



CRAIG HIGH SCHOOL

ACADEMIC GUIDE

2024-2025

# Craig High School Graduation Requirements

<b>Language Arts</b>	<b>4 credits</b>
<b>Mathematics</b>	<b>3 credits</b>
<b>Science</b> (Physical Science required)	<b>3 credits</b>
<b>Social Studies</b> (US History, AK History, and American Gov required)	<b>3 credits</b>
<b>Health</b>	<b>.5 credit</b>
<b>Physical Education</b>	<b>.5 credit</b>
<b>Electives</b>	<b>11 credits</b>
<b>Total Required for Graduation</b>	<b>25 credits</b>

## **Grading (AR 5121)**

Grades for achievement shall be reported each nine-week marking period as :

A	(90-100%)	Outstanding Achievement	4.0 grade points
B	(80-89%)	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		Incomplete (calculated in GPA)	0 grade points
P	(Pass)	Not calculated in GPA	

## **Uniform Grading Policy**

Craig High School employs a uniform grading policy for its core courses (language arts, mathematics, science, social studies, foreign language, and health).

Core courses will collect, and weight assignments and assessments as follows:

- Category 1 (Tests, Major Projects & Quizzes, Major Papers, Performances, etc.) 60%
- Category 2 (Quizzes, Minor Projects, Assignments, Participation, Practice) 40%

Retesting will be allowed for tests at the discretion of the instructor, excluding final exams. Students may be allowed or asked to work towards mastery learning on other pertinent assignments. Retakes may not be allowed in all circumstances.

A student may elect to retest if he or she receives less than an 85% on the first test. Students will be required to demonstrate improved understanding of tested concepts before being allowed to retest and this must be accomplished within a reasonable time frame.

Late work (excluding tests, quizzes, and presentations) will be accepted for a period of one week after it is due. All late work turned in during this one-week period will be penalized up to 20%. Any missing assignment will be recorded as a zero.

Whenever it becomes evident to a teacher that a student is in danger of failing a course, the teacher shall contact the parent or guardian.

## **Incomplete (AR5121)**

- An incomplete is a temporary placeholder that indicates course requirements were not completed by the student due to extenuating circumstances such as severe illness.
- An “I” must be made up within two weeks of the end of the marking period.
- Any assignments not completed within that time period will receive a zero and will be used in the calculation of the quarter grade for the class.

## **Advanced Placement (AP) Courses (AR 5121)**

Craig High School offers Advanced Placement courses (as staffing permits) in selected academic subjects for eligible high school students. The evaluation system for such classes shall be weighted to reflect the more rigorous nature of these courses. Students are expected to fully engage in the course and must take the related AP exam. Semester grades in these courses will be weighted after the student completes the final AP Exam.

- A 5 points
- B 4 points
- C 3 points
- D 1 point
- F 0 points

### **Distance Delivery Courses**

The purpose of the distance delivery course option is to meet individual academic needs of students as approved by the school administration. Distance delivery courses may be used for both credit recovery and acceleration. Any correspondence course assigned will be discussed with the student's parent or guardian before the student is enrolled. If an open period is not available, the student will be responsible for completing the course on his or her own time. Students need to note that distance courses require time and commitment. Careful and realistic planning should precede application. Students must fill out a request for distance delivery courses and get prior approval by school administration. 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. Attendance requirements for distance delivery courses are the same as any other enrolled course. Distance delivery courses scheduled during school hours will be included in eligibility determination. Students must be no more than 20% behind in the correspondence course. Students not meeting those guidelines will receive an incomplete and become ineligible to play sports. Students who make no effort to complete a course will be required to pay back 100% of the tuition caused the district to incur additional financial expense.

Incomplete grades will be recorded as Fs two weeks after the end of the semester unless prior arrangements have been made with the principal.

### **College Course Work (AR 6146.3)**

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 CCSD school. College courses must be "100" level or college level and above to be eligible for a full high school credit. Students enrolled in college level, non-remedial courses in Math, English, Science or Social Studies must register for at least three (3) semester hours to receive 1.0 Carnegie Unit (one year) of high school credit.

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.

1. College Course Work courses may be used for specific curriculum credit and for elective credit.
2. College courses used for elective credit for high school graduation will receive .5 Carnegie Unit (one semester) high school credit.
3. A remedial level college course in Math, English, Science, or Social Studies, three (3) semester hour course, is eligible to receive .5 Carnegie Unit (one semester) of high school credit upon approval from the Craig High School or PACE counseling office.

## Common Course Pathways

<b>Mathematics</b>			
9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Strategic Math	Algebra I	Geometry	Advanced Algebra with Financial Applications or Explorations in Data Science, or Trades Math
Algebra I	Geometry	Algebra II	Pre-Calculus
Geometry	Algebra II	Pre-Calculus	AP Calculus AB
<b>Science</b>			
9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Earth, Space, and Physical Science	Biology	Chemistry**	Physics**
Earth, Space, and Physical Science	Biology	AK Natural Science/Marine** Biology	Ornithology
<b>English</b>			
9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Strategic Reading & Writing I	Strategic Reading & Writing II	World Literature & Composition	American Literature & Composition
Grammar & Composition	World Literature & Composition	American Literature & Composition **	British Literature & Composition **
Grammar & Composition	World Literature & Composition	AP Language & Composition	AP Literature & Composition
<b>Social Studies</b>			
9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
World Geography	US History	World History/Alaska History	American Government/Economics
World Geography	US History	World History/Alaska History	American Government/Elective

\*\*Courses may be looped for scheduling flexibility

# Course Descriptions

## 2024-2025

### LANGUAGE ARTS

#### **Strategic Reading & Writing**

1 CR

Students learn strategies to improve reading and writing skills. Students write papers in various formats, including narrative/creative, descriptive, autobiographical, explanatory, and summaries. In addition, students will read, listen to, and evaluate various stories and novels. They will work to identify plot, setting, theme, characters, conflict, climax, and resolution in works of fiction.

#### **Grammar & Composition**

1 CR (APS & NCAA Approved)

This introductory English course addresses listening and oral languages, written communication, reading, and grammar and composition. In the class, students will learn to give oral presentations, practice correct grammar usage, develop their writing skills using the writing process and increase their comprehension of written works.

#### **World Literature & Composition**

1 CR (APS & NCAA Approved)

This course focuses on reading, enjoying, understanding, and analyzing various pieces of World Literature as well as writing various types of essays, many of which will require research. Students will sometimes respond to literature in their writings and at other times be given choices in the writing topic for a specific genre. The class is organized into units which will include reading short stories, novels or non-fiction books, daily or weekly activities, writing various essays and stories, as well as building vocabulary and spelling skills.

#### **American Literature & Composition**

1 CR (APS & NCAA Approved)

This course focuses on reading, enjoying, understanding, and analyzing American Literature –short stories, novels, non-fiction, poetry, and speeches– as well as writing various types of essays, many of which will require research. Students will sometimes respond to literature in their writings and at other times be given choices in the writing topic for a specific genre. The class is organized into units which will include reading short stories, novels or non-fiction books, daily or weekly activities, writing various essays and stories, as well as building vocabulary and spelling skills.

#### **British Literature & Composition**

1 CR (APS & NCAA Approved)

This is a yearlong course that focuses on reading, enjoying, understanding, and analyzing British Literature – short stories, novels, non-fiction, poetry, and speeches– as well as writing various types of essays, many of which will require research. Students will sometimes respond to literature in their writings and at other times be given choices in the writing topic for a specific genre. The class is organized into units which will include reading short stories, novels or non-fiction books, daily or weekly activities, writing various essays and stories, as well as building vocabulary and spelling skills.

**AP Language & Composition**

1 CR (APS &amp; NCAA Approved)

AP Language and Composition is a one-year course designed to prepare students to successfully complete the Advanced Placement (AP) Language & Composition examination. Traditional college language, composition, and rhetorical topics will be covered. Students will “read a variety of texts and are taught basic elements of rhetoric: writing with a purpose, addressing and appealing to an audience, creative effective text structures, and effecting an appropriate style.” In addition, the student will write papers that address skills in argumentation, synthesizing, summarizing, paraphrasing, quoting, and citing primary and secondary materials.” (AP Lang and Comp Overview)

**AP Literature and Composition**

1 CR (APS &amp; NCAA Approved)

A one-year course designed to prepare students to successfully complete the Advanced Placement Literature and Composition. This class will require much reading outside of class. There will be seven to nine novels assigned to read during the year; these novels are available for checkout to read the summer prior to the class. In this AP course, students read works from several genres and periods—from the sixteenth to the twenty-first century. “They read deliberately and thoroughly, taking time to understand a work’s complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form. In addition to considering a work’s literary artistry, students reflect on the social and historical values it reflects and embodies.” (AP English Course Description). Writing is as much a part of this class as reading works of literature. Students will write quick responses/free-writes and critical analysis papers. Some research and much out-of-class reading will be expected. Through discussions and writings, students will interpret, attempt to explain, analyze, and evaluate literary works.

## SOCIAL STUDIES

**American Government**

.5 CR (APS &amp; NCAA Approved)

American Government is a semester-long course designed to familiarize students with the Constitution and the basic functions of the U.S. federal government. Instruction will address pertinent political theories and documents, the purposes and design of the U.S. government, Constitutional conflicts, and the role of citizens.

**Alaska History**

.5 CR (APS &amp; NCAA Approved)

This class will look at the history of Alaska beginning with Alaska’s first people to present day. Students will explore the events that have shaped the state of Alaska, paying special attention to major events such as Russian contact, the Gold Rush of ’98, and World War II. A general knowledge of Alaska’s geography and the locations of various towns, landforms etc. and how these places have played a role in Alaska’s history will also be an area of study. In addition, students will explore some of the rich literature written about the state in the form of a historical book review.

**Economics**

.5 CR (APS &amp; NCAA Approved)

Economics, a semester-based course addressing micro- and macroeconomics, is designed to help students understand how individuals, businesses, and nations make decisions in order to meet their needs and get what they want. Focus topics include economic principles, comparative economic systems, competition, and business structure.

**Global Perspectives on Culture and Politics**

.5 CR (APS &amp; NCAA Approved)

Global Perspectives is a course that aims to prepare students to be active citizens in an increasingly interconnected and complex global society. In order for students to understand their world, their place in the world, and how to exercise their agency in the world, they must develop competencies across five major areas: perspective, consciousness, cross-cultural awareness, state of the planet awareness and global issues, knowledge of global dynamics, and awareness of human choices. To achieve these goals, students consider their own conceptions of citizenship by exploring global perspectives, competencies, experiences, and systems.

**US History**

1 CR (APS &amp; NCAA Approved)

This course traces the development of the United States as a modern nation from 1877 to present. In each post-Reconstruction period explored, students will examine opposing perspectives and changes to America's national identity, economy, and relationship to the rest of the world.

**World Geography**

1 CR (APS &amp; NCAA Approved)

This course is designed to familiarize students with physical and human geography through the study of the populations, cultures, climates, and landscapes of various regions of the world. Instruction and activities will emphasize the development of a "geographic lens," a set of tools for viewing the world and analyzing the impact of place on history, culture, environment, economics, politics, and other forms of human interaction.

**World History**

.5 CR (APS &amp; NCAA Approved)

This semester class explores World History from the Renaissance through the Enlightenment. The class will provide background for Alaska History and American Government classes, as well as providing connections with topics and events from U.S. History. Emphasis will be on the impact of changes in Europe on the world and the far-reaching effects of these changes.

**Psychology**

.5 CR (APS Approved)

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.



# MATHEMATICS

## **Strategic Math**

1 CR

This course is provided for students for whom the regular mathematics courses are not an appropriate fit and prevents the need to modify the school's existing mathematics curriculum. This course is structured to build upon each student's specific existing mathematics skills and prepares students to achieve success in their future mathematics courses. Prerequisite: Teacher Recommendation

## **Algebra I**

1 CR (APS & NCAA Approved)

This course deals with problem solving, the rules of algebra, the use of variables, solving equations, graphing, introduction to data analysis and the concept of functions. Assigned work is important and it is necessary for most students to spend time working on math outside the classroom to complete their work.

## **Geometry**

1 CR (APS & NCAA Approved)

Geometry is a study of lines, angles, polygons and polygon relationships, circles and other plane figures. Students explore geometric relationships with a wide variety of tools and use their findings to discover geometric ideas, formulate their own conjectures, write formal proofs and apply these ideas to real world situations. Course topics align with the Alaska Mathematics standards and the frameworks for Grade 10 AMP.

Prerequisite: C or better in Algebra I or Teacher Recommendation

## **Algebra II**

1 CR (APS & NCAA Approved)

This course is a continuation of Algebra I providing more in-depth study of linear equations, quadratics, complex numbers, square roots, exponents, matrices, and problem solving. New Topics to be covered are patterns and recursion, sequences and series, some probability, statistics and data analysis.

Prerequisite: C or better in Algebra I

## **Pre-Calculus**

1 CR (APS & NCAA Approved)

This course is a prerequisite for calculus. It focuses on algebraic and geometric representations of problem situations that can be modeled using functions. The extensive use of a graphing calculator helps to clarify the connections between past mathematics topics and the new. Linear, polynomial, rational, exponential, and logarithmic and trigonometric functions are analyzed throughout the course. We will also study some topics in probability statistics and data analysis.

Prerequisite: Successful Completion of Algebra II with a C or better.

## **AP Calculus**

1 CR (APS & NCAA Approved)

AP Calculus is a one-year course designed to prepare you to successfully complete the Advanced Placement (AP) examination for Calculus AB. Traditional college calculus topics will be covered including the study of limits, differentiation, and integration. All of these topics will be applied to real world problems.

Prerequisite: Successful completion of Pre-Calculus with a B or better.

**Trades Math**

.5 CR

Trades Math is a one-semester course dedicated to applying algebraic and geometric concepts learned in previous courses to problems that occur in the trades and in business. Special attention is given to on-the-job math skills by using a wide variety of real problems and situations. Many problems parallel those that appear on professional and apprenticeship exams. Your skills and confidence will increase through practice, class discussion, and review.

Prerequisites: Successful completion of Algebra I and Geometry or Teacher Recommendation

**Advanced Algebra with Financial Applications** .5 CR (APS & NCAA Approved)

Financial Algebra is a one-semester course in which algebra skills that were learned in Algebra I are applied to the world of business and finance. Student will apply their mathematical skills to analyzing the stock market, to understand business and employment, and to make sense of banking and consumer credit.

Prerequisite: Successful completion of Algebra I and teacher approval.

**Explorations in Data Science**

.5 CR (APS &amp; NCAA Approved)

Explorations in Data Science is a one semester course where students will learn to be data explorers in project-based units, through which they will develop their understanding of data analysis, sampling, correlation/causation, bias and uncertainty, probability, modeling with data, making and evaluating data-based arguments, the power of data in society, and more.

Prerequisite: Successful completion of Algebra I and teacher approval.

## SCIENCE

**Earth, Space, and Physical Science**

1 CR (APS &amp; NCAA Approved)

Physical Science is an introduction to the scientific process. This class will cover topics in scientific thinking and problem solving, the structure of matter, energy, motion, the forces of nature, and the connections to the local environment. Students will do frequent laboratory experiments in order to discover the basic rules of nature.

**Biology**

1 CR (APS &amp; NCAA Approved)

This is a yearlong course is required for graduation. Biology is the study of life and living organisms, as well as the structures and processes that shape life. Cell biology, basic ecology, genetics, biotechnology, microbiology, and human anatomy are all important topics. There will be several labs, group activities, and presentations throughout the course. Students will research, design, and write up investigations.

**Chemistry** 1 CR (APS & NCAA Approved)  
Chemistry, a yearlong science elective, introduces students to the chemical nature of matter, including reactions that take place in everyday life, and the atomic theory. Emphasis is placed on developing the process skills of science and solving chemical problems using knowledge of basic algebra and unit analysis. Current issues relating to chemistry and the impact chemistry has on daily lives will be explored. Laboratory investigations will be an important component of this class.

**Ornithology** 1 CR (APS & NCAA Approved)  
Ornithology is a full year science elective focusing on exploring various advanced biology topics in anatomy and physiology, evolution, ecology, and environmental science through the lens of Alaskan birds and their environment. The course is intended to expand students' cognitive capabilities, problem-solving skills, ability to work independently, and appreciation of nature and science. It is understood that most high school students do not go on to become scientists, and these goals will benefit students regardless of their future careers.  
Prerequisite: Successful completion of biology and instructor approval.

**Robotics Technology** .5 CR (APS Approved)  
Robotics is an introductory course focused on the application of scientific principles used in modern electronics. Students will develop a working knowledge of digital electronics, learn how to program Arduinos using basic programming skills, develop programming code for circuit applications, and build a variety of Arduino projects.

Students will be required to construct 12 introductory projects, annotate the code associated with the project, and then “enhance” the project by changing the circuits and/or the code. Once the introductory projects have been completed, students will move on to design projects of their own choosing.

**Marine Biology** 1 CR (APS & NCAA Approved)  
Marine Biology is a full year science elective which examines the diversity of marine organisms and their environment, with an emphasis on the study of local species. Students gain an understanding of the local marine environment through numerous labs and field-based projects, including plankton tows and maintenance of a classroom aquarium.

**Alaska Natural Science** 1 CR (APS & NCAA Approved)  
Alaska Natural Science is a year-long course for which students will receive a science elective credit. The class will provide opportunities for students to learn more about the wildlife, natural history, and natural resources of Alaska and current issues pertaining to those topics. This class is designed for students interested in the visitor industry, natural resource management, and conservation. Students will participate in frequent place-based activities to study our local environment.

**Physics**

1 CR (APS &amp; NCAA Approved)

Physics is a science course focusing on the “rule” of the universe. Physics will be treated conceptually in this class, which means concepts are presented in familiar English, with equations and mathematical formulas as guides to thinking. During the course, you will learn about waves, including sound and light, the law of motion, momentum, energy, gravity, heat and a bit of relativity (modern physics). The mathematics skills mastered in Algebra I will be sufficient to complete this course.

## PHYSICAL EDUCATION & HEALTH

**PE I/II**

.5 CR

This course is designed to help students develop lifelong activity skills. Students will gain knowledge in athletics and sportsmanship. Physical Education is a performance-based class. Units may include weight training, badminton, tennis, volleyball, soccer, bowling, basketball, swimming, softball, and other individual and team sports. In PE II, students will expand their knowledge of PE I skills, and develop individual physical activity plans.

**Personal Fitness**

.5 CR

This class is designed to give Craig High School Students an understanding of their own individual fitness abilities and give students the tools they need to improve their fitness level for lifelong health. Students will create personal fitness and nutrition plans to improve their strength, speed, agility, and endurance.

**Lifetime Sports**

.5 CR

In this class, students will learn rules and fundamental techniques for a variety of fitness activities. Emphasis in this class will be more on development of a spirit of cooperation and good sportsmanship than on a fostering sense of competition. It is important that students develop an understanding of the rules and fundamental techniques for games that can be played throughout one’s lifetime. Having basic knowledge of a variety of activities will increase the likelihood that students will become lifetime participants in physical activity.

**Health I**

.5 CR

This class is designed to help Craig High School Students develop knowledge of mental, social, physical health and how to sustain a healthy lifestyle throughout life.

**Health II**

.5 CR

Health II builds upon topics covered in Health 1. Students develop a deeper understanding of social, emotional, and physical health. They will continue to explore the life cycle, disease prevention, drug/alcohol use and abuse, and global health issues. Students will have the opportunity to certify in both First Aid and CPR.

## WORLD LANGUAGES

### **Spanish I**

1 CR (APS & NCAA Approved)

Spanish I is designed to teach students to communicate in speech and writing using vocabulary related to a variety of topics. Emphasis is placed on learning and internalizing the most high-frequency structures used in everyday speech.

### **Spanish II/III**

1 CR (APS & NCAA Approved)

Spanish II and III build upon skills learned in Spanish I. Participants increase their proficiency in understanding, speaking, reading, and writing in Spanish.

## FINE ARTS/VOCATIONAL/ELECTIVE COURSES

### **ACDC**

.5 CR

Students will spend time preparing for 10 academic events by researching, studying, teaching, and practicing in the areas of art, music, economics, math, science, music, literature, essay writing, public speaking, social science, and interviewing. In essence, this course prepares students for the State Academic Decathlon Event in Anchorage. However, ACDC also prepares students for the rigors of college and the skills needed to succeed in any career. ACDC is a state and national team competition that challenges students to strive for academic excellence.

### **Baking I**

.5 CR

Baking I will provide students with experience in basic yeast breads, quick breads and cookies using formulas and mixing methods. Students will also cover the basics in chocolate theory and practice.

### **Band**

.5 CR (APS Approved)

The Craig High School Band is not just a class. It is an opportunity to learn new skills and increase knowledge of previous musical skills. Regardless of your current level of musicianship, there will be a place for every student in the Craig High School Band as long as you are willing to try. The group focuses on the woodwind, brass, and percussion family. Students who currently play stringed instruments are asked to try out various wind or percussion instruments to find a suitable band instrument to continue growing the Craig High School Band.

### **Boat Building**

.5 CR

Boat Building is a course designed for students to experience the basics of building small boats out of plywood. We use the stitch and mat method of building. Stitch and mat is a technique in which the panels of plywood are wired together tightly and then glued with epoxy resin and fiberglass matting along all the seams. The entire exposed wood surface is coated with epoxy and then painted keeping any moisture out of the wood. The boat plans are from “Hannu’s Boatyard, Free Boat Plans”.

**Ceramics**

.5 CR

Working with clay, students will create works of art using a variety of techniques for both hand-built and wheel-thrown clay pieces. Students will learn several basic building methods and techniques for creating pieces. Students will identify and use basic tools to create pottery and understand the transformation of clay from its wet state to greenware, bisque, and final glaze firing. Students will use various surface decorative techniques on their projects. All students will be responsible to consistently work toward improving techniques and developing quality artistic expression.

**Choir**

.5 CR (APS Approved)

The Craig High School Choir is not just a class. It is an opportunity to learn new skills and increase knowledge of previous musical skills. Regardless of your current level of musicianship, there will be a place for every student in the Craig High School Choir as long as you are willing to try. Vocal selections vary by semester.

**Construction I**

.5 CR

Construction I focuses on foundation, framing, and exterior finishing as an introduction to carpentry and related building trades. Students will study and demonstrate expected job site conduct, safety, use of hand and power equipment, and common light construction building procedures for early phases of a project (site preparation, footings, foundation, floor framing, wall framing, interior partitions, and roof framing). Projects for the exterior finish phases include roofing, windows and doors, siding, decks, and stairs. Students will have the opportunity to construct a small house.

**Construction II**

.5 CR

Construction II is an introduction to carpentry and related building trades with an emphasis in interior finishing. Students will study and demonstrate expected job site conduct, safety, use of hands and power equipment, and common light construction building procedures for interior finish phases; electrical, plumbing, heating, insulation, flooring, wall finish, doors, windows, trim, stairs, cabinets, and painting. Time in class will be spent working on construction of a small house.

**Drama**

.5 CR

This Course is designed to introduce students to the art of the stage. Students will learn the basic skills of acting, stagecraft, and interpretation. Other opportunities may include learning about basic directing, lighting, costuming, and make up.

**Drawing and Painting**

.5 CR

Students in the art class will learn basic design principles before beginning unit projects. Units may include pencil, charcoal, or pastel drawing; watercolor, acrylic, or silk painting; wheel-thrown and hand-built pottery. If time permits, mini units will address individual and small group interests such as calligraphy, jewelry, digital art or other media. Students are expected to work in class on each unit assignment or project.

**Home Economics**

.5 CR

Home Economics may include units on cooking and nutrition, clothing and textiles, child development, housing and interior design, family and consumer economics and management.

**Journalism and Yearbook**

.5 CR

In this course, students will learn the basics of journalism and be responsible for the production, design, and publication of the school yearbook. Students will gain skills in the following areas: new writing techniques, time management, teamwork, and leadership. Members of the staff are expected to have a high level of maturity and the ability to work independently. This production-based course requires both in class and after school time. This is a wonderful opportunity for members of the team to exercise their creativity, while developing new skills in computer design, photography, copy writing, and project management.

**Marine Tech I**

.5 CR

This class is designed to give students the basic understanding of seamanship. Knowledge gained from this class will increase student boating safety and raise awareness of how to avoid potential water hazards. The class is a combination of class discussions, research and hands on practical experience. At the end of the class, students are expected to take the Alaska Boater Education Safety certification test.

**Modern Band**

.5 CR (APS Approved)

This performance-based course will introduce the skills necessary to perform on guitar, electric bass, keyboard, drums, and vocals in a modern band ensemble. This course is open to students with no formal training on these instruments.

**Native Arts Carving**

.5 CR (APS Approved)

In Native Arts Carving students start with basic Northwest Coastal Native design. Students learn how to use basic elements such as Ovoids, U-shapes, and split U-shapes in their designs. Projects usually include printmaking, and carving paddles, plaques, Halibut hooks, and model canoes. Other projects without the use of carving tools are drawing, painting, beading etching, and mono printing.

**Post Preparatory**

.5 CR

It is recommended all seniors take this semester-long class. The course provides students with information and support to plan their career pathways, whether it be college, trades, or the workforce. Students work on refining their resumes, writing scholarship essays, completing their FAFSA, filling out college applications, personal finance, and more. Additionally, the course instills important values such as skills and knowledge for academic success, the motivation to excel in high school and beyond, and emotional resilience needed to thrive in the modern global economy.

**S.E.A.L.S****.5 CR (APS Approved)**

S.E.A.L.S. is the study of Southeast Alaska lifestyles and cultures. Students will have the opportunity to direct their own learning by deciding on a traditional Native Arts Project. Projects may include beginning cedar bark or ravens tail weaving, Northwest coast stain glass design, and beginning sewing with leather and fur or small regalia pieces. Students gain an understanding of Tlingit and Haida traditions through storytelling, songs, and basic language skills. This course is designed to celebrate all cultures, promote cultural values for an honorable life, and encourage participation/support of cultural community events.

**Speech****.5 CR**

This course will provide high school students of all ability levels with an opportunity to develop an essential form of communication: public speaking. This course will stress the impact of oral communication on one's role as a communicator. This course will aid students who are apprehensive about public speaking situations as well as further advance the skills of those students who excel in this arena.

**Teacher's Aide****.5 CR**

A student may arrange to be a Teacher's Aide (teacher and principal permission required) for a maximum of 1 credit for a full year's time. This can only be taken twice during a student's school career, unless approved by the principal. This is available for juniors and seniors only. Students who desire to be a TA must have C's or better in all classes on their last semester grades. Students must report promptly for their class, as it is like a job where they learn good work habits. The duties in this class vary depending on the teacher and the department in which the student is serving as a TA. Students are graded on a Pass/Fail grading system.

**Welding I/II****.5 CR**

The Welding class will be divided into 5 units. (Oxy Fuel, SMAW, MIG Steel, MIG Aluminum and TIG Aluminum). Each unit will involve a classroom lecture on the theory of the welding style and proper set up and safety information. Students will complete a standard battery of welds (Butt, Fillet, Edge, Lap and Corner) for each unit showing proficiency on these welds. Additionally, each student will be required to produce a display board with a labeled sample of each style of welding included in this course. Students will choose their best of three samples to display. These boards will act as a portfolio for students work.

**Woods I/II****.5 CR**

Students will learn power tool safety, operation and the fundamentals of woodworking design, joinery, techniques and finishes while making a project of their choice.



**Work Study**

1 CR

The work study program is designed for juniors and seniors who are currently employed but do not necessarily have an interest in keeping that particular job as a career. Students earn credit for documenting work hours and engaging in activities that emphasize career planning and life skills. A work study packet is provided which includes a course description, program goal, program responsibilities, work study proposal, self-evaluation, supervisor evaluation/feedback, and an evaluation rubric. Principal/counselor approval of work study is required.

**CCSD Non-Discrimination Policy**

All educational programs, activities, and employment practices follow Craig City School District's policies of nondiscrimination on the basis of age, gender, race, color, religion, national origin, ethnic group, marital or parental status, physical or mental disability, or any other unlawful consideration as required by Title II of ADA, Title VI, Title IX and Section 504. It is the policy of the Craig School District to make all services, programs, and activities available and to provide reasonable accommodations to persons with disabilities. CCSD will take steps to ensure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs. For more information about accommodations, civil rights or grievance procedures, contact: Supt. Jackie Hanson at (907) 826-3274, CCSD, 100 School Road, PO Box 800, Craig, Alaska, 99921. (BP 0410)

# CRAIG HIGH SCHOOL

## DUAL CREDIT HIGH SCHOOL FORM

This letter is to certify that: (Student's Name) \_\_\_\_\_ currently meets all course and school requirements to be enrolled in a dual credit course. The student understands the following:

- 1) The university online class will award him/her \_\_\_\_\_ high school credit(s).
- 2) This class must be completed within the following dates:
- 3) The final grade for this course, as determined by the university, will also appear on his/her high school transcript.
- 4) The student is responsible to stay in contact with his university professor to keep on track for course completion and to get assistance as needed.
- 5) The student must adhere to all school and university guidelines.
- 6) The student must work on this course during the designated class period in the library.
- 7) The student should contact the librarian or his CHS contact when he needs additional help when the university's support is not adequate.
- 8) Craig High School will request progress reports throughout the semester.
- 9) This agreement is for the following course: \_\_\_\_\_

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Student Signature \_\_\_\_\_ Date \_\_\_\_\_

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Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

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Principal/Authorized Personnel Signature \_\_\_\_\_ Date \_\_\_\_\_

**CRAIG HIGH SCHOOL**  
**DISTANCE COURSE APPROVAL FORM**

STUDENT NAME \_\_\_\_\_

NAME OF COURSE \_\_\_\_\_

DISTANCE DELIVERY PROVIDER \_\_\_\_\_

FINAL EXAM PROCTOR \_\_\_\_\_

Attach a detailed course syllabus (including topics covered, instructional goals of course, materials being used, assignments required, grading policy, criteria for successful completion, and instructional time requirements.)

Credit for this course is: \_\_\_\_ required \_\_\_\_ elective

Reason for taking course: \_\_\_\_ credit recovery \_\_\_\_ academic enhancement \_\_\_\_ other (list reason)

\_\_\_\_\_

How many distance delivery credits have already been earned or are in progress? \_\_\_\_\_

I have read and understand the distance delivery policy. I understand that it is my responsibility to maintain contact with my instructor and to complete the course in a timely manner in order to receive credit for graduation. If I do not, I will be asked to pay CCSD for the cost of the tuition for this course.

\_\_\_\_\_

Student Signature

Date

\_\_\_\_\_

Parent Signature

Date

\_\_\_\_\_

Principal/Authorized Personnel Signature

Date



# Work Study Program

## **Program Description:**

The Craig High School Work-Study Program is designed to help eligible students explore a career interest in a hands-on manner. By working at an off-campus location, students are provided with the opportunity to make a more informed decision on their future career choice. The program utilizes supervision by both the Craig High School Counselor and an employer. Students receive high school credit for their participation in the program. Students must provide their own transportation. Other responsibilities the students will have include: completing weekly timesheets and preparing a written report each quarter if required. Students must complete a Training Plan that includes a list of responsibilities and duties the student will complete on his/her work-study.

## **Program Goals:**

Students will utilize the knowledge and skills they have gained in school in real-life career/work-related situations.

Students will become involved in and better understand the working community.

Students will be provided practical career/work-related learning experiences.

Students will improve their knowledge of their career/work interests, ability to work with others.

Students will learn the importance of punctuality, initiative, adaptability, courtesy, dependability, and honesty.

Students will develop a sense of responsibility, self-respect, and personal satisfaction.

Student Responsibilities:

1. After deciding on a career/work interest, students should contact area employers and arrange for interviews. (Career/Work Coordinator is available for assistance for placement).
2. Students are expected to leave school promptly after their last class and go to their chosen work site.
3. Students are expected to be at their assigned work site on a daily basis (Monday through Friday) during school hours. If a student is going to be absent, he or she must contact the employer. If a student is absent for more than two consecutive days, he or she must contact the school counselor
4. Students may not enroll in jobs that are “out of the home”.
5. Students must provide their own transportation to their worksite. Students are not to depend on their friends for transportation.
6. Students are expected to check in with the counselor frequently.
7. Students are expected to remember that they are representing Craig High School as well as themselves while they are at their worksite. Students should follow Craig High School’s disciplinary code and are expected to behave and perform in an appropriate manner.
8. Students serving an in or out-of-school suspension are not allowed to go to their worksite during the days of the suspension. It is the student's responsibility to contact the employer in the event of any suspension.
9. Any worksite changes during the course of the year will require a parent-teacher meeting.
10. Schedule changes must also be pre-approved by the Parents, Counselor, and the Principal responsible for scheduling.
11. Failure to comply with any or all procedures related to Craig High School Work-Study Program may result in disciplinary action and possible dismissal from the program.
12. Students must provide copies of their weekly timesheet to the counselor.

Student Signature\_\_\_\_\_

Parent Signature\_\_\_\_\_

## Work-Study Proposal

<b><u>Work Study Proposal</u></b>			
Student's Proposed Work Site:			
Student Employment Start Date:		Ending Date:	
Total hours student expects to work:			75+
(75 hours = 0.5 credit, 150 hours = 1 credit) (7 credit maximum on high school transcript)			
<b>*Description of student's job duties.</b>			
<b>Skills student hopes to learn at this job.</b>			
Has the student applied for and been granted a work permit?		<b>Yes</b>	<b>No</b>
Parent Signature:			
<b>Employer Information:</b>			
Employer Name		Employer Phone	
Employer Address		Employer Fax	
Supervisor's Name		Supervisor's Email	

## Work-Study Student Self Evaluation Form

Student Name			
Dates of Employment From:		To:	
What duties did you perform?			
What new skills did you learn from the job?			
What responsibilities do you think you handled particularly well?			
How do you think you could've improved your job performance?			

## Work-Study Student Self Evaluation Form continued

How do you think this job experience will help you in future jobs?
What did you like about this job?
What, if anything, did you not like about this job?
How has this work experience affected the careers you are considering?



# Work-Study Supervisor Evaluation and Feedback Form

Student Name: \_\_\_\_\_

Supervisor's Name: \_\_\_\_\_

<b>Instructions:</b> Please circle the number that best describes the student's performance. **Scoring Guide on the next page**			
<b>Characteristic</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
Punctuality	<b>1</b>	<b>2</b>	<b>3</b>
Follow-through	<b>1</b>	<b>2</b>	<b>3</b>
Time on the Job/Initiative	<b>1</b>	<b>2</b>	<b>3</b>
Appearance/Grooming Habits	<b>1</b>	<b>2</b>	<b>3</b>
Dealing with customers	<b>1</b>	<b>2</b>	<b>3</b>
Accuracy with assigned duties	<b>1</b>	<b>2</b>	<b>3</b>
Knows essential math skills	<b>1</b>	<b>2</b>	<b>3</b>
Inventory procedures	<b>1</b>	<b>2</b>	<b>3</b>
Stocking procedures	<b>1</b>	<b>2</b>	<b>3</b>
Working with other employees	<b>1</b>	<b>2</b>	<b>3</b>
Self-motivation	<b>1</b>	<b>2</b>	<b>3</b>
Totals			

Student's job description:

Supervisor's printed name: \_\_\_\_\_

Supervisor's signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Work-Study Scoring Guide for Supervisor's Evaluation

<b>Task</b>	<b>1 – Emerging</b>	<b>2 – Proficient</b>	<b>3 - Exemplary</b>
Punctuality	Late: no more than twice	On-time: calls if delayed	Reports to work 5 minutes early
Follow-through	Does not follow through on assigned tasks.	Follows through with assigned tasks.	Follows through with assigned tasks on own time if necessary.
Time on the Job/Initiative	Has to be reminded of tasks.	Uses time wisely.	Accomplishes tasks faster than expected.
Appearance/ Grooming Habits	Unkempt appearance and/or poor hygiene.	Good hygiene, appearance is pleasant to customers.	Customers make comments to supervisors or other employees with compliments.
Dealing with customers	Inappropriate comments or grouchy attitude, ignores customers.	Pleasant and polite to customers. Makes customers primary focus.	Always greets customers with a smile, searches them out to give assistance.
Accuracy with assigned duties	Needs correction after a task is attempted. The task is done incorrectly.	Correctly completes assigned tasks.	Correctly completes assigned tasks with detail and speed.
Knows essential math skills	Makes mistakes in the assigned task due to math errors.	Accomplishes assigned tasks with accuracy.	Math skills exceed the requirements for the assigned task.
Inventory procedures	Skips essential tasks involved with inventory receiving and disbursement.	Follows correct procedures in proper order when dealing with inventory.	Follows correct procedures in proper order, accuracy, and detail when dealing with inventory.
Stocking procedures	Skips essential tasks involved with stocking. The assigned area is often in disrepair.	Follows correct procedures in proper order when stocking. The assigned area is neat and in the proper display.	Follows correct procedures in proper order, accuracy, and detail when stocking. Assigned area a model for the workplace.
Working with other employees	Has employee relation problems with others.	Has good working relationships with fellow employees.	Helps to create a positive working atmosphere through good relationships with other employees.
Self-motivation	Needs to be told what to do often.	Does assigned duties after instruction without prompting.	Looks for things that need to be done and does them.

## Supervisory Evaluation and Feedback Form

Supervisor's Name		Date	
Business Name			
Address		Work Phone	
Student Name			
Hours worked	___ per day X	___ days per week =	___ weekly total
Type of work			
Dates of employment	From		To
<b>1. Please describe the student's job responsibilities:</b>			
<b>2. What are the student's strengths at work?</b> (Suggested competencies to evaluate include interpersonal skills, organizational skills, technical skills, basic skills needed for the job (i.e. reading, writing, and math), problem-solving ability, responsibility, time-management, decision-making ability, integrity, and ability to work independently).			
<b>3. What recommendations do you have for improvement?</b>			
Supervisor's signature		Date	