

### **82120 Digital Communications I: Creative Design, Layout and Editing      .5 CR**

**Prerequisite:** None

**Grade:** 9-12

**Repeatable:** N

**LA/CTE**

**APS: Y**

**NCAA: N**

Digital Communications I: Layout & Design is a one-semester course that combines the versatility of the computer with page- design software, enabling students to produce materials of photo- typed quality. The course includes page composition, layout, design, editing functions and a variety of printing options. It will also highlight the emerging culture of delivering digital content to PHCD's (Palm Held Communication Devices) worldwide.

*Rev. 12/10/18*

### **83470      E-Commerce Design      .5 CR**

**Prerequisite:** Advanced Web Design

**Grade:** 10-12

**Repeatable:** N

E-Commerce Design covers how to conduct business online and how to manage the technological issues associated with constructing an electronic-commerce Web site. Students will implement a genuine transaction-enabled business-to-consumer Web site, examine strategies and products available for building electronic-commerce sites, examine how such sites are managed and explore how they can complement an existing business. Sample occupations in this area are web designer and multimedia producer, and career specialties include web development and administration.

### **83510      Electronics 1      .5 CR**

**Prerequisite:** Algebra 1 or Int. Math 1

**Grade:** 9-12

**MATH/CTE**

**Repeatable:** N

Electronics 1 will introduce students to career awareness, personal safety, electronics theory, laws, and electronic components. Students will learn these concepts through lectures and hands-on learning activities. Students will identify and test components, design, build, and analyze circuits. Students will be introduced to trouble shooting techniques, repair procedures, and circuit construction. Students successful in this course will be better prepared for careers related to science, engineering, transportation, construction, manufacturing, and energy. Some examples are automotive technicians, electricians, or computer technicians.

*Rev.08/24/17*

### **83520      Electronics 2      .5 CR**

**Prerequisite:** Electronics 1

**Grade:** 10-12

**MATH/CTE**

**Repeatable:** N

Electronics 2 is an advanced electricity and electronics course that covers the following: personal safety; alternating current theory and principles; semiconductor devices and power supplies; transistors and transistor amplifiers; power amplifiers; oscillators and multi-vibrators; electronic communication equipment; and careers in the electronics industries. Students learn electronic systems and advanced troubleshooting techniques. Increased emphasis is placed on projects involving circuit analysis, design, and testing. Students successful in this course will be better prepared for careers related to science, engineering, transportation, construction, manufacturing, and energy. Some examples are automotive technicians, electricians, or computer technicians. **Electronics 3, 4....13530/13540**

*Rev. 08/24/17*

### **83700      Entrepreneurship      .5 CR**

**Prerequisite:** None

**Grade:** 10-12

**Repeatable:** N

Entrepreneurship is designed for students who plan to form, manage, and/or operate a small business enterprise. Students will explore and prepare for work as an entrepreneur, small business planner and/or manager. Course elements will cover a general overview of the legal issues of owning, managing and starting a small business. Students will develop skills and abilities to run a small business, learn and use marketing skills and participate in the actual operations of a small business. This course will enhance a student's skill and ability to use technical communication and writing skills.

**82131/82132 Fundamentals of Audio/Video, Tech & Film** **1 CR**

**Prerequisite:** None

**Grade:** 9-12

**LA/OTHER**

**Repeatable:** N

**APS:** Y

This is the basic core course dealing with video and audio production aspects. Students will study the basics of film and television production as well as other forms of audio-video communication such as animation, graphics, and sound (including music) production for video. They will study the history of Audio-Video Technology and Film as well as careers and skills necessary for employment in this pathway.

*Rev. 12/10/18*

**82010 Graphic Arts 1** **.5 CR**

**Prerequisite:** None

**Grade:** 9-12

**Repeatable:** N

Graphic Arts 1 introduces the student to the graphic arts industry. This course includes personal safety, design and composition techniques, and design and form for use on printed products. Both traditional and digital processes will be explored. Careers in this area might include desktop publishing specialists, job printers, and press operators.

**82020 Graphic Arts 2** **.5 CR**

**Prerequisite:** Graphic Arts 1

**Grade:** 10-12

**Repeatable:** N

Graphic Arts 2 builds on the skills learned in Graphic Arts 1. Digital design processes, equipment, and screen printing techniques will be explored. Advanced design, composition techniques, production methods, and product design are features of this class. The course focus is on developing entry level skills required in the graphic arts work place.

**82050 Interior Design** **.5 CR**

**Prerequisite:** None

**Grade:** 9-12

**Repeatable:** N

Interior Design students will create and evaluate a variety of living environments, using the principles and elements of design. They will create and evaluate floor plans on the basis of utilization of space, individual and family needs. Emphasis is placed on individual expression and consumer awareness of one's living environment. Students interested in architecture, drafting, technical illustration, interior design, or set design would benefit from this class.

**82141/82142 Intermediate Audio/Video Technology & Film** **1 CR**

**Prerequisite:** None

**Grade:** 9-12

**Repeatable:** N

**APS:** Y

This is the advanced core course for students in the audio-visual technology & film career pathway. Students will go beyond the basics of film and television production and develop specialties in one or more forms of audio-video communication such as camera work and editing, animation, graphics and sound (including music) production for video. Students will work as a team to complete various productions such as multimedia presentations and videos for special events and programs, documentaries, commercials, instructional videos, video slideshows, and the wide spectrum of the emerging social media options. These students will expand their knowledge of various types of software and techniques used in production, work on more complicated projects, as well as take on mentoring and leadership roles in the production process.

*Rev. 12/10/18*

**83010 Introduction to Business** **.5 CR**

**Prerequisite:**

**None Grade:** 9-

**12 Repeatable:** N

Introduction to Business is designed for students who plan to form, manage, and/or operate a small business. Students will explore small business planning, management, insurance, banking, and legal issues. Students will learn to expand the application of interpersonal relationships as applied to the employer/employee relationship. Students will be able to select appropriate speaking, writing, and listening techniques and demonstrate the ability to work with others while using appropriate interpersonal skills.

**82110 Introduction to Communication Careers: Arts, Audio, Visual, & Film Industry** **.5 CR**

**Prerequisite:**

**None Grade:** 9-

**12 Repeatable:** N

This is a core course for a career major in the program of study called Career Communications, including the multi-platform digital application. It is a one-semester course that addresses the foundation skills required of all careers classified under the Arts, A/V Technology, and Communications cluster. It will cover topics such as careers in journalism, writing processes, planning a production, and ethics and legal issues. When students complete this course, it will have introduced them to the world wide breadth and width of this industry and allow them to better define their specific goals. They will have the necessary knowledge and skills to participate in the production of local media releases including videos, papers, magazines, and annuals; digitally, analog and in traditional print.

**83710 Marketing** **.5 CR**

**Prerequisite:**

**None Grade:** 9-

**12 Repeatable:** N

Marketing introduces students to marketing concepts. Business operations, product distribution, marketing communications skills, product display, cash register operations, inventory, and career education are presented in this course. The *Alaska Career Information System* is used to identify careers in this area. Some career specialties in this pathway include e-marketing, management and entrepreneurship, professional sales, buying and merchandising, communications and promotion, marketing research, and distribution.



**83720 Merchandising .5 CR****Prerequisite:** None**Grade:** 9-12**Repeatable:** N

Merchandising covers the basic aspects of offering products produced or manufactured by others for sale to customers. The course content will include the buying and selling of goods and services to the customer at the right place, time, price, and quantity. In addition, the career aspects of salespersons, buyers, and managers, and their place in merchandising will be explored. The *Alaska Career Information System* is used to identify careers in this area. Sample occupations in merchandising include store department managers, buyers, marketing coordinators, sales associates, and store managers.

**83600 Network .5 CR****Prerequisite:** A+ and Information Technology**Grade:** 10-12**Repeatable:** N

Network + is designed to familiarize students with the network information needed to manage a computer system. It will offer students training in the field of network administration. It is a precursor to the Network + Certification offered in industry. This class will cover *Novell, Microsoft, Unix* and *Cisco* information. Careers in this area include network technicians, network analysts, network and systems administrators, network support, and tech desksupport.

**83610 Networking 1 (CISCO Academy) 1 CR****Prerequisite:** Algebra 1 or Int. Math 1 and related IT class**Grade:** 10-12 (semester course)**MATH/CTE****Repeatable:** N**APS:** Y**NCAA:** N

Networking 1 (*CISCO Academy*) is the first of four semester courses designed to provide students with classroom and laboratory experience in current and emerging networking technology that will empower them to enter employment and/or further education and training in the information technology field. It includes instruction in OSI model and industry standards, networking topologies, IP addressing, networking devices, and basic network design. This course is designed to prepare students for the Cisco Certified Network Associate Certification. Sample job possibilities include tech desk, network technician, network analyst, and network support specialist. This course is a two-hour block.

*Rev.12/10/18***83620 Networking 2 (CISCO Academy) 1CR****Prerequisite:** Networking 1 (CISCO Academy)**Grade:** 10-12 (semester course)**MATH/CTE****Repeatable:** N**APS:** Y**NCAA:** N

Networking 2 (*CISCO Academy*) is the second of four semesters designed to provide students with classroom and laboratory experience in current and emerging networking technology that will empower them to enter employment and/or further education and training in the information technology field. Instruction includes beginning router configurations, Cisco IOS Software management, routing protocol configuration, TCP/IP and access control lists. This course is designed to prepare students for the Cisco Certified Network Association Certification. Sample job possibilities include tech desk, network technician, network analyst, and network support specialist.

*Rev. 12/10/18***83630 Networking 3 (CISCO Academy) 1CR****Prerequisite:** Networking 2 (CISCO Academy)**Grade:** 11-12 (semester course)**MATH/CTE****Repeatable:****APS:** Y**NCAA:** N

Networking 3 (*CISCO Academy*) is the third of four semesters designed to provide students with classroom and laboratory experience in current and emerging networking technology that will empower them to enter employment and/or further education and training in the information technology field. Instruction includes basics of switching and intermediate routing skills. This course is designed to prepare students for the *Cisco Certified Network Associate Certification*. Sample job possibilities include tech desk, network technician, network analyst, and network support specialist. *Rev.12/10/18*

**83640 Networking 4 (CISCO Academy) 1 CR****Prerequisite:** Networking 3 (CISCO Academy)**Grade:** 11-12 (semester course)**MATH/CTE****Repeatable:** N**APS:** Y**NCAA:** N

Networking 4 (*CISCO Academy*) is the fourth of four semesters designed to provide students with classroom and laboratory experience in current and emerging networking technology that will empower them to enter employment and/or further education and training in the information technology field. Instruction includes basics of Wide Area Network (WAN) technologies. This course is designed to prepare students for the Cisco Certified Network Associate Certification. Sample job possibilities include tech desk, network technician, network analyst, and network support specialist.

*Rev. 12/10/18*

**NOTE: CCNA certification is a 2-year program. Students must take Networking 1, 2, 3, 4 to prepare for certification exam.**

**83250 Personal Finance .5 CR****Prerequisite:** None**Grade:** 10-12**Repeatable:** N**MATH/CTE****APS:** Y**NCAA:** N

Personal Finance is designed to help students prepare for real-world financial decisions. Basic math skills will be used in computing payroll, federal taxes, budgets, credit, and banking. Also included are decision-making skills when choosing housing, automobiles, insurance, and investments. Students will begin by exploring general occupational clusters and then narrowing their focus to match their personal aptitudes and interests. All students would benefit from this class no matter what career interests they have. Recommended for juniors and seniors. *Rev.12/10/18*

**82040 Photography .5 CR****Prerequisite:****None Grade:** 9-**12 Repeatable:** N

Photography introduces students to photographic design and production. Employment opportunities, including photo journalists and photo artists, are investigated. Students will learn photographic design that reflects personal interests as well as cultural, social, and historical values. Students will create prints that demonstrate their ability to compose quality prints and compositions. Additionally, students will learn exposure, lighting and depth of field techniques. The use of digital and/or conventional cameras is explored.

**1471 Technical Writing 1 .5 CR****Prerequisite:** English 3 or Applied Comm. 1 & 2**Grade:** 12 (L.A.credit)**Repeatable:** N

Technical Writing 1 focuses on: workplace communication, teamwork, and elements of a successful job search. Skill development includes: business correspondence (memos and letters), reading, listening, and speaking skills in the workplace, an examination of communications technology (e-mail, appropriate document formatting, correspondence, and reportwriting).

**1472 Technical Writing 2 .5 CR****Prerequisite:** Technical Writing 1**Grade:** 12 (L.A.credit)**Repeatable:** N

Technical Writing 2 focuses on: data collection/interviews and surveys, writing technical documents; writing basics; graphics and visual descriptions, instructions, training manuals, writing technical reports (informational, scientific, specialized), writing for publication (media releases, newsletters, advertising copy etc.), and real world simulations. Careers in this area might include technical writers, public information specialists, and journalists. This course would also benefit students preparing for scientific or mathematical careers.

**83030 Technology Applications 1 .5 CR****Prerequisite:** Keyboarding or Teacher Recommendation**Grade:** 9-12**Repeatable:** N

Technology Applications 1 provides students the opportunity to learn introductory applications in word processing, database, spreadsheet, Internet, multimedia presentation, and using the Microsoft Office Suite. As computers become more critical in today's world, this course provides the beginning experiences used for high school through career applications.

**83040 Technology Applications 2 .5 CR****Prerequisite:** Technology Applications 1**Grade:** 9-12**Repeatable:** N

Technology Application 2 provides students the opportunity to learn advanced applications and integration of word processing and spreadsheets. This course prepares students to take the Microsoft Office Specialist exam. This certification is recognized by industry worldwide as proficiency in office applications.

**83050 Technology Applications 3 .5 CR****Prerequisite:** Technology Applications 1**Grade:** 9-12**Repeatable:** N

Technology Applications 3 provides students the opportunity to learn advanced applications and integration of database and multimedia. This course prepares students to take the Microsoft Office Specialist exam. This certification is recognized by industry worldwide as proficiency in office applications.

**83440 Web Page Authoring .5 CR****Prerequisite:** Technology Applications 1 or Teacher**Recommendation****LA/CTE****Grade:** 9-12**APS:** Y**Repeatable:** N**NCAA:** N

Web Page Authoring covers the background of the World Wide Web (WWW), basic HTML coding, and the essentials of design and layout for publishing documents online. Sample occupations in this pathway are web designer, webmaster, 3D animator, multimedia producer, or graphic artist. \*Note title change from "Intro to Web Design."

*Rev. 12/10/18***83460 Web Site Manager .5 CR****Prerequisite:** E-Commerce**Design Grade:** 11-12**Repeatable:** N

Web Site Manager covers how to setup and maintain a web server. Students learn how to choose appropriate Internet system platforms, appropriate Internet connections and configuring TCP/IP protocol suite. Students will also learn how to connect ecommerce databases to Web servers, and receive the fundamentals on server and Internet security. In addition, students will learn the basics of JavaScript, Perl and PHP scripting languages. Sample occupations in this pathway are web designer and site designer or manager.

**89941/89942 Yearbook Project Management 1 CR****Prerequisite:** Teacher Recommendation**LA/CTE****Grade:** 9-12**APS:** Y**Repeatable:** Y**NCAA:** N**(Not for core credit, elective credit only)**

This course requires the skills of creative writing, copy writing, interviewing, caption-writing, lay-out and design, darkroom black and white photography, advertising, sales, finances, bookkeeping, and recordkeeping. This class requires responsibility and the ability to conceptualize a project and take it to completion. Art, typing, computer skills, creative writing, and photographic abilities are recommended but not required.

*Rev.12/10/18*

## ***FITNESS—Therapeutic Services, Health, Sports Fitness***

**84061/84062 Athletic Medicine 1 CR****Prerequisite:** Introduction to Careers in Health and Fitness Anatomy & Physiology or Teacher**Recommendation Grade:** 11-12**Repeatable:** N

Athletic Medicine addresses preseason conditioning, nutrition, sport psychology, assessment of and evaluation of sports injuries, therapeutic modalities and taping and wrapping procedures. Activities include labs, lectures, guest speakers, and field trips. Athletic medicine is recommended for anyone interested in physical education or bio-medical careers.

*Apvd.12/01/06*

## **84010 Introduction to Careers in Health and Fitness** **5 CR**

**Prerequisite:** Biology, concurrent enrollment or Teacher Recommendation

**Grade:** 10-12

**Repeatable:** N

Introduction to Careers in Health and Fitness explores some of the professional opportunities and examines some of the tools and resources needed in an athletic training program. Basic first aid and CPR will also be learned. Intro to Careers in Health and Fitness allows students to discover what is involved in various careers in health and fitness and thus make better informed career choices.

## **84031/84032 Introduction to Fitness Professions 1 CR**

**Prerequisites:** Anatomy & Physiology or Teacher Recommendation

**Grade:** 12

**Repeatable:** N

Introduction to Fitness Professions introduces exercise physiology, biomechanics and kinesiology in regards to sport and safe exercise. Prescription and Assessment of exercise for both individuals and groups will be covered. Students will explore careers and professional development opportunities in the sports and fitness industry. Students who are interested in being personal trainers, physical education teachers, athletic trainers and coaches, or physical therapists would benefit from this class.

*Apvd.04/10/2008*

## **84091/84092 Physiology of Exercise & Fitness 1 CR**

**Prerequisite:** Biology, Anatomy & Physiology, Athletic Medicine or Teacher Recommendation

**Grade:** 11-12

**Repeatable:** N

Physiology of Exercise and Fitness introduces anatomy, physiology, and injuries most commonly encountered on the athletic field, gymnasium, or sports arena. Techniques used in the initial management and rehabilitation of those injuries are also covered. This course is recommended for students interested in fitness and sports medicine.

*Apvd.12/01/2006*

## ***HEALTH SERVICES–Health Services***

### **84241/84242 Biomedical Innovation** **1 CR**

**Prerequisite:** Medical Interventions

**Grade:** 11-12

**Repeatable:** N

**SCI/CTE**

**NCAA: N**

In this capstone course, students apply their knowledge and skills to answer questions or solve problems related to the biomedical sciences. Students design innovative solutions for the health challenges of the 21<sup>st</sup> century as they work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health. They have the opportunity to work on an independent project and may work with a mentor or advisor from a university, hospital, physician's office or industry. Throughout the course, students are expected to present their work to an adult audience that may include representatives from the local business and healthcare community.

*Rev. 11/26/18*

### **84050 Certified Nursing Assistant** **2 CR**

**Prerequisite:** Algebra 1 or Int. Math 1

**Grade:** 11-12, (Semester course)

**Repeatable:** N

**SCI/CTE**

**APS: Y**

**NCAA: N**

Certified Nursing Assistant meets the educational requirements for certification of a Certified Nursing Assistant in the state of Alaska. The course will train students to measure and record vital signs, provide personal care and hygiene, position, transfer and ambulate, provide unit care, and other activities of daily living. CPR and First Aid will be included. The training will enable students to work in long term care and acute care facilities. Training will include both classroom activities and clinical experiences with industry partners in hospitals, nursing homes and extended care facilities. This class is good for students considering careers in health care and/or nursing. This course is a 2 hour 15-minute block or 3 periods in a day. It requires each student to have a minimum of 48 hours of clinical in an industry setting.

*Rev.11/26/18*

### **89410 CWE for Health Science** **.5 CR**

**Prerequisite:** Related Health Science

**classes Grade:** 16 years of age or older

**Repeatable:** Y

Cooperative Work Experience for Health Science is a one-year school-supervised, **paid or unpaid work** experience program for high school juniors and seniors interested in the Health Science career field. Credit is earned .5 per semester. The cooperative is for those students who have completed a minimum of one course in the field of Health Science such as Introduction to Health Occupations, Medical Terminology or Nursing Assistant. The goal of this class is for students to apply health science technology and skills in a real-world context and assist students in transitioning from school into a career of their choice.

*Rev.09/28/17*

### **84300 Dental Assistant** **1 CR**

**Prerequisite:** Algebra 1

**Grade:** 11-12

**Repeatable:** N

**SCI/CTE**

**APS: Y**

**NCAA: N**

The Dental Assistance program prepares students to become skilled members of the dental health care team. Assistants greatly increase the efficiency of the dentist in the delivery of oral health care and are valuable members of the dental care team.

*Rev.11/26/18*

### **84020 Health Occupations** **.5 CR**

**Prerequisite:** Biology or concurrent enrollment

**Grade:** 9-12

**Repeatable:** N

Health Occupations includes roles and responsibilities of health care workers, job and educational opportunities, medical terminology, medical/legal ethics, confidentiality, infection control, microbiology, first aid and CPR, anatomy and physiology. Health Occupations is designed to provide the beginning health occupations student with the basic knowledge and entry level skills for a variety of health occupations. Field trips to health care facilities and selected health workers will be included as part of this class. Students interested in being a certified nursing assistant, medical assistant, medical technician or pharmacy technician will find this course beneficial.

**84221/84222 Human Body Systems 1 CR****Prerequisite:** Principles of Biomedical Sciences**Grade:** 9-12**SCI/CTE****Repeatable:** N

Students examine the interactions of body systems as they explore identify, communication, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work through interesting real world cases and often play the role of biomedical professionals to solve medical mysteries.

*Revised*

08/24/17

**84140 Industrial Safety and First Aid .5 CR****Prerequisites:** None**Grade:** 10-12**Repeatable:** N

Industrial Safety and First Aid provides instruction on emergency first aid awareness and techniques. Students acquire knowledge and skills necessary for managing emergencies in a medical/dental office and other clinical or industrial settings as well as for personal use. The course includes CPR training with AED, control of bleeding and shock management, recognizing heart problems, stroke, poisoning, burns, diabetes, seizures, trauma injuries, hypothermia, frostbite and insect stings. Students will be introduced to Mine Safety Health Administration (MSHA) Certification requirements. OSHA and NIOSH safety requirements in a variety of work settings are included. Personal safety is stressed. Upon satisfactory completion of the course, students will receive an American Heart Association First Aid and CPR for Adults, Children, and Infants card, including AED.

*Apvd. 04/10/2008***84070 Introduction to Pharmacy .5 CR****Prerequisites:** None**Grade:** 9-12**Repeatable:** N

This course introduces pharmacy practice and the technician's role in various pharmacy settings. The course emphasizes the history of pharmacy, pharmacy law and ethics, pharmacy terminology, symbols and dosage forms and 100 often prescribed drugs. Students with an interest in becoming a certified nursing assistant, medical assistant, medical, pharmacy, or dental technician, nurse, dentist physician or pharmacist will find this course beneficial.

*Apvd. 04/10/2008***84500 Medical Assistant 1 CR****Prerequisite:** Algebra 1**SCI/CTE****Grade:** 11-12**APS:** Y**Repeatable:** N**NCAA:** N

The Medical Assistant course will prepare students to assist doctors with clinical and administrative duties. Assistants greatly increase the efficiency in a medical office and are valuable members of a medical office team.

*Rev. 11/26/18***84111/84112 Medical Coding and Billing 1 CR****Prerequisite:** Medical Terminology, Keyboarding**@45wpm, Medical Office Procedures or Teacher****Recommendation Grade:** 12**Repeatable:** N

Medical Coding and billing is designed to help students acquire basic skills in health insurance claims preparation. After finishing this course, students will be better prepared to enter into a high demand, high paying career as medical coders.

*Apvd. 12/01/06***84231/84232 Medical Interventions 1 CR****Prerequisite:** Human Body Systems**Grade:** 9-12**SCI/CTE****Repeatable:** N**NCAA:** N

Students 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 is a "How-To" manual for maintaining overall health and homeostasis in the body as students explore: how to prevent and fight invention; how to screen and evaluate the code in human 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 are exposed to the wide range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. Each family case scenario introduces multiple types of interventions and reinforces concepts learned in the previous two courses, as well as presenting new content. Interventions may range from simple diagnostic tests to treatment of complex diseases and disorders. These interventions are showcased across the generations of the family and provide a look at the past, present and future of biomedical science. Lifestyle choices and preventive measures are emphasized throughout the course as well as the important roles scientific thinking and engineering design play in the development of interventions of the future.

*Rev. 11/26/18***84100 Medical Math .5 CR****Prerequisites:** None**MATH/CTE****Grade:** 10-12**APS:** Y**Repeatable:** N**NCAA:** N

This course provides students with the interpretive skills to read, decode and process a variety of prescriptions requiring mathematical computations. The course introduces the basic concepts needed to calculate oral, parenteral, pediatric and elderly drug dosages. Skills for interpreting intravenous flow rates, compounding, commercial and office management calculations are also included. Students with an interest in becoming a certified nursing assistant, medical assistant, medical, pharmacy, or dental technician, nurse, dentist physician or pharmacist will find this course beneficial.

*Rev. 12/10/18***84130 Medical Office Procedures .5 CR****Prerequisite:** Medical Terminology, Keyboarding @45wpm or Teacher Recommendation**Grade:** 11-12**Repeatable:** N

Medical Office Procedures is designed to teach the knowledge and skills needed to qualify for entry-level employment in various health care office settings. Medical Office Procedures is recommended for those interested in clerical and administrative careers in a health related environment.

*Apvd. 12/01/2006*



**84121/84122 Medical Terminology A and B 1 CR****Prerequisite:** None**SCI/CTE****Grade:** 10-12**APS:** Y**Repeatable:** N**NCAA:** N

Medical Terminology A and B is a year-long class which presents medical terminology through a combination of anatomy and physiology, word building principles, and phonetic “sound like” pronunciations. Content is organized according to body systems and is designed to prepare students who have interest in careers in health care or medicine.

*Rev. 12/10/18***84041/84042 Occupational Therapy Assistant 1 CR****Prerequisite:** Anatomy & Physiology, Medical Terminology, Health Occupations or Teacher Recommendation**Grade:** 12**Repeatable:** N

Occupational Therapy Assistant is designed to prepare an individual as an Occupational Therapy Assistant, a health care professional who works directly under the supervision of a Licensed Occupational Therapist. The Occupational Therapy Assistant provides the rehabilitative service to those individuals whose abilities to cope with tasks of living are threatened or impaired. Examples include working with clients who may have suffered brain injury from accidents or strokes, loss of upper extremity function, functional task training, or psychosocial activities.

**84081/84082 Pharmacy Technician 1 CR****Prerequisite:** Health Occupations, Anatomy & Physiology or Teacher Recommendation**SCI/CTE****Grade:** 11-12**APS:** Y**Repeatable:** N**NCAA:** N

Introduction to Pharmacology introduces students to how drugs are organized by classifications that include their purpose, side effects, cautions, and interactions. Instruction will include lectures, labs, guest speakers, and field trips. This class is recommended to students interested in health careers such as nursing and medicine.

*Rev. 12/10/18***84211/84212 Principles of Biomedical Sciences 1 CR****Prerequisite:** None**Grade:** 9-12**SCI/CTE****Repeatable:** N**NCAA:** N

Students investigate the human body systems and various health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. They determine the factors that led to the death of a fictional person, and investigate lifestyle choices and medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, medicine research processes and bioinformatics. Key biological concepts including homeostasis, metabolism, inheritance of traits, and defense against disease are embedded in the curriculum. Engineering principles including the design process, feedback loops, and the relationship of structure to function are also incorporated. This course is designed to provide an overview of all the courses in the Biological Science program and lay the scientific foundation for subsequent courses.

*Rev. 08/24/17***84400 Veterinary Assistant 1 1 CR****Prerequisite:** Algebra 1**SCI/CTE****Grade:** 11-12**APS:** Y**Repeatable:** N**NCAA:** N

The Veterinary Assistant course will introduce students to careers in Veterinary science. Veterinary Assistants assist in a Veterinary office with a variety of tasks to increase the efficiency of the office.

*Rev. 11/26/18***84600 Veterinary Assistant 2 1 CR****Prerequisite:** Algebra 1**SCI/CTE****Grade:** 11-12**APS:** Y**Repeatable:** N**NCAA:** N

Veterinary Assistant 2 will expand from the Introduction of Veterinary Assistant 1. Students will gain a deeper knowledge of how to work in a Veterinary Clinic. In addition to gaining knowledge of specific animal systems. Students will prepare to work as an assistant in a Veterinary Clinic.

*Apvd. 06/06/18*

## HUMAN RESOURCES-*Human Resources*

**85310 Child Care Careers .5 CR****Prerequisite:** None**Grade:** 10-12**Repeatable:** N

Child Care Careers students will focus on the entire operation of a preschool, including such topics as developing an appropriate environment, safety, health routines, and nutrition. Students will be planning and implementing activities for children and gaining foundational work skills, techniques for guiding the behavior of children, and guidelines for developing effective observation skills. The basic skills of math, science, and communications will be included in the curriculum.

**85040 Child Study .5 CR****Prerequisite:** Survey of Home Economics 1**Grade:** 10-12.**Repeatable:** R

Child study will help the student understand prenatal development and the physical, emotional and cognitive development of children. The study includes an introduction to child development and education. Students who are interested in careers as a childcare assistant, nanny, teacher assistant, preschool teacher or teacher would benefit from this course.

**85340 Classroom Planning and Management .5 CR****Prerequisite:** Educational Development and Psychology**Grade:** 10-12**Repeatable:** N

Classroom Planning and Management is the third course in the Teacher Ed Series. This course focuses on the learning environments that facilitate student growth. Students will explore how educators create an engaging learning environment that provides culturally relevant learning opportunities and the instructional strategies that support students' self-efficacy. Students will develop lesson plans and facilitate instruction in classrooms within their school or community.

*Apvd. 02/07/18*

### **85110/85120/85130 Creative Clothing 1, 2, 3 .5 CR**

**Prerequisite:** None

**Grade:** 9-12

**Repeatable:** N

Creative Clothing 1, 2, and 3 classes examine clothing production. Topics are preparation for clothing construction, basic clothing construction techniques, consumer decisions, textiles, historical perspectives and design, and career opportunities. Emphasis is placed on students' applying these construction and design skills to apparel and home fashion. Skills in art, communication, mathematics, science, and technology are reinforced in these classes. Students who are continuing to Creative Clothing 2 and Creative Clothing 3 will produce more advanced projects.

### **89510 CWE for Education and Training .5 CR**

**Prerequisite:** Related Education and Training classes

**Grade:** 16 years of age or older

**Repeatable:** Y

Cooperative Work Experience for Education and Training is a junior/senior level class that allows students to be employed through a **paid or unpaid work** setting in the area of education and training. Vocational classes related to the career cluster need to be taken before the Co-op experience. The school district coordinator, employer, and student will work together to develop technical competencies, career goals, and a training plan. This course may be repeated for credit.

*Rev. 09/28/17*

### **89530 CWE for Human Services .5 CR**

**Prerequisite:** Related Human Services classes

**Grade:** 16 years of age or older.

**Repeatable:** Y

Cooperative Work Experience for Human Services is a junior/senior level class that allows students to be employed through a **paid or unpaid work** setting in the area of human services. Vocational classes related to the career cluster need to be taken before the Co-op experience. The school district coordinator, employer, and student will work together to develop technical competencies, career goals, and a training plan.

*Rev. 09/28/17*

### **89520 CWE for Government and Public Administration .5 CR**

**Prerequisite:** None

**Grade:** 16 years of age or older.

**Repeatable:** Y

Cooperative Work Experience for Government and Public Administration is a junior/senior level class that allows students to be employed through a **paid or unpaid work** setting in the area of government and public administration. Vocational classes related to the career cluster need to be taken before the Co-op experience. The school district coordinator, employer, and student will work together to develop technical competencies, career goals, and a training plan.

*Rev. 09/28/17*

### **85330 Educational Development & Psychology .5 CR**

**Prerequisite:** Leadership Development Grade:

**10-12**

**Repeatable:** N

Educational Development and Psychology is the second course in the Teacher Ed series. Students will explore the development of students across the learning continuum and the importance of understanding students as learners. Students will learn about the diversity of learners in an education system and how educators prepare to meet the needs of all students. In preparation for teaching in a culturally diverse system, students will explore the role of the educator in developing a classroom of respect that embraces diversity and empowers students.

*Apvd. 02/07/18*

### **85020 Human Relations in the Work Place .5 CR**

**Prerequisite:**

**None Grade: 9-**

**12 Repeatable: N**

This course is designed to help students understand their behavior and the behavior of others. It is designed to encourage students to follow those behaviors that strengthen individuals and families. A project-based approach that uses higher order thinking, communication, leadership, and management processes is used. Careers in this pathway, such as childcare worker, teacher, counselor or personal trainer, will be explored.

### **85000 Introduction to Career Pathways .5 CR**

**Prerequisite:**

**None Grade: 9**

**Repeatable: N**

Introduction to Career Pathways is an orientation to the variety of career opportunities organized as career pathways. Through experiences in the technical classrooms, field trips, guest speakers and self-exploration, participants will obtain a better understanding of career opportunities within the pathways offered in the MSBSD. Career pathways which will be included are automotive technology, agriculture and natural resources, business and information technology, construction/architecture/pre-engineering, hospitality/tourism, health occupations, outdoor power equipment, sports medicine and fitness, and welding technology. This is a 9<sup>th</sup> grade class recommended for all students.

*Apvd. 12/01/2006*

### **85300 Introduction to Careers in Education .5 CR**

**Prerequisite:**

**None Grade: 10-**

**12 Repeatable: N**

Introduction to Careers in Education provides an overview of the many facets of teaching and education related careers. Find out what it takes to be a teacher in today's world and explore the many leadership opportunities that are available in education related fields. The program includes in-class activities such as discussions, videos, web searches and guest speakers and out-of-class activities such as opportunities for visiting schools and observing and interviewing district educators. Students who are interested in careers as teachers, teacher aides, counselors, administrators, childcare directors, preschool teachers, or trainers would benefit from this class.

## NATURAL RESOURCES—Agriculture and Natural Resources

### **85010 Introduction to Human Services .5 CR**

**Prerequisite:**

**None**

**Grade:**

**10-12**

**Repeatable:** N

Introduction to Human Services covers the basic skills and aptitudes required in a variety of Human Services occupations such as the medical and mental health fields. Through the use of field trips, guest speakers and self-exploration participants will obtain a better understanding of human services career opportunities. Examples of careers in human services are counselor, pastor, psychologist, social worker, attorney or diplomat.

### **85320 Leadership Development .5 CR**

**Prerequisite:** None

**Grade:** 10-12

**Repeatable:** N

Leadership Development is the essential first course in preparing students to become educators. Students will develop skills to become reflective, self-aware learners while building capacity as school and community leaders. Focused on the skills and dispositions required to lead, students will explore equity in education and how personal bias influence how they teach and learn. Students will explore their personal values identifying passions, strengths, and challenges to build a career and learning plan.

*Apvd. 02/07/18*

### **85140 Survey of Home Economics 1 .5CR**

**Prerequisite:** None

**Grade:** 9-12

**Repeatable:** N

Survey of Home Economics 1 offers an introduction to family and consumer sciences. Students will explore mini units in foods and nutrition, child development, clothing and textiles, interior design, and related careers. Units will be taught through a variety of activities, labs, and projects. Math, reading, writing, and employability skills are emphasized in each unit.

### **85150 Survey of Home Economics 2 .5CR**

**Prerequisite:** Survey of Home Economics 1

**Grade:** 9-12

**Repeatable:** N

Survey of Home Economics 2 offers an introduction to family and consumer sciences. Students will explore mini-units in foods and nutrition, child development, clothing and textiles, interior design, and related careers. Units will be taught through a variety of activities, labs, and projects. Math, reading, writing, and employability skills are emphasized in each unit. The students who are continuing to Survey of Home Economics 2 will produce more advanced projects.

### **85350 The Professional Teacher .5 CR**

**Prerequisite:** Classroom Planning and Management

**Grade:** 10-12

**Repeatable:** N

The Professional Teacher is the fourth and final course in the Teacher Ed Series. In the course, a focus is placed on student clinical experiences and the continued development of the education professional. Using reflective practices, students develop and deliver lesson plans that pull together all the elements learned in previous courses. Students will spend time building their professional portfolio and network while developing a learning and career plan.

*Apvd. 02/07/18*

### **81160 911 Dispatch .5 CR**

**Prerequisite:** Algebra 1

**Grade:** 11-12

**Repeatable:** N

This course introduces students to the technologies involved in emergency communications. Students will learn call processing, telephony, computer aided dispatch and radio communication techniques. Students will learn the fundamentals of the Incident Command System as it relates to emergency communications.

*Rev. 04/20/17*

### **81100 Advanced GIS and Remote Sensing .5 CR**

**Prerequisite:** Introduction to GIS/RS Concepts

**Grade:** 9-12

**Repeatable:** N

This class continues what was covered in the Introduction to GIS and RS Concepts class. It teaches students the project management skills required to work on and build a real GIS project. Students will plan, collect, and display their data using a GPS and mapping software.

*Apvd. 12/09/2008*

### **81040 Companion Animal Science .5 CR**

**Prerequisite:** None

**Grade:** 9-12

**Repeatable:** N

**SCI/CTE**

**APS:** Y

**NCAA:** N

Companion Animal Science explores the relationship between pets and their owners and working animals and their roles. The class covers pet care including health maintenance and disease prevention. Students who want to become veterinarians, vet technicians, animal trainers or work in an animal day care or boarding facility would be interested in this class. Recommended Course: Intro to Animal Science.

*Rev. 12/10/18*

### **89110 Cooperative Work Experience (CWE) for Agriculture, Food and Natural Resources .5 CR**

**Prerequisite:** Related Agriculture and Natural Resources classes

**Grade:** 16 years of age or older

**Repeatable:** Y

Cooperative Work Experience for Agriculture, Food and Natural Resources is a junior/senior level class that allows students to be employed through a paid or unpaid work setting in the area of agriculture, food and natural resources. Prerequisite classes related to the career cluster must be taken before the Co-op experience. The school district coordinator, employer, and student will work together to develop technical competencies, career goals, and a training plan.

*Rev. 09/28/17*

### **89540 CWEfor Law, Public Safety and Security .5CR**

**Prerequisite:** Related Law, Public Safety and Security classes

**Grade:** 16 years or age or older

**Repeatable:** Y

Cooperative Work Experience for Law, Public Safety and Security is a junior/senior level class that allows students to be employed through a **paid or unpaid work** setting in the area of law, public safety and security. Vocational classes related to the career cluster need to be taken before the Co-op experience. The school district coordinator, employer, and student will work together to develop technical competencies, career goals, and a training plan. *Rev.09/28/17*

### **81150 Emergency Management (Incident Command) 1 CR**

**Prerequisite:** Algebra 1

**Grade:** 11-12

**Repeatable:** N

This course introduces students to the emergency management process. Students learn how the functions of emergency operate in response to disasters and other emergencies.

### **84310 Emergency Medical Technician 1(Basic) 1.0 CR**

**Prerequisite:** Certified CPR, must be 17 years of age

**Grade:** 11-12

**Repeatable:** N

**SCI/CTE**

**APS:** Y

**NCAA:** N

Emergency Medical Technician 1 (Basic) is designed to help students gain the knowledge, skills, and attitudes necessary to be competent, productive members of the Emergency Medical Services (EMS) team. The EMT Basic National Standard Curriculum Educational Model is followed. Students may receive dual college and high school credits. Students who take Emergency Medical Technician 1 (Basic) have varied goals: work as an EMT on an ambulance, fire department, or first responder service, work as an EMT for a business, gain medical knowledge and skills for use in very remote areas, use on a resume for further schooling in the medical field or on a resume for employment, help care better for elderly or sick family members, or simply to gain the confidence to deal with emergency situations. *Rev.09/13/17*

### **85430 Emergency Trauma Technician 1.0 CR**

**Prerequisite:** None

**Grade:** 9-12

**Repeatable:** N

**SCI/CTE**

**APS:** Y

**NCAA:** N

This class is an introduction to emergency medical care. Students will learn to provide assessment and care as a first responder to medical emergencies, illness, or injuries. This level of training is the next step beyond initial first aid. Students will learn the duties, limitations, and care techniques required of a certified Emergency Trauma Technician. This class will meet the required 40-hour training for ETT state certification. *Rev.11/26/18*

### **81140 Forest Health & Protection 1 CR**

**Prerequisite:** None

**Grade:** 11-12

**Repeatable:** N

**SCI/CTE**

**APS:** Y

**NCAA:** N

This course introduces students to the concepts of natural agents such as insects, fire, wind, drought, and ice storms strongly influence forest ecosystem health. *Rev. 12/10/18*

### **81060 Forestry .5 CR**

**Prerequisite:** Introduction to Agriculture and Natural Resources

**Grade:** 9-12

**Repeatable:** N

**SCI/CTE**

**APS:** Y

**NCAA:** N

Forestry examines and determines the relationships of forests to the natural ecosystems and recommended practices for utilizing forest resources. Careers in this pathway might include park managers or technicians, forest managers or technicians, natural history interpreters, and forest workers or loggers. *Rev. 12/10/18*

### **81110 Geospatial Applications in the Environment 5 CR**

**Prerequisite:** Spatial Environmental Model Development

**Grade:** 9-12

**Repeatable:** N

This is the capstone course in the STARS Certification series and is all project-based. Students get to show case everything they have learned about GIS and RS by participating in a variety of real world projects. Each project integrates project planning, geographic problem solving, tools, software application, project management, data creation, data manipulation, data analysis, reports and presentations. Students have the option of becoming certified as STARS Entry-level GIS Technician. *Apvd.12/09/2008*

### **81020 Greenhouse Production .5 CR**

**Prerequisite:** None

**Grade:** 9-12

**Repeatable:** N

**SCI/CTE**

**APS:** Y

**NCAA:** N

Greenhouse Production teaches skills and concepts for students desiring to work in the greenhouse industry. Students will have the opportunity to work in a simulated greenhouse business. Topics will include plant production, marketing, quality control, and automated environmental control systems used in greenhouses. Students will also explore hydroponic growing, careers, and FFA opportunities. Recommended Course: Introduction to Plant Sciences. *Rev.12/10/18*

### **81070 Introduction to Agriculture and Natural Resources .5 CR**

**Prerequisite:** None

**Grade:** 9-12

**Repeatable:** N

**SCI/CTE**

**APS:** Y

**NCAA:** N

Introduction to Agriculture and Natural Resources provides an introduction to the areas of forestry, wildlife, land management, marine science, aquaculture, production agriculture and mineral extraction. Students are also introduced to careers as foresters, soil and water managers, environmental scientists, and fish and wildlife managers. *Rev. 12/10/18*

### **81050 Introduction to Animal Science .5CR**

**Prerequisite:** None

**Grade:** 9-12

**Repeatable:** N

**SCI/CTE**

**APS:** Y

**NCAA:** N

Introduction to Animal Science is a survey of the knowledge and skills necessary for animal care including traditional species (such as horses) and non-traditional species (such as llamas). Students who want to become veterinarians, vet technicians, animal trainers, or interested in farm production would benefit from this class. Recommended Courses: Introduction to Agriculture and Natural Resources. *Rev. 12/10/18*



### **81090 Introduction to GIS/RS Concepts .5 CR**

**Prerequisite:** Algebra 1 or Geometry

**Grade:** 9-12

**Repeatable:** N

This class will introduce students the concepts of planning, creating and analyzing a Graphic Information System (GIS) as well as to understand Remote Sensing (RS). Students will use the same data, imagery, and software that NASA uses to study the state of Alaska, their local community, and even their own school campus. Students will also learn how to operate a GPS. This course is the foundation for STARS Entry-Level GIS Technician Certification. *Apvd.05/09/2008*

### **81010 Introduction to Plant Science .5 CR**

**Prerequisite:** Introduction to Agriculture and Natural Resources

**Grade:** 9-12

**Repeatable:** N

**SCI/CTE**

**APS:** Y

**NCAA:** N

Introduction to Plant Science creates a foundation of knowledge for students to use in exploration of advanced plant science courses. Students will learn about basic functions of plant growth, categorizing systems for plants, and propagation. The student will also learn how plants are used to enhance our living environs by making landscape designs and flower arrangements. Students who are interested in being botanists, golf course workers, greenhouse managers or workers, soil and water specialists, and plant breeders would be interested in this course. *Rev. 12/10/18*

### **85210 Justice 1 .5 CR**

**Prerequisite:** None

**Grade:** 10-12

**Repeatable:** N

**SOC/CTE**

**NCAA:** Y

Justice 1 provides a comprehensive yet fun approach to the study of employment opportunities in the criminal justice system. With guest speakers from local, state and federal agencies, employment opportunities are brought to life for students. Various field trips bring a reality to the criminal justice system not matched, even at the college level. This class would be good for students interested in careers in law enforcement, legal services, public service, or military service. *Rev. 11/26/18*

### **85220 Justice 2 .5 CR**

**Prerequisite:** Justice 1

**Grade:** 10-12

**Repeatable:** N

**SOC/CTE**

**NCAA:** Y

Justice 2 is a continuation of Justice 1 and the study of the criminal justice system. *Rev. 11/26/18*

### **81030 Landscape Design .5 CR**

**Prerequisite:** Greenhouse Production

**Grade:** 9-12

**Repeatable:** N

Landscape Design covers techniques in landscape design, construction, and maintenance. Students pursuing careers in landscape architecture, recreational park design, golf course design, construction and/or maintenance will benefit from this class. Business principles needed to successfully run a small landscaping business will be presented. This will include a business plan, marketing, and customer/contractor relations.

### **85420 Principles of Emergency Services .5 CR**

**Prerequisite:** None

**Grade:** 9-12

**Repeatable:** N

This class introduces students to career opportunities in emergency services with an emphasis on fire protection. The class covers the philosophy and history of fire protection, the fundamentals of fire loss analysis, the organization and function of public and private fire protection services, and the regulations affecting fire services. Students will acquire the knowledge of fire service nomenclature, fire chemistry, and the basics of firefighting tactics and strategies. *Apvd. 10/15/2008*

### **81120 Spatial Environmental Model Development .5 CR**

**Prerequisite:** Advanced GIS and Remote Sensing

**Grade:** 9-12

**Repeatable:** N

In this class, students will reach beyond their GIS foundation by learning and incorporating the skills of a spatial and 3D analyst. By learning the spatial and 3D analyst software, students will learn to model surfaces three dimensionally, which will give them a different perspective on their local environment. They will also get to use GPS and other remote sensing technology to collect real-time data in order to accurately survey their community. This is an intensive project-oriented class and is an invaluable tool for future GIS operators and innovators. *Apvd.12/09/2008*

### **81130 Wildland/Firefighting 1 CR**

**Prerequisite:** Algebra 1

**SCI/CTE**

**Grade:** 11-12

**Repeatable:** N

**APS:** Y

**NCAA:** N

This course prepares students to work with a wildland fire crew. They will learn the methods of operation for wildland fire chainsaws and pumps and how to work safely in a wildland fire environment. *Rev. 12/10/18*

## **TOURISM/CULINARY—Culinary Arts, Hospitality, Tourism**

### **85160 Culinary Arts 1 .5 CR**

**Prerequisite:** None

**Grade:** 10-12

**Repeatable:** N

Culinary Arts 1 introduces students to careers in food service and teaches them the basic skills and knowledge needed for success in the food service industry. The following seven units will be covered: 1) Successful Customer Relations, 2) Preparing and Serving Safe Food, 3) Preventing Accidents and Injuries, 4) Kitchen Basis, 5) Food Service Equipment, 6) Nutrition, and 7) Preparing for a Successful Career. Culinary Arts 1 is a ProStart curriculum developed by the National Restaurant Association as part of the school-to-career approach to learning. Students who are interested in becoming chefs or working in the restaurant industry would benefit from this course. Recommended Course: Survey of Home Economics 1.

**85170 Culinary Arts 2 .5 CR****Prerequisite:** None**Grade:** 10-12**Repeatable:** N

Culinary Arts 2 introduces students to careers in food service and teaches them the basic skills and knowledge needed for success in the food service industry. The following six units will be covered this semester: 1) Breakfast Foods and Sandwiches, 2) Working with People, 3) Salads and Garnishes, 4) Business Math, 5) Fruits and Vegetables, and 6) Controlling Food Service Costs. A minimum of 20 lab activity/cooking hours will be included. Culinary Arts 2 is a ProStart curriculum developed by the National Restaurant Association. Students who are interested in becoming chefs or working in the restaurant industry would benefit from this course. Recommended Courses: Survey of Home Economics I.

**85200 Culinary Arts 1& 2 (Semester 1) 1 CR****Prerequisite:** None**Grade:** 10-12**Repeatable:** N

Culinary Arts 1 & 2 introduces students to careers in food service and teaches them the basic skills and knowledge needed for success in the food service industry. The following seven units from Culinary Arts 1 will be covered during Semester 1: 1) Successful Customer Relations, 2) Preparing and Serving Safe Food, 3) Preventing Accidents and Injuries, 4) Kitchen Basis, 5) Food Service Equipment, 6) Nutrition, and 7) Preparing for a Successful Career. Also, the following six units from Culinary Arts 2 will be covered: 1) Breakfast Foods and Sandwiches, 2) Working with People, 3) Salads and Garnishes, 4) Business Math, 5) Fruits and Vegetables, and 6) Controlling Food Service Costs. Culinary Arts 1 & 2 is a ProStart curriculum developed by the National Restaurant Association as part of the school-to-career approach to learning. Students who are interested in becoming chefs or working in the restaurant industry would benefit from this course. Recommended Course: Survey of Home Economics I.

**85201 Culinary Arts 3 & 4 (Semester 2) 1 CR****Prerequisite:** None**Grade:** 10-12**Repeatable:** N

Culinary Arts 3 & 4 introduces students to careers in food service and teaches them the basic skills and knowledge needed for success in the food service industry. The following six units from Culinary Arts 3 will be covered during Semester 2: 1) The History of Food Service, 2) Potatoes and Grains, 3) The Lodging Industry, 4) The Art of Service, 5) Desserts and Baked Goods, and 6) Marketing and the Menu. Also, the following six units from Culinary Arts 4 will be covered: 1) Purchasing and Inventory Control, 2) Meat, Poultry and Seafood, 3) Standard Accounting Practices, 4) Stocks, Soups, and Sauces, 5) Tourism and the Retail Industry, and 6) Communicating with Customers. A minimum of 20 lab activity/cooking hours will be included. Culinary Arts 3 & 4 is a ProStart curriculum developed by the National Restaurant Association as part of the school-to-career approach to learning. Students who are interested in becoming chefs or working in the restaurant industry would benefit from this course. Recommended Course: Survey of Home Economics I.

**85180 Culinary Arts 3 .5 CR****Prerequisite:** None**Grade:** 10-12**Repeatable:** N

Culinary Arts 3 introduces students to careers in food service and teaches them the basic skills and knowledge needed for success in the food service industry. The following six units will be covered this semester: 1) The History of Food Service, 2) Potatoes and Grains, 3) The Lodging Industry, 4) The Art of Service, 5) Desserts and Baked Goods, and 6) Marketing and the Menu. A minimum of 20 lab activity/cooking hours will be included. Culinary Arts 3 is a ProStart curriculum developed by the National Restaurant Association as part of the school-to-career approach to learning. Students who are interested in becoming chefs or working in the restaurant industry would benefit from this course. Recommended Course: Survey of Home Economics I.

**85190 Culinary Arts 4 .5 CR****Prerequisite:** None**Grade:** 10-12**Repeatable:** N

Culinary Arts 4 introduces students to careers in food service and teaches them the basic skills and knowledge needed for success in the food service industry. The following six units will be covered this semester: 1) Purchasing and Inventory Control, 2) Meat, Poultry and Seafood, 3) Standard Accounting Practices, 4) Stocks, Soups, and Sauces, 5) Tourism and the Retail Industry, and 6) Communicating with Customers. A minimum of 20 lab activity/cooking hours will be included. Culinary Arts 4 is a ProStart curriculum developed by the National Restaurant Association as part of the school-to-career approach to learning. Students who are interested in becoming chefs or working in the restaurant industry would benefit from this course. Recommended Course: Survey of Home Economics I.

**NOTE: Prostart certification is a 2-year program. Students must take Culinary Arts 1, 2, 3, 4 to prepare for the certification exam. Courses can be taken in any order.**

**85030 Customer Service .5 CR****Prerequisite:** None**Grade:** 9-12 Repeatable:**N**

Customer Service is designed to explore the actions of customers and the processes they navigate through in their decision-making processes. Also explored will be the context of the interaction between the customer and salesperson and what constitutes positive customer service. All students would benefit from this class no matter what career interests they have.

**89330 CWE for Hospitality and Tourism .5 CR****Prerequisite:** Related Hospitality and Tourism classes**Grade:** 16 years of age or older**Repeatable:** Y

Cooperative Work Experience for Hospitality and Tourism is a junior/senior level class that allows students to be employed through a paid or unpaid work setting in the area of hospitality and tourism. Vocational classes related to the career cluster need to be taken before the Co-op experience. The school district coordinator, employer, and student will work together to develop technical competencies, career goals, and a training plan.

*Rev.09/28/17*

**86450 Foods and Nutrition .5 CR****Prerequisite:** Survey of Home Economics 1 or Teacher**Recommendation****SCI/CTE****Grade:** 9-12**APS:** Y**Repeatable:** N**NCAA:** N

Foods and Nutrition teaches students to cook nutritious foods in order to perform better in sports and in life. Topics may include basic nutrition, safety and sanitation, weight control, sports nutrition and vegetarianism. Students interested in careers as cooks or chefs, dieticians, or exercise fitness technicians would find this class beneficial.

*Rev. 12/10/18***86460 Food Science .5 CR****Prerequisite:** Culinary Arts course or Introduction to Health & Fitness or Teacher Recommendation**SCI/CTE****Grade:** 10-12**APS:** Y**Repeatable:** N**NCAA:** N

Food Science utilizes a science laboratory and the scientific methodology for understanding the impact of food on the body. This is laboratory course that uses experimental methods with tools for hands-on learning. This course would benefit students interested in careers in sports medicine, culinary arts, dietetics, and nutrition.

*Rev. 12/10/18***85161 Introduction to Baking .5 CR****Prerequisite:** None**Grade:** 9-12**Repeatable:** N

This course will introduce students to the field of baking by introducing the basics of food safety, kitchen safety, and sanitation along with the importance of personal hygiene. Students will learn equipment identification and use. Each student will produce breads and cookies using formulas and mixing methods learned in theory. They will also learn the basics of selling and displaying their products in the school café. This course covers the basics of cake decorating in theory and in practice. All students are introduced to liquid measure and instruction in the importance or proper measuring as it relates to baking and culinary arts. Technology, related mathematics, reading, writing and proper vocabulary are integrated throughout the course.

**83311/83312 Lodging Management Part 1 1 CR****Prerequisite:** Technical Applications or**Teacher Recommendation****Grade:** 11-12**Repeatable:** N

In Lodging Management Part 1, students will gain entry level knowledge and skills in the hospitality and lodging industry. Attention will be focused on the training and practice of customer service, facilities management, guest services, and food and beverage services. Students enrolled in this course will be entering a career pathway leading to a primary job with a focus in the hospitality and tourism industry. Skill sets and job modeling will have a greater emphasis toward specific jobs roles. Students gain practical experience in the hospitality industry through a variety of training opportunities.

*Apvd.12/01/2006***83321/83322 Lodging Management Part 2 1 CR****Prerequisite:** Lodging Management Part 1 or Teacher**Recommendation****Grade:** 11-12**Repeatable:** N

Lodging Management Part 2 is for students enrolled in the Hospitality and Tourism Career Pathway, and have begun their studies in Lodging 1. Those skills covered in Lodging 1 will be expanded upon and reinforced. In addition, particular emphasis will be directed towards the organizational structure and communication in the various departments of a property, marketing factors, sales opportunities, expanded banquet and food related services, and advanced food and beverage management. Additional training opportunities will be sought for a continued and in-depth approach to a practical application of skills earned.

*Apvd.12/01/2006***83300 START .5 CR****Prerequisite:** Tourism 1 or Teacher Recommendation**Grade:** 9-12**Repeatable:** N

In S.T.A.R.T. (Skills, Tasks, and Results Training), students learn essential knowledge in the areas of hospitality, rooms, and food and beverage service. Attention is given to customer service, facilities management, guest services, and food and beverage management. Students gain practical experience in the hospitality industry through a variety of training opportunities. This course is for those students seeking exposure to the hospitality industry, but whose career pathway may be geared to a supporting job opportunity.

*Apvd.12/01/2006***83330 Tourism 1 .5 CR****Prerequisite:** None**Grade:** 9-12**Repeatable:** N

Tourism 1 introduces students to career opportunities in the travel and tourism industry with emphasis on workplace skills. Sample occupations in this pathway include tour guides, travel agents, event planners, convention services managers, hotel managers, or hotel front desk assistants.

**83340 Tourism 2 .5 CR****Prerequisite:** Tourism 1**Grade:** 9-12**Repeatable:** N

Tourism 2 allows students to explore tourism by meeting and interacting with representatives from the tourism industry. Students will expand their career portfolio, plan a trip for a client, expand knowledge of geography, and learn how to promote a business and how to meet the special needs of clients. Course content may include career portfolios, trip planning, customer service and business promotion. Sample occupations in this pathway include tour guides, travel agents, event planners, convention services managers, hotel managers, or hotel front desk assistants.

## **TRANSPORTATION—*Transportation and Manufacturing***

### **86550 Automotive Braking Systems Tech 1 CR**

**Prerequisite:** Introduction to Auto and Algebra 1 or Int. Math 1

**Grade:** 10-12 (semestercourse)

**Repeatable:** N

Automotive Braking Systems Tech covers in depth training in the braking systems of the automobile. This course is designed to teach the student skills necessary for future employment in the automotive field. A student successful in this course will be able to use skills learned in this course to help qualify for nationally recognized ASE (Automotive Service Excellence) certification in braking systems.

### **86560 Automotive Electronics Tech 1 CR**

**Prerequisite:** Introduction to Auto and Algebra 1 or Int. Math 1

**Grade:** 10-12 (semester course)

**Repeatable:** N

Automotive Electronics Tech covers in depth training in the electrical/electronic systems of automobiles. This course is designed to teach the student skills necessary for future employment in the automotive field. A student successful in this course will be able to use skills learned in this course to help qualify for nationally recognized ASE (Automotive Service Excellence) certification in electronics.

### **86570 Automotive Engine Performance Tech 1 CR**

**Prerequisite:** Introduction to Auto and Algebra 1 or Int. Math 1

**Grade:** 10-12 (semester course)

**Repeatable:** N

Automotive Engine Performance Tech covers in depth technician training in the specialized area of engine performance. This course is designed to teach the student skills necessary for future employment in the automotive field. A student successful in this course will be able to use skills learned in this course to help qualify for nationally recognized ASE (Automotive Service Excellence) certification in engine performance.

**NOTE:** ASE (Auto Service Excellence) and NATEF certification is a 2-year program. Students must take Automotive Service Tech 1, 2, 3, 4 to prepare for the certification exam.

### **86510/86511/86512 Automotive Service Technician 1 5 CR**

**Prerequisite:** Introduction to Auto and Algebra 1 or Int. Math 1

**Grade:** 10-12

**Repeatable:** N

Automotive Service Technician 1 covers troubleshooting, maintenance, and light duty repair of the brakes, steering and suspension, and the electrical/electronic systems of automobiles. This course is designed to teach the student skills necessary for future employment in the automotive field. Instruction includes career exploration, *SkillsUSA*, and industry visits. A student successful in this course will be able to use technical skills learned in this course to help qualify for nationally recognized ASE (Automotive Service Excellence) certification.

### **86520/86521/86522 Automotive Service Technician 2 5 CR**

**Prerequisite:** Automotive Service Technician 1

**Grade:** 10-12

**Repeatable:** N

Automotive Service Technician 2 covers in depth training of the student in troubleshooting, maintaining, and repair of advanced automotive electrical/electronic and engine performance of automobiles. This course is designed to teach the student advanced skills necessary for future employment in the automotive field. Instruction includes career exploration, *SkillsUSA*, and industry visits. A student successful in this course will be able to use technical skills learned in this course to help qualify for nationally recognized ASE (Automotive Service Excellence) certification.

### **86530/86531/86532 Automotive Service Technician 3 1 CR**

**Prerequisite:** Automotive Service Technician 2

**Grade:** 11-12

**Repeatable:** N

Automotive Service Technician 3 covers training in the diagnosis, repair, and maintenance of braking systems, steering and suspension systems of automobiles. This course is designed to teach the student advanced skills necessary for future employment in the automotive field. Instruction includes career exploration, *SkillsUSA*, and industry visits. A student successful in this course will be able to use technical skills learned in this course to help qualify for nationally recognized ASE (Automotive Service Excellence) certification.

### **86540/86541/86542 Automotive Service Technician 4 1 CR**

**Prerequisite:** Automotive Service Technician 3

**Grade:** 11-12

**Repeatable:** N

Automotive Service Technician 4 covers in depth training of the automotive electrical/electronic systems and computerized engine systems of automobiles. This course is designed to teach the student advanced skills necessary for future employment in the automotive field. Instruction includes career exploration, *SkillsUSA*, and industry visits. A student successful in this course will be able to use technical skills learned in this course to help qualify for nationally recognized ASE (Automotive Service Excellence) certification.

### **86580 Automotive Suspension and Steering Tech 1 CR**

**Prerequisite:** Introduction to Auto and Algebra 1 or Int. Math 1

**Grade:** 10-12 (semestercourse)

**Repeatable:** N

Automotive Suspension and Steering Tech covers in depth training in the suspension and steering systems of the automobile. This course is designed to teach the student skills necessary for future employment in the automotive field. A student successful in this course will be able to use skills learned in this course to help qualify for nationally recognized ASE (Automotive Service Excellence) certification in suspension and steering.



### **86210 Cabinet Making and Woodworking 1 .5 CR**

**Prerequisite:** None

**Grade:** 9-12

**Repeatable:** N

Cabinet Making and Woodworking 1 is a semester-long class which introduces students to the woodworking industry. Highlights will include completion of a project, measuring, blueprints, power tool safety, basic woodworking processes, SkillsUSA, and career opportunities. Students who are interested in careers in home construction or furniture production would benefit from this class.

### **86220 Cabinet Making and Woodworking 2 .5 CR**

**Prerequisite:** Cabinet Making and Woodworking 1

**Grade:** 9-12

**Repeatable:** N

Cabinet Making and Woodworking 2 is the second semester class in which students will choose and build a major project, modifying the design as needed. Steps in this process will include the selection of materials, use of advanced joining, and application of a finish. Students who are interested in careers in home construction or furniture production would benefit from this class.

### **86230 Cabinet Making and Woodworking 3 .5 CR**

**Prerequisite:** Cabinet Making and Woodworking 2

**Grade:** 10-12

**Repeatable:** N

Cabinet Making and Woodworking 3 is a semester-long class designed to give students advanced skills in woodworking careers. Emphasis is placed on hand and power tool maintenance, advanced machine processes, joining methods, and finishing techniques. Students who are interested in careers in home construction or furniture production would benefit from this class.

### **86240 Cabinet Making and Woodworking 4 .5 CR**

**Prerequisite:** Cabinet Making and Woodworking 3

**Grade:** 10-12

**Repeatable:** N

Cabinet Making and Woodworking 4 is a semester-long class which is a continuation of Woods 3. Emphasis is placed on cabinet and furniture styles, drawers and doors, special materials and processes, advanced finishing applications, and career opportunities related to the woods industry. Students who are interested in careers in home construction or furniture production would benefit from this class.

### **86250 Cabinet Making and Woodworking 5 .5 CR**

**Prerequisite:** Cabinet Making and Woodworking 4

**Grade:** 11-12

**Repeatable:** N

Cabinet Making and Woodworking 5 is a semester-long class that is a continuation of Woods 4. Emphasis is placed on advanced cabinet and furniture styles, drawer and doors, special materials and processes, advanced finishing applications, cooperative building, and career opportunities related to the woods industry. *Apvd.11/06/2007*

### **86260 Cabinet Making and Woodworking 6 .5 CR**

**Prerequisite:** Cabinet Making and Woodworking 5

**Grade:** 11-12

**Repeatable:** N

Cabinet Making and Woodworking 5 may be repeated as Woods 6 provided a different project and work team are selected or the project is of such complexity that it will take two semesters for completion. Instructor permission is required for this option. Students who are interested in careers in home construction or furniture production would benefit from this class. *Apvd.11/06/2007*

### **89620 CWE for Manufacturing .5 CR**

**Prerequisite:** Related Manufacturing classes

**Grade:** 16 years of age or older

**Repeatable:** Y

Cooperative Work Experience for Manufacturing is a junior/senior level class that allows students to be employed through a **paid or unpaid work** setting in the area of manufacturing. Vocational classes related to the career cluster need to be taken before the Co-op experience. The school district coordinator, employer, and student will work together to develop technical competencies, career goals, and a training plan. *Rev. 09/28/17*

### **89640 CWE for Transportation, Distribution, and Logistics .5 CR**

**Prerequisite:** Related Transportation, Distribution, and Logistics classes

**Grade:** 16 years of age or older

**Repeatable:** Y

Cooperative Work Experience for Transportation, Distribution, and Logistics is a junior/senior level class that allows students to be employed through a **paid or unpaid work** setting in the area of transportation, distribution and logistics. Vocational classes related to the career cluster need to be taken during before the Co-op experience. The school district coordinator, employer, and student will work together to develop technical competencies, career goals, and a training plan. *Rev. 09/28/17*

### **86910 Hydraulics/Pneumatics Diesel Power 1 CR**

**Prerequisite:** Algebra 1

**Grade:** 11-12

**Repeatable:** N

**SCI/CTE**

**APS:** Y

**NCAA:** N

This course introduces students to fluid power systems. Student will learn the components, design, assembly and troubleshooting of both hydraulic and pneumatic systems. *Rev.11/26/18*

### **86500 Introduction to Auto .5 CR**

**Prerequisite:** None

**Grade:** 9-12

**Repeatable:** N

Introduction to Auto introduces the student to the responsibilities of automobile ownership and is an introduction to automotive repair technology. Maintenance, legal issues, and owner repairs are included in this course as well as introducing the automotive repair field to youth interested in pursuing a career as an automotive technician. Labs include all phases of preventive and scheduled maintenance for both industry and personal use.

**86720 Introduction to Aviation Technology .5CR****Prerequisite:** None**Grade:** 9-12**Repeatable:** N

Designed as an exploratory class, this course prepares students for an entry level position in the air transportation industry, by introducing them to a wide variety of available career options. This course is designed to “hands-on,” covering the basic elements of Professional Piloting, Air Traffic Control, and Aviation Administration.

**86351/86352 Introduction to Occupational Safety, Health and Environmental Awareness 1 CR****Prerequisite:** None**Grade:** 10-12**Repeatable:** N

This course is an introduction to the field of safety, health, and environment within the process industry. It will cover various types of plant hazards, safety and environmental systems equipment, and applicable government regulations, and industry standards. It is designed to prevent injuries, fatalities, fires, explosions or unexpected releases of hazardous materials.

**86200 Introduction to Process Technology .5 CR****Prerequisite:** None**Grade:** 9-12**Repeatable:** N

Introduction to Process Technology is designed to give students an insight into the type of work that the Process Industry offers and the skills needed to work in the Alaska Oil and Gas Industry. Process Technology is an environment of teams of people responsible for planning, analyzing, and controlling the production of products specifically as it relates to the Alaska Oil and Gas Industry.

**86300 Introduction to Small Engines/Welding 1.5CR****Prerequisite:** None**Grade:** 9-12**Repeatable:** N

Introduction to Small Engines/Welding 1 covers introduction to welding, safe set-up and operation of both OAW (oxy-acetylene welding) and SMAW (shielding metal arc welding) in the flat position, laboratory and classroom investigations, study of basic power theory of small engines, proper use of hand tools and equipment used in the disassembly and assembly of 4-cycle engines. This is an introductory class to learn the proper use of industry tools and to prepare for careers in tool rental, equipment repair, marine mechanics, ATVs, snow machines, and watercraft repair.

**86670 Logistics 1 .5 CR****Prerequisite:** Accounting 1 or Teacher Recommendation**Grade:** 11-12**SOC/CTE****Repeatable:** N

The Logistics 1 course is designed as an introduction to the principles and practices of logistics and how they integrate into total supply chain management. The course will introduce the logic behind this integration and discuss how organizations have gained a sustainable competitive advantage by implementing programs of total supply chain logistics management into their operations. The course will also look at the critical role information technology plays in achieving this success. The customer service role of the logistics function will be examined from the perspective of both the organization and the consumer. Employment in logistics is available in all career pathways.

*Rev. 08/24/17***86680 Logistics 2 .5 CR****Prerequisite:** Logistics 1 or Teacher Recommendation**Grade:** 11-12**SOC/CTE****Repeatable:** N

Logistics 2 is designed to introduce the fundamentals of warehouse management and inventory control operations and how both fit into the total supply and logistics chains. The course will also explore the physical aspects of warehouse, layout, coding, safety, materials handling, and inventory issue techniques and their implications (both good and bad) for an organization. Employment in logistics is available in all career pathways.

*Rev.08/24/17***86590 Marine Mechanics 1 .5 CR****Prerequisite:** Small Engines 2 or Teacher Recommendation **Grade:** 10-12**Repeatable:** N

Marine Mechanics 1 covers the basics of marine mechanics to include power head, rebuilding hydraulic systems, lower unit rebuilding and skills for entry-level employment. Maritime safety training is included. Students interested in being a marine mechanic or manager either in a small business or dealership would benefit from this class.

**86600 Marine Mechanics 2 .5 CR****Prerequisite:** Marine Mechanics 1**Grade:** 10-12**Repeatable:** N

Marine Mechanics 2 is an advanced setting for marine mechanics and emphasizes safety, dealership operation and maritime safety and regulations. Students interested in being a marine mechanic or manager either in a small business or dealership would benefit from this class.

**86651/86652 Outdoor Power Equipment Training 1 2CR****Prerequisite:** Algebra 1**Grade:** 10-12**(1 per semester)****Repeatable:** N

OPET 1 is a year-long certificate training program in outdoor powered equipment. The program covers marine engines, motorcycles, ATV's, lawn and garden, and power generation equipment. The program covers shop safety and OSHA Laws. Students interested in being an outdoor power equipment mechanic or manager either in a small business or dealership would benefit from this class.

**86661/86662 Outdoor Power Equipment Training 2**  
**2 CR**

**Prerequisite:** OPET 1  
**Grade:** 11-12 (1 per semester)  
**Repeatable:** N

OPET 2 is a year-long certificate training program in outdoor powered equipment. The program covers employability skills, inventory, dealership management, and advanced troubleshooting. Students will be involved with CTSOs. This is a course for students who are interested in marine mechanics, ATVs, snow machines, water craft repair, and tool and rental repair. Students interested in being an outdoor power equipment mechanic or manager either in a small business or dealership would benefit from this class. National EETC (Engine Equipment Training Council) certification tests may be taken.

*Outdoor Power Equipment Training Part 1 & 2 may also be taught over a four-year period with each semester being worth .5 credits. The following sequence and course numbers are used*

86811/86812 OPET Part A 1 CR  
86821/86822 OPET Part B 1 CR  
86831/86832 OPET Part C 1 CR  
86841/86842 OPET Part D 1 CR

**86711/86712 Private Pilot Ground School** **1 CR**

**Prerequisite:** None  
**Grade:** 9-12  
**Repeatable:** N

Designed as an exploratory class, this course prepares students for an entry level position in the air transportation industry, by introducing them to a wide variety of available career options. This course is designed to be "hands-on," covering the basic elements of Professional Piloting, Air Traffic Control, and Aviation Administration. This class will prepare students to pass the FAA knowledge test.

**86341/86342 Process Technology** **1 CR**

**Prerequisite:** None **SCI/CTE**  
**Grade:** 10-12 **APS: Y**  
**Repeatable:** N **NCAA: N**

This course is an introduction to process options in the Process Technology industry through an overview of general information, processes, procedures, and equipment. Processing techniques used in oil and gas, chemical, mining, power generation, pulp and paper, waste water, food and beverage, and the pharmaceutical industries will be investigated. In addition, workplace information such as safety, quality, and team building is introduced. Finally, basic processing equipment such as piping, valves, pumps, compressors, turbines, motors, etc. will also be introduced. Rev. 11/26/18

**86610 Small Engines 1** **.5 CR**

**Prerequisite:** None  
**Grade:** 9-12  
**Repeatable:** N

Small Engines 1 covers the principles of small gasoline and diesel engines, safe working habits, employability skills and environmental concerns related to internal combustion. Knowledge of internal combustion engines and basic ignition sources is emphasized. Students interested in being a small engine mechanic or manager either in a small business or dealership would benefit from this class.

**86620 Small Engines 2** **.5 CR**

**Prerequisite:** Small Engines 1 or Teacher Recommendation  
**Grade:** 9-12  
**Repeatable:** N

Small Engines 2 is an advanced lab setting emphasizing tools and equipment, fuel systems and electrical systems. Topics covered are ignition, starting, and charging systems. The diagnosis of electrical components on small engines is stressed. Students interested in being a small engine mechanic or manager either in a small business or dealership would benefit from this class.

**86311/86312 Welding Technology Services Part 1** **2 CR**

**Prerequisite:** Algebra 1  
**Grade:** 10-12 (1 per semester)  
**Repeatable:** N

Welding Part 1 covers the basic theory and operations of welding. The basic operations of welding include safety and health, tools and equipment (handling and care of), OAW (oxy-acetylene welding), OAC (oxy-acetylene cutting), SMAW (shielding metal arc welding), GMAW (gas metal arc welding), GTAW (gas tungsten arc welding), PAC (plasma arc cutting). The course also covers general techniques with basic blueprinting and metallurgy. This course lays the groundwork for knowledge and skills necessary to pass the AWS (American Welding Society) Level 1 certification written test and welds. Recommended Courses: Technical Drafting 1

**86321/86322 Welding Technology Services Part 2** **2 CR**

**Prerequisite:** Welding Part 1  
**Grade:** 11-12 (1 per semester)  
**Repeatable:** N

Welding Part 2 covers welding safety and health, tools and equipment; continuation and advanced SMAW, GMAW, GTAW, OAW processes; introduction to FCAW (Flux Cored Arc Welding), advanced cutting processes, blueprinting and metallurgy; employability and career information explored; computer design and cutting techniques; and continued preparation for the AWS (American Welding Society) Level 1 certification.

*Welding Technology Services Part 1 & 2 may also be taught over a four-year period with each semester being worth .5 credits. The following sequence and course numbers are used:*

86313/86314 Welding Technology Part A 1 CR  
86315/86316 Welding Technology Part B 1 CR  
86323/86324 Welding Technology Part C 1 CR  
86325/86326 Welding Technology Part D 1 CR

**NOTE:** AWS (American Welding Society) certification is a 2-year program. Students must take Welding Technology Services Part 1 & 2 to prepare for the certification exam.



# APEX

## Mat-Su iTech APEX FY18 Course Listing

	Core	Honors	Prescriptive	**APS/NCAA		Core	Honors	**APS/NCAA
<b>Math</b>					<b>Electives</b>			
Intro to Algebra	X			N/N	**Art Appreciation-through eDynamic	X		
Algebra I	X		X	Y/Y	College & Career Prep	X		
Geometry	X		X	Y/Y	**Financial Literacy	X		
Algebra II	X		X	Y/Y	**Health	X		
Pre-Calculus	X	X		Y/Y	**Information Technology	X		
Algebra for Finance	X			Y/N	>Intro to Business and Marketing	X		
Probability and Statistics	X			Y/Y	**Intro to Careers in Hlth & Fitness	X		
<b>Science</b>					**Marketing	X		
Earth Science	X	X	X	Y/Y	Music Appreciation - through eDynamic	X		
Physical Science	X	X	X	Y/Y	**Physical Education	X		
Biology	X	X	X	Y/Y	Tech Apps 1-not college credit eligible	X		
Chemistry	X	X	X	Y/Y	*Intro to Health Science	X		
Physics	X	X		Y/Y	Business Law	X		
<b>English</b>					Human Resource Principles	X		
English I	X		X	Y/Y	**Computer Applications	X		
English II	X		X	Y/Y	Intro to Business and Technology	X		
English III (Am Lit)	X		X	Y/Y				
English IV (Brit/World Lit)	X		X	Y/Y	<b>World Languages</b>			
**Creative Writing	X			Y/Y	French I	X	X	Y/Y
**Media Literacy	X			Y/N	French II	X	X	Y/Y
**Reading Skills & Strategies	X			N/N	Spanish I	X	X	Y/Y
**Writing Skills & Strategies	X			N/N	Spanish II	X	X	Y/Y
<b>Social Studies</b>					Spanish III	X		Y/Y
World History	X	X	X	Y/Y	<b>AP Courses</b>			
US History since the Civil War	X	X	X	Y/Y	AP Calculus			Y/Y
**US Government & Politics	X	X	X	Y/Y	AP Statistics			Y/Y
**Geography & World Cultures	X	X		Y/Y	AP English Language & Composition			Y/Y
**US & Global Economics	X	X	X	Y/Y	AP English Literature & Composition			Y/Y
**Multicultural Studies	X			Pend	AP US History -ALVS			Y/Y
**Sociology	X			Y/Y	AP Spanish Language-ALVS			Y/Y
**Psychology	X			Y/Y	**AP Macroeconomics-ALVS			Y/Y
**Civics	X			Y/Y	**AP Microeconomics-ALVS			Y/Y
<b>Indicates single semester course</b>					**AP Psychology-ALVS			Y/Y
<b>**Core, Honors or AP pathways for eligibility</b>					**AP US Government & Politics-ALVS			Y/Y
<b>&gt;full year course in Apex, two semester offering in Schoolmax</b>								
<b>Pathways of Learning</b>								
<b>Prescriptive (Credit Recovery)-use only if repeating course</b>								
<b>Core=typical grade level</b>								
<b>Honors and AP = advanced level</b>								



# More Learning Happens

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Improve Course  
Pass Rates



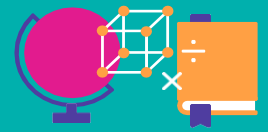
Get Students Back  
on Track



Prepare for College  
and Career Success



Increase Available  
Education Options



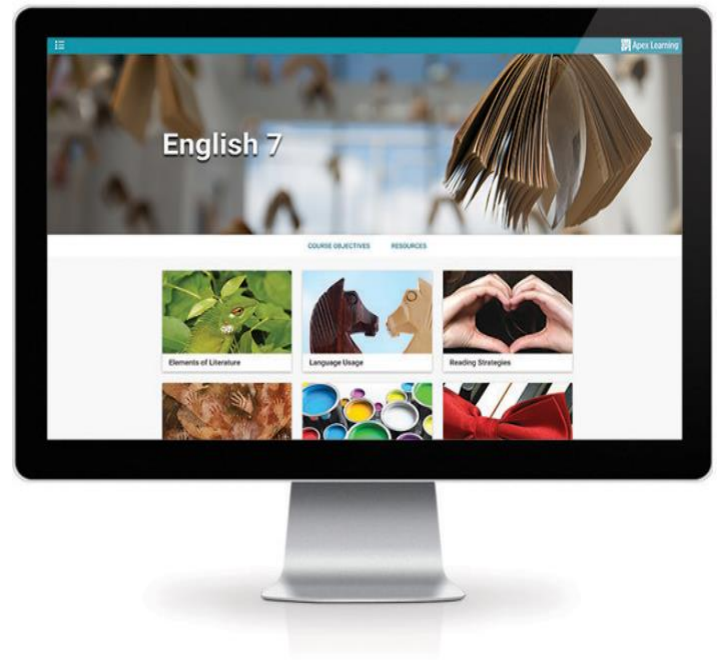
## Digital Curriculum Catalog

2017-2018

# More Learning Happens

Every student deserves a path to success. We specialize in partnering with schools to build that path for all students in grades 6-12.

- **Comprehensive Courses** provide a complete course of study to address the needs of all students, from getting back on track to creating opportunities for advanced coursework.
- **Adaptive Tutorials** offer seamless, personalized instruction, practice, and review to ensure all students reach and exceed grade-level mastery so they pass their classes the first time, excel on high-stakes exams, and are prepared for postsecondary success.



## Adaptive Tutorials Catalog

English	Math	Science	Social Studies
English 6	Math 6	Science 6 ●	MS Contemporary World ●
English 7	Math 7	Science 7 ●	MS World History ●
English 8	Math 8	Science 8 ●	MS U.S. History <sup>N</sup>
English 9	Algebra I	MS Physical Science <sup>N</sup>	MS Civics ●
English 10	Geometry	MS Life Science ●	U.S. History
English 11	Algebra II	MS Earth and Space Science ●	
English 12	Mathematics I	Biology	
College Readiness	Mathematics II		
ACT®	Mathematics III		
SAT®			
ACCUPLACER®			
TSI Assessment			
High School Equivalency			
GED®			
HiSET®			
TASC™			



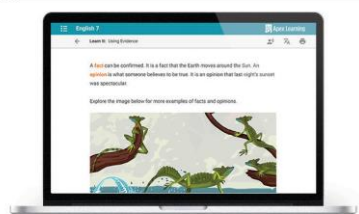
**State-specific alignment and standards-based reporting**



# Comprehensive Courses Catalog

Cone  
Prescriptive  
Honors  
AP®

Complete Career and Technical  
Education (CTE) Programs of Study!



Cone  
Prescriptive  
Honors  
AP®

## English

English Foundations I				
English Foundations II				
English 6 <sup>N</sup>	4			
English 7 <sup>N</sup>	4			
English 8 <sup>N</sup>	4			
English 9	4	4	4	
English 10	4	4	4	
English 11	4	4	4	
English 12	4	4	4	
English Language and Composition				4
English Literature and Composition				4
Creative Writing *	4			
Media Literacy *	4			
Reading Skills and Strategies *	4			
Writing Skills and Strategies *	4			

## Science

Science Foundations				
Science 6 <sup>N</sup>	4			
Science 7 <sup>N</sup>	4			
Science 8 <sup>N</sup>	4			
MS Physical Science <sup>N</sup>	4			
MS Life Science <sup>N</sup>	4			
MS Earth and Space Science <sup>N</sup>	4			
Earth Science	4		4	
Environmental Science	4	4		4
Physical Science	4	4	4	
Biology	4	4	4	4
Chemistry	4	4	4	4
Physics	4	4	4	

## Math

Math Foundations I				
Math Foundations II				
Math 6 <sup>N</sup>	4			
Math 7 <sup>N</sup>	4			
Math 8 <sup>N</sup>	4			
Algebra I	4	4	4	
Geometry	4	4	4	
Algebra II	4	4	4	
Mathematics I	4	4		
Mathematics II	4	4		
Mathematics III	4	4		
Precalculus	4		4	
Calculus AB				4
Statistics				4
Introductory Algebra	4			
Financial Literacy *	4			
Mathematics of Personal Finance	4			
Probability and Statistics *	4			
Liberal Arts Mathematics 1	4			
Liberal Arts Mathematics 2	4			

## Social Studies

MS Contemporary World <sup>N</sup>	4			
MS World History <sup>N</sup>	4			
MS U.S. History <sup>N</sup>	4			
MS Civics <sup>N</sup>	4			
Geography and World Cultures *	4		4	
World History	4	4	4	
World History to the Renaissance	4		4	
Modern World History	4	4		
U.S. History	4	4	4	4
U.S. History to the Civil War *	4	4	4	
U.S. History since the Civil War	4	4	4	
U.S. Government and Politics *	4	4	4	4
U.S. and Global Economics *	4	4	4	
Macroeconomics *				4
Microeconomics *				4
Multicultural Studies *	4			

## CTE

Introduction to Health Science *
Intermediate Health Science *
Principles of Health Science
Business Applications *
Computer Applications *
Information Technology Applications *
Introduction to Business and Technology <sup>N</sup>
Principles of Information Technology
Introduction to Business and Marketing *
Intermediate Business and Marketing *
Principles of Business, Marketing, and Finance
Legal Environment of Business <sup>N</sup>
Human Resources Principles <sup>N</sup>

## World Languages

French I
French II
Spanish I
Spanish II
Spanish III
AP Spanish Language
Mandarin Chinese I **
Mandarin Chinese II **
Latin I **
Latin II **
German I **
German II **

## Other

College and Career Preparation I *
College and Career Preparation II *
Art Appreciation *
Music Appreciation
Physical Education *
Health *



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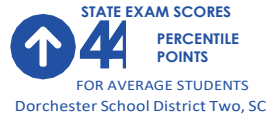


ApexLearning.com

## More Learning. Better Outcomes.



Dropout rates  
decrease



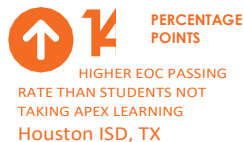
State exam  
scores go up



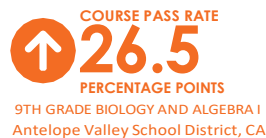
Promotion rates  
increase



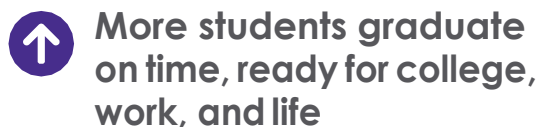
On-time graduation  
rates increase



Student passing  
rates go up



More students  
pass their classes  
the first time



## About Apex Learning

Apex Learning puts rigorous, standard-based curriculum within reach for all students — from those struggling to those capable of acceleration — to prepare them for the next course and the next stage in their education, work, and life. During the 2016–2017 school year, there were more than 3.6 million enrollments in Apex Learning Comprehensive Courses and Adaptive Tutorials. Headquartered in Seattle, Apex Learning is accredited by AdvancEd and its courses are approved for National Collegiate Athletic Association eligibility.

**“The dropout rate has been reduced by over 40% and the number of graduates increased by 22% over the years of using Apex.”**

**Natalie Blasingame**  
Assistant Superintendent  
Houston ISD



## Contact

### Apex Learning

1215 Fourth Ave., Suite 1500  
Seattle, WA 98161

Phone: 1 (206) 381-5600  
Fax: 1 (206) 381-5601



MAT-SU ITECH ONLINE LEARNING SCHOOLMAX CLASS CODES						
COURSE TITLE	FOUNDATIONS	CREDIT RECOVERY	LIT ADVANTAGE	CORE	HONORS	ADV PLACEMENT
<b>ENGLISH</b>						
English Foundations 1 S1 (IEP/RTI)	1001V					English Foundations 1 S1
English Foundations 1 S2 (IEP/RTI)	1002V					English Foundations 1 S2
English Foundations 2 S1 (IEP/RTI)	1003V					English Foundations 2 S1
English Foundations 2 S2 (IEP/RTI)	1004V					English Foundations 2 S2
English 1 S1		1101CV		1101V	1121V	Intro to Literature & Comp S1
English 1 S2		1102CV		1102V	1122V	Intro to Literature & Comp S2
English 2 S1		1201CV		1201V	1221V	Critical Reading & Effective Writing S1
English 2 S2		1202CV		1202V	1222V	Critical Reading & Effective Writing S2
English 3 S1		1301CV		1301V	1321V	American Literature S1
English 3 S2		1302CV		1302V	1322V	American Literature S2
British Literature		1510CV		1510V	1515V	English IV: British & World Lit S1
World Literature		1550CV		1550V	1555V	English IV: British & World Lit S2
AP Language S1						English Language & Comp
AP Language S2						English Language & Comp
AP Literature S1						English Literature & Comp
AP Literature S2						English Literature & Comp
Applied Communication*				1580V		Media Literacy
Creative Writing*				1630V		Creative Writing
Reading Skills & Strategies			1040V			Reading Skills & Strategies
Writing Skills & Strategies			1050V			Writing Skills & Strategies
<b>MATH</b>						
Algebra for Finance S1				2107V		Mathematics of Personal Finance S1
Algebra for Finance S2				2108V		Mathematics of Personal Finance S2
Math Foundations 1 S1 (IEP/RTI)	2071V					Math Foundations I S1

\*One Semester Course

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Math Foundations 1 S2 (IEP/RTI)	2072V					Math Foundations I S2
Math Foundations 2 S1 (IEP/RTI)	2073V					Math Foundations II S1
Math Foundations 2 S2 (IEP/RTI)	2074V					Math Foundations II S2
Intro to Algebra S1				2111V		Introductory to Algebra S1
Intro to Algebra S2				2112V		Introductory to Algebra S2
Algebra 1 S1		2121CV		2121V	2125V	Algebra I S1
Algebra 1 S2		2122CV		2122V	2126V	Algebra I S2
Algebra 2 S1		2321CV		2321V	2325V	Algebra II S1
Algebra 2 S2		2322CV		2322V	2326V	Algebra II S2
Geometry S1		2221CV		2221V	2251V	Geometry S1
Geometry S2		2222CV		2222V	2252V	Geometry S2
PreCalculus S1				2431V	2435V	PreCalculus S1
PreCalculus S2				2432V	2436V	PreCalculus S2
Probability and Statistics*				2520V		Probability and Statistics
AP Calculus AB S1						Calculus AB S1
AP Calculus AB S2						Calculus AB S2
AP Statistics S1						Statistics S1
AP Statistics S2						Statistics S2
<b>SOCIAL STUDIES</b>						
World History S1		3201CV		3201V	3221V	World History S1
World History S2		3202CV		3202V	3222V	World History S2
US History S1		3301CV	3311V	3301V	3321V	US History Since the Civil War S1
US History S2		3302CV	3312V	3302V	3322V	US History Since the Civil War S2
US Government*		3400CV	3403V	3400V	3405V	US Government & Politics
Economics*		3270CV		3270V	3275V	Economics and Personal Finance
World Geography*				3500V	3505V	Geography & World Cultures
Psychology*				3260V		Psychology
Psychology (AP) S1						Psychology AP S1
Psychology (AP) S2						Psychology AP S2
Multicultural Studies*				3240V		Multicultural Studies
Sociology*				3250V		Sociology
Civics*				3450V		Mat-Su Civics
AP Microeconomics*						AP Microeconomics
AP Macroeconomics*						AP Macroeconomics
<b>SCIENCE</b>						
Science Foundations 1 S1 (IEP/RTI)	4010V					Science Foundations I S1

\*One Semester Course

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10/11/2017

Science Foundations 1 S2 (IEP/RTI)	4020V					Science Foundations I S2
Physical Science S1		4101CV	4001V	4101V	4121V	Physical Science S1
Physical Science S2		4102CV	4002V	4102V	4122V	Physical Science S2
Biology S1		4201CV	4003V	4201V	4221V	Biology S1
Biology S2		4202CV	4004V	4202V	4222V	Biology S2
Chemistry S1		4321CV	4301V	4321V	4323V	Chemistry S1
Chemistry S2		4322CV	4302V	4322V	4324V	Chemistry S2
Earth Science S1				4111V	4113V	Earth Science S1
Earth Science S2				4112V	4114V	Earth Science S2
Physics S1				4421V	4423V	Physics S1
Physics S2				4422V	4424V	Physics S2
<b>WORLD LANGUAGE</b>						
French 1 S1				6111V	6113V	French I S1
French 1 S2				6112V	6114V	French I S2
French 2 S1				6121V	6123V	French II S1
French 2 S2				6122V	6124V	French II S2
Spanish 1 S1				6211V	6213V	Spanish I S1
Spanish 1 S2				6212V	6214V	Spanish I S2
Spanish 2 S1				6221V	6223V	Spanish II S1
Spanish 2 S2				6222V	6224V	Spanish II S2
Spanish 3 S1				6231V		Spanish III S1
Spanish 3 S2				6232V		Spanish III S2
AP Spanish S1					6271V	AP Spanish Language & Comp S1
AP Spanish S2					6272V	AP Spanish Language & Comp S2
German 1 S1				6811V		German I S1
German 1 S2				6812V		German I S2
German 2 S1				6821V		German II S1
German 2 S2				6822V		German II S2
Latin 1 S1				6011V		Latin I S1
Latin 1 S2				6012V		Latin I S2
Latin 2 S1				6021V		Latin II S1
Latin 2 S2				6022V		Latin II S2
Mandarin Chinese 1 S1				6611V		Mandarin Chinese I S1
Mandarin Chinese 1 S2				6612V		Mandarin Chinese I S2
Mandarin Chinese 2 S1				6621V		Mandarin Chinese II S1
Mandarin Chinese 2 S2**				6622V		Mandarin Chinese II S2

\*One Semester Course

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10/11/2017

<b>ELECTIVES</b>						
Art Appreciation*				7410V		Art Appreciation
College & Career Prep 1				9111V		College & Career Prep I
College & Career Prep 2				9112V		College & Career Prep II
Foundations of PE*				5230V		Physical Education
Health Ed*				5100V		Skills for Health
Music Survey S1				7741V		Music Appreciation S1
Music Survey S2				7742V		Music Appreciation S2
Personal Finance* Financial Literacy*				13250V		Financial Literacy
Tech Apps I - not eligible for college credit				13030V		Business Applications
Intro to Career in Health and Fitness				14010V		Introduction to Health Science
Marketing				13710V		Intro to Business and Marketing
Information Technology S1				13410V		Information Technology Applications
Information Technology S2				13412V		Information Technology Applications
Computer Applications				83810V		Computer Applications
Intro to Business and Technology S1				83930V		Intro to Business and Technology S1
Intro to Business and Technology S2				83940V		Intro to Business and Technology S2
Human Resource Principles S1				85011V		Human Resource Principles S1
Human Resource Principles S2				85012V		Human Resource Principles S2
Prin of Business, Marketing & Finance S1				83910V		Prin of Business, Marketing & Fin S1
Prin of Business, Marketing & Finance S2				83920V		Prin of Business, Marketing & Fin S2
Business Applications*				83800V		Business Applications
Business Law S1				83101V		Legal Environment of Business S1
Business Law S2				83102V		Legal Environment of Business S2
Intermediate Health Science*				84013V		Intermediate Health Science

\*One Semester Course

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10/11/2017



# EDYNAMIC LEARNING

## NEW COURSES for 2016/17!



**JUNE 2017**

### **African American History**

Tracing the accomplishments and obstacles of African Americans from the slave trade through emancipation, and to the modern African diaspora, students will learn about the political, economic, social, religious, and cultural factors that have influenced African American life.

**9062EV**



### **Restaurant Management**

This course covers the different types of restaurants; managing kitchen and wait staff; food safety and hygiene; customer relations; marketing; using a point-of-sale system; scheduling; and dealing with difficult guests. You'll be prepared you for a steady career, whether you plan to buy a fast food franchise, operate a casual sit-down restaurant, or oversee a fine-dining establishment.

**9052EV**



### **Health I: Life Management Skills**

In this course you will learn how to promote better health, less stress, and a fuller life for yourself. You will explore lifestyle factors that can influence your health, from how you interact with others to how best to make decisions about your overall well-being.

**9060EV**



### **Nutrition & Wellness**

Learn how to fuel your body, maintain your emotional and physical health, and find your way around the grocery store and kitchen. This course prepares you for a healthy life and provides you with the essential skills you need to plan and make healthy and delicious meals for you, your family, and your friends.

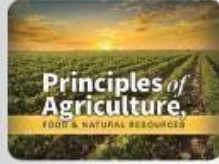
**9050EV**



### **Agriscience II: Sustaining Human Life**

In Agriscience II, you'll build on your existing knowledge of plant science and delve deeper into important areas such as soil science and weed management. You'll learn more about horticulture and plant science trends from creating hybrid species to growing edible plants in unlikely places.

**9061EV**



### **Principles of Agriculture, Food and Natural Resources**

Food travels from the farm to the table. This course explores all of the steps in that journey, beginning with agriculture history through animal husbandry, plant science, and managing our use of natural resources. You'll also be prepared for future hands-on learning, participation in Future Farmers of America, and supervised agricultural experiences.



### **Introduction to Forestry & Natural Resources**

Forests and other natural resources play a vital role in our world, from providing lumber and paper goods to providing habitats for birds and animals. In this course, you'll learn more about forest ecology, management, and conservation. You'll explore environmental policy, land use, water resources, and wildlife management.



**JUNE 2017**

### **Marine Science: Secrets of the Deep Blue**

Have you ever wondered about the secrets of the deep, and how the creatures below the ocean's surface live and thrive? In Marine Science, students will begin to understand a great deal more about the aquatic cycles, structures, and processes that generate and sustain life in the sea.

**9053EV**



### **Journalism: Investigating the Truth**

In this course, you'll learn how to write a lead that grabs your readers, how to write engaging news stories and features, and how to interview sources. You will also learn about the history of journalism; how to succeed in the world of social media news; and how to turn your writing, photography, and people skills into an exciting and rewarding career.

**9049EV**



### **Advertising & Sales Promotion**

In this course, you'll learn how marketing campaigns, ads, and commercials are conceived and brought to life. You'll meet some of the creative men and women who produce those memorable ads and commercials.



**9038EV**

### **Principles of Public Service: To Serve & Protect**

When we think about public service, our thoughts often turn to police officers, EMTs, and firefighters. While these are well-known public servants, many others work to keep our communities safe, healthy, and productive.



**9048EV**

### **Introduction to Military Careers**

The military is far more diverse with many more career opportunities than most people imagine. In this course, you'll learn not only about the branches of the military, but also the types of jobs you might pursue. From aviation to medicine, law enforcement to dentistry, the military can be an outstanding place to pursue your dreams.

**9028EV**



### **Introduction to Manufacturing: Production Design & Innovation**

In this course, you'll learn about the types of manufacturing systems and processes used to create the products we buy every day. You'll also be introduced to various career opportunities in the manufacturing industry for engineers, technicians, supervisors and more.

**9051EV**



### **Concepts of Engineering and Technology**

Students will learn more about engineering and technology careers and what skills and knowledge they'll need to succeed. They'll also explore innovative and cutting-edge projects that are changing the world and examine the design and prototype development process.



**9055EV**

### **Introduction to Renewable Technologies**

In this course, you'll learn about cutting-edge renewable energy and the new technologies that make it possible. You'll explore new ways of generating and storing energy, and learn about the environmental and social effects of renewable technologies and how people's energy decisions impact policies.





**9009EV**

**Creative Writing**

This course provides students with a solid grounding in the writing process, from finding inspiration to building a basic story, to using complicated literary techniques and creating strange hybrid forms of poetic prose and prose poetry.



**9015EV**

**Fashion & Interior Design**

Do you have a flair for fashion? Are you constantly redecorating your room? If so, the design industry might be for you! In this course, you'll explore what it is like to work in the industry by exploring career possibilities and the background needed to pursue them. Get ready to try your hand at designing as you learn the basics of color and design then test your skills through hands-on projects.



**9008EV**

**Cosmetology: Cutting Edge Styles**

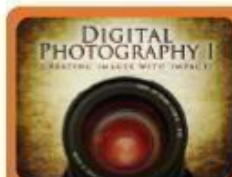
Students will explore career options in the field of cosmetology. Research into some of the common techniques used in caring for hair, nails, and skin in salons, spas, and other cosmetology-related businesses will also be presented.



**9004EV**

**Art in World Cultures**

Who is the greatest artist of all time? Students will explore the basic principles and elements of art, learn how to critique art, and examine some of the traditional art of the Americas, Africa, and Oceania in addition to the development of Western art.



**9011EV**

**Digital Photography I: Creating Images with Impact!**

In this course, students will learn creative photographic skills and processes. Students will build a portfolio of work and explore the fields of photography and graphic arts.



**9012EV**

**Digital Photography II: Discovering Your Creative Potential**

Building on the previous course, students will learn that photography is a not single process but rather a new way of seeing and thinking. Learning from the greats, students will develop a more critical and creative eye.



**9059EV**

**Middle School Photography: Drawing with Light**

How does an artist capture a story? What makes a great picture? In this course, students learn and apply fundamental skills to use a camera and take photographs of animals, people, and landscapes.



**9058EV**

**Middle School Journalism: Tell Your Story**

Who? What? When? Where? In this course, students will learn how to gather information, organize ideas, format stories for different forms of news media, and edit their stories for publication.



**9025EV**

**International Business: Global Commerce in the 21st Century**

From geography to culture, global business is an exciting topic in the business community today. This course is designed to help students develop the appreciation, knowledge, skills, and abilities needed to live and work in a global marketplace.



**9034EV**

**Personal & Family Finance**

How do our personal financial habits affect our financial future? How can we make smart decisions in the areas of saving, spending, and investing? Students will learn more about topics such as taxation, financial institutions, credit, and money management.



**9014EV**

**Entrepreneurship: Starting Your Business**

Do you dream of owning your own business? This course can give you a head start in learning about what you'll need to own and operate a successful business. Students will explore creating a business plan, financing a business, and pricing products and services.



**9029EV**

**Introduction to Social Media: Our Connected World**

If you thought social media platforms were just places to keep track of friends and share personal photos, this course will show you how to use these resources in much more powerful and productive ways.



**9039EV**

**Public Speaking**

This course examines those foundations in both Aristotle's and Cicero's views of rhetoric and then traces those foundations into the modern world. Students will learn not just the theory, but also the practice of effective public speaking, including how to analyze the speeches of others and how to build a strong argument.



**9023EV**

**Hospitality and Tourism: Traveling the Globe**

One of the fastest-growing industries in the world is hospitality and tourism. This course introduces students to all aspects of the industry, including hotel and restaurant management, cruise ships, spas, resorts, theme parks, and more.



**9027EV**

**Introduction to Culinary Arts**

This course will give you the basic fundamentals to start working in the kitchen and gaining experience as you explore and establish your talents for cooking and preparing food in a creative, safe way.



**9045EV**

**Sports and Entertainment Marketing**

Have you ever wished to play sports professionally? Have you dreamed of one day becoming an agent for a celebrity entertainer? Although this particular form of marketing bears some resemblance to traditional marketing, there are many differences as well—including a lot more glitz and glamour!

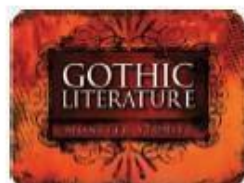


**9031EV**

**Music Appreciation: The Enjoyment of Listening**

To know and understand music we must distinguish and identify cultures on local and global levels. Students will acquire basic knowledge and listening skills, making music experiences more informed and satisfying.

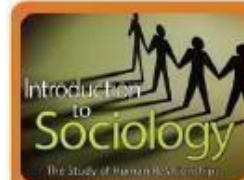


**9018EV****Gothic Literature: Monster Stories**

From vampires to ghosts, these frightening stories have influenced fiction writers since the 18th century. This course will focus on the major themes found in Gothic literature and demonstrate how the core writing drivers produce, for the reader, a thrilling psychological environment.

**9032EV****Mythology & Folklore: Legendary Tales**

Beginning with an overview of mythology and different kinds of folklore, students will journey with ancient heroes as they slay dragons and outwit gods, follow fearless warrior women into battle, and watch as clever monsters outwit those stronger than themselves.

**9043EV****Sociology I: The Study of Human Relationships**

Students will examine social problems in our increasingly connected world and learn how human relationships can strongly influence and impact their lives.

**9044EV****Sociology II: Your Social Life**

Sociology is the study of people, social life, and society. By developing a "sociological imagination" students will be able to examine how society itself shapes human action and beliefs, and how, in turn, these factors reshape society itself.

**9033EV****Peer Counseling**

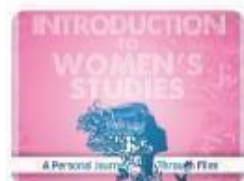
Not only will this course prepare you for working as a peer counselor, but the skills taught will enhance your ability to communicate effectively in your personal and work relationships. Peer counselors help individuals reach their goals by offering them support, encouragement, and resource information.

**9013EV****Early Childhood Education**

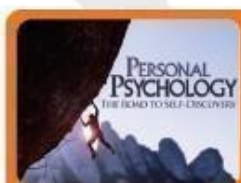
Want to have an impact on the most important years of human development? Students will learn how to create fun and educational environments for children, how to keep the environment safe for children, and how to encourage the health and well-being of infants, toddlers, and school-aged children.

**9040EV****Real-World Parenting**

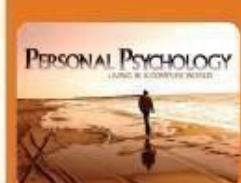
What is the best way to care for children and teach them self-confidence and a sense of responsibility? Learn what to prepare for, what to expect, and what vital steps parents can take to create the best environment for their children.

**9056EV****Introduction to Women's Studies: A Personal Journey Through Film**

This course, although looking specifically at the experiences of women, is not for girls only. Any student interested in exploring the world through film and open minded enough to be interested in social change, this course is for you.

**9035EV****Personal Psychology I: The Road to Self-Discovery**

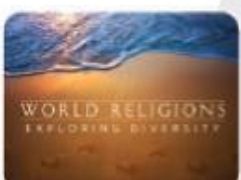
Over 800,000 high school students take psychology classes annually, and self-discovery is the most common reason why. Sample topics include the study of infancy, childhood, adolescence, perception, and states of consciousness.

**9036EV****Personal Psychology II: Living in a Complex World**

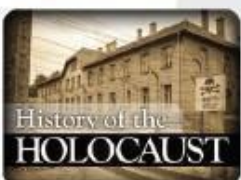
Enrich the quality of your life by learning to understand the actions of others! Topics include the study of memory, intelligence, emotion, health, stress, and personality. This course features exciting online psychology experiments involving the world around us.

**9037EV****Philosophy: The Big Picture**

This course provides an exciting adventure that covers more than 2,500 years of history! At the end of this course, you will better understand yourself and the world around you, from atoms to outer space, and everything in between.

**9047EV****World Religions: Exploring Diversity**

This course focuses on the major religions that have played a role in human history, including Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shintoism, and Taoism.

**9022EV****History of the Holocaust**

Holocaust education requires a comprehensive study of not only times, dates, and places, but also the motivation and ideology that allowed these events. The study of the Holocaust is a multi-disciplinary one, integrating world history, geography, American history, and civics.

**9041EV****Social Problems I: A World in Crisis**

Students will become aware of the challenges faced by social groups as well as learn about the complex relationship among societies, governments, and the individual. Each unit focuses on a particular area of concern, often within a global context.

**9042EV****Social Problems II: Crisis, Conflicts, and Challenges**

The Social Problems II course continues to examine timely social issues affecting individuals and societies around the globe. Students learn about the overall structure of the social problem as well as how it impacts their lives.

**9057EV****Middle School Career Exploration**

What career are you best suited for? In this course, students will explore career options in many different fields including business, health science, public administration, the arts, and information technology.



**9030EV****Law & Order: Introduction to Legal Studies**

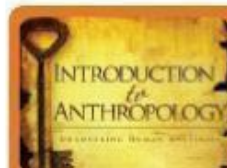
By understanding the workings of our court system and how laws are carried out, we become more informed and responsible citizens of our communities and our nation.

**9007EV****Careers in Criminal Justice**

The criminal justice system offers a wide range of career opportunities. In this course, students will explore different areas of the criminal justice system, including the trial process, the juvenile justice system, and the correctional system.

**9010EV****Criminology: Inside the Criminal Mind**

This course examines criminology, the study of crime. Why do some individuals commit crimes while others do not? What aspects in our culture and society promote deviance? Why do punishments vary for the same crime?

**9001EV****Anthropology I: Uncovering Human Mysteries**

The aim of anthropology is to use a broad approach to gain an understanding of our past, present, and future, and in addition address the problems humans face in biological, social, and cultural life.

**9002EV****Anthropology II: More Human Mysteries Uncovered**

Anthropology helps us better understand cultures around the world and through time. We will continue studying global cultures, how humans have made sense of their world, and the ways that cultures have understood and given meaning to the stages of life and death.

**9046EV****Veterinary Science: The Care of Animals**

As animals play an increasingly important role in our lives, scientists have sought to learn more about their health and well-being. This course will examine some of the common diseases and treatments for animals.

**9019EV****Great Minds in Science: Ideas for a New Generation**

Is there life on other planets? What extremes can the human body endure? Can we solve the problem of global warming? Each unit takes a look at individual contributions to science and examines how their ideas may help shape tomorrow's world.

**9063EV****Theater, Cinema & Film Production**

Light! Camera! Action! This course will introduce students to the fundamentals of film and theater productions. Students will learn about the basics of lighting, sound, wardrobe, and camera work for both film and theater settings.

**9064EV****The Lord of the Rings: An Exploration of the Films & Their Literary Influences**

The Lord of the Rings is one of the most popular stories in the modern world. In this course, you will study the movie versions of J.R.R. Tolkien's novel and learn about the process of converting literature to film. You will explore fantasy literature as a genre and critique the three films.

**9016EV****Forensic Science I: Secrets of the Dead**

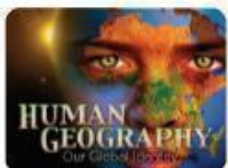
Fingerprints, Blood spatter, DNA analysis. The world of law enforcement is increasingly making use of the techniques and knowledge from the sciences to better understand the crimes that are committed and to catch those individuals responsible for the crimes.

**9017EV****Forensic Science II: More Secrets of the Dead**

This course will build on Forensic Science I and focus on the analysis of evidence within the forensic lab setting. We will examine the scientific principles and knowledge that guide forensic laboratory processes, such as testing DNA, toxicology, and material analysis.

**9003EV****Archaeology: Detectives of the Past**

George Santayana once said, "Those who cannot remember the past are condemned to repeat it." The field of archaeology helps us to better understand the events and societies of the past that have helped to shape our modern world.

**9024EV****Human Geography: Our Global Identity**

How do language, religion, and landscape affect the physical environment? How do geography, weather, and location affect customs and lifestyle? We will explore the diverse ways in which people affect and are affected by their surroundings.

**9005EV****Astronomy: Exploring the Universe**

Since the first glimpse of the night sky, humans have been fascinated with the stars, planets, and universe that surrounds us. Using online tools, students will examine the life cycle of stars, the properties of planets, and the exploration of space.

**9026EV****Introduction to Agriscience**

In this course, students will learn more about the development and maintenance of agriculture, animal systems, natural resources, and other food sources. Students will also examine the relationship between agriculture and natural resources and the environment, health, politics, and world trade.

**9006EV****Biotechnology: Unlocking Nature's Secrets**

In today's world, biotechnology helps us grow food, fight diseases, and create alternative fuels. In this course, students will explore the science behind biotechnology and how this science is being used to solve medical and environmental problems.

**9020EV****Health Science: The Whole Individual**

Will we ever find a cure for cancer? What treatments are best for conditions such as diabetes and asthma? In this course, students examine various disciplines within the health sciences, including pharmaceutical services, clinical medicine, and biotechnology.

**9021EV****Health Science II: Patient Care & Medical Services**

Health Science II is designed to further the student's understanding of the health care workplace, including patient and caregiver interactions and how various members of the health care team work together to create an ethical, functional and compassionate environment for patients.

# FORMS

## Other Credit Option Forms

Application for Considerations of Other Credit Option Form  
College Coursework or College Admissions Form College–  
Level Examination Form  
Community Service Approval and Verification Log  
Distance Delivery Approval Form  
Early High School Credit Form  
Early High School Credit Brochure  
Educational Travel Credit Form  
Independent Study Course Proposal Form  
Integrated Work Experience Approval and Verification Log  
Memorandum of Agreement Form  
PE Other Credit Option  
Request for Considerations of Extenuating Circumstances  
Request for Substitute Course Credit  
Test for Credit  
Transcript Review  
Youth Court Service Approval and Verification Log

## Best Practice Forms

Credit Check 2015  
Credit Check 2016  
Credit Check 2017 and Beyond  
Off-Campus Agreement  
Student Aide Contract  
Student Aide Assessment Form

\*\*\*To reference forms, see them below or go to <https://www.matsuk12.us/publicforms>



## Application for Consideration of Other Credit Options

[Print Form](#)

Office of Instruction  
Mat-Su Borough School District  
501 N. Gulkana  
Palmer, AK 99645  
P: (907) 761-4042 || F: (907) 746-9292

**Special Instructions:** This form is to be used for requesting consideration for non-public school courses, supplemental services providers, or for other credit options which are not established by the guidelines of BP6146.2. In order to receive credit, non-public school providers must present evidence that their courses would be equivalent to courses that appear in the current MSBST Program of Studies. The District reserves the right to require the student to sit for an exam to establish content competency. Researching programs and courses and providing evidence of equivalency to the Office of Instruction is the responsibility of the student. Please note: after all documents are received, the process for consideration may take up to 8 weeks for approval and may take approval of the MSBSD Curriculum Council. The original form is to be filed in the student's permanent file after approval; one copy is to be filed with the counselor; one copy is for the student.

Student Name	<input type="text"/>	Student ID	<input type="text"/>	Phone #	<input type="text"/>
Mailing Address	<input type="text"/>	Grade Level	<input type="text"/>	Graduation Year	<input type="text"/>
		High School	<input type="text"/>		

*In accordance to BP6146.2, the above mentioned student requests prior approval for taking the following course(s):*

Course Title:

<input type="text"/>
<input type="text"/>
<input type="text"/>
<input type="text"/>
<input type="text"/>
<input type="text"/>

**Attach detailed course syllabi** (including topics covered, instructional goals or course(s), materials being used, assignments required, grading policy, criteria for successful completion, instruction time requirements, and, if applicable, proof of accreditation and instructor credentials).

Vendor, Supplemental Service Provider, Private School / Program (if applicable)

*I have read and agree to follow the guidelines of the Mat-Su Borough School District's Other Credit Option Policy.*

Student Signature	Date	Parent / Guardian Signature	Date
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*Recommendations (Signature indicates approval is recommended)*

School Counselor Signature	Date	School Principal Signature	Date
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## College Coursework or Early College Admission Approval Form

[Print Form](#)

Office of Instruction  
Mat-Su Borough School District  
501 N. Gulkana  
Palmer, AK 99645  
P: (907)761-4042 || F: (907)746-9292

**Special Instructions:** Students currently enrolled in the Mat-Su Borough School District wishing to take courses through an accredited institution of higher education for high school credit may do so with prior administrative approval. Students must submit this form to their school counselor. The request must be reviewed and signed before the student may begin the higher education course. College courses must be "100" level or above and at least a three (3) semester hours course in order to receive a 1.0 high school credit. The Original Form is to be filed in the student's permanent file after approval, one copy is to be filed with the counselor, and one copy is for the student.

Student Name	<input type="text"/>	Student ID #	<input type="text"/>	Phone Number	<input type="text"/>
Mailing Address	<input type="text"/>	Grade Level	<input type="text"/>	Graduation Year	<input type="text"/>
		High School	<input type="text"/>		

Please choose one:

☐ **College Coursework**

College/Institution

Course Name

Course Number (Must be Level 100 or Above)

Number of Semester Hours (Must be 3 or More)

☐ **Early College Admissions** College/Institution

List below the title and course number of any college courses which will be taken to in lieu of high school graduation requirements.

Course Name	Course #	Semester Hrs	MSBSD Graduation Requirement
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

*I have read and agree to follow the guidelines of the Mat-Su Borough School District's Other Credit Option Policy. I understand that it is my responsibility to submit an official transcript of my grade(s) in a timely manner in order to receive credit toward graduation.*

Student Signature	Date	Parent/Guardian Signature	Date
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*Recommendations (Signature indicates approval of College Credit is recommended)*

School Counselor Signature	Date	School Principal Signature	Date
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INST04 REV:9/27/016







## Community Service Approval Form

[Print Form](#)

Office of Instruction  
Mat-Su Borough School District  
501 N. Gulkana  
Palmer, AK 99645  
P: (907)761-4042 || F: (907)746-9292

**Special Instructions:** As approved community service is performed, a student must have his/her program supervisor document hours on a Community Service Verification Form. When the necessary number of hours (120 per half-credit) has been completed, it is the student's responsibility to turn in his or her verification logs to the school counselor. The counselor will then take necessary steps to see that one half-credit is noted on the student's official school transcript. Approval noted on this form indicates that a student's service has been approved; it is not an authorization for credit in advance. Students may earn up to a maximum of 1 credit of community service. Hours of service do not need to be completed in the same school year, but must be completed while enrolled in the MSBSD and before graduation. The Original Form is to be filed in the student's permanent file after approval, one copy is to be filed with the counselor, and one copy is for the student.

Student Name	<input type="text"/>	Student ID #	<input type="text"/>	Phone Number	<input type="text"/>
Mailing Address	<input type="text"/>	Grade Level	<input type="text"/>	Graduation Year	<input type="text"/>
		High School	<input type="text"/>		

Sponsoring Agency/Location	<input type="text"/>		
Supervisor(s)	<input type="text"/>		
Supervisor(s) Phone #	<input type="text"/>	Supervisor(s) E-mail Address	<input type="text"/>

Describe the community service you performed or intend to perform.

How did or will your community service benefit the community?

*I have read and agree to follow the guidelines of the Mat-Su Borough School District's Other Credit Option Policy. I understand that it is my responsibility to submit an official transcript of my grade(s) in a timely manner in order to receive credit toward graduation.*

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

Approval

\_\_\_\_\_  
School Counselor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
School Principal Signature

\_\_\_\_\_  
Date

INST07 REV:9/27/2016



## Community Service Verification Log

[Print Form](#)

Office of Instruction  
Mat-Su Borough School District  
501 N. Gulkana  
Palmer, AK 99645  
P: (907)761-4042 || F: (907)746-9292

**Special Instructions:** A separate verification log should be completed for each supervised community service activity

Student Name	<input type="text"/>	Student ID #	<input type="text"/>	Phone Number	<input type="text"/>
Mailing Address	<input type="text"/>	Grade Level	<input type="text"/>	Graduation Year	<input type="text"/>
		High School	<input type="text"/>		
Sponsoring Agency/Location	<input type="text"/>				
Supervisor(s)	<input type="text"/>				
Supervisor(s) Phone #	<input type="text"/>	Supervisor(s) E-mail Address	<input type="text"/>		

Date(s)	Description of Community Service Activity	# of Hours	Supervisor Signature

Total number of hours \_\_\_\_\_

**Note to the Registrar: Course Number 9960; Grade is Pass/Fail**

A .5 credit may be earned for 120 hours of community service. A maximum of 1.0 credit of Community Service may be accumulated.



## Distance Delivery Approval Form

[Print Form](#)

Office of Instruction  
Mat-Su Borough School District  
501 N. Gulkana  
Palmer, AK 99645  
P: (907)761-4042 || F: (907)746-9292

**Special Instructions:** Students wishing to take courses through a distance delivery model for high school credit may do so with prior administrative approval. Students must submit this form to their school counselor. The request must be reviewed and signed before the student may register for the distance delivery course. The Original Form is to be filed in the student's permanent file after approval, one copy is to be filed with the counselor, and one copy is for the student.

Student Name	<input type="text"/>	Student ID #	<input type="text"/>	Phone Number	<input type="text"/>
Mailing Address	<input type="text"/>	Grade Level	<input type="text"/>	Graduation Year	<input type="text"/>
		High School	<input type="text"/>		

In accordance with BP 6146.2, the above named student requests prior approval for taking the following distance education course:

Course Name	<input type="text"/>	Final Exam Proctor	<input type="text"/>
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Distance Delivery Course Vendor

- ☐ Brigham Young University Independent Study  
☐ North Dakota Division of Independent Study  
☐ Keystone National High School (excluding Keystone Credit Recovery)  
☐ AKLN - Alaska's Learning Network  
☐ Other

*Attach a detailed course syllabus (including topics covered, instructional goals of course, materials being used, assignments required, grading policy, criteria for successful completion, instructional time requirements, proof of accreditation, and instructor's credentials).*

Credit requested for this course is ☐ Required ☐ Elective

Reason for taking this course: ☐ Acceleration ☐ Athletic Eligibility  
☐ Credit Recovery ☐ Other:

How many Distance Delivery Credits have already been received and/or are in progress?

Please list the course title(s) and choose the status - Completed or In Progress - from the drop-down menu.

<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

*I have read and agree to follow the guidelines of the Mat-Su Borough School District's Other Credit Option Policy. I understand that it is my responsibility to submit an official transcript of my grade(s) in a timely manner in order to receive credit toward graduation.*

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

*Recommendations (Signature indicates approval of Distance Delivery Credit is recommended)*

School Counselor Signature \_\_\_\_\_ Date \_\_\_\_\_

School Principal Signature \_\_\_\_\_ Date \_\_\_\_\_

INST03 REV:9/27/2016



## Early High School Credit Approval Form

[Print Form](#)

Office of Instruction  
Mat-Su Borough School District  
501 N. Gulkana  
Palmer, AK 99645  
P: (907)761-4042 || F: (907)746-9292

**Special Instructions:** Students have the option to receive early high school credit for the here mentioned course. Successful completion of this course is required for credit to be granted (80% or above both semesters). When the student is in high school, this class and corresponding credit will be placed on his/her transcript.

The MSBSD celebrates student achievement and acceleration. In rare circumstances, high school credits earned in middle school can have a potentially negative impact on a student. In such cases, high school credits and grades earned prior to high school can be removed from the high school transcript prior to the beginning of the student's senior year of high school.

Student Name	<input type="text"/>	Student ID #	<input type="text"/>	Phone Number	<input type="text"/>
Mailing Address	<input type="text"/>	Grade Level	<input type="text"/>	Graduation Year	<input type="text"/>
		Middle School	<input type="text"/>		
Course Title	<input type="text"/>	Instructor	<input type="text"/>		

*I have reviewed and understand the policy regarding Early High School Credit and am electing to participate in said program.*

Student Signature	Date	Parent/Guardian Signature	Date
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*The Principal's signature verifies that the above named instructor is high qualified to teach this course at the high school level.*

Counselor Signature	Date	Middle School Principal Signature	Date
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### For School Use:

- Copy of this form is to be sent to student's intended high school.
- Copy of this form is to be sent to the student and parent/guardian.
- The original form is to be filed in the student's permanent file.



## QUESTIONS TO CONSIDER:

- DOES THE STUDENT DEMONSTRATE READINESS TO ACCELERATE THROUGH HIGH TEST SCORES AND GRADES?
- HAS THE STUDENT TRULY MASTERED THE CURRICULUM PREREQUISITE TO BE SUCCESSFUL AT THE NEXT LEVEL?
- ARE THERE ANY NEGATIVE CONSEQUENCES TO ACCELERATION, WITH POTENTIAL SCHOLARSHIPS OR THE NCAA?
- IF THE STUDENT ACCELERATES IN MIDDLE SCHOOL, CAN THE CURRICULUM BE CONTINUED IN HIGH SCHOOL AT AN INCREASING LEVEL. FOR EXAMPLE, FOUR YEARS OF A FOREIGN LANGUAGE AND AP LEVEL COURSES.



## QUESTIONS?

P: 907.746.9229  
F: 907.746.9292

## OFFICE OF INSTRUCTION

501 N CULKANA AVE  
PALMER, AK 99645



EARLY  
HIGH SCHOOL  
CREDIT

## OPPORTUNITY

MSBSD students can earn high school credit when it is appropriate for the individual and meets the scope and sequence established by the Office of Instruction.



The decision to allow your child to earn early high school credit requires careful consideration.

Please consult the school counselor for assistance.

Middle school students may earn high school credit toward graduation if the class being taught meets the following criteria:

- APPROVED AND INCLUDED IN THE HIGH SCHOOL PROGRAM OF STUDIES.
- PROFICIENCY WILL BE DEFINED AS EARNING AN "A" OR "B" FOR BOTH SEMESTERS.

TYPICALLY COURSES ARE IN FRESH-MEN LEVEL ENGLISH, MATHEMATICS, AND FOREIGN LANGUAGE.

- CONSULT THE SCHOOL COUNSELOR AT YOUR MIDDLE SCHOOL.

## CHOICES

Early high school credit and a letter grade will be added to the student's transcript during 9th grade.

If the letter grade or course negatively impacts the high school student who accelerated in middle school, the course/grade may be deleted, or the grade changed to a P (which has zero impact on GPA). This type of change to the high school transcript must be made prior to the beginning of the senior year.







## Educational Travel Credit Proposal Form

[Print Form](#)

Office of Instruction  
Mat-Su Borough School District  
501 N. Gulkana  
Palmer, AK 99645  
P: (907)761-4042 || F: (907)746-9292

**Special Instructions:** Educational Travel is defined as a planned learning experience gained through participation in a travel/study tour. Students whose travel is extended for a semester or more should enroll in the district's Correspondence School for courses that will meet District graduation requirements. Contingent on this prior approval, a student will receive a .5 credit for a three-week study/tour program or 1 credit for a six-week program which will be recorded with a P (Pass) grade, which is not included in calculating GPA. Educational Travel study for credit must be initiated by the student and it is the student's responsibility to meet all of the requirements and complete all associated paperwork. The Original Form is to be filed in the student's permanent file after approval, one copy is to be filed with the counselor, and one copy is for the student.

Student Name	<input type="text"/>	Student ID #	<input type="text"/>	Phone Number	<input type="text"/>
Mailing Address	<input type="text"/>	Grade Level	<input type="text"/>	Graduation Year	<input type="text"/>
		High School	<input type="text"/>		

### Guidelines:

- The Educational Travel Credit Proposal must be fully completed with all necessary signatures before travel is made.
- A time table for completion of the course goals and objectives must be included in the Educational Travel Credit Proposal. All assignments and assessments must be turned into the building principal in keeping with the agreed upon time line. When appropriate, additional products such as portfolios, performance tapes, or projects may also be submitted.
- Students are expected to document instruction goals and objectives for 90 to 120 hours for a three (3) to six (6) week long program, and 180 to 240 hours for a six (6) week or longer program.
- A maximum of one credit of Educational Travel may be accumulated.

Travel Study Sponsor	<input type="text"/>	School Year	<input type="text"/>	Semester	<input type="text"/>
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### Proposed Educational Travel Study

Describe where you will be traveling, when, and other pertinent information.

Please outline the Instructional Goals and Objectives here.

Describe the documented evidence of completed assignments, assessments, portfolios, journals, etc. *Attach rubric and/or course syllabus as appropriate.*

Time table (Documented Hours)

Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	
Week 8	

*I have read and agree to follow the guidelines of the Mat-Su Borough School District's Other Credit Option Policy. I understand that it is my responsibility to submit an official transcript of my grade(s) in a timely manner in order to receive credit toward graduation.*

\_\_\_\_\_  
Student Signature Date

\_\_\_\_\_  
Parent/Guardian Signature Date

*Approval*

\_\_\_\_\_  
School Counselor Signature Date

\_\_\_\_\_  
School Principal Signature Date

**Note to the Registrar: Course Number 9970**

A .5 credit may be earned for 90-120 hours for a three (3) week tour. One credit may be earned for 180-240 hours for a six (6) week or longer program. A maximum of 1.0 credit of Educational Travel may be accumulated.



## Independent Study Course Proposal Form

[Print Form](#)

Office of Instruction  
Mat-Su Borough School District  
501 N. Gulkana  
Palmer, AK 99645  
P: (907)761-4042 || F: (907)746-9292

**Special Instructions:** A program in Independent Study is designed for the self-directed student in grades 9 - 12 who has the self-discipline and interest to do exceptional work. It promotes self reliance, initiative, and intense inquiry under the supervision of a High School Certified teacher who is Federal Highly Qualified for the most applicable content areas. Students may select a course from the MSBSD Program of Studies list according to their choice, interest, ability, and the availability of an instructor who is High Qualified and willing to provide supervision in the given content area. Independent Study for credit must be initiated by the student and it is the student's responsibility to meet all of the requirements and complete all associated paperwork. The Original Form is to be filed in the student's permanent file after approval, one copy is to be filed with the counselor, and one copy is for the student.

Student Name	<input type="text"/>	Student ID #	<input type="text"/>	Phone Number	<input type="text"/>
Mailing Address	<input type="text"/>	Grade Level	<input type="text"/>	Graduation Year	<input type="text"/>
		High School	<input type="text"/>		

### Requirements:

- Independent Study is open to 9 - 12 graders.
- A student may enroll in no more than one Independent Study course per semester
- The Independent Study application must be fully completed with all necessary signatures before enrollment is complete.
- Independent Study proposals must be approved by the designated building administrator prior to the beginning of the semester in which the course is to be taken..
- Independent Study proposals must be completed in written form. When appropriate, additional products such as portfolios, performance tapes, or projects may also be submitted.
- A time table for completion of the course must be included in the Independent Study proposal. All assignments and assessments must be turned in to the teacher in keeping with the agreed upon time line..
- Teachers may not sponsor Independent Study students during the teacher's planning period.
- Independent Study students must report daily to their teacher during the assigned class period. Teachers shall take roll daily and all MSBSD attendance policies will apply.
- Enrollment in an Independent Study course is not allowed during the same semester when the course is offered during the regular school day, unless there is an irresolvable scheduling conflict.

Supervising Teacher	<input type="text"/>	Department	<input type="text"/>	
School Year	<input type="text"/>	Semester	<input type="text"/>	Period <input type="text"/>

Proposed Title / Course #

*All pre-requisites for this course must be completed.*

Describe where you will be working on the course during school hours.

Describe the form of the completed assignments, assessments, and portfolio. Attach a rubric or course syllabus as appropriate.

--

Time table of assignments, assessments, and portfolio due dates.

Weeks 1 & 2	
Weeks 3 & 4	
Weeks 5 & 6	
Weeks 7 & 8	
Weeks 9 & 10	
Weeks 11 & 12	
Weeks 13 & 14	
Weeks 15 & 16	
Weeks 17 & 18	

What must you do to earn an "A"?

--

What must you do to earn an "B"?

--

What must you do to earn an "C"?

--

*I have read and agree to follow the guidelines of the Mat-Su Borough School District's Other Credit Option Policy. I understand that it is my responsibility to submit an official transcript of my grade(s) in a timely manner in order to receive credit toward graduation.*

---

Student Signature
Date

---

Parent/Guardian Signature	Date
---------------------------	------

---

Supervising Teacher Signature
Date

### Approval

School Counselor Signature \_\_\_\_\_ Date \_\_\_\_\_

School Principal Signature \_\_\_\_\_ Date \_\_\_\_\_



## Integrated Work Experience Approval Form

[Print Form](#)

Office of Instruction  
Mat-Su Borough School District  
501 N. Gulkana  
Palmer, AK 99645  
P: (907) 761-4042 || F: (907) 746-9292

**Special Instructions:** This is a program of vocational education in which students in grades 10-12 apply learned skills to on-the-job performance. Students will participate in a work experience program that relates to the occupational goals of the prerequisite course, Employability Orientation. Students apply and refine occupational skills, seek and secure employment using proper job search techniques, discover and practice proper work environment skills, and participate in a safe work environment that follows State of Alaska Dept. of Labor regulations, Chapter 10-Employment of Children. Students must work 120 hours of approved employment per semester or .5 credit. Students will have bi-weekly evaluations by coordinators. It is highly recommended that students take the course Customer Service in addition to the prerequisite, Employability Orientation. The original form is to be filed in the student's permanent file after approval; one copy is to be filed with the counselor; one copy is for the student.

Student Name	<input type="text"/>	Student ID	<input type="text"/>	Phone #	<input type="text"/>
Mailing Address	<input type="text"/>	Grade Level	<input type="text"/>	Graduation Year	<input type="text"/>
		High School	<input type="text"/>		

Employment Location	<input type="text"/>		
Supervisor(s) Name	<input type="text"/>		
Supervisor(s) Phone #	<input type="text"/>	Supervisor(s) Email	<input type="text"/>

Describe the work experience you performed or intend to perform.

Please indicate prerequisite course(s) taken prior to or concurrently:

- ☐ Employability Orientation (9967)      ☐ Customer Service (85030)      ☐ College & Career Prep (9111/2V)  
☐ Other or Exceptions (Please indicate the course name or number in the space below)

*I have read and agree to follow the guidelines of the Mat-Su Borough School District's Other Credit Option Policy. I understand that it is my responsibility to submit my work verification logs in a timely manner in order to receive credit toward graduation.*

_____ Student Signature	_____ Date
----------------------------	---------------

_____ Parent / Guardian Signature	_____ Date
--------------------------------------	---------------

_____ School Counselor Signature	_____ Date
-------------------------------------	---------------

_____ School Principal Signature	_____ Date
-------------------------------------	---------------

INST35 Rev: 9/28/2016





## Integrated Work Experience Verification Log

[Print Form](#)

Office of Instruction  
Mat-Su Borough School District  
501 N. Gulkana  
Palmer, AK 99645  
P: (907) 761-4042 || F: (907) 746-9292

**Special Instructions:** A separate verification log should be completed for each bi-weekly evaluation. The original form is to be filed in the student's permanent file after approval; one copy is to be filed with the counselor; one copy is for the student.

Student Name	<input type="text"/>	Student ID	<input type="text"/>	Phone #	<input type="text"/>
Mailing Address	<input type="text"/>	Grade Level	<input type="text"/>	Graduation Year	<input type="text"/>
		High School	<input type="text"/>		
Employment Location	<input type="text"/>				
Supervisor(s) Name	<input type="text"/>				
Supervisor(s) Phone #	<input type="text"/>	Supervisor(s) Email	<input type="text"/>		

### Supervisor Bi-Weekly Evaluation

Please indicate in the appropriate box where you feel the student is performing under each employability skill.

Employability Skill	1 = Never	2 = Rarely	3 = Sometimes	4 = Frequently	5 = Always
<b>Responsible / Self Disciplined</b> Is a self-starter; is committed to and accountable for work assigned; does not just do the bare minimum to get the job done; is loyal to the employer.					
<b>Good Team Member</b> Shares information; works well and credits (praises) other workers; puts the team above personal interests.					
<b>Honesty / Integrity</b> Bases actions on a personally held set of values; can be trusted to follow the rules when supervisors are not present; keeps his/her word.					
<b>Dependability / Follow Through</b> Works diligently to complete the tasks; alerts supervisor to problems or delays so there are no surprises about work not being done.					
<b>Good Attendance / On-Time</b> Can be depended upon to be at work except for good reasons, such as illness or death in the family; ready to begin work on time.					
<b>Accuracy of Work / No Waste</b> Is careful and avoids mistakes; if mistakes are made, will correct the errors; takes pride in work well done; holds high standards.					

Total Hours

Supervisor's Signature \_\_\_\_\_

Date \_\_\_\_\_

☐ Evidence of employment attached in the form of a pay stub, W-2 Forms, or a letter from the Employer.

**Note to the Registrar: Course # 9969; Grade is Pass/Fail.**

A .5 credit may be earned for 120 hours of work hours. Course may be repeated for credit.



**OFFICE OF INSTRUCTION**

**Memorandum of Agreement for Community Agencies  
Utilizing Space in a School to Provide Parent Directed Services**

Name of Community Agency: \_\_\_\_\_

Name of provider from above agency: \_\_\_\_\_

Agency phone: \_\_\_\_\_ Provider phone: \_\_\_\_\_

Name of MSBSD School: \_\_\_\_\_

Name of student client(s) \_\_\_\_\_

The purpose of this memorandum of agreement is to ensure the safety of students, and document parent permission for students to participate in social and emotional counseling from non-school related providers during the school day at the school site.

**Community Agency agrees to:**

- Provide documentation of parent permission to participate in counseling services from agency at school during the day.
- Sign in and out at the front desk of the school each time they visit.
- When an authorization to exchange information is in place, confer with school staff regarding known behavioral/mental health needs that will impact a student's educational performance, within the limits of confidentiality as required by Federal, State and Agency regulations.
- Ensure service providers will have completed a hiring process within the agency including background check, and reference checks prior to providing services at the school site.

**MSBSD Schools agree to:**

- Check the ID of service provider.
- Provide a meeting place that allows for confidential conversations where students can meet with their provider from the agency.
- Excuse the student from class for the counseling session, with the understanding that there may be work to make up.
- Check the sex offender registry to verify the provider is not listed.

**Both parties agree to:**

- Address concerns either from agency staff or about agency staff to the building principal.

**Confidentiality**

\_\_\_\_\_ and \_\_\_\_\_ have the  
(School) (Agency)

responsibility of maintaining confidentiality in accordance with Alaska regulation 4 AAC 52.220 Protection of Records, Health Insurance Portability and Accountability Act of 1996 (HIPAA) and Federal regulation 42 CFR Part 2. Therefore, no confidential information will be shared between the two agencies or outside agencies without written parental permission.

**Terms of Agreement**

Terms of this agreement will be renegotiated as needed upon request. Problems or concerns about implementation of any part of this agreement should be referred to any of its signers. This agreement will be in place until renegotiated or terminated by either party.

\_\_\_\_\_  
School Principal Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chief Executive Officer of Agency (or designee)

\_\_\_\_\_  
Date

**Copies sent to:**

- School
- Agency





## PE Other Credit Option Form

[Print Form](#)

Office of Instruction  
Mat-Su Borough School District  
501 N. Gulkana  
Palmer, AK 99645  
P: (907) 746-9212 || F: (907) 746-9292

**Special Instructions:** As per AR6146.2:

- One-quarter (1/4 or .25) credit for the Physical Education credit requirement may be earned by each *full season or completed semester of participation in co-curricular high school sports.*
- One (1) full credit for the Physical Education credit requirement may be waived by *two full years of participation in the Junior Reserve Officer Training Corps (JROTC) or marching band.*

This credit form does not affect the total minimum credit requirements for graduation. **A separate form should be used for each activity and season.** The original form is to be filed in the student's permanent file after approval; one copy is to be filed with the counselor; and one copy is for the student. This credit option is available beginning the FY18 school year.

Student Name	<input type="text"/>	Student ID	<input type="text"/>	Phone #	<input type="text"/>
High School	<input type="text"/>	Grade Level	<input type="text"/>	Graduation Year	<input type="text"/>
Activity	<input type="text"/>	Sport Name, if applicable	<input type="text"/>		
Name of Coach / Advisor / Instructor <input type="text"/>					

**For Student to Complete:** By my signature below, I am requesting that MSBSD (check one):

- ☐ Grant One-quarter (1/4 or .25) credit of the Physical Education requirement due to my participation in the above mentioned activity. I verify that I have met the minimum requirements in this activity. I understand that I need to participate in two seasons of a co-curricular sport or activity in order to receive .5 credit toward the physical education requirement.
- ☐ Waive (.5) credit of the Physical Education credit requirement due to my participation in JROTC or Marching Band. I verify that I have met the minimum requirements in this activity, which is one year participation.

I understand it is my responsibility to complete this form for each individual request concurrent with the semester.

Student Signature	Date
-------------------	------

**To be Completed by Coach / Advisor / Instructor:** Dates of Participation   
As a certified teacher or individual who has been approved and is currently employed by the Mat-Su Borough School District, I hereby certify that the above named student has met the minimum requirements in (check one):

- ☐ The interscholastic high school activity listed. I confirm that this entitles the student to a physical education credit of one-quarter (1/4 or .25 credit) per sport.
- ☐ The Junior Reserve Officer Training Corps (JROTC) for one year or two semesters. I confirm that this entitles the student to a physical education credit waiver of (.5) credit.
- ☐ Marching Band (Course #7690) for one year or two semesters. I confirm this entitles the student to a physical education credit waiver of (.5) credit.

Coach / Advisor / Instructor Signature	Date
--	------

**Approval**

School Counselor Signature	Date	School Principal Signature	Date
----------------------------	------	----------------------------	------

**Note to the Registrar:** Using Course #5990 for Marching Band and JROTC waives .25 credit. To waive one (1) full credit, the course number should be entered four (4) times. Enter 5990 in the coinciding semesters of JROTC participation.  
Using Course #5580 for Co-Curricular Sports grants .5 credit for two completed seasons.





## Request for Consideration of Extenuating Circumstances

Office of Instruction  
Mat-Su Borough School District  
501 N. Gulkana  
Palmer, AK 99645  
P: (907) 761-4042 || F: (907) 746-9292

Print Form

**Special Instructions:** This form is to be used to request approval for an exception to a board policy or credit requirement on behalf of a student. Documentation of extenuating circumstances is required. Please note that the process for consideration may take the approval of the school board. Forms should be submitted in a timely manner in order to receive credit toward graduation. *Students must have prior approval from the Office of Instruction before receiving an exception to a board policy or credit requirement.* The original form is to be filed in the student's permanent file after approval; one copy is to be filed with the counselor; one copy is for the student.

Student Name	<input type="text"/>	Student ID	<input type="text"/>	Graduation Year	<input type="text"/>
School	<input type="text"/>	Counselor	<input type="text"/>	Request Date	<input type="text"/>

Please provide an explanation of the extenuating circumstances or situation. Attach additional documentation if necessary.

School Counselor Signature

Date

School Principal Signature

Date

**APPROVAL:** Fax this form to the MSBSD Counseling Coordinator at 746-9292

☐ Approved

☐ Denied

Superintendent or Designee Signature

Date

Pending





## Request for Substitute Course Credit

[Print Form](#)

Office of Instruction  
Mat-Su Borough School District  
501 N. Gulkana  
Palmer, AK 99645  
P: (907) 761-4042 || F: (907) 746-9292

**Special Instructions:** Substitute course credit may be granted to students transferring in from Out-of-District in the 11th or 12th grade who have already taken a similar course at a previous school and may not be able to be scheduled in the necessary specific courses. Students transferring in to MSBSD during their 9th or 10th grade year are encouraged to meet all MSBSD requirements without substitution. The Original Form is to be filed in the student's permanent file after approval, one copy is to be filed with the counselor, and one copy is for the student.

Student Name	<input type="text"/>	Student ID #	<input type="text"/>	Phone Number	<input type="text"/>
Mailing Address	<input type="text"/>	Grade Level	<input type="text"/>	Graduation Year	<input type="text"/>
		High School	<input type="text"/>		

The following courses are being requested as substitute credits for MSBSD specific graduation requirements.

### Out-of-District course to substitute:

<input type="text"/>
<input type="text"/>
<input type="text"/>
<input type="text"/>
<input type="text"/>
<input type="text"/>

### MSBSD required course to be substituted for:

<input type="text"/>
<input type="text"/>
<input type="text"/>
<input type="text"/>
<input type="text"/>
<input type="text"/>

**Please contact the Counseling Coordinator at  
746-9229 with any questions.**

---

School Counselor Signature

Date

---

School Principal Signature

Date



## Test for Credit

[Print Form](#)

Office of Instruction  
Mat-Su Borough School District  
501 N. Gulkana  
Palmer, AK 99645  
P: (907) 761-4042 || F: (907) 746-9292

**Special Instructions:** On a case by case basis, Test for Credit will allow a student to demonstrate that he/she meets or exceeds the content expectations associated with the subject area, as defined by the State of Alaska Academic Standards, the MSBSD Curriculum Framework, and the MSBSD Curriculum Blueprint. Please complete and submit this Test for Credit request to the Office of Instruction. The Original Form is to be filed in the student's permanent file after approval, one copy is to be filed with the counselor, and one copy is for the student.

Student Name  Student ID #  Grade   
Student's Counselor  Semester   
High School

Course Requesting to Test for Credit   
Proposed Test

Test Proctor's Name  \_\_\_\_\_  
Test Proctor Signature \_\_\_\_\_ Date \_\_\_\_\_

☐ I understand that a qualifying score on Test for Credit will be reflected as a "Pass" on student's transcript.

☐ I understand that credit earned through Test for Credit does not meet NCAA eligibility.

\_\_\_\_\_  
Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_  
Counselor Signature \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_  
Administrator Signature \_\_\_\_\_ Date \_\_\_\_\_

**APPROVAL:** Fax this form to the MSBSD Counseling Coordinator at (907) 746-9292

☐ Approved

☐ Denied

\_\_\_\_\_  
Superintendent or Designee Signature \_\_\_\_\_ Date \_\_\_\_\_

Pending



## Transcript Review

Print Form

Office of Instruction  
Mat-Su Borough School District  
501 N. Gulkana  
Palmer, AK 99645  
P: (907) 761-4042 || F: (907) 746-9292

Student Name	<input type="text"/>
School of Origin	<input type="text"/>
Counselor	<input type="text"/>
Registrar	<input type="text"/>

Student ID #	<input type="text"/>
Date of MSBSD Enrollment	<input type="text"/>

Waiver for CCRA? (Attach copy if applicable)	<input type="text"/>
OCO Form? (Attach copy if applicable)	<input type="text"/>

Are any course descriptions needed from the transferring school? Please explain and attach a copy.

Are there any unusual situations noted in the transcript? Please explain.

Reviewed and approved by:

\_\_\_\_\_  
School Registrar Signature                      Date

\_\_\_\_\_  
School Counselor Signature                      Date

This form, along with the original transcripts or copies are to be filed in the student's permanent file.

Copies of this form and transcripts/copies are to be filed with the Counselor.



## Youth Court Service Approval Form

[Print Form](#)

Office of Instruction  
Mat-Su Borough School District  
501 N. Gulkana  
Palmer, AK 99645  
P: (907) 761-4042 || F: (907) 746-9292

**Special Instructions:** The Youth Court Service course is designed to develop effective and involved citizens who apply legal concepts and facts in their lives. Students may receive credit for Mat-Su Youth Court involvement with the following requirements documented on the Youth Court Service Verification Log:

- 24 hours of classroom instruction
- Membership in the Mat-Su Youth Court
- Passing score on the Youth Court Bar Exam
- At least 70 hours of service including all aspects of Youth Court.

With official approval, these activities can be used to earn one half (1/2 or .5) credit toward a diploma. When a Youth Court Service Verification Log is completed, the counselor will then take necessary steps to see that one half (1/2 or .5) credit is noted on the student's official transcript. Approval noted on this form indicates that a student's service has been approved; it is not an authorization for credit in advance. The original form is to be filed in the student's permanent file after approval; one copy is to be filed with the counselor; one copy is for the student.

Student Name	<input type="text"/>	Student ID	<input type="text"/>	Phone #	<input type="text"/>
Mailing Address	<input type="text"/>	Grade Level	<input type="text"/>	Graduation Year	<input type="text"/>
		High School	<input type="text"/>		

Youth Court where Service will be Performed	<input type="text"/>
Youth Court Service Supervisor(s)	<input type="text"/>
Youth Court Supervisor(s) Phone Number	<input type="text"/>
Youth Court Supervisor(s) Email Address	<input type="text"/>

How long do you expect to be involved in the above activities and in what capacity?

*I have read and agree to follow the guidelines of the Mat-Su Borough School District's Other Credit Option Policy. I understand that it is my responsibility to submit the Youth Court Verification Form in a timely manner in order to receive credit toward graduation.*

Student Signature	Date	Parent / Guardian Signature	Date
-------------------	------	-----------------------------	------

*Recommendations (Signature indicates approval is recommended)*

School Counselor Signature	Date	School Principal Signature	Date
----------------------------	------	----------------------------	------



## Youth Court Verification Log

[Print Form](#)

Office of Instruction  
Mat-Su Borough School District  
501 N. Gulkana  
Palmer, AK 99645  
P: (907) 761-4042 || F: (907) 746-9292

**Special Instructions:** The original form is to be filed in the student's permanent file after approval; one copy is to be filed with the counselor; one copy is for the student.

Student Name	<input type="text"/>	Student ID	<input type="text"/>	Phone #	<input type="text"/>
Mailing Address	<input type="text"/>	Grade Level	<input type="text"/>	Graduation Year	<input type="text"/>
		High School	<input type="text"/>		

Youth Court where Service will be Performed	<input type="text"/>
Youth Court Service Supervisor(s)	<input type="text"/>
Youth Court Supervisor(s) Phone Number	<input type="text"/>
Youth Court Supervisor(s) Email Address	<input type="text"/>

Date(s)	Description of Youth Court Activity	# of Hours	Supervisor Signature
	24 hours of classroom instruction		
	Membership in the Mat-Su Youth Court		
	Passing score on the Youth Court Bar Exam		
	Document at least 70 service hours including all aspects of Youth Court		

Total Hours

**Note to the Registrar:** Course #3950





## Credit Check: 2015

Office of Instruction  
Mat-Su Borough School District  
501 N. Gulkana  
Palmer, AK 99645  
P: (907) 761-4042 || F: (907) 746-9292

Print Form

Student Name

Student ID

**Students must earn a minimum of 22 credits and have met all requirements.**

Language Arts	
(4 Credits)	
English 1-S1	
English 1 -S2	
English 2-S1	
English 2-S2	
English Elective	
English Elective	
English Elective	
English Elective	

Mathematics	
(3 Credits)	
Algebra-S1	
Algebra -S2	
Geometry-S1	
Geometry-S2	
Math Elective	
Math Elective	
Math Elective*	
Math Elective*	

Social Studies	
(3 Credits)	
World History-S1	
World History-S2	
US History-S1	
US History-S2	
Alaska History	
US Government	
SS Elective*	
SS Elective*	

Science	
(3 Credits)	
Physical 1-S1	
Physical 1 -S2	
Biology 2-S1	
Biology 2-S2	
Science Elective	
Science Elective	
Science Elective*	
Science Elective*	

Electives			
(7.5 Credits)			
		APS	
		M&S	SS&L
5			
1			
1.5			
2			
2.5			
3			
3.5			
4			
4.5			
5			
5.5			
6			
6.5			
7			
7.5			
8			
8.5			

Physical Education	
(1 Credit)	
PE	
PE	

Health	
(.5 Credit)	
Health	

World Language	
Not Required	
WL1-S1*	
WL1-S2*	
WL2-S1*	
WL2-S2*	

Assessments	
Assessment	Date
ACT	
SAT	
Work Keys	

Credits	
Required	22
Earned	
Attempted	

Notes

\* Denotes APS Requirement above MSBSD Graduation Requirement



## Credit Check: 2016

Office of Instruction  
Mat-Su Borough School District  
501 N. Gulkana  
Palmer, AK 99645  
P: (907) 761-4042 || F: (907) 746-9292

Print Form

Student Name

Student ID

**Students must earn a minimum of 23.5 credits and have met all requirements.**

Language Arts	
(4 Credits)	
English 1-S1	
English 1 -S2	
English 2-S1	
English 2-S2	
English Elective	
English Elective	
English Elective	
English Elective	

Mathematics	
(3 Credits)	
Algebra-S1	
Algebra -S2	
Geometry-S1	
Geometry-S2	
Math Elective	
Math Elective	
Math Elective*	
Math Elective*	

Social Studies	
(3.5 Credits)	
Civics	
World History-S1	
World History-S2	
US History-S1	
US History-S2	
Alaska History	
US Government	
SS Elective*	

Science	
(3 Credits)	
Physical 1-S1	
Physical 1 -S2	
Biology 2-S1	
Biology 2-S2	
Science Elective	
Science Elective	
Science Elective*	
Science Elective*	

Electives			
(8.5 Credits)			
		APS	
		M&S	SS&L
.5			
1			
1.5			
2			
2.5			
3			
3.5			
4			
4.5			
5			
5.5			
6			
6.5			
7			
7.5			
8			
8.5			

Physical Education	
(1 Credit)	
PE	
PE	

Health	
(.5 Credit)	
Health	

World Language	
Not Required	
WL1-S1*	
WL1-S2*	
WL2-S1*	
WL2-S2*	

Assessments	
Assessment	Date
ACT	
SAT	
Work Keys	

Credits	
Required	23.5
Earned	
Attempted	

Notes

\* Denotes APS Requirement above MSBSD Graduation Requirement



## Credit Check: 2017 and Beyond

Office of Instruction  
Mat-Su Borough School District  
501 N. Gulkana  
Palmer, AK 99645  
P: (907) 761-4042 || F: (907) 746-9292

Print Form

Student Name

Student ID

**Students must earn a minimum of 24.5 credits and have met all requirements.**

Language Arts	
(4 Credits)	
English 1-S1	
English 1 -S2	
English 2-S1	
English 2-S2	
English Elective	
English Elective	
English Elective	
English Elective	

Mathematics	
(3 Credits)	
Algebra-S1	
Algebra -S2	
Geometry-S1	
Geometry-S2	
Math Elective	
Math Elective	
Math Elective*	
Math Elective*	

Social Studies	
(3.5 Credits)	
Civics	
World History-S1	
World History-S2	
US History-S1	
US History-S2	
Alaska History	
US Government	
SS Elective*	

Science	
(3 Credits)	
Physical 1-S1	
Physical 1 -S2	
Biology 2-S1	
Biology 2-S2	
Science Elective	
Science Elective	
Science Elective*	
Science Elective*	

Electives			
(9.5 Credits)			
		APS	
		M&S	SS&L
.5			
1			
1.5			
2			
2.5			
3			
3.5			
4			
4.5			
5			
5.5			
6			
6.5			
7			
7.5			
8			
8.5			
9			
9.5			

Physical Education	
(1 Credit)	
PE	
PE	

Health	
(.5 Credit)	
Health	

World Language	
Not Required	
WL1-S1*	
WL1-S2*	
WL2-S1*	
WL2-S2*	

Assessments	
Assessment	Date
ACT	
SAT	
Work Keys	

Credits	
Required	24.5
Earned	
Attempted	

Notes

\* Denotes APS Requirement above MSBSD Graduation Requirement



## Off Campus Agreement

[Print Form](#)

Office of Instruction  
Mat-Su Borough School District  
501 N. Gulkana  
Palmer, AK 99645  
P: (907) 761-4042 || F: (907) 746-9292

**Special Instructions:** Students with an Off-Campus Period are not allowed on school grounds during their Off-Campus hours without prior approval by a staff member that will be responsible for them during that time.

Note to parents: MSBSD staff would like to encourage students to take full advantage of their free education and enroll in courses on-campus, through correspondence, or get a jump start on college courses rather than taking an Off-Campus Period.

The Original Form is to be filed in the student's permanent file after approval, one copy is to be filed with the counselor, and one copy is for the student.

Student's Full Name	<input type="text"/>	Student ID #	<input type="text"/>	Grade	<input type="text"/>
Student's Counselor	<input type="text"/>	Off-Campus Period	<input type="text"/>	Semester	<input type="text"/>
High School	<input type="text"/>				

Students desiring an Off-Campus Period must meet the following requirements prior to approval. Please check each box, verifying that your student meets these requirements:

- ☐ On track to graduate prior to starting their senior year
- ☐ The student may only be off campus for the beginning or end of the school day (or with administrative approval)

I understand that my child will be

- ☐ arriving late to campus
- ☐ leaving campus early
- ☐ leaving campus during the school day based on extenuating circumstances:

Extenuating Circumstance:

I understand that transportation is provided by the Parent/Guardian or student to or from school.

I release the MSBSD of liability in my student's transportation to or from school.

\_\_\_\_\_  
Parent/Guardian Signature Date

\_\_\_\_\_  
Counselor Signature Date

\_\_\_\_\_  
Administrator Signature Date



## Student Aide Contract Form

Print Form

Office of Instruction  
Mat-Su Borough School District  
501 N. Gulkana  
Palmer, AK 99645  
P: (907) 761-4042 || F: (907) 746-9292

**Special Instructions:** The guidelines for serving as a student aide are as follows:

- Grade will be Pass/Fail and will be assigned by the supervising faculty member.
- Evaluation will be determined by the Student Aide Assessment Form.
- A Student Aide position will be worth one half (1/2 or .5) credit per semester.
- A maximum of two (2) credits can be accumulated.
- Only one Aide position is allowed per student each semester.
- If ten (10) unexcused absences are accumulated in this course, credit will not be earned.
- *It is recommended that a faculty member have no more than two (2) Student Aides in a semester.*

The original form is to be filed in the student's permanent file after approval; one copy is to be filed with the counselor; one copy is for the student.

Student Name	<input type="text"/>	Student ID	<input type="text"/>	Phone #	<input type="text"/>
Mailing Address	<input type="text"/>	Grade Level	<input type="text"/>	Graduation Year	<input type="text"/>
		High School	<input type="text"/>		

Faculty/Instructor	<input type="text"/>	Period	<input type="text"/>
Room # / Location	<input type="text"/>	Semester	<input type="text"/>

### Requirements:

- ☐ Junior or Senior in good academic standing
- ☐ Enrolled in at least three (3) courses at Student Aide site. *May include enrollment in District-Wide CTE courses.*

Courses:

<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

*I have read and agree to follow the guidelines of the Mat-Su Borough School District's Other Credit Option Student Aide Policy. I understand ten (10) unexcused absences may result in the loss of credit.*

Student Signature	Date	Parent / Guardian Signature	Date
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Faculty / Instructor Signature	Date
--------------------------------	------

*Recommendations (Signature indicates approval is recommended)*

School Counselor Signature	Date	School Principal Signature	Date
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## Student Aide Assessment Form

[Print Form](#)

Office of Instruction  
Mat-Su Borough School District  
501 N. Gulkana  
Palmer, AK 99645  
P: (907) 761-4042 || F: (907) 746-9292

**Special Instructions:** Check the box that accurately describes your assessment of the student. If any skill is noted as being "unacceptable," the student is in jeopardy of losing credit for the Student Aide Course.

This form is to be:

- Copied and retained by the supervisor of the Student Aide.
- Filled out at the end of the semester.
- Copied and shared with the Student Aide.
- Returned to the student's counselor.
- Copied and given to the school registrar for entering credit.
- Filed in the student's permanent file.

Student Name	<input type="text"/>	Student ID	<input type="text"/>	Phone #	<input type="text"/>
Mailing Address	<input type="text"/>	Grade Level	<input type="text"/>	Graduation Year	<input type="text"/>
		High School	<input type="text"/>		

Faculty/Instructor	<input type="text"/>	Period	<input type="text"/>
Room # / Location	<input type="text"/>	Semester	<input type="text"/>

	Employability Skills	Acceptable	Unacceptable
1	Punctuality and Attendance - Arrives at work site / station on time - Ten (10) absences in this course may result in loss of credit and/or a failing grade		
2	Productive Attitude and Personal Qualities - Demonstrates personal character (for example: honesty, ethics, integrity) - Shows courtesy and respect (tact) - Appropriately dressed and groomed		
3	Time Management - Dependable in work assignments - Uses time efficiently without sacrificing quality		

NOTE: Ten (10) unexcused absences in this course may result in a loss of credit at the high school level.

Additional Comments

Faculty / Instructor Signature

Date

**Note to the Registrar: Course # 9971/9972.**

A maximum of two (2) credits may be accumulated as a Student Aide.

# APS

class of 2016 & beyond

## ALASKA PERFORMANCE SCHOLARSHIP



To apply for the APS and other financial aid opportunities, students must complete a FAFSA (Free Application for Federal Student Aid) by June 30th of each year. Visit [fafsa.ed.gov](http://fafsa.ed.gov)

### Required Curriculum (for all levels)

Students can choose either curriculum option.

Contact your counselor for information about APS courses. Approved courses may also be available through resources such as the University of Alaska or others. Eligibility is determined based upon courses with a letter grade contained in your high school's permanent student record.

#### Math & Science Curriculum:

Science  
(4 credits)

Math  
(4 credits)

Social Studies  
(4 credits)

Language Arts  
(4 credits)

#### Social Studies & Language Curriculum:

Science  
(3 credits)

Math  
(3 credits)

Social Studies  
(4 credits)

Language Arts  
(4 credits)

World Language  
(2 credits)

same language for both credits

### Level 1

UP TO **\$4,755** per year

### Level 2

UP TO **\$3,566** per year

### Level 3

UP TO **\$2,378** per year

### Required GPA

3.5  
or greater

3.0  
or greater

2.5  
or greater

### Required Testing

"Certificate" means a career & technical education certificate and does not include associate's degrees.

ACT/SAT: Use APS for degree or certificate

ACT 25  
SAT 1210\*

\*for SAT taken March 2016 or later

ACT 23  
SAT 1130\*

\*for SAT taken March 2016 or later

ACT 21  
SAT 1060\*

\*for SAT taken March 2016 or later

WorkKeys: Use APS for certificate only A combination score of 13 or higher with no score below 4, is required in Applied Math, Locating Information, and Reading for Information

WorkKeys 13

WorkKeys 13

WorkKeys 13



rev. 07/21/2016

On track to qualify? Get ready to put your APS award to work!  
Download Initial Award and Continuing Eligibility Checklists  
at [APS.alaska.gov](http://APS.alaska.gov)

Questions? Visit [APS.alaska.gov](http://APS.alaska.gov)





# ALASKA PERFORMANCE SCHOLARSHIP



To apply for the APS and other financial aid opportunities, students must complete a FAFSA (Free Application for Federal Student Aid) by June 30th of each year. Visit [fafsa.ed.gov](http://fafsa.ed.gov)

## APS QUALIFYING COURSES

Only approved courses can be used to complete the required APS curriculum. Eligibility is determined based upon courses with a letter grade contained in your school's permanent student record. Each requirement is for a complete unit of credit (half-credit courses count as half of a required APS course).

The State Board of Education & Early Development has published the following approved standard courses. Any course consisting of a complete unit of credit and matching the titles of the approved standard courses can be used to meet the APS curriculum requirements.

Public School Districts may also approve standard courses. Each school district is responsible for providing students with a complete list of APS-qualifying courses.

For private/homeschool students applying for the APS to the Department of Education & Early Development (EED) using the APS Eligibility Determination Application, the use of any additional courses to meet the APS curriculum requirements must first be approved by EED.

## STUDENTS MAY ALSO USE APPROVED ADDITIONAL COURSES AS FOLLOWS:

### Social Studies & Language Curriculum option:

Up to one additional course may be substituted for a standard course in each subject area (math, science, language arts, and social studies).

### Math & Science Curriculum option:

Up to one additional course may be substituted for a standard course in math and language arts, and up to two additional courses may be substituted for standard courses in science and social studies. Additionally, for the Math & Science Curriculum option only, a foreign language, Alaska Native Language, American Sign Language, cultural heritage, or fine arts course may be substituted for one standard course of social studies.

*Please note: Students in public school districts can select additional courses only from a list of approved additional courses provided by their district.*

## MATH

### standard courses

- ☐ algebra 1
- ☐ algebra 2
- ☐ geometry
- ☐ trigonometry
- ☐ pre-calculus
- ☐ calculus
- ☐ calculus 2
- ☐ statistics

## SCIENCE

### standard courses

- ☐ physical science
- ☐ earth science
- ☐ biology
- ☐ chemistry
- ☐ physics
- ☐ marine biology
- ☐ anatomy & physiology

## LANGUAGE ARTS

### standard courses

- ☐ composition
- ☐ American literature
- ☐ world literature
- ☐ speech & debate
- ☐ advanced composition
- ☐ creative writing
- ☐ British literature

## SOCIAL STUDIES

### standard courses

- ☐ world history
- ☐ American history
- ☐ geography
- ☐ American government
- ☐ civics
- ☐ economics
- ☐ Alaska history
- ☐ western civilization
- ☐ eastern civilization
- ☐ psychology
- ☐ sociology

## WAYS TO ACCESS APPROVED COURSES:

Several alternative sources to access approved APS courses are available (such as the University of Alaska or others). In most cases, a fee will be required to enroll in these courses. If you are considering using courses from outside of your school to qualify for the APS, ensure these courses are approved by your district.



Questions? Visit [APS.alaska.gov](http://APS.alaska.gov)



MSBSD APS Definitions:

Rev. 12/21/18

# Reference

**Standard-** Meets APS course approval

**Equivalent-** Equal to a course labeled as standard

**Additional-** Meets EED or career readiness standards

Core Subject	Course Title	Effective Date	Approved?	Standard (APS Approved) or Equivalent or Additional	Comments
<b>Fine Arts</b>					
MUSIC	Chamber Ensemble	1/1/2013	Yes	Additional	For <b>Math and Science Curriculum</b> option only, a fine arts course may be substituted for <b>one</b> standard course of Social Studies.
MUSIC	Concert Band	1/1/2013	Yes	Additional	
MUSIC	Concert Choir	1/1/2013	Yes	Additional	
MUSIC	Guitar 1	1/1/2013	Yes	Additional	
MUSIC	Guitar 2	1/1/2013	Yes	Additional	
MUSIC	Jazz/Stage Band	1/1/2013	Yes	Additional	
MUSIC	Marching Band	1/1/2013	Yes	Additional	
MUSIC	Men's Chorus	1/1/2013	Yes	Additional	prior name: IB Music Theory SL, IB World Music
MUSIC	Music 1, 2, IB	1/1/2013	Yes	Additional	
MUSIC	Music Survey	1/1/2013	Yes	Additional	
MUSIC	Music Theory, AP	1/1/2013	Yes	Additional	
MUSIC	Orchestra	1/1/2013	Yes	Additional	
MUSIC	Percussion Methods	1/1/2013	Yes	Additional	
MUSIC	Percussion Methods, Advanced	1/1/2013	Yes	Additional	
MUSIC	Performance Lab	1/1/2013	Yes	Additional	
MUSIC	Symphonic Band	1/1/2013	Yes	Additional	
MUSIC	Symphonic Choir	1/1/2013	Yes	Additional	
MUSIC	Treble Choir	1/1/2013	Yes	Additional	
MUSIC	Vocal Jazz Ensemble	1/1/2013	Yes	Additional	
THEATER	Acting 1, 2	1/1/2013	Yes	Additional	
THEATER	Drama 1, 2	1/1/2013	Yes	Additional	
THEATER	Technical Theater	1/1/2013	Yes	Additional	
THEATER	Theater Arts, IB	1/1/2013	Yes	Additional	
VISUAL	2-D Art Studio 1, 2, 3, 4	1/1/2013	Yes	Additional	
VISUAL	2-D Art Survey	1/1/2013	Yes	Additional	
VISUAL	3-D Art Studio 1, 2, 3, 4	1/1/2013	Yes	Additional	
VISUAL	3-D Art Survey	1/1/2013	Yes	Additional	
VISUAL	Arts and Ideas 1, 2, IB	1/1/2013	Yes	Additional	
VISUAL	Contemporary Crafts Honors	1/1/2013	Yes	Additional	
VISUAL	Design Studio 1, 2	1/1/2013	Yes	Additional	
VISUAL	Design Survey	1/1/2013	Yes	Additional	
VISUAL	Film 1,2, IB	1/1/2013	Yes	Additional	prior course name IB Film SL, HL
VISUAL	Painting 1, 2	1/1/2013	Yes	Additional	
VISUAL	Photography as Art 1, 2, Advanced	1/1/2013	Yes	Additional	
VISUAL	Studio Art, AP	1/1/2013	Yes	Additional	prior course name IB Visual Arts SL, HL
VISUAL	Visual Arts 1,2, IB	1/1/2013	Yes	Additional	
ART103	CLGE BASDIGPHOT	8/1/2018	Yes	Additional	Basic Digital Photo
ART105	CLGE BEG DRAW	8/1/2015	Yes	Additional	Beginning Drawing
ART111	CLGE 2-D DESIGN	8/1/2015	Yes	Additional	Two-Dimensional Design
ART112	CLGE COLOR DESIGN	8/1/2015	Yes	Additional	Color Design
ART160	CLGE ART APPREC	8/1/2015	Yes	Additional	Art Appreciation
ART180	CLGE BEG STGLASS	8/1/2015	Yes	Additional	Beginning Stained Glass
ART202	CLGE CERAMICS	8/1/2015	Yes	Additional	Beginning Wheelthrown Ceramics
ART205	CLGE INT DRAW	8/1/2015	Yes	Additional	Intermediate Drawing
ART213	CLGE BEG PAINT	8/1/2015	Yes	Additional	Beginning Painting
ART220	CLGE DIGIPHOTO1	8/1/2015	Yes	Additional	Digital Imaging for Photography
ART225	CLGE BEG DPHOTO	8/1/2015	Yes	Additional	Beginning Digital Photography
ART261	CLGE H WEST ART 1	8/1/2015	Yes	Additional	History of Western Art 1
ART262	CLGE H WEST ART 2	8/1/2015	Yes	Additional	History of Western Art 2
MUS111	CLGE FUND MUSIC	8/1/2018	Yes	Additional	Fundamentals of Music
MUS121	CLGE MUSIC APPREC	8/1/2015	Yes	Additional	Music Appreciation
MUS467	CLGE MASTER PIANO	8/1/2015	Yes	Additional	Piano Master Class
THR111	CLGEINTHEATRE	8/1/2015	Yes	Additional	Introduction to Theatre
THR121	CLGE INTRO ACTING	8/1/2018	Yes	Additional	Introduction to Acting
THR131	CLGE THTR PROD	8/1/2018	Yes	Additional	Theatrical Production Tech
<b>Language Arts</b>					
LA	Advanced Composition	1/1/2013	Yes	Standard	
LA	Advanced Creative Writing	1/1/2013	Yes	Standard	
LA	American Literature	1/1/2013	Yes	Standard	
LA	AP Language & Composition	1/1/2013	Yes	Standard	

LA	AP Literature & Composition	1/1/2013	Yes	Standard	
LA	British Literature	1/1/2013	Yes	Standard	
LA	Classical Literature	1/1/2013	Yes	Standard	
LA	College Composition	1/1/2013	Yes	Standard	
LA	College English 111	11/12/2014	Yes	Standard	New Course Name - WRT111
LA	Contemporary Literature and Issues	1/1/2013	Yes	Standard	
LA	Creative Writing	1/1/2013	Yes	Standard	
LA	Debate and Forensics	1/1/2013	Yes	Standard	
LA	Intermediate Composition	1/1/2013	Yes	Standard	
LA	Literature 1, 2, IB	1/1/1931	Yes	Standard	prior course names: IB Humanities, IB Classical Lit, IB
LA	Speech	1/1/2013	Yes	Standard	
LA	World Literature	1/1/2013	Yes	Standard	
LA	Advanced Poetry	11/12/2014	Yes	Equivalent	Equivalent to Creative Writing
LA	Contemporary Alaskan Literature	9/15/2013	Yes	Equivalent	Equivalent to Literature
LA	English 1	1/1/2013	Yes	Equivalent	Equivalent to .5 Literature and .5 Composition
LA	English 2	1/1/2013	Yes	Equivalent	Equivalent to .5 Literature and .5 Composition
LA	English 3	1/1/2013	Yes	Equivalent	Equivalent to .5 American Literature and .5 composition
LA	English 4	1/1/2013	Yes	Equivalent	Equivalent to 5 Advanced Composition and .5 Literature
LA	Honors English 1	1/1/2013	Yes	Equivalent	Equivalent to .5 Literature and .5 Composition
LA	Honors English 2	1/1/2013	Yes	Equivalent	Equivalent to .5 Literature and .5 Composition
LA	Honors English 3	1/1/2013	Yes	Equivalent	Equivalent to .5 American Literature and .5 Composition
LA	Humanities/English	11/12/2014	Yes	Equivalent	Equivalent to Speech & Composition
LA	Mythology	1/1/2013	Yes	Equivalent	Equivalent to Literature
LA	Poetry	11/12/2014	Yes	Equivalent	Equivalent to Creative Writing
LA	Science Fiction	11/12/2014	Yes	Equivalent	Equivalent to Literature
LA	Shakespeare	1/1/2013	Yes	Equivalent	Equivalent to .5 Literature
LA	Short Story	1/1/2013	Yes	Equivalent	Equivalent to .5 Literature & Creative Writing
ENGL121	CLGE INTRO LIT	8/1/2015	Yes	Equivalent	Equivalent to Literature
ENGL201	CLGE WORLD LIT 1	8/1/2015	Yes	Equivalent	Equivalent to World Literature
ENGL202	CLGE WORLD LIT 2	8/1/2015	Yes	Equivalent	Equivalent to World Literature
ENGL260	CLGE CREATEWRITING	8/1/2015	Yes	Equivalent	Equivalent to Creative Writing
ENGL302	CLGE BRIT LIT 2	8/1/2015	Yes	Equivalent	Equivalent to British Literature
ENGL307	CLGE US LIT 2	8/1/2015	Yes	Equivalent	Equivalent to American Literature
ENGL 312	CLGE ADV TECH WRIT	8/1/2018	Yes	Equivalent	Equivalent to Composition
COMM241	CLGE PUB SPEAK	8/1/2015	Yes	Equivalent	Equivalent to Speech
WRTG111	CLGE INTRO COMP	8/1/2015	Yes	Equivalent	Equivalent to Composition
WRTG211	CLGE ACADWRITLIT	8/1/2015	Yes	Equivalent	Equivalent to Composition
WRTG212	CLGE TECHWRITE 1	8/1/2015	Yes	Equivalent	Equivalent to Composition
WRTG213	CLGE WRITESCIENCE	8/1/2015	Yes	Equivalent	Equivalent to Composition
WRTG214	CLGE PERSUASIVEWRIT	8/1/2015	Yes	Equivalent	Equivalent to Speech and Debate
WRTG	CLGE ADV TECH WR	8/1/2015	Yes	Equivalent	Equivalent to Advanced Composition
LA	Advanced Cinema As Art	1/1/2013	Yes	Additional	
LA	Applied Communication 1	1/1/2013	Yes	Additional	
LA	Applied Communication 2	1/1/2013	Yes	Additional	
LA	Bible within History & Literature	1/1/2013	Yes	Additional	
LA	Cinema As Art	1/1/2013	Yes	Additional	
LA	Frontier Literature	1/1/2013	Yes	Additional	
LA	Journalism 1	1/1/2013	Yes	Additional	
LA	Journalism 2	1/1/2013	Yes	Additional	
LA	Performance Poetry	1/1/2013	Yes	Additional	
LA	Technical Writing 1	1/1/2013	Yes	Additional	
LA	Technical Writing 2	1/1/2013	Yes	Additional	
COMM111	CLGE FUNDORALCOM	8/1/2015	Yes	Additional	
COMM235	CLGE SMGRPCOMM	8/1/2015	Yes	Additional	
COMM237	CLGE INTERPERCOMM	8/1/2015	Yes	Additional	
LA/CTE	Audio/Video Tech and Film (Fund, Interm, and	8/1/2018	Yes	Additional	
LA/CTE	Computer Science 1	8/1/2018	Yes	Additional	prior course name: Information Technology
LA/CTE	Digital Communication 1	8/1/2018	Yes	Additional	
LA/CTE	Web Page Authoring	8/1/2018	Yes	Additional	
LA/CTE	Yearbook Project Management	8/1/2018	Yes	Additional	
LA	Advanced Literature Seminar	1/1/2013	No		LA Support Class
LA	LA Strategies	1/1/2013	No		LA Support Class
LA	Readers Theater	1/1/2013	No		Does not adequately meet EED standards
LA	Communication Lab	1/1/2013	No		LA Support Class
<b>Math</b>					
MATH	Algebra 1	1/1/2013	Yes	Standard	
MATH	Algebra 2	1/1/2013	Yes	Standard	
MATH	Algebra For Finance	11/12/2014	Yes	Standard	
MATH	AP Calculus AB	1/1/2013	Yes	Standard	
MATH	AP Calculus BC	1/1/2013	Yes	Standard	
MATH	AP Statistics	1/1/2013	Yes	Standard	



MATH	Calculus	1/1/2013	Yes	Standard	
MATH	College Algebra	11/12/2014	Yes	Standard	
MATH	Geometry	1/1/2013	Yes	Standard	
MATH	Honors Geometry	1/1/2013	Yes	Standard	
MATH	Calculus, IB	1/1/2013	Yes	Standard	prior name: IB Calculus SL
MATH	Mathematics 1, IB	1/1/2013	Yes	Standard	prior name: IB Mathematics SL
MATH	Mathematics 2, IB	1/1/2013	Yes	Standard	prior name: IB Mathematics HL
MATH	Informal Geometry	1/1/2013	Yes	Standard	
MATH	Intermediate Algebra	11/12/2014	Yes	Standard	
MATH	Pre-Calculus with Trigonometry	1/1/2013	Yes	Standard	
MATH	Trigonometry	1/1/2013	Yes	Standard	
MATH	Trigonometry Applications	11/12/2014	Yes	Standard	
BA273	CLGE INTRO STATS	8/1/2017	Yes	Equivalent	Equivalent to Statistics
MATH105	CLGE INTER ALGS1	8/1/2015	Yes	Equivalent	Equivalent to Algebra
MATH151	CLGE ALGEBRA	8/1/2015	Yes	Equivalent	Equivalent to Algebra II
MATH152	CLGE TRIGNOMETRY	8/1/2015	Yes	Equivalent	Equivalent to Trigonometry
MATH155	CLGE PRECALC	8/1/2015	Yes	Equivalent	Equivalent to Precalculus
MATH221	CLGE APPLD CALC	8/1/2015	Yes	Equivalent	Equivalent to Calculus
MATH251	CLGE CALCULUS 1	8/1/2015	Yes	Equivalent	Equivalent to Calculus
MATH251	CLGE CALCULUS 2	8/1/2015	Yes	Equivalent	Equivalent to Calculus
MATH251	CLGE CALCULUS 3	8/1/2015	Yes	Equivalent	Equivalent to Calculus
STAT200	CLGE ELEM STATS	8/1/2015	Yes	Equivalent	Equivalent to Statistics
STAT253	CLGE STAT FOR SCI	8/1/2015	Yes	Equivalent	Equivalent to Statistics
ACCT101	CLGE PRINC ACCT	8/1/2018	Yes	Additional	Principles of Financial Accounting 1
ACCT102	CLGE FIN ACCT 2	8/1/2018	Yes	Additional	Principles of Financial Accounting 2
ACCT201	CLGE ACCT 201	8/1/2018	Yes	Additional	Principles of Financial Accounting
ACCT202	CLGE MAN ACCT	8/1/2018	Yes	Additional	Principles of Managerial Accounting
ACCT222	CLGE COMP ACCT	8/1/2018	Yes	Additional	Intro to Computerized Accounting
CNT170	CLGE CCNA 1	8/1/2018	Yes	Additional	CCNA 1
CNT261	CLGE CCNA 2	8/1/2018	Yes	Additional	CCNA 2
CNT270	CLGE CCNA 3	8/1/2018	Yes	Additional	CCNA 3
CNT271	CLGE CCNA 4	8/1/2018	Yes	Additional	CCNA 4
CSCE201	CLGE COMP PRGM 1	8/1/2018	Yes	Additional	Computer Programming 1
CSCE211	CLGE COMP PRGM 2	8/1/2018	Yes	Additional	Computer Programming 2
ENGR105A	CLGE CMP GRPHIC	8/1/2018	Yes	Additional	Computer Aided Graphics
MATH/CTE	AP Computer Science	5/13/2015	Yes	Additional	
MATH302	CLGE DIFF EQUAT	8/1/2015	Yes	Additional	Ordinary Differential Equations
MATH314	CLGE LINEAR ALG	8/1/2018	Yes	Additional	Linear Algebra
ENGR151	CLGE INTRO ENGR	8/1/2015	Yes	Additional	Introduction to Engineering
ENGR161	CLGE ENGR PRAC II	8/1/2015	Yes	Additional	Engineering Practices II
MATH	Mathematical Studies, IB	1/1/2013	Yes	Additional	
MATH/CTE	Accounting 1-4	8/1/2018	Yes	Additional	
MATH/CTE	Architectural Drafting 1-4	8/1/2018	Yes	Additional	
MATH/CTE	Civil Engineering and Architecture	8/1/2018	Yes	Additional	
MATH/CTE	Computer Science 2	8/1/2018	Yes	Additional	
MATH/CTE	Computerized Accounting	8/1/2018	Yes	Additional	
MATH/CTE	Construction Trades 1-2	8/1/2018	Yes	Additional	
MATH/CTE	Construction Trades A, B, C, D	8/1/2018	Yes	Additional	
MATH/CTE	Digital Electronics	8/1/2018	Yes	Additional	
MATH/CTE	Introduction to Construction	8/1/2018	Yes	Additional	
MATH/CTE	Introduction to Engineering Design	8/1/2018	Yes	Additional	
MATH/CTE	Medical Math	8/1/2018	Yes	Additional	
MATH/CTE	Networking 1-4	8/1/2018	Yes	Additional	
MATH/CTE	Personal Finance (83250)	8/1/2018	Yes	Additional	
MATH/CTE	Principles of Engineering	8/1/2018	Yes	Additional	
MATH/CTE	Technical Drafting 1-4	8/1/2018	Yes	Additional	
MATH/CTE	3D Solid Modeling	8/1/2018	Yes	Additional	
Math	Advanced Math Seminar	1/1/2013	No		Math Support Class
Math	Mathematical Applications of Alaska Ways of	1/1/2013	No		Does not adequately meet EED standards
Math	Intro to Algebra	1/1/2013	No		APS does not recognize
Math	Math Strategies	1/1/2013	No		Math Support Class
<b>Science</b>					
Sci	Anatomy and Physiology	1/1/2013	Yes	Standard	
Sci	AP Biology	1/1/2013	Yes	Standard	
Sci	AP Chemistry	1/1/2013	Yes	Standard	
Sci	AP Physics	1/1/2013	Yes	Standard	
Sci	Biology	1/1/2013	Yes	Standard	
Sci	Biology 1, IB	1/1/2013	Yes	Standard	prior course name: IB Biology 1 HL
Sci	Biology 2, IB	1/1/2013	Yes	Standard	prior course name: IB Biology 2 HL
Sci	Chemistry	1/1/2013	Yes	Standard	
Sci	Chemistry 1, IB	1/1/2013	Yes	Standard	prior course name: IB Chemistry HL

Sci	Chemistry 2, IB	1/1/2013	Yes	Standard	prior course name: IB Chemistry SL
Sci	Chemistry in the Community	1/1/2013	Yes	Standard	
Sci	Conceptual Physics	1/1/2013	Yes	Standard	
Sci	Earth Science	1/1/2013	Yes	Standard	
Sci	Environmental Systems & Societies, IB	1/1/2013	Yes	Standard	prior course name: IB Environmental Systems & Societies SL
Sci	Honors Biology	1/1/2013	Yes	Standard	
Sci	Honors Physical Science	1/1/2013	Yes	Standard	
Sci	Physical Science	1/1/2013	Yes	Standard	
Sci	Physics	1/1/2013	Yes	Standard	
Sci	Physics 1, IB	1/1/2013	Yes	Standard	prior name: IB Physics SL
Sci	Physics: 2, IB/AP C: Mechanic	1/1/2013	Yes	Standard	prior course name: IB HL Physics /AP C: Mechanics
Sci	Accelerated Integrated Science	1/1/2013	Yes	Equivalent	Equivalent to .5 Physical Science & Equivalent to .5 Biology
Sci	AP Environmental Science	11/12/2014	Yes	Equivalent	Equivalent to Biology
Sci	Astronomy	11/12/2014	Yes	Equivalent	Equivalent to Earth Science
Sci	Bacteriology	11/12/2014	Yes	Equivalent	Equivalent to Biology and Chemistry
Sci	Ecological Studies	11/12/2014	Yes	Equivalent	Equivalent to Biology
Sci	Ecology	11/12/2014	Yes	Equivalent	Equivalent to Biology
SCI/CTE	Emergency Medical Tech 1	11/12/2014	Yes	Equivalent	Meets career readiness criteria & Equivalent to Anatomy
Sci	Environmental Science	8/17/2015	Yes	Equivalent	Equivalent to Ecological Studies or Ecology
Sci	Genetics	11/12/2014	Yes	Equivalent	Equivalent to Biology and Anatomy
Sci	Geology	11/12/2014	Yes	Equivalent	Equivalent to Earth Science
Sci	Honors Integrated Science 1	1/1/2013	Yes	Equivalent	Equivalent to Physical Science
Sci	Honors Integrated Science 2	1/1/2013	Yes	Equivalent	Equivalent to Biology
Sci	Integrated Science 1	1/1/2013	Yes	Equivalent	Equivalent to Physical Science
Sci	Integrated Science 2	1/1/2013	Yes	Equivalent	Equivalent to Biology
Sci	Oceanography	11/12/2014	Yes	Equivalent	Equivalent to Marine Biology & Earth Science
Sci	Zoology	11/12/2014	Yes	Equivalent	Equivalent to Marine Biology
BIOL100	CLGE SRVYHUMBIO	8/1/2017	Yes	Equivalent	
BIOL102	CLGE BIOLOGY	8/1/2017	Yes	Equivalent	
BIOL108	CLGE BIO METHODS	8/1/2017	Yes	Equivalent	
BIOL111	CLGE ANAT & PHYS I	8/1/2017	Yes	Equivalent	
BIOL112	CLGE ANAT & PHYS II	8/1/2017	Yes	Equivalent	
BIOL113	CLGE ANAT & PHYS LECTURES I	8/1/2017	Yes	Equivalent	
BIOL114	CLGE ANAT & PHYS LECTURES II	8/1/2017	Yes	Equivalent	
BIOL178	CLGE OCEANOGRAPHY	8/1/2017	Yes	Equivalent	
BIOL240	CLGE MICRO BIO HS	8/1/2017	Yes	Equivalent	
BIOL242	CLGE CELL BIOLOGY	8/1/2017	Yes	Equivalent	
CHEM055	CLGE CONTEMPORARY CHEMISTRY	8/1/2017	Yes	Equivalent	
CHEM103	CLGE SURVEY OF CHEMISTRY	8/1/2017	Yes	Equivalent	
CHEM104	CLGE ORGANIC CHEM/BIO CHEM	8/1/2017	Yes	Equivalent	
CHEM105	CLGE CHEMISTRY	8/1/2017	Yes	Equivalent	
CHEM106	CLGE CHEM 2	8/1/2017	Yes	Equivalent	
ENVI211	CLGE ENVIRONMENTAL SCIENCE	8/1/2017	Yes	Equivalent	
GEOL111	CLGE PHYSICAL GEOLOGY	8/1/2017	Yes	Equivalent	
GEOL115	CLGE ENVIRONMENTAL GEOLOGY	8/1/2017	Yes	Equivalent	
HS220	CLGE HEALTH SCIENCE	8/1/2017	Yes	Equivalent	
MA101	CLGE MEDICAL TERMINOLOGY	8/1/2017	Yes	Equivalent	
PHYS123	CLGE BASIC PHYSICS	8/1/2017	Yes	Equivalent	
PHYS124	CLGE BSC PHYS 2	8/1/2018	Yes	Equivalent	Basic Physics 2
PHYS124L	CLGE BSCPHYS 2L	8/1/2018	Yes	Equivalent	Basic Physics 2 Lab
PHYS211	CLGE PHYSICS	8/1/2017	Yes	Equivalent	
PHYS212	CLGE GEN PHYS 2	8/1/2018	Yes	Equivalent	General Physics II
PHYS212L	CLGE GENPHYS 2L	8/1/2018	Yes	Equivalent	General Physics II Lab
PHYS212R	CLGE GENPHYS2PR	8/1/2018	Yes	Equivalent	General Physics II Problem Solving
AGRI138	CLGE ORG GARDEN	8/1/2017	Yes	Additional	
ART261	CLGE H WEST ART	8/1/2018	Yes	Additional	History of Western Art 1
ART262	CLGE H WESTART 2	8/1/2018	Yes	Additional	History of Western art 2
ATP235	CLGE ELMTS WTHR	8/1/2018	Yes	Additional	Elements of Weather
DN203	CLGE NUTR HSCI	8/1/2018	Yes	Additional	Nutrition for Health Sciences
JUST251	CLGE CRIME & DEL	8/1/2018	Yes	Additional	Crime and Delinquency
MA104	CLGE ES HUM DIS	8/1/2018	Yes	Additional	Essentials of Human Disease
PEP161	CLGE WLDSTRESP	8/1/2018	Yes	Additional	Wilderness First Responder
Sci	Alaskan Wildlife	1/1/2013	Yes	Additional	
Sci	Forensics 1	1/1/2013	Yes	Additional	
Sci	Forensics 2	1/1/2013	Yes	Additional	
Sci	Science Olympiad	1/1/2013	Yes	Additional	
SCI/CTE	Certified Nursing Assistant	2/27/2017	Yes	Additional	
SCI/CTE	Dental Assistant	2/27/2017	Yes	Additional	
SCI/CTE	Medical Assistant	2/27/2017	Yes	Additional	
SCI/CTE	Principles of Biomedical Sciences	2/27/2017	Yes	Additional	
SCI/CTE	Veterinary Assistant	2/27/2017	Yes	Additional	
SCI/CTE	AP Computer Science Principles	6/14/2016	Yes	Additional	

SCI/CTE	Emergency Trauma Technician	2/27/2017	Yes	Additional	
SCI/CTE	Process Technology	2/27/2017	Yes	Additional	
SCI/CTE	Advanced Robotics	5/13/2015	Yes	Additional	
SCI/CTE	Competitive Robotics	5/13/2015	Yes	Additional	
SCI/CTE	Principals of Technology 1	1/1/2013	Yes	Additional	
SCI/CTE	Principals of Technology 2	1/1/2013	Yes	Additional	
SCI/CTE	Robotics	5/13/2015	Yes	Additional	
SCI/CTE	Hydraulic/Pneumatics (Diesel Power)	2/27/2017	Yes	Additional	
SCI/CTE	Principals of Aviation Science	1/1/2013	Yes	Additional	Meets career readiness criteria
SCI/CTE	Companion Animal Science	8/1/2018	Yes	Additional	
SCI/CTE	Food Science	8/1/2018	Yes	Additional	
SCI/CTE	Foods and Nutrition	8/1/2018	Yes	Additional	
SCI/CTE	Forest Health and Protection	8/1/2018	Yes	Additional	
SCI/CTE	Forestry	8/1/2018	Yes	Additional	
SCI/CTE	Greenhouse Production	8/1/2018	Yes	Additional	
SCI/CTE	Introduction to Agriculture and Nat Resources	8/1/2018	Yes	Additional	
SCI/CTE	Introduction to Animal Science	8/1/2018	Yes	Additional	
SCI/CTE	Introduction to Plant Science	8/1/2018	Yes	Additional	
SCI/CTE	Medical Terminology A and B	8/1/2018	Yes	Additional	
SCI/CTE	Pharmacy Technician	8/1/2018	Yes	Additional	prior name: Introduction to Pharmacology
SCI/CTE	Veterinary Assistant 2	8/1/2018	Yes	Additional	
SCI/CTE	Wildland Firefighting	8/1/2018	Yes	Additional	
VETT101	CLGE INTRO VET	8/1/2018	Yes	Additional	Intro to Vet
VETT122	CLGE HB SM ANIM	8/1/2018	Yes	Additional	Handling and Behavior Sm Animal
VETT123	CLGE HB LG ANIM	8/1/2018	Yes	Additional	Handling and Behavior Lg Animal
VETT124	CLGE INT SM ANI	8/1/2018	Yes	Additional	Introduction to Small Animals
VETT125	CLGE INT LG ANI	8/1/2018	Yes	Additional	Introduction to Large Animals
VETT201	CLGE VET ANATMY	8/1/2018	Yes	Additional	Vet Anatomy & Physiology
Sci	Advanced Science Seminar	1/1/2013	No		Science Support Class
Sci	Equine Science	1/1/2013	No		Does not adequately meet EED standards or career readiness
Sci	Forces of Nature	1/1/2013	No		Does not adequately meet EED standards or career readiness
Sci	Principals of Archeological Science	1/1/2013	No		Does not adequately meet EED standards or career readiness
<b>Social Studies</b>					
SS	Alaska History	1/1/2013	Yes	Standard	
SS	AP Comparative Gov't and Politics	1/1/2013	Yes	Standard	
SS	AP Psychology	1/1/2013	Yes	Standard	
SS	AP US Government	1/1/2013	Yes	Standard	
SS	AP US History	1/1/2013	Yes	Standard	
SS	AP World History	1/1/2013	Yes	Standard	
SS	Civics	1/1/2013	Yes	Standard	
SS	Economics	1/1/2013	Yes	Standard	
SS	History of the Americas 1, IB	1/1/2013	Yes	Standard	prior name: IB US History HL
SS	History of the Americas 2, IB	1/1/2013	Yes	Standard	prior name: IB History of the Americas HL and IB World 20th
SS	Honors US History	1/1/2013	Yes	Standard	
SS	Honors World History	1/1/2013	Yes	Standard	
SS	Information Technology in a Global Society, IB	1/1/2013	Yes	Standard	prior name: IB Technology
SS	Philosophy 2, IB	1/1/2013	Yes	Standard	prior name: IB Philosophy HL
SS	Philosophy 1, IB	1/1/2013	Yes	Standard	prior name: IB Philosophy SL
SS	Psychology	1/1/2013	Yes	Standard	
SS	Sociology	1/1/2013	Yes	Standard	
SS	Theory of Knowledge 1, IB	1/1/2013	Yes	Standard	
SS	Theory of Knowledge 2, IB	1/1/2013	Yes	Standard	
SS	US Government	1/1/2013	Yes	Standard	
SS	US History	1/1/2013	Yes	Standard	
SS	World Geography	1/1/2013	Yes	Standard	
SS	World History	1/1/2013	Yes	Standard	
SS	Honors Law Related Studies	11/12/2014	Yes	Equivalent	Equivalent to Civics
SS	Law Related Studies	11/12/2014	Yes	Equivalent	Equivalent to Civics
SS	Legal Systems	11/12/2014	Yes	Equivalent	Equivalent to Civics
ECON201	CLGE PRINCIPLES OF MACRO ECON	8/1/2018	Yes	Equivalent	Equivalent to Economics
ECON202	CLGE PRINCIPLES OF MICRO ECON	8/1/2018	Yes	Equivalent	Equivalent to Economics
GEOG101	CLGE INTRO TO GEOGRAPHY	8/1/2018	Yes	Equivalent	Equivalent to Geography
HIST121	CLGE EAST ASIAN CIV 1	8/1/2018	Yes	Equivalent	Equivalent to Eastern Civilization
HIST122	CLGE EAST ASIAN CIV 2	8/1/2018	Yes	Equivalent	Equivalent to Eastern Civilization
HIST341	CLGE HIST OF AK	8/1/2018	Yes	Equivalent	Equivalent to AK History
JUST110	CLGE INTRO TO JUSTICE	8/1/2018	Yes	Equivalent	Equivalent to Civics
PSY111	CLGE INTRO TO PSYCHOLOGY	8/1/2018	Yes	Equivalent	Equivalent to Psychology
PSY150	CLGE LIFESPAN DEVELOPMENT	8/1/2018	Yes	Equivalent	Equivalent to Psychology
SOC101	CLGE INTRO TO SOCIOLOGY	8/1/2018	Yes	Equivalent	Equivalent to Sociology
SOC201	CLGE SOCIAL PROBLEMS AND SOLUTIONS	8/1/2018	Yes	Equivalent	Equivalent to Sociology
ANTH200	CLGE NATIVES OF ALASKA	8/1/2018	Yes	Equivalent	Equivalent to AK History

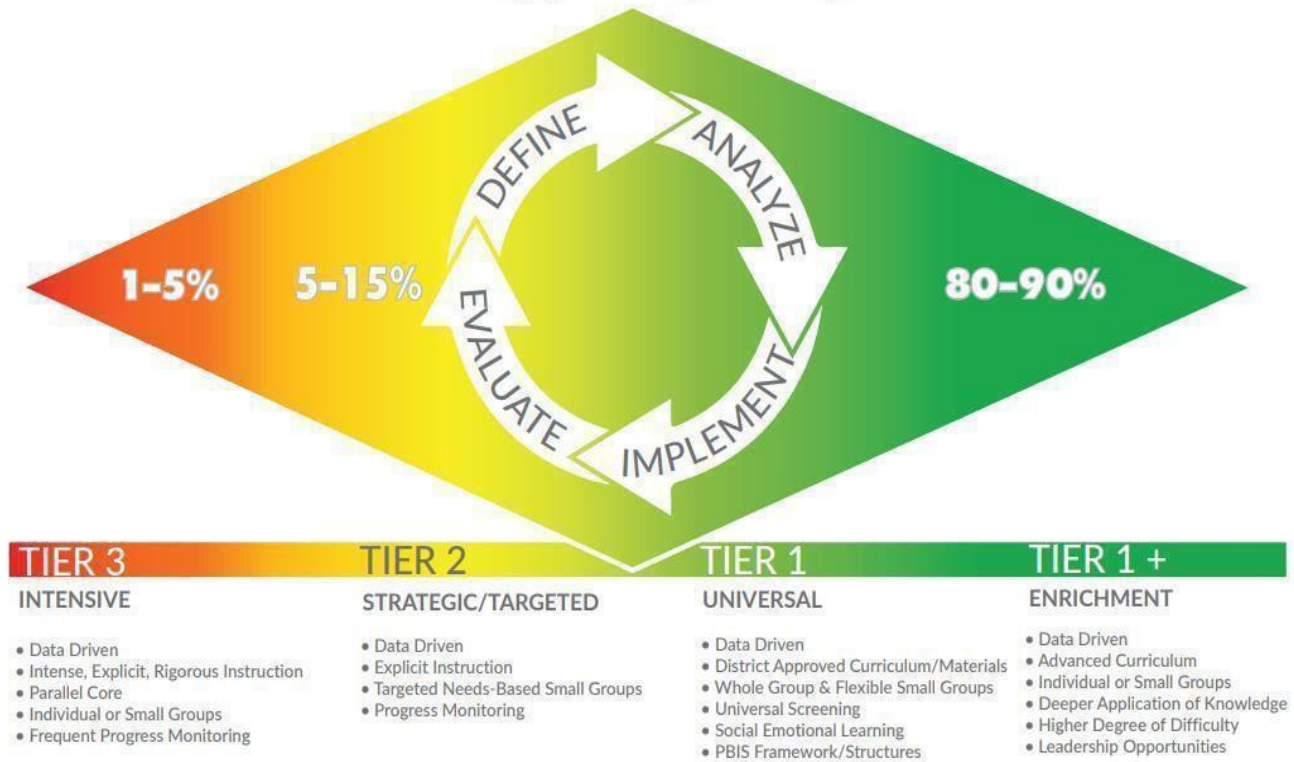
ANTH250	CLGE RISE OF CIVILIZATIONS	8/1/2018	Yes	Equivalent	Equivalent to World History
HIST101	CLGE WESTERN CIV 1	8/1/2018	Yes	Equivalent	Equivalent to World History
HIST102	CLGE WESTERN CIV 2	8/1/2018	Yes	Equivalent	Equivalent to World History
HIST131	CLGE US HISTORY 1	8/1/2018	Yes	Equivalent	Equivalent to US History
HIST132	CLGE US HISTORY 2	8/1/2018	Yes	Equivalent	Equivalent to US History
PS101	CLGE IN US GOVERNMENT	8/1/2018	Yes	Equivalent	Equivalent to US Government
PS102	CLGE INTRO POLITICAL SCIENCE	8/1/2018	Yes	Equivalent	Equivalent to US Government
ANTH101	CLGE INTRO TO ANTHROPOLOGY	8/1/2018	Yes	Additional	
ANTH202	CLGE CULTURAL ANTHROPOLOGY	8/1/2018	Yes	Additional	
ANTH365	CLGE HUMAN BIO DIVERSITY	8/1/2018	Yes	Additional	
HIST226	CLGE MEDIEVAL HISTORY	8/1/2018	Yes	Additional	
HIST237	CLGE AMERICAN CIVIL WAR	8/1/2018	Yes	Additional	
HIST402	CLGE SECOND WORLD WAR	8/1/2018	Yes	Additional	
INTL101	CLGE INTL GEOGRAPHY	8/1/2018	Yes	Additional	
LEGL101	CLGE INTRO LAW	8/1/2018	Yes	Additional	Introduction to Law
PHIL101	CLGE INTRO TO LOGIC	8/1/2018	Yes	Additional	
PHIL201	CLGE INTRO TO PHILOSOPHY	8/1/2018	Yes	Additional	
PHIL211	CLGE HISTORY OF PHILOSOPHY 1	8/1/2018	Yes	Additional	
PHIL212	CLGE HISTORY OF PHILOSOPHY 2	8/1/2018	Yes	Additional	
PHIL301	CLGE ETHICS	8/1/2018	Yes	Additional	Ethics
PHIL305	CLGE PRO ETHICS	8/1/2018	Yes	Additional	Professional Ethics
PSY365	CLGE CHILD DEV	8/1/2018	Yes	Additional	Child and Adolescent Development
PSY368	CLGE PERSONALTY	8/1/2018	Yes	Additional	Personality
SOC200	CLGE INTRO WOMEN & GENDER STUDIES	8/1/2018	Yes	Additional	
SWK106	CLGE SOC WELFARE	8/18/2018	Yes	Additional	Intro to Social Welfare
SWK206	CLGE IN SOC WRK	8/1/2018	Yes	Additional	Introduction to Social Work
SS	American Civil War	1/1/2013	Yes	Additional	
SS	Anthropology	1/1/2013	Yes	Additional	
SS	AP European History	5/13/2015	Yes	Additional	
SS	Bible within History and Literature	1/1/2013	Yes	Additional	Cross referenced in Lang. Arts
SS	Comparative World Religions	1/20/2013	Yes	Additional	
SS	Current Issues	1/1/2013	Yes	Additional	
SS	Early American History	1/1/2013	Yes	Additional	
SS	Ethics, Morals, & Culture	1/1/2013	Yes	Additional	
SS	Holocaust and Genocide Studies	12/18/2013	Yes	Additional	
SS	Introduction to Philosophical Issues	1/1/2013	Yes	Additional	
SS	Mid-East Studies	1/1/2013	Yes	Additional	
SS	Pacific Rim	1/1/2013	Yes	Additional	
SS	Russian History	1/1/2013	Yes	Additional	
SS	Youth Court Service	1/1/2013	Yes	Additional	
SS	Advanced Social Studies Seminar	1/1/2013	No		Social Studies Support Class
SS	Alternative to Conflicts	1/1/2013	No		Does not adequately address standards
SS	Leadership	1/1/2013	No		Does not adequately address standards
<b>World Language</b>					
*In addition to courses listed below, world language courses taken through district-approved distance delivery providers are eligible					
WLA	American Sign Language 1, 2	1/1/2013	Yes	Standard	*For the <b>Math &amp; Science curriculum</b> , a foreign language, Alaska Native Language, American Sign Language, cultural heritage may be substituted for <b>one</b> Social Studies unit.
WLA	Chinese Language and Culture, AP	1/1/2013	Yes	Standard	
WLA	French 1, IB	1/1/2013	Yes	Standard	
WLA	French Language 1, 2, 3, 4, 5	1/1/2013	Yes	Standard	
WLA	French Language, AP	1/1/2013	Yes	Standard	
WLA	German Language 1, 2, 3, 4	1/1/2013	Yes	Standard	**For the <b>Social Studies &amp; Language curriculum</b> , two units/credits of the same: Foreign Language, Alaska Native Language, or American Sign Language are required.
WLA	German ab initio, IB	1/1/2013	Yes	Standard	
WLA	Japanese Language 1, 2, 3, 4, 5	1/1/2013	Yes	Standard	
WLA	Mandarin Chinese 1, 2, 3, 4	1/1/2013	Yes	Standard	
WLA	Russian 1, 2, 3, 4	1/1/2013	Yes	Standard	
WLA	Spanish 1, 2, 3, 4, 5	1/1/2013	Yes	Standard	
WLA	Spanish 1, IB	1/1/2013	Yes	Standard	
AKNS101C	CLGE AK NAT LAN	8/1/2016	Yes	Standard	Elementary Alaska Native Language 1
AKNS102C	CLGE AKNAT LAN 2	8/1/2016	Yes	Standard	Elementary Alaska Native Language 2
ASL101	CLGE ASL 1	8/1/2016	Yes	Standard	Elementary American Sign Language 1
ASL102	CLGE ASL II	8/1/2016	Yes	Standard	Elementary American Sign Language 2
ASL201	CLGE INT ASL 1	8/1/2016	Yes	Standard	Intermediate ASL 1
ASL202	CLGE INT ASL 2	8/1/2016	Yes	Standard	Intermediate ASL 2
FREN101	CLGE ELEM FREN1	8/1/2016	Yes	Standard	Elementary French 1
FREN102	CLGE ELEM FREN2	8/1/2016	Yes	Standard	Elementary French II
GER101	CLGE ELEM GER1	8/1/2018	Yes	Standard	Elementary German I
JPN101	CLGE JAPANESE 1	8/1/2016	Yes	Standard	First Year Japanese 1
JPN102	CLGE JAPANESE 2	8/1/2016	Yes	Standard	First Year Japanese 2
JPN201	CLGE INT JAPAN	8/1/2018	Yes	Standard	Intermediate Japanese 1
CLGE	CLGE ELEM RUSSI	8/1/2016	Yes	Standard	Elementary Russian 1
CLGE	CLGE ELEM RUSS2	8/1/2016	Yes	Standard	Elementary Russian 2
CLGE	CLGE ELEM SPAN1	8/1/2016	Yes	Standard	Elementary Spanish 1

CLGE	CLGE ELEM SPAN2	8/1/2016	Yes	Standard	Elementary Spanish 2
CLGE	CLGE INT SPAN1	8/1/2016	Yes	Standard	Intermediate Spanish 2
CLGE	CLGE INT SPAN2	8/1/2016	Yes	Standard	Intermediate Spanish 2



# RTI

## Multi-Tiered System of Supports (MTSS)



**MATANUSKA-SUSITNA**  
BOROUGH SCHOOL DISTRICT

# MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

## MSBSD GLOSSARY OF TERMS

**Accommodations** Accommodations are changes to instruction or assessment administration that are designed to increase students' access to materials or enable them to demonstrate what they know by mitigating the impact of their disability. They are designed to provide equity, not advantage, for children with disabilities. Accommodations might include assistive technology as well as alterations to presentation, response, timing, scheduling, or setting. When used appropriately, they sometimes reduce or even eliminate the effects of a child's disability, but they should not reduce or lower the standards or expectations for content. Accommodations that are appropriate for students' assessments do not invalidate assessment results.

**Aim line** The aim line, which is sometimes referred to as the goal line, represents the target rate of student progress over time. The aim line is constructed by connecting the data point representing the student's initial performance level and the data point corresponding to the student's year-end goal. The aim line should be compared to the trend line to help inform responsiveness to intervention and to tailor a student's instructional program.

**AIMSweb** AIMSweb is an online, benchmark and progress monitoring system based on direct, frequent, and continuous student assessment. The results are reported to students, parents, teachers and administrators via a web-based data management and reporting system to determine response to intervention.

**Benchmark** A benchmark can refer to district or state targets, a benchmark assessment such as a universal screener (see definition of universal screener) or assessments which are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals over time. Typically, these assessments are formal, and may be computer-scored and administered. They provide teachers with information about which content standards have been mastered and which require additional instruction, identifying students' strengths and needs.

**Core Curriculum** The core curriculum includes the materials and instructional standards required of all students in the general education setting. According to the National Reading Panel, (2000), there are five components of reading that should be included in an elementary core reading curriculum: phonemic awareness, phonics, fluency, vocabulary and comprehension. Core curricula often are instituted at the elementary and secondary levels by local school boards, departments of education, or other administrative agencies charged with overseeing education. Core curricula for MSBSD are approved by the school board.

**Criterion-Referenced Assessment** A criterion-referenced assessment measures student performance in relation to a specific standard. It typically is used to identify a student's strengths and weaknesses in relation to an age-group or grade-level standard; however, it does not compare students to other students.

**Curriculum-Based Assessment (CBA)** CBA refers to an assessment that has three components: (1) measurement materials that are aligned with the annual curriculum, (2) measurement that occurs frequently, and (3) assessment data that are used to formulate instructional decisions. CBA is an umbrella term that includes curriculum-based measurement.

**Curriculum-Based Measurement (CBM)** CBM, a type of curriculum-based assessment, is a measurement approach used to screen students or to monitor student progress in mathematics, reading, writing, spelling, and other content areas. With CBMs, teachers and schools can assess individual responsiveness to instruction. When a student proves unresponsive to the instructional program, CBM signals the team to revise the program. CBM is a distinctive form of curriculum-based assessment because of three additional properties: (1) Each CBM test is an alternate form of equivalent difficulty; (2) CBM measures are overall indicators of competence in the target curriculum; and (3) CBM is standardized, with its reliability and validity well documented. These properties allow teachers and schools to look at student growth over time.

**Data Based (Driven) Decision Making** Data-based decision making is the ongoing process of analyzing and evaluating student data to inform educational decisions, including but not limited to approaches to instruction, intervention, allocation of resources, development of policy, movement within a multi-level system, and disability identification.

**Data-Based Individualization (DBI)** Data-based individualization (DBI) is a systematic approach to intensive intervention. It is a multi-step process that involves: (1) collecting frequent (usually weekly) progress monitoring data; (2) analyzing the data according to standard decision rules to determine when an increase to the student's goal is needed (in the case of strong progress) or a revision to the intervention program is needed (in the case of inadequate progress; (3) introducing a change to the intervention program when progress is inadequate, which is designed to improve the rate of learning; and continuing to use Steps 1–3 on an ongoing basis to develop an individualized program that meets the student's needs.

**Data Cycle** A data cycle or progress monitoring cycle is the amount of time that data is collected and reviewed depending on the individual students' progress monitoring plan. For example, a plan may call for progress monitoring with 3 data points taking a minimum of three to six weeks for each cycle.

**Data Point** A data point is one score on a graph or chart. The data point represents a student's performance at one point in time.

**Differentiated Instruction** Differentiated instruction refers to an educator's strategies for purposely adjusting curriculum, teaching environments, and instructional practices to align instruction with the goal of meeting the needs of individual students. Four elements of the curriculum may be differentiated: content, process, products, and learning environment.

**English Learners (EL)** EL refers to an individual who is in the process of acquiring English as a second language. EL students are identified by the initial W-APT (Wida Access Placement Test) screener and then monitored annually using the Wida Access Assessment. EL's are tested for qualification according to the HLQ (Home Language Questionnaire). They may experience challenges with reading, comprehension, speaking, listening and writing. Other terms commonly used to refer to EL students are English as a Second Language (ESL) students and Limited English Proficient (LEP) students.

**Explicit Instruction** Explicit instruction demonstrates ALL the necessary steps in a task simply, clearly, and thoroughly with all steps modeled by the teacher so that nothing has to be inferred by the students.

**Evidence-Based Intervention** An evidence-based intervention is an intervention for which data from scientific, rigorous research studies have demonstrated (or empirically validated) the effectiveness of the intervention. An evidence-based intervention improves student learning beyond what is expected without that intervention.

**Fidelity of Implementation** Fidelity of implementation refers to the accurate and consistent delivery of instruction or assessment in the manner in which it was designed or prescribed, according to research findings and/or developers' specifications. Five common aspects of fidelity are adherence, exposure, program differentiation, student responsiveness, and quality of delivery.

**Formative Assessment** Formative assessment is a form of evaluation used to plan instruction in a systematic way. With formative assessment, student progress is regularly assessed to provide ongoing feedback to the student and the teacher concerning learning successes and failures. With formative assessment, teachers diagnose (identify and analyze the skill, ability, and knowledge gaps), measure progress, and evaluate instruction. Formative assessments can be formal or informal and are not necessarily used for grading purposes. Examples of formative assessment include (but are not limited to) curriculum-based measurement, curriculum-based assessment, pretests and posttests, portfolios, benchmark assessments, quizzes, teacher observations, and teacher/student conferencing.

**FFT (Framework for Teaching)** The Framework for Teaching was designed to help districts promote a common definition and understanding of best teaching practices. The Framework for Teaching Evaluation Instrument was designed by Charlotte Danielson and is often referred to as the Danielson Model.

**Functional Behavior Assessment (FBA)** In the school setting, functional behavior assessments (FBA) are conducted when a student exhibits serious and/or chronic challenging behavior. A basic assumption of FBA is that the student's behavior serves a purpose (i.e., it is performed to obtain a desired outcome or goal). The hallmark of an FBA is that the process involves the identification of the environmental events that predict and maintain the student's problem behavior in order to alter those variables (i.e., change or eliminate events that trigger or follow problem behavior) and promote more adaptive and acceptable skills that allow the student to appropriately access desired outcomes.

**General Education** General education is the program of education that typically developing children should receive. It is the preferred way of describing "regular education" and is often referred to as Tier 1.

**Goal** The goal or target skill is based on research and usually compared to a norm group. It is the result or achievement toward which effort is directed.

**Goal Line** The goal line, also known as the aim line, represents the expected rate of student progress over time. A goal line is constructed by connecting the data point representing the student's initial performance level and the data point corresponding to the student's year-end goal. The goal line should be compared to the trend line to help inform responsiveness to intervention and to tailor a student's instructional program. It represents the expected rate of student progress over time.

**Inclusion** Inclusion is a service delivery model in which students with identified disabilities are educated in the general education setting with their age-group or grade-level peers. Although often used interchangeably, inclusion is not synonymous with the term least restrictive environment. It also is not synonymous with access to the general education curriculum.

**Individuals with Disabilities Education Act (IDEA)** The Individuals with Disabilities Education Act was originally passed in 1975 as the Education for All Handicapped Children Act, with the latest reauthorization

in 2004. It is the federal special education law that guarantees a free, appropriate, public education in the least restrictive environment for students with disabilities from birth through age 21. IDEA 2004 allows Response to Intervention (RTI) to be used as a basis for decision making when determining whether a student is eligible for special education services as a student with a learning disability.

**Individualized Education Program (IEP)** An individualized education program (IEP) is a legal document that describes the plan for delivering specially designed instruction, related services, and accommodations to meet the educational needs of a student with a disability.

**Informal Diagnostic Assessment** Informal diagnostic assessment refers to data that maybe used to identify a student's specific skill deficits and strengths. The data may be derived from standardized measures, error analysis of progress monitoring data, student work samples, and behavior rating forms, among other tools. Use of informal diagnostic assessment should allow teachers to identify a student's specific area(s) of difficulty when lack of progress is evident. This assessment also can inform decisions about how to adapt and individualize interventions for students.

**Instructional strategy** An instructional strategy is a teaching technique which is used in instruction to improve student learning outcomes. Research on teacher effectiveness has provided educators with a relatively clear understanding of the fundamental principles for effective instructional practices.

**Intensity of instruction** Instructional intensity can be increased to meet student needs through additional time, length, increased frequency, and/or longer duration of implementation. Instruction can be intensified by increasing the number of consecutive, required responses and corrections, per student, in a short period of instruction on appropriate, previously un-mastered tasks. The level of intensity is determined by the number of correct responses per minute. Instructional intensity leads to permanent storage and automaticity of skills. (Frequency is the number of times per week and duration is the length of time per intervention session.)

**Intensive Intervention** Intensive intervention or Tier 3 support is designed to address severe and persistent learning or behavior difficulties. It is also used for students who have proven nonresponsive to Tier 2 intervention. Intensive interventions are characterized by increased intensity (see intensity of instruction) and individualized academic or behavioral intervention.

**Intervention Adaptation** Intervention adaptation happens when data (including progress monitoring and diagnostic data) is used to revise, intensify, or individualize an intervention to target a student's specific needs. Strategies for intensifying an intervention may occur along several dimensions—including but not limited to changes to group size, frequency, or duration; or changes to the instructional principles of the intervention or in providing feedback.

**Least Restrictive Environment** The least restrictive environment, as defined in IDEA 2004, indicates that, to the maximum extent appropriate, students with disabilities, (including students in public or private institutions or other care facilities) are educated with students who are not disabled. Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. [34 CFR 612 (a)(5)]

**Math Reasoning** Mathematical knowledge and reasoning includes problem solving, analysis, reasoning and math vocabulary.



**Measures of Academic Performance (MAP)** MAP is a state-aligned computerized adaptive assessment program that students complete to show their knowledge, skills, and mastery of learning goals. Educators use the growth and achievement data from MAP to develop targeted instructional strategies and to plan school improvement. With the ability to test students up to four times a year, MAP test results help educators make student-focused, data-driven decisions.

**Multi-Tiered System of Support (MTSS)** Multi-tiered system of support (MTSS) is a prevention framework that organizes building-level resources to address each individual student's academic and/or behavioral needs within intervention tiers that vary in intensity. MTSS allows for the early identification of learning and behavioral challenges and timely intervention for students who are at risk for poor learning outcomes. It also may be called a multi-level prevention system. The increasingly intense tiers (e.g., Tier 1, Tier 2, Tier 3), sometimes referred to as levels of prevention (i.e., primary, secondary, intensive prevention levels), represent a continuum of supports. Response to intervention (RTI) and Positive Behavioral Interventions and Supports (PBIS) are examples of MTSS. (See entry for RTI).

**Norm-Referenced Assessment** Norm-referenced assessment compares a student's performance to that of an appropriate peer group or normative sample. The SAT Reasoning Test is an example of a normative assessment because it compares an individual student's performance to the performance of a normative sample of testtakers.

**Objective** An objective is a target or benchmark based on a numeric standard which increases progression toward a learning goal as defined by individual student needs.

**Parallel Core** For a small percentage of students, usually scoring in the 10th percentile and below, the general education core programs may not be appropriate. These students show severe and intensive student needs based on multiple data points and data cycles. If intensive intervention is not working, the MTSS building team may recommend the student be placed in a replacement core program (e.g. Corrective Reading). This decision should not be taken lightly because all children have the right to be in the general education core curriculum. Any replacement core must teach all the same learning standards as the general core.

**Positive Behavioral Interventions and Supports (PBIS)** Positive behavioral interventions and supports (PBIS) is a tiered behavior support framework for enhancing the adoption and implementation of a continuum of evidence-based interventions to achieve behaviorally important outcomes for all students. PBIS provides a decision-making framework that guides the selection, integration, and implementation of preventive and instructive behavioral practices.

**Problem-Solving Approach** Within an MTSS or PBIS model, a problem-solving approach is used to tailor an intervention for an individual student. A problem-solving approach typically has four stages: problem identification, problem analysis, plan implementation, and plan evaluation.

**Program Assessments** Program assessments are recommended by the core instruction program and are usually included as part of a program. These include baseline assessments, weekly selections tests, benchmark assessments, unit tests and end of year assessments as well as teacher observation. These assessment results should be used to drive daily instruction.

**Progress Monitoring** Progress monitoring is used to assess a student's performance, to quantify his or her rate of improvement or responsiveness to intervention, to adjust the student's instructional program to make it more effective and suited to the student's needs, and to evaluate the effectiveness of the intervention. Progress monitoring can be implemented with individual students or with an entire class and is done consistently for a specific period of time such as weekly or monthly.

**Response to Instruction (RTI)** Response to Instruction (RTI) integrates assessment and intervention within a multi-level prevention system to maximize student achievement and reduce behavior problems. With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities or other disabilities. (See entry for MTSS.) The MSBSD and its schools provide different levels of support for RTI.

**Standardization:** District establishes the RTI framework for all schools

**Customization:** School buildings use the framework to design RTI that works for the school setting using resources to provide tiered instruction and progress monitoring.

**Scaffolding** Scaffolding is an instructional technique in which the teacher breaks a complex task into smaller tasks, models the desired learning strategy or task, provides support as students learn the task, and then gradually shifts responsibility to the students. In this manner, a teacher gradually enables students to accomplish as much of a task as possible without assistance.

**Scientifically Based Research (SBR)** SBR means research which involves the applications of rigorous, systematic and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs. In practical terms, there are six concepts:

1. Employ systematic methods
2. Rigorously analyze data
3. Rely on measurements that provide valid and reliable data
4. Use strong research designs
5. Provide detailed results that can be replicated
6. Show that results are peer reviewed with scrutiny

**Screening** Screening assessments are conducted to identify students who may be at risk for poor learning outcomes so that early intervention can occur. Screenings typically are brief and usually are administered with all students at a grade level. Universal screening may be followed by additional testing or short-term progress monitoring to confirm a student's risk status before intervention occurs.

**Skills Block** Skills Block is a grade level or school wide system of grouping students according to intervention needs. It is a means to differentiate for all levels of student achievement. Skills block usually lasts approximately 30 minutes with all available staff teaching groups to allow for the most intensive students to have a small group of 3-5 students.

**Smart Goal** Smart Goals is an acronym that lists components needed in individual student goals.

**S**pecific

**M**easurable

**A**ttainable

**R**ealistic

**T**imely

**Specific Learning Disability** Specific learning disability (SLD) refers to a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written. It may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations and may result from conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Specific learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities; of intellectual disability; of emotional disturbance; or of environmental, cultural, or economic disadvantage. Specific learning disability is one of the disability categories defined in IDEA 2004. [34CFR300.8(c) (10)].

**Standard Intervention Protocol** A standard intervention protocol is a well-specified, and often scripted, empirically validated instructional program intended for students who have academic or behavioral needs.

## **Tiers of Instruction**

**Tier 1** Tier 1 is also called a core curriculum, universal or primary prevention level for all students to receive. Students at **Benchmark** receive core instruction only with differentiation in the core program as needed.

**Tier 2** Tier 2 may also be called strategic, secondary prevention level or targeted intervention support. It is the second level of intensity in a multi-level prevention or RTI system. Interventions occurring at the secondary level are evidence based and address the learning or behavioral challenges of students identified as at risk for poor learning or behavioral outcomes and are in addition to core (tier 1) instruction. Tier 2 interventions are often short term, implemented in small group settings, and may be individualized. Students are often routinely progress monitored to determine the effectiveness of the intervention and continued needs.

**Tier 3** Tier 3 support may also be referred to as intensive intervention or tertiary prevention level. This level is typically the most intense level of a multi-level prevention or RTI system. Students are significantly below grade level. Tier 3 consists of individualized, intensive intervention(s) for students who have severe and persistent learning or behavioral needs. Intensity can be increased by increasing length, frequency, and duration of intervention implementation. Data-based individualization is an approach that may be used within the Tier 3 level. Intensive academic and/or behavioral interventions are characterized by their increased focus for students who fail to respond to less intensive forms of instruction. Programs are developed formatively using systematic progress monitoring; and student progress data are used to determine when a student may return to secondary or primary intervention. Tertiary level of intervention is usually implemented in very small groups of 3-5.

**Trend Line** A trend line is a line on a graph that is drawn through a series of data points. The trend line can be compared against the aim line or goal line to help inform responsiveness to intervention and to tailor a student's instructional program.

**Universal Screening** Universal screenings are typically conducted three times per school year, in the fall, winter, and spring for all students and consist of brief assessments focused on target skills (e.g., phonological awareness) that are highly predictive of future outcomes (Jenkins, 2003). In the context of an RTI prevention model, universal screening is the first step in identifying the students who are at risk for learning difficulties.

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# RTI/MTSS PROBLEM SOLVING MODEL

## TIER 1 UNIVERSAL ACCESS

### TIER 1 SUPPORT IS FOR ALL STUDENTS:

- ☐ EXPLICIT ACADEMIC AND SOCIAL/EMOTIONAL INSTRUCTION
- ☐ EXPLICIT INSTRUCTION OF CLASSROOM EXPECTATIONS AND ROUTINES (STOIC/CHAMPS)
- ☐ CLASSROOM ASSESSMENT & REVIEW (MAP, AIMSweb, PROGRAM ASSESSMENTS)
- ☐ PERSONALIZATION & DIFFERENTIATION THROUGH WORKSHOP/SMALL GROUP/SCAFFOLDING
- ☐ PARENT COMMUNICATION: RTI/MTSS GENERAL NOTIFICATION LETTER TO PARENTS, REPORT CARDS, ATTENDANCE, DISTRICT AND CURRICULUM ASSESSMENT REPORTS, COMMUNICATION LOG IN SILVERBACK

## TIER 2 STRATEGIC

### TIER 2 LAYER OF SUPPORT IN ADDITION TO TIER 1:

- ☐ STUDENT NEEDS IDENTIFIED WITH ACADEMIC ASSESSMENT OR BEHAVIOR DATA
  - ☐ RECORDS CHECK FOR EL OR PREVIOUS RTI/MTSS DOCUMENTATION
  - ☐ REQUEST VISION/HEARING SCREENING
- ☐ PARENT COMMUNICATION: UPDATES ON NEEDS AND INTERVENTIONS (PHONE, EMAIL, LETTER)
- ☐ TARGETED INTERVENTION(S) TAUGHT WITH FIDELITY - PUSH IN AND/OR PULL OUT
  - ☐ DOCUMENTATION IN SILVERBACK WITH GENERAL EDUCATION SUPPORT PLAN
- ☐ DATA COLLECTION AND PROGRESS MONITORING EVERY TWO WEEKS
  - ☐ ACADEMIC DATA COLLECTION IN AIMSweb, INCLUDES INSTRUCTIONAL RECOMMENDATIONS AND REVIEW AFTER EVERY 3 DATA POINTS
  - ☐ BEHAVIOR DATA COLLECTION AND REVIEW AFTER EVERY 3 DATA POINTS
- ☐ RESPOND TO THE DATA BY DEVELOPING, REVISING, OR CONTINUING THE INTERVENTION(S) THROUGH GRADE LEVEL, DATA DIALOGUE, AND/OR RTI MEETINGS

## TIER 3 INTENSIVE

### TIER 3 INTENSIVE SUPPORT:

- ☐ INTENSIVE PARALLEL CORE TAUGHT WITH FIDELITY AND WEEKLY PROGRESS MONITORING
- ☐ PARENT COMMUNICATION: ENSURE RTI/MTSS TIER 3 PARENT LETTER SENT & COPY IN SILVERBACK
- ☐ DOCUMENTATION OF PLAN, MEETING NOTES, AND PARENT CONTACTS IN SILVERBACK WITH TIER 3 RTI/MTSS PLAN
- ☐ SCHOOL TEAM REVIEWS DATA AFTER 4-6 WEEKS AND CONSIDERS ACTUAL VS EXPECTED RATE OF IMPROVEMENT GROWTH (ROI): IS PROGRESS SUFFICIENT?
  - ☐ If **Yes**: CAN SUPPORTS BE RESTRUCTURED TO TRANSITION TO TIER 2, OR
  - ☐ If **Yes**: CONTINUE CURRENT INTERVENTION(S) WITH FIDELITY AND WEEKLY PROGRESS MONITORING
  - ☐ If **No**: REVISE INTERVENTION TO INCREASE INTENSITY, DURATION, AND/OR FREQUENCY
  - ☐ If **No**: CONSIDER REFERRAL FOR SPECIAL EDUCATION

*THE SPECIAL EDUCATION TEACHER COMPLETES THE REFERRAL TO SPECIAL EDUCATION SERVICES ONLINE IN iPLAN AND INITIATES THE CONSENT FOR EVALUATION. STUDENT CONTINUES WITH PLAN UNTIL QUALIFICATION FOR SPECIAL EDUCATION IS DETERMINED. DNQ STUDENT REMAINS IN PLAN WITH ONGOING TEAM SUPPORT AND MONITORING.*





# ACADEMIC FRAMEWORK FOR TIERED PLAN OF SERVICES: **TIER 1**

CURRENT LEVEL	AIMSweb	MAP	GOAL
ABOVE GRADE LEVEL	> 75 PERCENTILE	> 75 PERCENTILE	MAINTAIN/EXCEED GRADE LEVEL
AT OR ABOVE GRADE LEVEL	> 25 PERCENTILE	> 40 PERCENTILE	MAINTAIN/EXCEED GRADE LEVEL

STRATEGIES	UNIVERSAL SCREENERS
<ul style="list-style-type: none"> <li>✓ Data Driven</li> <li>✓ Supplemental materials</li> <li>✓ Manipulatives</li> <li>✓ Differentiated Instruction</li> <li>✓ Kagan Structures</li> </ul>	<ul style="list-style-type: none"> <li>• MAP/AIMSweb</li> <li>• Teacher Observation</li> <li>• Program Assessments</li> </ul> <p><i>Prerequisite skills, beginning, middle, and end of year test, performance assessment</i></p>

GROUPING	PROGRESS MONITORING (PM)
<ul style="list-style-type: none"> <li>✓ Whole Group</li> <li>✓ Flexible Small Groups</li> <li>✓ Data Driven</li> </ul>	<ul style="list-style-type: none"> <li>• Program Assessments</li> <li>• Option to monitor and record data in Silverback Milepost</li> </ul>

LITERACY				
PROGRAM	EDITION/FORMAT	DESCRIPTION	GRADES	MINUTES/DAY
CORE LITERACY PROGRAM <i>REQUIRED</i> \$	JOURNEYS	COMPREHENSIVE, RESEARCHED-BASED LANGUAGE ARTS PROGRAM INCLUDES: AUTHENTIC TEXT, LEVELED AND CLOSE READERS, WRITING, ASSESSMENTS, AND ONLINE TEACHER/STUDENT RESOURCES	K-5	K & 2-5: 120 1: 150
SIX-MINUTE SOLUTION	2007+ PAPER/PENCIL	REPEATED ONE-MINUTE READINGS; SAME LEVEL PARTNERS NOTE THE NUMBER OF WORDS READ CORRECTLY; PEER RECORDING, MONITORING, AND FEEDBACK TARGET: FLUENCY	K-12	6-10
STEP UP TO WRITING \$ IF TRAINING IS ATTENDED	3 <sup>RD</sup> OR 4 <sup>TH</sup>	ORGANIZATIONAL PROGRAM TO TEACH: EXPLICIT WRITING PROCESS STRATEGIES; COMMON WRITING LANGUAGE ACROSS GRADE LEVELS; ORGANIZE STUDENT THINKING TARGET: WRITING	K-12	20-30
WORDS THEIR WAY	1996+, 4 <sup>TH</sup>	TEACH SPECIFIC SOUND SPELLING PATTERNS IN A DEVELOPMENTAL SEQUENCE; STUDENTS PRACTICE UNTIL MASTERY TARGET: PHONICS, VOCABULARY	K-6+	20-30

MATH				
PROGRAM	EDITION/FORMAT	DESCRIPTION	GRADES	MINUTES/DAY
CORE MATH PROGRAM <i>REQUIRED</i> \$	GO MATH!	COMPREHENSIVE, RESEARCHED-BASED MATHEMATICS PROGRAM INCLUDES: ASSESSMENTS AND ONLINE TEACHER/STUDENT RESOURCES	K-8	75
ROCKET MATH	PAPER/PENCIL	SEQUENTIAL PRACTICE AND MASTERY OF MATH FACTS TARGET: OPERATIONS & ALGEBRAIC THINKING	K-5	10
SUSAN C ANTHONY	PAPER/PENCIL	SEQUENTIAL PRACTICE AND MASTERY OF MATH FACTS TARGET: OPERATIONS & ALGEBRAIC THINKING	K-8	5+
RED BIRD #CAN BE USED FOR TIER 2 DIFFERENTIATION	BLENDED	REDBIRD MATHEMATICS OFFERS RIGOROUS, ADAPTIVE, PERSONALIZED MATH INSTRUCTION WITH INTEGRATED STEM THEMES AND DIGITAL PROJECT-BASED LEARNING	K-7	90 MINUTES/ 2 LESSONS A WEEK
ALEKS	BLENDED	INCREASES STUDENT PERFORMANCE WITH INDIVIDUALIZED ASSESSMENT AND LEARNING TARGET: MATH PARTNERS WELL WITH: DISTRICT APPROVED CORE CURRICULUM SHOULD NOT BE USED WITH: NOT A STAND-ALONE CURRICULUM	3-12	2 HOURS PER WEEK



# ACADEMIC FRAMEWORK FOR TIERED PLAN OF SERVICES: **TIER 2**

CURRENT LEVEL	AIMSweb	MAP	GOAL
.5 – 1.5 YRS BELOW GRADE LEVEL	11 – 24 <sup>th</sup> PERCENTILE	20-39 <sup>th</sup> PERCENTILE	AT GRADE LEVEL WITHIN 1 YR

STRATEGIES	UNIVERSAL SCREENERS
<ul style="list-style-type: none"> <li>✓ Data Driven</li> <li>✓ Program targets specific student need</li> <li>✓ Explicit instruction in addition to core</li> <li>✓ Accelerate instruction as appropriate</li> <li>✓ Teaching to mastery</li> <li>✓ Brisk pacing</li> </ul>	<ul style="list-style-type: none"> <li>• MAP/AIMSweb</li> <li>• Teacher Observation</li> <li>• Program Assessments <i>Prerequisite skills, beginning, middle, and end of year test, performance assessment</i></li> </ul>

GROUPING	PROGRESS MONITORING (PM)
<ul style="list-style-type: none"> <li>✓ Needs-based homogeneous small groups</li> <li>✓ Flexible grouping in a variety of formats: skills block, pull-out, push-in</li> </ul>	<ul style="list-style-type: none"> <li>• Tier 1 Program Assessments</li> <li>• Grade Level Progress Monitoring</li> </ul>

LITERACY				
PROGRAM	EDITION/FORMAT	DESCRIPTION	GRADE	MINS/DAY
CORE SUPPLEMENTAL \$	JOURNEYS	COMPREHENSIVE, RESEARCHED-BASED LANGUAGE ARTS TARGET: LITERACY PARTNERS WELL WITH: DISTRICT APPROVED CORE CURRICULUM	K-8	20-30
EARLY INTERVENTION READING EIR	2012	DIRECT INSTRUCTION TO MASTERY: LETTER SOUNDS AND DICTATION TARGET: COMPREHENSIVE PARTNERS WELL WITH: DISTRICT APPROVED CORE CURRICULUM SHOULD NOT BE USED WITH: READING MASTERY, SONDAY	K-2	20-30
IMAGINE LEARNING IL TIER 1 DIFFERENTIATION/ENRICHMENT	BLENDED	ADAPTIVE LEARNING PATH, INCLUDES LANGUAGE SUPPORT FOR ENGLISH LEARNERS AND ASSESSMENTS TARGET: COMPREHENSIVE PARTNERS WELL WITH: READING MASTERY	PREK-6	20-30
LET'S PLAY LEARN LPL	2004	STRUCTURED, SYSTEMATIC, MULTISENSORY APPROACH TO READING TARGET: LANGUAGE & PHONEMIC AWARENESS	PK-K	30
LEXIA CORE5 L CORE5 #CAN BE USED FOR TIER 1 DIFFERENTIATION/ENRICHMENT	BLENDED	PROVIDES PHONICS INSTRUCTION AND GIVES STUDENTS INDEPENDENT PRACTICE IN BASIC READING SKILLS TARGET: PHONEMIC AWARENESS, PHONICS, SIGHT WORDS PARTNERS WELL WITH: DISTRICT APPROVED CORE CURRICULUM. NOT A STAND-ALONE CURRICULUM, PROVIDES MINIMAL INSTRUCTION	K-5	BASED ON PLACEMENT ASSESSMENT
MOBY MAX LITERACY MML #CAN BE USED FOR TIER 1 DIFFERENTIATION/ENRICHMENT	BLENDED	ASSESSMENTS, ADAPTIVE CURRICULUM, INDIVIDUALIZED EDUCATION PLAN TO FILL IN LITERACY GAPS TARGET: LITERACY PARTNERS WELL WITH: DISTRICT APPROVED CORE CURRICULUM. TEACHER SUPPORT NEEDED TO MINIMIZE STUDENT ACTIVITY OPTIONS TO LITERACY, NOT A STAND-ALONE CURRICULUM	K-8	25-30
READ NATURALLY RN #CAN BE USED FOR TIER 1 DIFFERENTIATION/ENRICHMENT	BLENDED	FLUENCY PROGRAM DESIGNED TO DEVELOP SPEED, ACCURACY, AND PROPER EXPRESSION TARGET: FLUENCY PARTNERS WELL WITH: SONDAY AND DISTRICT APPROVED CORE CURRICULUM. TEACHER SUPPORT REQUIRED FROM START TO END OF SESSION	1-8	20
REWARDS R	2016	EXPLICITLY TAUGHT STRATEGIES FOR DECODING MULTISYLLABIC WORDS TARGET: FLUENCY, COMPREHENSION, SENTENCE WRITING PARTNERS WELL WITH: DISTRICT APPROVED CORE CURRICULUM SHOULD NOT BE USED WITH: REASONING AND WRITING	4-12	50-60
SONDAY I & 2 SD	2007	STRUCTURED, SYSTEMATIC, MULTISENSORY APPROACH TO READING TARGET: COMPREHENSIVE PARTNERS WELL WITH: DISTRICT APPROVED CORE CURRICULUM SHOULD NOT BE USED WITH: CORRECTIVE READING, EIR, OR READING MASTERY	K-5	35

MATH				
PROGRAM	EDITION/FORMAT	DESCRIPTION	GRADE	MINS/DAY
CORE SUPPLEMENTAL	Go Math!	COMPREHENSIVE, RESEARCHED-BASED MATHEMATICS TARGET: MATH PARTNERS WELL WITH: DISTRICT APPROVED CORE CURRICULUM	K-8	20-30
MOBY MAX MATH MMM #CAN BE USED FOR TIER 1 DIFFERENTIATION/ENRICHMENT	WEB	ASSESSMENTS, ADAPTIVE CURRICULUM, INDIVIDUALIZED EDUCATION PLAN TO FILL IN MATH GAPS TARGET: MATH PARTNERS WELL WITH: DISTRICT APPROVED CORE CURRICULUM. TEACHER SUPPORT NEEDED TO MINIMIZE STUDENT ACTIVITY OPTIONS TO MATH, NOT A STAND-ALONE CURRICULUM	K-8	varies
V MATH VM #VMLIVE CAN BE USED FOR TIER 1 DIFFERENTIATION/ENRICHMENT	3/4, Box Set, LIVE	SYSTEMATIC AND DIRECT MATH INSTRUCTION ON CONCEPTS, SKILLS, FLUENCY, AND APPLICATION TARGET: MATH PARTNERS WELL WITH: DISTRICT APPROVED CORE CURRICULUM. NOT A STAND-ALONE CURRICULUM	2-8	30-40



# ACADEMIC FRAMEWORK FOR TIERED PLAN OF SERVICES: **TIER 3**

CURRENT LEVEL	AIMSweb	MAP	GOAL
2+ YRS BELOW GRADE LEVEL	< 10 PERCENTILE	< 20 PERCENTILE	MORE THAN 1 YR GROWTH W/IN 1 YR

STRATEGIES	UNIVERSAL SCREENERS
<ul style="list-style-type: none"> <li>✓ Data Driven</li> <li>✓ Program targets specific student need</li> <li>✓ Explicit instruction in parallel core</li> <li>✓ Accelerate instruction, as appropriate</li> <li>✓ Teaching to mastery</li> <li>✓ Brisk pacing</li> </ul>	<ul style="list-style-type: none"> <li>• MAP/AIMSweb</li> <li>• Teacher Observation</li> <li>• Program Placement Tests</li> <li>• Program Assessments <i>Prerequisite skills, beginning, middle, and end of year test, performance assessment</i></li> </ul>

GROUPING	PROGRESS MONITORING (PM)
<ul style="list-style-type: none"> <li>✓ Needs-based homogeneous small groups</li> <li>✓ Flexible grouping in a variety of formats: skills block, pull-out, push-in</li> </ul>	<ul style="list-style-type: none"> <li>• Program Assessments</li> <li>• Instructional Level Progress Monitoring</li> <li>• <a href="#">AIMSweb PM Reference</a></li> </ul>

## LITERACY PARALLEL CORE

PROGRAM	EDITION/FORMAT	DESCRIPTION	GRADES	MINS/DAY
CORRECTIVE READING COMPREHENSION #IN ISOLATION, CAN BE USED FOR TIER 2	2008 DI LEVELS A, B1, & B2	DIRECT AND EXPLICIT INSTRUCTION <b>TARGET:</b> COMPREHENSION, VOCABULARY, AND FOLLOWING INSTRUCTIONS <b>PARTNERS WELL WITH:</b> CORRECTIVE READING DECODING <b>SHOULD NOT BE USED WITH:</b> SONDAY	3-8	45 PER STRAND
CORRECTIVE READING DECODING #IN ISOLATION, CAN BE USED FOR TIER 2	2008 DI LEVELS A, B1, B2	DIRECT AND EXPLICIT INSTRUCTION <b>TARGET:</b> PHONICS, IDENTIFY WORDS, AND FLUENCY <b>PARTNERS WELL WITH:</b> CORRECTIVE READING COMPREHENSION, LANGUAGE FOR WRITING, OR REASONING AND WRITING <b>SHOULD NOT BE USED WITH:</b> SONDAY	3-8	120-150
LANGUAGE FOR LEARNING #IN ISOLATION, CAN BE USED FOR TIER 2	2008 DI	TEACHES THE WORDS, CONCEPTS, AND STATEMENTS IMPORTANT TO BOTH ORAL AND WRITTEN LANGUAGE <b>TARGET:</b> LANGUAGE AND PHONEMIC AWARENESS <b>PARTNERS WELL WITH:</b> RM SIGNATURES READING STRAND	PK-K, ELA	30-60
LANGUAGE FOR THINKING #IN ISOLATION, CAN BE USED FOR TIER 2	2002 DI	A CONTINUATION OF L4L, BOTH PROGRAMS EMPHASIZE LANGUAGE AS A MEANS OF DESCRIBING THE WORLD AND AS A TOOL FOR THINKING AND SOLVING PROBLEMS <b>TARGET:</b> READING COMPREHENSION <b>PARTNERS WELL WITH:</b> RM SIGNATURES READING STRAND <b>SHOULD NOT BE USED WITH:</b> LET'S PLAY LEARN	K-1, ELA	30-60
LANGUAGE FOR WRITING #IN ISOLATION, CAN BE USED FOR TIER 2	2002 DI	A SYSTEMATIC PROGRAM THAT EXPANDS WRITING SKILLS, THE PROGRAM FOCUSES NOT ONLY ON WRITING BUT ALSO ON VOCAB, SYNTAX AND ORGANIZATION <b>TARGET:</b> WRITING <b>PARTNERS WELL WITH:</b> CORRECTIVE READING DECODING <b>SHOULD NOT BE USED WITH:</b> REASONING AND WRITING	2-3, ELA	30-60
READING MASTERY SIGNATURES (READING AND SPELLING STRAND) #IN ISOLATION, CAN BE USED FOR TIER 2	2008 DI	DIRECT INSTRUCTION PROGRAM <b>TARGET:</b> FOCUSES ON CORE DECODING, COMPREHENSION AND SPELLING ACTIVITIES. <b>PARTNERS WELL WITH:</b> READING MASTERY LANGUAGE ARTS STRAND & SPELLING MASTERY. <b>SHOULD NOT BE USED WITH:</b> SONDAY OR EIR	K-5	45
READING MASTERY SIGNATURES (LANGUAGE ARTS STRAND) #IN ISOLATION, CAN BE USED FOR TIER 2	2008 DI	DIRECT INSTRUCTION PROGRAM <b>TARGET:</b> FOCUSES ON TEACHING STUDENTS THE LANGUAGE OF INSTRUCTION, COMPREHENSION, AND WORD-RECOGNITION <b>PARTNERS WELL WITH:</b> READING MASTERY READING/SPELLING STRAND & SPELLING MASTERY. <b>SHOULD NOT BE USED WITH:</b> SONDAY OR EIR	K-5	45
REASONING & WRITING #IN ISOLATION, CAN BE USED FOR TIER 2	2008 DI LEVELS A-F	HIGHER-ORDER THINKING SKILLS AS THE FOUNDATION FOR WRITING SKILLS <b>TARGET:</b> WRITING <b>PARTNERS WELL WITH:</b> CORRECTIVE READING DECODING OR SPELLING MASTERY <b>SHOULD NOT BE USED WITH:</b> LANGUAGE FOR WRITING OR SONDAY	K-12	30-45
SPELLING MASTERY #IN ISOLATION, CAN BE USED FOR TIER 2	2003 LEVELS A-F	DIRECT INSTRUCTION PROGRAM AIMED AT BLENDING WHOLE WORD, PHONEMIC, AND MORPHEMIC SKILL BUILDING APPROACHES <b>TARGET:</b> SPELLING <b>PARTNERS WELL WITH:</b> READING MASTERY OR CORRECTIVE READING <b>SHOULD NOT BE USED WITH:</b> SONDAY OR WORDS THEIR WAY	2-8	20-30

## MATH PARALLEL CORE

PROGRAM	EDITION/FORMAT	DESCRIPTION	GRADES	MINS/DAY
CONNECTING MATH CONCEPTS: A-F	2012	EXPLICIT AND SYSTEMATIC CONCEPT INSTRUCTION, PRACTICE, AND MASTERY <b>TARGET:</b> COMPREHENSIVE	K-8	60
MATH 180		<b>TARGET:</b> COMPREHENSIVE	5-12	75



# BEHAVIOR FRAMEWORK FOR TIERED PLAN OF SERVICES: **TIER 1**

GOAL: STUDENTS WILL DEMONSTRATE PRO-SOCIAL BEHAVIORS ACROSS ALL SCHOOL SETTINGS		SOCIAL EMOTIONAL LEARNING(SEL) DATA:
<ul style="list-style-type: none"><li>✓ Social Emotional Learning(SEL)</li><li>✓ School-wide PBIS framework/structures in place and current</li><li>✓ Classroom management plan in place that mirrors school-wide PBIS components</li><li>✓ Foundations school team in place with calendared meetings</li><li>✓ Engagement and relationship building with students</li></ul>	<ul style="list-style-type: none"><li>✓ Climate surveys</li><li>✓ Attendance</li><li>✓ Office discipline referrals</li><li>✓ Common area observation (<i>Safe &amp; Civil Schools</i>)</li><li>✓ Student engagement data (<i>Basic 5 Observation Form- Safe &amp; Civil Schools</i>)</li></ul>	
	GROUPING	
	<ul style="list-style-type: none"><li>• Whole group/small group</li></ul>	
RESOURCES/PROGRAMS		
RECOMMENDATIONS	PURPOSE	TARGET BEHAVIOR
<b>CHAMPS</b> <i>A PROACTIVE AND POSITIVE APPROACH TO CLASSROOM MANAGEMENT (SPRICK)</i>	FRAMEWORK TO IMPROVE: <ul style="list-style-type: none"><li>• SCHOOL CLIMATE</li><li>• ACADEMIC ACHIEVEMENT</li><li>• STUDENT/TEACHER RELATIONSHIPS</li></ul>	PRO-SOCIAL BEHAVIORS ACROSS ALL SCHOOL SETTINGS
<b>CAPTURING KIDS’ HEARTS</b> <i>FLIPPEN GROUP</i>	STRATEGIES TO IMPROVE: <ul style="list-style-type: none"><li>• SCHOOL CLIMATE</li><li>• BUILD STUDENT/TEACHER RELATIONSHIPS</li></ul>	PRO-SOCIAL BEHAVIOR ACROSS ALL SCHOOL SETTINGS
<b>POSITIVE ACTION (PA)</b>	<ul style="list-style-type: none"><li>• INCREASES POSITIVE BEHAVIOR</li><li>• INCREASES HEALTHY THINKING</li></ul> <i>MAY ALSO BE IMPLEMENTED AS A T-2 IN SMALL GROUP FOR TARGETED SKILL BUILDING</i>	EXPLICIT SOCIAL-EMOTIONAL LEARNING IMPLEMENTED AT LEAST 1x PER WEEK FOR 30 MIN IN SMALL GROUP
<b>SECOND STEP (SS)</b>	<ul style="list-style-type: none"><li>• DEVELOPS FOUNDATIONAL SOCIAL SKILLS</li><li>• DEVELOPS SELF-REGULATION</li></ul> <i>MAY ALSO BE IMPLEMENTED AS A T-2 IN SMALL GROUP FOR TARGETED SKILL BUILDING</i>	EXPLICIT SOCIAL SKILLS TRAINING IMPLEMENTED AT LEAST 1x PER WEEK FOR 30 MIN IN SMALL GROUP
<b>PLANNED DISCUSSION</b> <i>BEHAVIORAL RESPONSE TO INTERVENTION SAFE AND CIVIL SCHOOLS (SPRICK)</i>	IMPROVE THE NATURE OF CHALLENGING BEHAVIOR	LOW-LEVEL MISBEHAVIOR; I.E., TALK OUTS, MINOR NON-COMPLIANCE
<b>ACADEMIC ASSISTANCE</b> <i>BEHAVIORAL RESPONSE TO INTERVENTION SAFE AND CIVIL SCHOOLS (SPRICK)</i>	IDENTIFY POSSIBLE SKILL DEFICIT	MISBEHAVIOR THAT OCCURS DURING INSTRUCTION
<b>GOAL SETTING</b> <i>BEHAVIORAL RESPONSE TO INTERVENTION SAFE AND CIVIL SCHOOLS (SPRICK)</i>	<ul style="list-style-type: none"><li>• STUDENT MOTIVATION/ACCOUNTABILITY</li><li>• PROVIDES A WAY TO DOCUMENT SPECIFIC OBSERVABLE BEHAVIORS</li></ul>	LOW-LEVEL SPECIFIC MISBEHAVIORS ACROSS ALL SETTINGS
<b>SYSTEMATIC DATA COLLECTION</b> <i>BEHAVIORAL RESPONSE TO INTERVENTION SAFE AND CIVIL SCHOOLS (SPRICK)</i>	IDENTIFY, UNDERSTAND AND DISCUSS CHRONIC MISBEHAVIORS WITH STUDENT AND FAMILY	ANY CHRONIC LOW-LEVEL MISBEHAVIOR
<b>INCREASE POSITIVE INTERACTIONS</b> <i>BEHAVIORAL RESPONSE TO INTERVENTION SAFE AND CIVIL SCHOOLS (SPRICK)</i>	<ul style="list-style-type: none"><li>• BOOST CLASSROOM CLIMATE</li><li>• INCREASE EFFECTIVENESS OF OTHER INTERVENTIONS THAT MAY BE IN PLACE</li></ul>	WHEN MORE THEN 2-3 STUDENTS ARE MISBEHAVING SIMULTANEOUSLY
<b>STOIC ANALYSIS</b> <i>BEHAVIORAL RESPONSE TO INTERVENTION SAFE AND CIVIL SCHOOLS (SPRICK)</i>	UNIVERSAL PREVENTION ANALYZE SPECIFIC STUDENT MISBEHAVIOR	LOW-LEVEL STUDENT MISBEHAVIOR OCCURS AND TRIGGER IS UNKNOWN (ANTECEDENT)
<b>BULLY BLOCKERS</b> <i>TOUGH KID-SAFE AND CIVIL SCHOOLS</i>	<ul style="list-style-type: none"><li>• FRAMEWORK TO REDUCE AND PREVENT BULLYING</li></ul> <i>MAY ALSO BE IMPLEMENTED AS A T-2 IN SMALL GROUP FOR TARGETED SKILL BUILDING</i>	STUDENTS WHO BULLY AND STUDENTS WHO ARE VICTIMIZED



## BEHAVIOR FRAMEWORK FOR TIERED PLAN OF SERVICES: **TIER 2**

GOAL: STUDENTS WILL DEMONSTRATE PRO-SOCIAL BEHAVIORS ACROSS ALL SCHOOL SETTINGS		
INTERVENTIONS ARE IMPLEMENTED BASED ON A SYSTEMATIC PROCEDURE THAT IDENTIFIES STUDENTS WHO ARE NON-RESPONSIVE TO TIER 1 INSTRUCTIONAL STRATEGIES	SOCIAL EMOTIONAL LEARNING(SEL) DATA	
	<ul style="list-style-type: none"><li>✓ Daily/weekly</li><li>✓ Use measures matched to Tier 2 interventions and selected by team</li></ul>	
<ul style="list-style-type: none"><li>✓ Students continue Tier 1 instruction and programs/strategies</li><li>✓ Parents involved in process</li><li>✓ Accommodations as needed</li><li>✓ Interventions selected and implemented based on individual student needs</li></ul>	GROUPING	
	<ul style="list-style-type: none"><li>• Needs-based targeted grouping:<ul style="list-style-type: none"><li>○ Whole group, small group, or pull-out</li></ul></li><li>• Students regularly regrouped as needs change</li></ul>	
RESOURCES/PROGRAMS		
RECOMMENDATIONS	PURPOSE	TARGET BEHAVIOR
CHECK-IN/CHECK-OUT (CICO)	IMPROVING STUDENT BEHAVIOR BY CREATING A STRUCTURED RELATIONSHIP WITH A TRUSTED ADULT	ADHERING TO SCHOOL-WIDE EXPECTATIONS
SELF-MONITORING (SM) TOUGH KID TOOL BOX SEC. 3	CREATES STUDENT ACCOUNTABILITY AND OWNERSHIP FOR DIFFICULT BEHAVIORS	ADHERING TO SCHOOL-WIDE EXPECTATIONS
HOME NOTE TOUGH KID TOOL BOX SEC. 2	IMPROVING COMMUNICATION BETWEEN SCHOOL AND FAMILIES TO INCREASE PRO-SOCIAL STUDENT BEHAVIOR	MOTIVATING STUDENTS BY INCLUDING HOME-BASED REINFORCEMENT
BEHAVIORAL CONTRACTING TOUGH KID TOOL BOX SEC. 4	PLACES CONTINGENCIES FOR REINFORCEMENT INTO A WRITTEN DOCUMENT	SPECIFIC CHRONIC DIFFICULT OR CHALLENGING BEHAVIORS IMPLEMENTED DAILY
HOT PASS	PROACTIVE STRATEGY THAT GIVES STUDENTS OPPORTUNITIES TO PRACTICE SELF-REGULATION FOR DIFFICULT EMOTIONS	STUDENTS WHO HAVE LOW FRUSTRATION TOLERANCE





# BEHAVIOR FRAMEWORK FOR TIERED PLAN OF SERVICES: **TIER 3**

GOAL: STUDENTS WILL DEMONSTRATE PRO-SOCIAL BEHAVIORS ACROSS ALL SCHOOL SETTINGS		
INTERVENTIONS ARE HIGHLY INDIVIDUALIZED AND SELECTED/IMPLEMENTED BASED ON NON-RESPONSIVENESS TO TIER 2 COUPLED WITH PRESENTING NEEDS DETERMINED BY THE TEAM	SOCIAL EMOTIONAL LEARNING(SEL) DATA	
	✓ DAILY  ✓ MEASURE ALIGNED WITH TARGET BEHAVIORS	
✓ STUDENT CONTINUES WITH TIER 1 PLUS TIER 2 INSTRUCTION BASED ON STUDENT NEEDS ✓ PARENTS INVOLVED IN PROCESS ✓ INCREASED FOCUS ON SOCIAL-EMOTIONAL LEARNING ✓ COLLABORATION/COUNSELING/FAMILY SUPPORT WITH OUTSIDE AGENCIES ✓ INDIVIDUALIZED FBA/BSP/BIP ✓ SECTION 504 PLAN/REFERRAL FOR SPECIAL ED., IF APPROPRIATE	GROUPING	
	• SMALL GROUP  • INDIVIDUALIZED	
RESOURCES/PROGRAMS		
RECOMMENDATIONS	PURPOSE	TARGET BEHAVIOR
COPING CAT	SPECIFIC INTENSIVE SOCIAL SKILLS TRAINING DAILY TO WEEKLY	ANXIETY
COPING POWER	SPECIFIC INTENSIVE SOCIAL SKILLS TRAINING DAILY TO WEEKLY	SOCIAL COMPETENCE AND SELF-REGULATION
STRONG KIDS	SPECIFIC INTENSIVE SOCIAL SKILLS TRAINING DAILY TO WEEKLY	ANXIETY AND DEPRESSION
BEHAVIOR IMPROVEMENT PLAN BEHAVIORAL RESPONSE TO INTERVENTION SAFE AND CIVIL SCHOOLS (SPRICK)	A PROACTIVE INTERVENTION THAT PROVIDES CLEAR AND EXPLICIT STRATEGIES FOR STAFF TO USE TO HELP STUDENTS LEARN REPLACEMENT BEHAVIORS FOR DIFFICULT BEHAVIORS	INDIVIDUALIZED PLAN TO DECREASE BEHAVIORS THAT IMPEDE LEARNING
DAILY BEHAVIOR REPORT CARD (DBRC) TOUGH KID TOOL BOX SEC. 3&4	A SELF-MONITORING/MANAGEMENT STRATEGY TO INCREASE PRO-SOCIAL BEHAVIORS AND DECREASE INAPPROPRIATE BEHAVIORS	INDIVIDUALIZED CONTRACT TO DECREASE BEHAVIORS THAT IMPEDE LEARNING
INDIVIDUAL COUNSELING	INDIVIDUALIZED BASED ON STUDENT NEED	INDIVIDUALIZED COUNSELING TO DECREASE BEHAVIORS THAT IMPEDE LEARNING



## SECONDARY FRAMEWORK FOR TIERED PLAN OF SERVICES: **TIER1**

CURRENT LEVEL		MAP	GOAL	
ABOVE GRADE LEVEL		>75 PERCENTILE	MAINTAIN/EXCEED GRADE LEVEL	
AT OR ABOVE GRADE LEVEL		>40 PERCENTILE	MAINTAIN/EXCEED GRADE LEVEL	
STRATEGIES			UNIVERSAL SCREENERS	
<ul style="list-style-type: none"><li>✓ DataDriven</li><li>✓ Supplemental Material s</li><li>✓ Manipulatives</li><li>✓ Differentiated Instruction</li></ul>	<ul style="list-style-type: none"><li>✓ Opportunities to Respond</li><li>✓ Immediate corrective feedback</li><li>✓ Guided practice opportunities</li><li>✓ Cooperative Learning</li><li>✓ Kagan Structures</li></ul>	<ul style="list-style-type: none"><li>• MAP</li><li>• TeacherObservation</li><li>• ProgramAssessments</li></ul> <i>Prerequisite skills, beginning, middle, and end-of-year assessments, performance assessment, end-of-course assessments</i>		
GROUPING			PROGRESS MONITORING(PM)	
<ul style="list-style-type: none"><li>✓ WholeGroup</li><li>✓ Flexible SmallGroups</li><li>✓ DataDriven</li></ul>	<ul style="list-style-type: none"><li>✓ Linked to daily core lesson</li><li>✓ Students may be members ofmore than one group</li></ul>	Program Assessments Option to monitor and record data in Silverback Milepost		
LITERACY				
PROGRAM	EDITION/FORMAT	DESCRIPTION	GRADES	RESOURCES
CORE LITERACY PROGRAM <i>REQUIRED</i> \$	<a href="#">COLLECTIONS/2015</a> BLENDED FLIPPED TRADITIONAL	Comprehensive, researched-based language arts program. Includes writing, speaking & listening skills for college & career readiness, assessments, & online teacher & student resources with audio for all texts.	6-12	<a href="#">FIDELITY GUIDELINES</a>  <a href="#">CURRICULUM</a>
ADVANCED COURSES	ADVANCED PLACEMENT & INTERNATIONAL BACCALAUREATE	Enrichment and dual credit	6-12	
ITECH COURSES \$	<a href="#">APEX</a> & <a href="#">eDYNAMICS/</a> BLENDED & ONLINE	Core and elective classes for credit.	9-12	
STEP-UP TO WRITING				
MATH				
PROGRAM	EDITION/FORMAT	DESCRIPTION	GRADES	RESOURCES
CORE MATH PROGRAM <i>REQUIRED</i> \$	GOMATH!	Comprehensive, researched-based mathematics program. includes assessments & online teacher & student esources.	6-8	<a href="#">FIDELITY GUIDELINES</a>  <a href="#">CURRICULUM</a>
CORE MATH PROGRAM <i>REQUIRED</i> \$	ALGEBRA I  GEOMETRY  ALGEBRA II	Targeted RIT Range: 228-235 <a href="#">NWEA Recommended scoreforplacement:</a> 235 Targeted RIT Range: 227-245 <a href="#">NWEA Recommended scoreforplacement:</a> 245  ADOPTED CURRICULUM FOR ALL COURSES	6-12	<a href="#">NWEA TRIANGULATION OF DATA</a>  <a href="#">CURRICULUM</a>
ALEKS ASSESSMENT & LEARNING IN KNOWLEDGE SPACES \$ ½	BLENDED	ncreases student performance with individualized sssessment and learning in a blended environment with active teacher instruction and support.  Use ALEKS Guide for appropriate course ecommendations. Not a stand-alone curriculum.	6-12	<a href="#">FIDELITY GUIDELINES</a>

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## SECONDARY FRAMEWORK FOR TIERED PLAN OF SERVICES: TIER 2

CURRENT LEVEL	MAP	GOAL
.5-1.5 YEARS BELOW GRADE LEVEL	21-39 <sup>TH</sup> PERCENTILE	AT GRADE LEVEL WITHIN 1 YEAR
STRATEGIES		UNIVERSAL SCREENERS
<ul style="list-style-type: none"> <li>✓ Data Driven</li> <li>✓ Supplemental Materials</li> <li>✓ Manipulatives</li> <li>✓ Differentiated Instruction</li> </ul>	<ul style="list-style-type: none"> <li>✓ Opportunities to Respond</li> <li>✓ Immediate corrective feedback</li> <li>✓ Guided practice opportunities</li> <li>✓ Cooperative Learning</li> <li>✓ Kagan Structures</li> </ul>	<ul style="list-style-type: none"> <li>• MAP</li> <li>• Teacher Observation</li> <li>• Program Assessments</li> </ul> <i>Prerequisite skills, beginning, middle, and end-of-year assessments, performance assessment, end-of-course assessments</i>
GROUPING		PROGRESS MONITORING (PM)
<ul style="list-style-type: none"> <li>✓ Needs-based homogeneous small groups</li> <li>✓ Flexible grouping in a variety of formats: personalized &amp; <a href="#">blended</a></li> </ul>		Tier I Program Assessments Grade Level Progress Monitoring

### LITERACY

PROGRAM	EDITION/FORMAT	DESCRIPTION	GRADES	RESOURCES
CORE SUPPLEMENTAL \$	<a href="#">COLLECTIONS/2015</a> BLENDED FLIPPED TRADITIONAL	Comprehensive, researched-based language arts program. Includes writing, speaking & listening skills for college & career readiness, assessments, & online teacher & student resources with audio for all texts. Differentiating with reteaching.	6-10	<a href="#">FIDELITY GUIDELINES</a> <a href="#">CURRICULUM</a>
REWARDS	PAPER & PENCIL	Explicitly taught strategies for decoding multisyllabic words, identifying & understanding prefixes & suffixes, increasing word & passage reading fluency, builds academic vocabulary, & deepens comprehension.	6-8	
MOBY MAX LITERACY \$	BLENDED Recommended 20-minute software rotation	Assessments, adaptive curriculum, individualized education plan to fill in literacy gaps. Teacher support needed to minimize student activity options. Not a stand-alone curriculum. PARTNERS WELL WITH: District approved core curriculum	9-12	<a href="#">DISTRICT PROGRAM SUPPORT</a>

### MATH

PROGRAM	EDITION/FORMAT	DESCRIPTION	GRADES	RESOURCES
CORE SUPPLEMENTAL \$	GOMATH!	Comprehensive, researched-based mathematics program. Includes assessments & online teacher & student resources. PARTNERS WELL WITH: District approved core curriculum	6-8	<a href="#">FIDELITY GUIDELINES MATH</a> <a href="#">STANDARDARDS</a>
MOBY MAX MATH \$	BLENDED Recommended 20-minute software rotation.	Assessments, adaptive curriculum, individualized education plan to fill in math gaps. Teacher support needed to minimize student activity options. Not a stand-alone curriculum. PARTNERS WELL WITH: District approved core curriculum		<a href="#">DISTRICT PROGRAM SUPPORT</a>
INTRO TO ALGEBRA		Targeted RIT Range: 217-234 <a href="#">NWEA Recommended score for placement: 230</a>	9-10	<a href="#">CURRICULUM</a>
<a href="#">ALEKS</a> \$ ½	BLENDED	Increases student performance with individualized assessment and learning in a blended environment with active teacher instruction and support. Not a stand-alone curriculum.	6-12	<a href="#">Use ALEKS Guide for appropriate course recommendations.</a>
<a href="#">MATH 180</a> \$	BLENDED/ NEXT GENERATION	Teacher facilitated instruction blended with adapted technology, <a href="#">building students to mastery</a> of mathematical concepts. Paired with core curriculum in a double-block. Not a stand-alone or replacement curriculum.	6-8	<a href="#">DOUBLE BLOCK</a> <a href="#">FIDELITY GUIDELINES</a>

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## SECONDARY FRAMEWORK FOR TIERED PLAN OF SERVICES: **TIER 3**

CURRENT LEVEL	AIMSweb	MAP	GOAL	
2+ YEARS BELOW GRADE LEVEL	>25 <sup>TH</sup> PERCENTILE	>20 <sup>TH</sup> PERCENTILE	MORE THAN 1 YEAR GROWTH WITHIN 1 YEAR	
STRATEGIES			UNIVERSAL SCREENERS	
<div><div>✓ Data Driven</div><div>✓ Supplemental Materials</div><div>✓ Manipulatives</div><div>✓ Differentiated Instruction</div></div> <div><div>✓ Opportunities to Respond</div><div>✓ Immediate corrective feedback</div><div>✓ Guided practice opportunities</div><div>✓ Cooperative Learning</div><div>✓ Kagan Structures</div></div>		<div><div>• MAP/AIMSweb</div><div>• Teacher Observation</div><div>• Program Assessments</div></div> <div>Prerequisite skills, beginning, middle, and end-of-year assessments, performance assessments</div>		
GROUPING			PROGRESS MONITORING (PM)	
<div>✓ Needs-based homogeneous small groups</div> <div>✓ Flexible grouping in a variety of formats: personalized &amp; <a href="#">blended</a></div>		<div>Tier I Program Assessments</div> <div>Grade Level Progress Monitoring</div>		
📖 LITERACY PARALLEL CORE				
PROGRAM	EDITION/FORMAT	DESCRIPTION	GRADES	MINUTES/DAY
<a href="#">READ 180 UNIVERSAL</a> \$	📖 BLENDED	Comprehensive, blended learning leveled curriculum to raise students' reading achievement. <b>TARGET:</b> Comprehension, independent, and foundational reading, word recognition & decoding, and writing for college & career readiness. Double-block class. Supports social-emotional learning.	6-12	80+ DOUBLE-BLOCK <a href="#">PLACEMENT GUIDELINES</a> <a href="#">FIDELITY MODEL</a>
SYSTEM 44 NEXT GENERATION \$	📖 BLENDED	Explicit instruction in foundational reading. <b>TARGET:</b> Phonics, fluency, comprehension, & foundational writing. PARTNERS WELL WITH: Explicit writing skills instruction.	6-12	45+ - <a href="#">PLACEMENT GUIDELINES</a> <a href="#">FIDELITY MODEL</a>
CORRECTIVE READING DECODING	2008 DI LEVELS A, B1, B2	Assessments, adaptive curriculum, individualized education plan to fill in literacy gaps. Teacher support needed to minimize student activity options to literacy. Not a stand-alone curriculum. Recommended 20-minute software rotation. PARTNERS WELL WITH: District approved core curriculum	6-12	120-150
REASONING & WRITING	2008 DI LEVELS A-F	Higher-order thinking skills as the foundation for writing skills. PARTNERS WELL WITH: Corrective Reading Decoding or Spelling Mastery	K-12	30-45
SPELLING MASTERY	2003 LEVELS A-F	Direct instruction program aimed at blending whole word, phonemic, & morphemic skill building approaches. <b>TARGET:</b> Writing PARTNERS WELL WITH: Reading Mastery or Corrective Reading	2-8	20-30
MATH PARALLEL CORE				
PROGRAM	EDITION/FORMAT	DESCRIPTION	GRADES	MINUTES/DAY
<a href="#">TRANSMATH</a> \$	3 <sup>RD</sup> (2016) LEVELS 1-3 📖 BLENDED	Highly structured instruction, <a href="#">assessments</a> , adaptive curriculum, individualized education plan to fill in math gaps. Comprehensive math curriculum.	6-12	<a href="#">FIDELITY MODEL</a> <a href="#">CURRICULM</a>
INSIDE ALGEBRA \$	2011 📖 BLENDED	Highly structured instruction, <a href="#">assessments</a> , adaptive curriculum, individualized education plan to fill in math gaps. <a href="#">Comprehensive math curriculum for Algebra I.</a>	9-12	FIDELITY MODEL
CONNECTING MATH CONCEPTS	2012 LEVELS A-F	Explicit and systematic concept instruction, practice, and mastery. <b>TARGET:</b> Comprehensive	K-8	60

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