



High School Course Catalog

2024-25

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STUDENT ADVISING AND SUPPORT

Summit Virtual Academy embeds a “Base Camp” student advisory model to support students on monthly progress reviews and High School and Beyond planning. We also employ a full-time school counselor to advise students and assist with course placements. Our counselor is available to meet with students in our office at 305 College Street by appointment. You can also reach her by calling 360-412-4908.

GRADUATION PATHWAYS

Graduation Pathway Options:

[State Assessment](#) | [Dual Credit](#) | [AP/IB/Cambridge](#) | [SAT/ACT](#) | [Transition Course](#) | [Performance-based](#) | [Combination](#) | [ASVAB](#) | [CTE Sequence](#)

Beginning with the Class of 2020, students must meet at least one of these pathway options to graduate:

- State Assessment: Meet or exceed the graduation scores in the Smarter Balanced Assessments (SBA) in English language arts (ELA) and mathematics or in WA-AIM (Washington Access to Instruction & Measurement).
- Dual Credit: Earn at least one high school credit in ELA and at least one high school credit in math in dual credit courses (Running Start, College in the High School, and/or Career and Technical Education dual credit courses).
- AP/IB/Cambridge: For both ELA and math, earn a 3 or higher on certain Advanced Placement (AP) exams or a 4 or higher on certain International Baccalaureate (IB) exams or an E on certain Cambridge International exams, or pass the course with at least a C+.
- SAT/ACT: Meet or exceed the graduation scores set by SBE in the math and ELA portions of the SAT or ACT.
- Transition Course: Pass a transition course in ELA and math (for example, a Bridge to College course) which allows a student to place directly into a credit-bearing college level course.
- Performance-based: Learn more about the [newest pathway](#).
- Combination: Meet any combination of at least one ELA and one math option of those options listed in 1-5.
- [ASVAB](#): Meet standard on the ASVAB (Armed Services Vocational Aptitude Battery) by scoring at least the minimum established by the military for eligibility to serve in a branch of the armed services.*
- CTE Sequence: Complete a sequence of Career and Technical Education (CTE) courses.*

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

With questions, please contact OSPI staff at: graduation.pathways@k12.wa.us

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

All materials related to graduation may be found online at: <https://www.k12.wa.us/student-success/graduation/graduation-requirements/graduation-pathways>

SVA-CTE PATHWAY

Family and Consumer Science Pathway

- Health (CTE)
- Family and Consumer Science
- Nutrition and Wellness
- Child Development

NTPS HIGH SCHOOL GRADUATION CHECKLIST

Class of 2021 and Beyond

24 Credits Required

Subject	# of Credits	Additional Information	Check When Complete (one square = 0.5 Credit)																		
English	4		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Math	3	Algebra 1, Geometry, a 3 rd credit of math ¹	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science	3	At least two lab sciences and a 3 rd credit of science ¹	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
World Studies I, II, III	1.5		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
US History	1		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Civics/Government	0.5		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
World Language	2	1.0 or 2.0 credits of World Language can be used as part of the student's Personalized Pathway ²	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fine, Visual or Performing Arts	2	1.0 credit of Art can be used as part of the student's Personalized Pathway ²	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Occupational Education	1	May be a course that meets the definition of an exploratory course as described in the CTE program standards in RCW 28A.700.010	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health	0.5		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fitness	1.5		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Electives	4		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

WA State History **High School and Beyond Plan**

Graduation Pathway

	SBA	SAT/ACT	AP Exam	AP Course	Transition Course	ASVAB	CTE Sequence
ELA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Math	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

¹ The 3rd credit of math and the 3rd credit of science are chosen by the student, based on the student's interest and HSBP, and approved by the parent/guardian. If the parent/guardian is unavailable, or does not indicated a preference, the school counselor or principal can approve the student's academic plan per [WAC 180-51-068](#).

² Personalized Pathway Requirement courses lead to a specific post-high school career or educational outcome chosen by students based on their interests and HSBP. The flexibility of these 3.0 credits provides students an opportunity to included career and technical education courses and is intended to allow for a personalized focus for the student's learning.

HIGH SCHOOL AND BEYOND PLAN

The **High School and Beyond Plan** is a graduation requirement for every student. It's a process for students, parents, and teachers to guide students through high school and think about their future. Plans are personalized and designed to help students set, visualize, and work to achieve goals. A High School and Beyond Plan is one of the three components, along with Credit and Subject Area Requirements, and Graduation Pathway Options, that Washington students must complete to achieve a high school diploma. <https://www.sbe.wa.gov/our-work/high-school-and-beyond-plan>

Requirements:

- Identify career goals and educational goals (aided by a skills and interest assessment).
- A four-year plan for courses taken in high school that satisfies state and local graduation requirements and aligns with students' secondary and postsecondary goals that may include education, training, and careers.
- Resume or activity log, that includes the student's education, work experience, community service, including how districts recognize community service (RCW 28A.320.193).

Your culminating project has three required components: a portfolio, a presentation and community involvement.

Presentation:

Students in grades 9 through 12 participating in student-led conferences each March. Seniors will give a culminating *High School and Beyond* presentation to a teacher, parent / guardian or other adult advocate in March of their Senior Year.

Community Involvement:

Community involvement is a requirement. You need to earn 20 or more hours of community involvement. This can be accomplished through community service activities, participating in a job shadow experience, working with an adult mentor, or through a combination of these activities. You may begin earning and documenting community involvement hours after the completion of your 8th grade year. You must complete this requirement by the time of your presentation, during student-led conferences in March of your senior year.

You and your parent/guardian will be arranging your own community involvement activities following the guidelines for the High School and Beyond Plan. There are separate documents found on your school's website to assist students and parents/guardians in planning and documenting the community involvement.

GRADING INFORMATION

The State of Washington has defined the following letter grades and point values for reporting academic achievement on standardized state transcripts for all grades (9, 10, 11, 12):

A = 4.0	B+ = 3.3	B- = 2.7	C = 2.0	D+ = 1.3	F = 0.0
A- = 3.7	B = 3.0	C+ = 2.3	C- = 1.7	D = 1.0	

P(pass) or NC (no credit) may be used but will not count towards the GPA calculation. P/F (pass/fail), W (withdraw) or NC (no credit) requires a collaborative decision between counselor and teacher.

The grade book inside each Online High School course will always display points earned vs. points possible as well as percentage grades. Assignments will be graded and (in most cases) returned to student in three school days. Grades will appear in the online grade book, and feedback to work will most often be included directly inside the returned files. At Summit Virtual Academy, we believe grades are reflective of student mastery of content. It is the student's

responsibility to check their own class gradebook and teacher feedback on assignments. Students may resubmit work at to improve their grades.

BLOCK SCHEDULE

Classes for grades 9-12 at Summit Virtual Academy run on a QUARTER schedule rather than a semester schedule (see above). This is called “block scheduling”. Students will take 6 classes per semester, which is reported on their high school transcript, but will focus on **3-4 classes at a time each quarter**. This adjusted schedule allows for more focus on attention on fewer classes and more teacher – student interaction and support. **NOTE:** Math and Special Education Support classes are scheduled to span the full length of a semester.

SVA Grading Periods

Quarter 1	Quarter 2	Quarter 3	Quarter 4
September 9 th ALL Classes Start	November 12 th 2 nd Quarter Classes Start	February 3 rd Quarter Classes Start	April 14 th Classes Start
Nov. 5: Last day for assigning new work	January 28: Last day for assigning new work	April 8: Last day for assigning new work	May 30: Last Day for New Assignments for Seniors
November 7th 11:59AM Classes Close	January 30 th 11:59AM Classes Close	April 10 th 11:59A M Classes Close	June 3 @ 11:59 AM Senior Classes Close
November 8th Grading Due	January 31 st Grading Due	April 11 th Grading Due	June 4 Senior Grades Due (end of day)
			June 13: Last day for assigning new work
			June 17 th Noon Classes Close
			June 18 th Grades Due

BASE CAMP

All students attending Summit Virtual Academy are enrolled year in a class called *Base Camp*. The Base Camp teacher is also the student’s advisor. High school students earn 0.25 semester credit for this class and will be graded on a pass / fail scale. Students must participate in daily scheduled class connect sessions and engage in assignments to receive a passing score in this class.

The focus of this course work is personal goal setting, work toward graduation pathway plans, engage in social-emotional learning and interpersonal skills, and learn how to successfully manage online learning at a Virtual Academy.

GUIDELINES FOR SCHEDULE CHANGES

Although only the 3-4 “focus” classes will appear on a student’s schedule online, all students are responsible for checking their full semester schedule in Skyward to confirm that they are placed in appropriate courses. The last day for a schedule change request is 10 school days after the 1st day of each semester (September 19, 2024)

- S1 last day for schedule change: Sept 18, 2024
- S2 last day for schedule change: Feb. 18, 2025

If you need to request a schedule change, email our counselor at lpine@nthurston.k12.wa

WITHDRAWING or D FROM A COURSE

SVA recognizes that some withdrawals are unavoidable, but many are due to communication or technical issues that we can help resolve. Before resorting to withdrawal, contact your Basecamp Teacher.

- Students may withdraw from a course without penalty (no grade mark and no “W”) up to *10 school days* into the semester.
- If a student withdraws from a course *11-20 days* after the start of the quarter, a student may request withdrawal from a class with a “W” grade mark by receiving permission from their Counselor and approval from the principal.
- A student will receive an “F” for a course they drop on *after 21 days*. The “F” will be reflected on the student’s transcript.

Timeline of consequences for dropping a class:

	No penalty	“W” Grade Mark	F Grade Mark
Q1	Sept. 18	Oct. 2	After Oct. 3
Q2	Nov. 26	Dec. 13	Dec. 16
Q3	Feb. 18	March 4	March 5
Q4	April 28	May 12	May 13

MID-TERM TRANSFERS

High school students who enroll at Summit Virtual Academy will have start dates of September 4 and February 3 (semester starts). We understand that some transfers may take place mid-semester. After the 20-day period, please note the following:

- Grades that are transferrable (such as English) be applied from the previous course to the new course. The teacher will use the previously earned grade when the student begins the new course.
- If the student was enrolled in a course, we do not offer at SVA, the student is eligible for .25 credit for the new course he/she is enrolling into.
 - If the student wishes to earn full credit for the new course, they may request the full workload previously missed to demonstrate mastery toward content.

GRADEBOOK REPORTING

The grade book inside each Online High School course will always display points earned vs. points possible as well as percentage grades. Assignments will be graded and (in most cases) returned to students in three school days. Grades will appear in the online grade book, and feedback to work will most often be included directly inside the returned files. At Summit Virtual Academy, we believe grades are reflective of student mastery of content and use principles of Grading with Equity in our grading practices. It is the student’s responsibility to check their own class gradebook and grades overall in every class frequently.

Repeating a course to IMPROVE a grade:

All occurrences of repeated courses must be included on the transcript, along with the letter grade earned in each of those occurrences. If a course is retaken for grade improvement, the course with the higher grade earned is included in the calculation of the student’s GPA.

The credits attempted and credits earned of the lower graded course will be reported as 0.00 on the transcript. The credits from repeated courses may only be counted twice if both grades earned in a course are factored into the GPA calculation (e.g., two semesters of the same choir course). Otherwise credits from only one course may be counted.

Districts cannot convert letter grades earned in a course to grades/marks not used in the GPA calculation; only the credits attempted and earned should be modified. A repeat course for a better grade can count in either of the following ways. In either case, both courses and the letter grades are always displayed on the transcript. It is up to the school/district to determine if a course meets multiple credit types (i.e., Algebra I and an elective). If it is determined that course does meet multiple credit types, then the student may decide to do either of the two options listed.

1. Counting only one course as a replacement course for a better letter grade.
 - a. The old course still shows, but the credits earned, or credits attempted are “zeroed out”, therefore, it does not count in the GPA or toward graduation requirements.
2. Counting both courses toward different credit types.
 - a. The old course shows, and the credits earned or credits attempted are reported for both courses and count in the GPA. One course count towards the subject credit for that course (i.e., Algebra I) and one may count toward another type of credit (i.e., elective). They cannot count toward the same type of graduation credit (i.e., Algebra I and Algebra I).

Repeating a course for CONTINUED study:

Students may choose to repeat a course to increase their knowledge in a particular area of study. This would apply to subject areas such as Art, Music, Fitness and CTE. Instructor permission is required. ***Please see your counselor for questions.***

CREDIT RECOVERY

Credit recovery in high school is a process that allows students who have failed or struggled in a course to earn the credits they need to stay on track for graduation. There are several ways students might engage in credit recovery:

1. **Summer School:** NTPS offers credit recovery through district-wide in-person summer school.
2. **Online K12 Courses:** Summit Virtual offers a K12 embedded credit recovery program where students can complete coursework and assignments at their own pace.

The goal of credit recovery is to help students get back on track and meet graduation requirements without having to repeat an entire grade or academic year.

Students may participate in credit recovery upon recommendation from a teacher-advisor with approval from our school counselor. Students will earn a Pass/Fail in a credit recovery course.

An SVA Credit Recovery Teacher will maintain and manage all assigned Credit Recovery courses. Students who enroll in Credit Recovery will participate in a **mandatory** video conference on-boarding meeting with our CR teacher. Additional 1:1 meeting can be arranged to meet the student's needs

All CR courses will contain the following: Updated Course Announcements containing closing dates, grading policy, and an updated grade book that considers individual student course pacing.

MINIMUM WASHINGTON COLLEGE ADMISSION REQUIREMENTS

The Washington Student Achievement Council Sets Minimum Standards

The Washington Student Achievement Council (WSAC) has responsibility to: Set minimum college admission standards for four-year institutions of higher education, including a requirement that coursework in American Sign Language or an American Indian Language, shall satisfy any requirement for instruction in a language other than English that the board or the institutions may establish as a general undergraduate admissions requirement. (RCW 28B.77.020, Section 7.a)

Freshman Admission Policy

This overview of freshman admission requirements applies to all applicants to the public four-year colleges who enter directly from high school, and students who enter college with fewer than 40 credits of college-level coursework or equivalent. Running Start and other dual-credit earning students, including those who have earned more than 40 credits of college-level coursework, who enter a public baccalaureate institution directly from high school, must meet **minimum college admission standards:**

- **2.0 Minimum GPA**
- **Official SAT/ACT** test scores sent directly to the college or university (*Fee waivers for these tests are available – consult with your high school counselor*).
- **CADRs** – (College Academic Distribution Requirements)

College Academic Distribution Requirements (CADR)

- CADRs reflect the minimum number of credits required in six subject areas that students must earn to be eligible for routine admission consideration by four-year public baccalaureate institutions.
- CADRs guide students to take high school courses which will prepare them for college-level coursework. High school courses meeting CADRs are determined by the school district and are noted on the student’s transcript with a “B” designation.
- CADRs are not the same as high school graduation requirements.
- Students who plan to attend a four-year college or university should be aware of both their high school graduation requirements and the CADRs.
- Meeting the minimum college admission standards does not guarantee admission to a public baccalaureate institution. Therefore, students are encouraged to go beyond meeting minimum college admission standards to improve their chances for gaining entry to a public baccalaureate institution.
- Students should obtain admission information directly from the institution they wish to attend.
- *Students should consult with their local high school to obtain complete information about minimum college admission standards, and to be aware of which courses at their high school meet CADR guidelines, as determined by the local school district.*

WASHINGTON GUARANTEED ADMISSIONS PROGRAM

North Thurston Public Schools is partnering with Washington’s public four-year colleges and universities in to meeting the college and career goals of Washington’s students. We are focused on increasing access for students who wish to attend college. Many of Washington’s public baccalaureate institutions offer guaranteed admissions programs for students who meet set criteria.

Washington Public Baccalaureate Institution Guaranteed Admissions Programs

The Guaranteed Admissions Programs supports direct admissions efforts at [Central Washington University](#), [Eastern Washington University](#), [The Evergreen State College](#), [Western Washington University](#) and [Washington State University](#).

All Guaranteed Admissions programs require two criteria be met for a student to be eligible: (1) A minimum GPA or minimum GPA/class ranking and (2) Completion of the College Academic Distribution Requirements (CADRs).

- CWU - GPA 3.0 and CADRs completion
- EWU - GPA 3.0 and CADRs completion
- Evergreen - GPA 2.5 and CADRs completion
- WSU - GPA 3.6 and CADRs completion. WSU Pullman is 3.0
- WWU – GPA 3.0 and CADRs completion

If a student meets the criteria or is on track to meet the criteria by high school completion, he/she/they are guaranteed admission to the institution. Students eligible for guaranteed admission must complete an admissions application and additional requirements by the institution.

How Students Can Participate in the Guaranteed Admissions Pilot

To participate in the Guaranteed Admissions Pilot with the public baccalaureate institutions identified above, please log into your Family Access (under online forms) and electronically sign the Guaranteed Admissions Pilot consent form or see your student's high school counseling center for a paper consent form. Link to the district site: <https://www.nthurston.k12.wa.us/Domain/4600>

Student Information to be shared with Washington Public Baccalaureate Institutions:

- First Name
- Last Name
- Date of Birth
- Email(s) on record (to reach out to students about the opportunity)
- Unweighted GPA
- Transcripts
- Course taking details (e.g. honors, dual credit)
- Race and ethnicity

POST HIGH SCHOOL INFORMATION

For acceptance to a four-year college or university, certain admission requirements must be met. These requirements may include:

1. Certain subjects completed during high school
2. Cumulative grade point average (GPA), including all high school credits
3. A college entrance test (SAT or ACT)

For specific college admissions requirements, students should consult the institution's website and the career center. For the most current information visit Washington Student Achievement Council at wsac.wa.gov.

Military Program Admission Requirements

All military programs, enlistment, Reserve Officer Training Corps (ROTC), and the Service Academies require the Armed Services Vocational Aptitude Battery (ASVAB) test, **and a high school diploma**. The River Ridge High School College & Career Center offers the ASVAB test to 10th – 12th graders in the fall and spring of each year. Contact a military recruiter for requirements. For ROTC programs and the Service Academies, the 4-year college and university admission requirements must be met. Service Academy (except the Coast Guard) applicants must obtain a congressional nomination to be considered for an appointment. Students interested in ROTC or the Service Academies must contact the local military recruiter in the spring of their junior year to begin the application process. However, students must begin preparing in their freshman year. Preparation includes getting high grades, taking challenging courses participating in sports, clubs and community service, as well as seeking out leadership opportunities.

Military Service Academies:

- Army: U.S. Military Academy (West Point, NY) www.usma.edu
- Navy: U.S. Naval Academy (Annapolis, MD) www.usna.edu
- Air Force: U.S. Air Force Academy (Colorado Springs, CO) www.usafa.af.mil
- Coast Guard: U.S. Coast Guard Academy (New London, CT) www.uscga.edu
- Merchant Marine: Merchant Marine Academy (Kings Point, NY) www.usmma.edu

ROTC

- Air Force: www.afrotc.com
- Army: www.armyrotc.com
- Navy/Marines: www.collegeprofiles.com/rotc-navy.html

Military Branches:

navy.com

marines.com

gocoastguard.com

airforce.com

goarmy.com

Apprenticeship Admission Requirements

An apprenticeship is a paid job whereby the apprentice earns money while learning a skilled trade from master craftsmen. Apprenticeship programs are competitive, typically lasting four years and requiring college classroom lessons. Generally, a prospective apprentice needs to be 18 with a high school diploma (some programs accept a GED). Admission requirements to apprenticeship programs vary depending on the choice of occupation. Specific information from Washington State and the Federal government can be found at www.lni.wa.gov/tradeslicensing/apprenticeship.

DUAL CREDIT

Program	Description	Advantages	Student Responsibility	Tuition/ Fees	Enrollment Procedures
Advanced Placement Courses	Many high schools offer courses consistent with the requirements of post-secondary institutions. Students attending these courses may obtain college credit if student achievement is validated by an approved national examination, such as Advanced Placement or International Baccalaureate. Credits awarded through these tests are generally recognized at all accredited post-secondary institutions.	<p>Remain in high school</p> <p>Accelerated class</p> <p>Advanced Placement and/or college credit granted based on test score.</p>	Apply for testing	Advanced Placement test fee	<p>Enroll in selected AP class</p> <p>Take AP test</p> <p>Apply to college</p>
Running Start	Allows 11 th and 12 th grade students to take college-level courses, tuition free, at the state's 34 community and technical colleges and participating state universities, Eastern Washington, Central Washington, and Washington State.	<p>Accelerated class</p> <p>Earn both high school and college credit</p> <p>School district pays tuition</p> <p>Fees and books paid for by student</p>	<p>Determine transferability of Running Start college credits</p> <p>Plan carefully to ensure credits apply to high school graduation requirements</p> <p>Must meet application/ registration deadlines</p>	<p>Tuition up to \$800 waived; student may pay lab fees, books, transportation and parking</p> <p>If a student takes more than one class from SVA, there may be a fee. You may also find there area conflicts with your class schedule.</p>	<p>Please visit the SPSCC website at https://spscc.edu/apply/runningstart</p> <p>Please contact Counseling Office for additional information.</p>
New Market Skills Center	<p>Students who receive training at skills centers can expect to:</p> <ul style="list-style-type: none"> Develop skills, knowledge, and attitude to successfully enter the workforce or further training Earn up to 3+ high school credits in a full-year program. Learn from teachers/partners who come from business and industry. Receive information on career and post-secondary opportunities. May participate in job shadow, internships, and pre-apprenticeships. Participate in a wide range of leadership activities/programs. Receive certificates of competency. Make the transition from school to work and/or post-secondary education. May receive advanced placement and/or college credit through the Tech Prep programs. 		<p>Must meet application/ registration deadlines</p> <p>Plan on taking morning classes at Summit Virtual Academy and second session classes at New Market Skills Center.</p>	Free (a program fee may apply).	<p>Please visit New Market Skills Center website https://www.tumwater.k12.wa.us/nmsc for more information and enrollment details</p>

SVA HIGH SCHOOL COURSES

Actual course offerings are dependent on enrollment

INTRODUCTION TO ONLINE LEARNING ORN030

Credit: 0 - 2-hour orientation

Grades: 9th-12th

Fulfills: Other

The Online Learning course explains to students how the K12 High School program works and provides tips on successful online learning. Students are introduced to the online tools they will use during their high school experience, including the Learning Management System that delivers course assignments. Students take part in online discussions and practice submitting computer-scored assessments and other assignments to teachers. Lifelong learning skills, such as time management and study habits, are also covered. By the end of the course, students will be fully prepared to begin their K12 high school courses.

Prerequisite: None

BASE CAMP

All students attending Summit Virtual Academy are enrolled in a class called Base Camp. The Base Camp teacher is also the student's advisor. High school students earn 0.25 semester credit for this class and will be graded on a pass / fail scale. Students must participate in daily scheduled class connect sessions and engage in assignments to receive a passing score in this class.

The focus of this course work is personal goal setting, work toward graduation pathway plans, engage in social-emotional learning and interpersonal skills, and learn how to successfully manage online learning at a Virtual Academy.

ONE VOICE FOR GRADES 9-12

Credit: 0.5 – Two Semesters

Grades: 9th-12th

Fulfills: Elective

This course is designed to increase students' knowledge of and ability in using the skills necessary for everyday living. Life Skills emphasizes defining personal values, goal-setting and planning, and solving problems. Instructional material focuses on dealing with media and peer pressure, communicating and relationships, working with others, avoiding and/or resolving conflict, decision-making, wellness and personal safety, aspects of good citizenship, environmental awareness, and how students can contribute to their own community

ENGLISH

English Recommended Course Sequences

	GRADE 9	GRADE 10	GRADE 11	GRADE 12
COLLEGE/UNIVERSITY PREPARATORY	English 9 Honors	English 10 Honors	Advanced Placement Language & Composition	Advanced Placement Literature & Composition
COMMUNITY COLLEGE TECHNICAL COLLEGE PREPARATORY	English 9 or English 9 Honors	English 10 or English 10 Honors	American Literature, Advanced Placement Language & Composition	British and World Literature, Public Speaking, Creative Writing, Mythology & Folklore, Gothic Literature
HIGH SCHOOL DIPLOMA	English 9 or English 9 Honors	English 10 or English 10 Honors	American Literature, Advanced Placement Language & Composition	British and World Literature, Public Speaking, Creative Writing, Mythology & Folklore, Gothic Literature

ENGLISH 9 ENG108A/B

Credit: 1 - Two Semesters

Grades: 9th

Fulfills: English

This English 9 Summit course includes engaging and interactive instruction about reading, writing, speaking, and listening, and language, with a focus on exploring a wide variety of genres and their elements. Students learn how to carefully read, interpret, and analyze literature and nonfiction works of cultural or historical significance appropriate to grade 9. Throughout the course, students practice narrative, informational, and argumentative writing. Students also develop and deliver presentations and participate in discussions with their peers.

Materials Required: Summit Curriculum English 9–10: Explorations in Literature, The Way to Rainy Mountain, The Alchemist, A Midsummer Night’s Dream

Prerequisite: Grade 8 Language Arts (or equivalent)

ENGLISH 9 HONORS ENG109A/B

Credit: 1 - Two Semesters

Grades: 9th

Fulfills: English

This English 9 Honors Summit course includes engaging and interactive instruction about reading, writing, speaking, and listening, and language, with a focus on exploring a wide variety of genres and their elements. Students learn how to carefully read, interpret, and analyze literature and nonfiction works of cultural or historical significance appropriate to grade 9. Throughout the course, students practice narrative, informational, and argumentative writing. Students also develop and deliver presentations and participate in discussions with their peers. This course also includes an independent honors project each semester.

Materials Required: Classics for Young Readers, Volume 8; Classics for Young Readers, Volume 8: An Audio Companion; BK English Language Handbook, Level 1; Vocabulary from Classical Roots, Book C; The Narrative of the Life of Frederick Douglass, An American Slave, by Frederick Douglass; Anne Frank: Diary of a Young Girl, by Anne Frank; Romeo and Juliet, by William Shakespeare

Prerequisites: Grade 8 Language Arts (or equivalent) and teacher/school counselor recommendation

ENGLISH 10 ENG208A/B

Credit: 1 - Two Semesters

Grades: 10th

Fulfills: English

This English 10 Summit course includes engaging and interactive instruction about reading, writing, speaking, and listening, and language, with a focus on exploring a wide variety of genres and their elements. Students learn how to carefully read, interpret, and analyze literature and nonfiction works of cultural or historical significance appropriate to grade 10. Throughout the course, students practice narrative, informational, and argumentative writing. Students also develop and deliver presentations and participate in discussions with their peers.

Materials Required: Anthology , Cry, the Beloved Country, Night, Macbeth

Prerequisite: English 9 (or equivalent)

ENGLISH 10 HONORS ENG209A/B

Credit: 1 - Two Semesters

Grades: 10th

Fulfills: English

This English 10 Honors Summit course includes engaging and interactive instruction about reading, writing, speaking, and listening, and language, with a focus on exploring a wide variety of genres and their elements. Students learn how to carefully read, interpret, and analyze literature and nonfiction works of cultural or historical significance appropriate to grade 10. Throughout the course, students practice narrative, informational, and argumentative writing. Students also develop and deliver presentations and participate in discussions with their peers. This course also includes an independent honors project each semester.

Materials Required: Journeys in Literature: Classic and Modern, Volume B; Journeys in Literature: Classic and Modern, Volume B: An Audio Companion; Vocabulary for Achievement, Fourth Course

Prerequisites: Success in English 9 or equivalent, and teacher/school counselor recommendation required.

AMERICAN LITERATURE ENG303A/B

Credit: 1 - Two Semesters

Grades: 11th

Fulfills: English

In this course, students read and analyze works of American literature from colonial to contemporary times, including poetry, short stories, novels, drama, and nonfiction. The literary works provide opportunities for critical writing, creative projects, and online discussions. Students develop vocabulary skills and refresh their knowledge of grammar, usage, and mechanics in preparation for standardized tests.

Materials Required: Journeys in Literature: American Traditions, Volume C; The Great Gatsby, by F. Scott Fitzgerald; The Glass Menagerie by Tennessee Williams. Students will also read one selection of their choice from the following: The Old Man and the Sea, by Ernest Hemingway; The House on Mango Street, by Sandra Cisneros; A Lesson Before Dying, by Ernest Gaines; The Red Badge of Courage, by Stephen Crane

Prerequisite: English 10 (or equivalent)

AP ENGLISH LANGUAGE AND COMPOSITION ENG500A/B

Credit: 1 - Two Semesters

Grades: 11th

Fulfills: English

Students learn to understand and analyze complex works by a variety of authors. They explore the richness of language, including syntax, imitation, word choice, and tone. They also learn composition style and process, starting with exploration, planning, and writing. This continues with editing, peer review, rewriting, polishing, and applying what they learn to academic, personal, and professional contexts. In this equivalent of an introductory college-level survey class, students prepare for the AP® exam and further study in communications, creative writing, journalism, literature, and composition.

Prerequisites: English 10 Honors (or equivalent) or American Literature Honors (or equivalent), and teacher/ school counselor recommendation

BRITISH AND WORLD LITERATURE ENG403A/B

Credit: 1 - Two Semesters

Grades: 12th

Fulfills: English

Students read selections from British and world literature in a loosely organized chronological framework. They analyze the themes, styles, and structures of these texts and make thematic connections among diverse authors, periods, and settings. Students complete guided and independent writing assignments that refine their analytical skills. They have opportunities for creative expression in projects of their choice. Students also practice test-taking skills for standardized assessments in critical reading and writing.

Materials Required: Explorations: An Anthology of British and World Literature; Hamlet

Prerequisite: American Literature (or equivalent)

AP ENGLISH LITERATURE AND COMPOSITION ENG510A/B

Credit: 1 - Two Semesters

Grades: 12th

Fulfills: English

In this course, the equivalent of an introductory college-level survey class, students are immersed in novels, plays, poems, and short stories from various periods. Students read and write daily, using a variety of multimedia and interactive activities, interpretive writing assignments, and discussions. The course places particular emphasis on reading comprehension, structural and critical analyses of written works, literary vocabulary, and recognizing and understanding literary devices. Students prepare for the AP[®] exam and further study in communications, creative writing, journalism, literature, and composition.

Prerequisites: English 10 Honors (or equivalent) or American Literature Honors (or equivalent), and teacher/ school counselor recommendation

PUBLIC SPEAKING ENG020

Credit: 0.5 - One Semester

Grades: 9th-12th

Fulfills: English or Elective

Students are introduced to public speaking as an important component of their academic, work, and social lives. They study public speaking occasions and develop skills as fair and critical listeners, or consumers, of spoken information and persuasion. Students study types of speeches (informative, persuasive, dramatic, and special occasion), read and listen to models of speeches, and prepare present their speeches to diverse audiences. Students learn to choose speaking topics and adapt them for specific audiences, to research and support their ideas, and to benefit from listener feedback. They study how to incorporate well-designed visual and multimedia aids in presentations and how to maintain a credible presence in the digital world. Students also learn about the ethics of public speaking and about techniques for managing communication anxiety.

Materials Required: Chromebook Webcam and Screencastify

Prerequisite: None

CREATIVE WRITING ENG030A/B

Credit: 1 - Two Semesters

Grades: 9th-12th

Fulfills: English or Elective

Students create original essays, poems, and short stories in this course, which focuses on the four-step process writing model. They read professionally written forms of creative writing as models. They then integrate their impressions of these works with their personal life experiences as they compose their writing projects. Students are encouraged to write about topics they find engaging as they practice writing on the following themes: narration, definition, process analysis, cause and effect, and comparison/contrast. The teacher supplies feedback that helps students learn how to improve their self-expression and self-editing skills.

Prerequisite: None

MYTHOLOGY AND FOLKLORE OTH095-DYN

Credit: 0.5 - One Semester

Grades: 9th-12th

Fulfills: English or Elective

Mighty heroes. Angry gods and goddesses. Cunning animals. Since the first people gathered around fires, mythology and folklore have been used to make sense of humankind and our world. Beginning with an overview of mythology and different kinds of folklore, students' journey with ancient heroes as they slay dragons and outwit gods, follow fearless warrior women into battle, and watch as clever monsters overcome those stronger than themselves. They explore the universality and social significance of myths and folklore and see how these are still used to shape society today.

Prerequisite: None

GOTHIC LITERATURE OTH036-DYN

Credit: 0.5 - One Semester

Grades: 10th-12th

Fulfills: English or Elective

Since the 18th century, Gothic tales have influenced fiction writers and fascinated readers. This course focuses on the major themes found in Gothic literature and looks at how the writing creates a suspenseful environment for readers. Some of the recurring themes and elements found in the genre are also presented. As they complete the course, students gain an understanding of and an appreciation for the complex nature of Gothic literature.

Materials: Dracula, Frankenstein, The Strange Case of Dr. Jekyll and Mr. Hyde, a variety of short stories and poems with Gothic elements

Prerequisite: None

MATH

Math Recommended Course Sequences

	GRADE 9	GRADE 10	GRADE 11	GRADE 12
COLLEGE/UNIVERSITY PREPARATORY	Algebra I	Geometry	Algebra II Honors	Pre-Calculus/ Trigonometry
COMMUNITY COLLEGE TECHNICAL COLLEGE PREPARATORY	Pre-Algebra / Algebra I	Algebra 1 / Geometry	Geometry, Algebra II, or Consumer Math	
Math Electives			Personal Finance or Intro to Finance	

Notes:

- Students must have Algebra 1 and Geometry credit for high school graduation.
- Students with Individual Educational Plans will need to earn three credits of math in accordance with their IEP.

PRE-ALGEBRA MTH08 A/B

Credit: 1 - Two Semesters

Grades: 9th

Fulfills: Math

In this course, students take a broader look at computational and problem-solving skills while learning the language of algebra. Students extend their understanding of ratio to develop an understanding of proportions and solve problems including scale drawings, percent increase and decrease, simple interest, and tax. Students extend their understanding of numbers and properties of operations to include rational numbers. Signed rational numbers are contextualized and students use rational numbers in constructing expressions and solving equations. Students derive formulas and solve two-dimensional area problems including the area of composite figures. In three dimensions, students find surface area using formulas and nets. Students also compute the volume of three-dimensional objects including cubes and prisms. Students make use of sampling techniques to draw inferences about a population including comparative inferences about two populations. Students also investigate chance processes through experimental and theoretical probability models.

Materials: Summit Curriculum Algebra 1 Reference Guide

Prerequisite: Math 8 (or equivalent)

ALGEBRA 1 MTH128A/B

Credit: 1 - Two Semesters

Grades: 9th

Fulfills: Math

This Algebra 1 Summit course formalizes and extends the mathematics that students learned in the middle grades. Built to follow revised middle school math courses, this course covers slightly different ground than previous versions of algebra. In this course, students deepen their understanding of linear and exponential relationships by contrasting them with each other. Students also apply linear models to data that exhibit a linear trend. The course also covers analyzing, solving, and using quadratic functions.

Materials: Summit Curriculum Algebra 1 Reference Guide

Prerequisite: Math 8 (or equivalent)

GEOMETRY MTH208A/B

Credit: 1 - Two Semesters

Grades: 9th-10th

Fulfills: Math

This Geometry Summit course builds on the geometry covered in middle school to explore more complex geometric situations and deepen students' ability to explain geometric relationships, moving toward formal mathematical arguments. Specific topics include similarity and congruence, analytic geometry, circles, the Pythagorean theorem, right triangle trigonometry, analysis of three-dimensional objects, conic sections, and geometric modeling.

Materials: Geometry: A Reference Guide

Prerequisite: Algebra 1 (or equivalent)

ALGEBRA 2 MTH308A/B

Credit: 1 - Two Semesters

Grades: 11th-12th

Fulfills: Math

In this Algebra 2 Summit course, students build on their work with linear, quadratic, and exponential functions, and extend their repertoire to include polynomial, rational, radical, and trigonometric functions. Students also expand their ability to model situations and solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The course covers sequences and series, probability distributions, and more advanced data analysis techniques.

Materials: Summit Curriculum Algebra II Reference Guide

Prerequisites: Algebra 1 (or equivalent), and Geometry (or equivalent), and teacher/school counselor recommendation

ALGEBRA 2 HONORS MTH309A/B

Credit: 1 - Two Semesters

Grades: 10th-12th

Fulfills: Math

In this Algebra 2 Honors Summit course, students build on their work with linear, quadratic, and exponential functions, and extend their repertoire to include polynomial, rational, radical, and trigonometric functions. Students also expand their ability to model situations and solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The course covers sequences and series, probability distributions, and more advanced data analysis techniques. Additionally, this course includes an independent honors project each semester.

Materials: Algebra II: A Reference Guide

Prerequisites: Algebra 1 (or equivalent), Geometry (or equivalent), and teacher/school counselor recommendation

PRE-CALCULUS/TRIGONOMETRY MTH403A/B

Credit: 1 - Two Semesters

Grades: 10th-12th

Fulfills: Math

Pre-calculus weaves the previous study of algebra, geometry, and functions into a preparatory course for calculus. The course focuses on the mastery of critical skills and exposure to new skills necessary for success in subsequent math courses. Topics include linear, quadratic, exponential, logarithmic, radical, polynomial, and rational functions; systems of equations; and conic sections in the first semester. The second semester covers trigonometric ratios and functions; inverse trigonometric functions; applications of trigonometry, including vectors and laws of cosine and sine; polar functions and notation; and arithmetic of complex numbers. Cross-curricular connections are made throughout the course to calculus, art, history, and a variety of other fields related to mathematics.

Materials: Texas Instruments T1-84 Plus graphing calculator

Prerequisites: Geometry and Algebra 2 (or equivalents)

PERSONAL FINANCE BUS030

Credit: 0.5 - One Semester

Grades: 9th-12th

Fulfills: Math or Occ (CTE)

In this introductory finance course, students learn basic principles of economics and best practices for managing their finances. Students learn core skills in creating budgets, developing long-term financial plans to meet their goals, and making responsible choices about income and expenses. They gain a deeper knowledge of capitalism and other systems to better understand their role in society's economy.

Prerequisite: None

INTRODUCTORY FINANCE BUS032

Credit: 0.5 - One Semester

Grades: 9th-12th

Fulfills: Math or Occ (CTE)

Understanding financial management concepts is an important life skill. From credit to insurance to taxes, it is imperative that students understand the consequences of their choices. Wisely managing their money, students become citizens that are more responsible. A thorough understanding of financial concepts, with practical application through activities and projects, will enable students to leave this course with applicable, useful skills for life. This course surveys the basic personal financial needs of most individuals and emphasizes the basics of budgeting, saving, checking, investments, credit, the wise use of insurance, and paying and preparing income tax returns. After high school, students face a world filled with possibilities, and the more knowledge they can acquire, the higher the probability that their financial future will be secure. Students taking this course will learn to better prepare for their financial futures.

Prerequisite: None

Grades: 11th-12th

Fulfills: Math

In Consumer Math, students study and review arithmetic skills they can apply in their personal lives and their future careers. The first semester of the course begins with a focus on occupational topics; it includes details on jobs, wages, deductions, taxes, insurance, recreation and spending, and transportation. In the second semester, students learn about personal finances, checking and savings accounts, loans and buying on credit, automobile expenses, and housing expenses. Narrated slideshows help illustrate some of the more difficult content. Throughout the course, students participate in online discussions with each other and their teacher.

Prerequisite: None

Science

Science Recommended Course Sequences

Students should take a full year of science from each domain by the end of their junior year. This ensures they will experience all Next Generation Science Standards and be prepared for the Washington Comprehensive Assessment of Science (WCAS).

4 years of science is recommended for college bound students; many colleges look to see that students go beyond the CORE. *LAB Science – Students must take 2 years of a Lab Science

Life Science	Physics & Astronomy	Chemistry & Earth
<p>Core Options:</p> <ul style="list-style-type: none"> • Biology* • AP Biology* <p>Electives:</p> <ul style="list-style-type: none"> • Anatomy & Physiology • <u>Forensic Science</u> 	<p>Core Options:</p> <ul style="list-style-type: none"> • Physical Science* • Physics* • <u>Astronomy 1</u> 	<p>Core Options:</p> <ul style="list-style-type: none"> • Earth Science* • Chemistry* • <u>Environmental Science*</u> • AP Environmental Science*

An underlined course name indicates a semester only course (0.5 credit)

Grades: 9th or 10th

Fulfills: Science (Lab Science)

Students explore the relationship between matter and energy by investigating force and motion, the structure of atoms, the structure and properties of matter, chemical reactions, and the interactions of energy and matter. Students develop skills in measuring, solving problems, using laboratory apparatuses, following safety procedures, and adhering to experimental procedures. Students focus on inquiry-based learning with both hands-on laboratory investigations and virtual laboratory experiences. *NOTE: A year of physical science includes a semester of Physical Science and Earth Science content.*

Prerequisite: Middle school Physical Science (or equivalent)

BIOLOGY SCI203A/B

Credit: 1 - Two Semesters

Grades: 10th

Fulfills: Science (Lab Science)

In this comprehensive course, students investigate the chemistry of living things: the cell, genetics, evolution, the structure and function of living things, and ecology. The program consists of in-depth online lessons, including extensive animations, collaborative explorations, virtual laboratories, and hands-on laboratory experiments students can conduct at home.

Materials: Biology: A Reference Guide; common household materials for labs

Prerequisite: Middle school Life Science (or equivalent)

AP BIOLOGY SCI500A/B AP®

Credit: 1 - Two Semesters

Grades: 10th-12th

Fulfills: Science (Lab Science)

This course guides students to a deeper understanding of biological concepts, including the diversity and unity of life, energy and the processes of life, homeostasis, and genetics. Students learn about regulation, communication, and signaling in living organisms, and interactions of biological systems. Students carry out several learning activities, including readings, interactive exercises, extension activities, hands-on and virtual laboratory experiments, and practice assessments. These activities are designed to help students understand the scientific process and critical-thinking skills necessary to answer questions on the AP® Biology exam.

Materials Required: Science lab materials

Prerequisites: Biology Honors, Chemistry Honors, Algebra 1 Honors (or equivalents), and teacher/school counselor recommendation required; success in Algebra 2 Honors highly recommended

CHEMISTRY SCI303A/B

Credit: 1 - Two Semesters

Grades: 11th-12th

Fulfills: Science (Lab Science)

This comprehensive course gives students a solid basis to move on to future studies. The course provides an in-depth survey of all key areas, including atomic structure, chemical bonding and reactions, solutions, stoichiometry, thermochemistry, organic chemistry, and nuclear chemistry. The course includes direct online instruction, virtual laboratories, and related assessments, used with an online problem-solving book.

Materials: Chemistry: Problems and Solutions electronic book; Chemistry: A Laboratory Guide electronic book; common household materials for labs; virtual labs

Prerequisites: Satisfactory completion of either middle school Physical Science or Physical Science (or equivalents), and a solid grasp of algebra basics, evidenced by success in Algebra 1 (or equivalent)

PHYSICS SCI403A/B

Credit: 1 - Two Semesters

Grades: 11th-12th

Fulfills: Science (Lab Science)

This course provides a comprehensive survey of all key areas: physical systems, measurement, kinematics, dynamics, momentum, energy, thermodynamics, waves, electricity, magnetism. It introduces students to modern physics topics such as quantum theory and the atomic nucleus. The course gives students a solid basis to move on to more advanced courses later in their academic careers. The program consists of online instruction, laboratories, and related assessments, plus an associated problem-solving book.

Materials: Physics: Problems and Solutions electronic book; virtual labs; common household materials for any hands-on labs

Prerequisites: Algebra 2 and Pre-Calculus/Trigonometry (or equivalents); Pre-Calculus/Trigonometry is strongly recommended as a prerequisite, but this course may instead be taken concurrently with Physics

ENVIRONMENTAL SCIENCE SCI010

Credit: 0.5 - One Semester

Grades: 11th-12th

Fulfills: Science (Lab Science) or Elective

This course surveys key topic areas, including the application of scientific process to environmental analysis; ecology; energy flow; ecological structures; earth systems; and atmospheric, land, and water science. Topics also include the management of natural resources and analysis of private and governmental decisions involving the environment. Students explore actual case studies and conduct five hands-on, unit-long research activities, learning that political and private decisions about the environment and the use of resources require the accurate application of scientific processes, including proper data collection and responsible conclusions.

Materials: Common household materials for labs and computer software tools

Prerequisites: Success in previous high school science course and teacher/counselor recommendation

AP ENVIRONMENTAL SCIENCE SCI530A/B

Credit: 1 - Two Semesters

Grades: 11th-12th

Fulfills: Science (Lab Science)

AP[®] Environmental Science is equivalent to an introductory college-level environmental science course and is designed to prepare students for the College Board AP[®] Environmental Science Exam. AP[®] Environmental Science is interdisciplinary, incorporating various topics from different disciplines and areas of science.

Prerequisites: Students must have taken at least one year of high school algebra and successfully completed high school Earth Science

FORENSIC SCIENCE SCI030

Credit: 0.5 - One Semester

Grades: 11th-12th

Fulfills: Science (Lab Science) or Elective

This course surveys key topics in forensic science, including the application of the scientific process to forensic analysis, procedures and principles of crime scene investigation, physical and trace evidence, and the law and courtroom procedures from the perspective of the forensic scientist. Through online lessons, labs, and analysis of fictional crime scenarios, students learn about forensic tools, technical resources, forming and testing hypotheses, proper data collection, and responsible conclusions.

Materials: Common household materials for labs

Prerequisites: Successful completion of at least two years of high school science, including Biology (or equivalent); Chemistry (or equivalent) is highly recommended

ASTRONOMY 1 SCI020

Credit: .5 - One Semester

Grades: 11th-12th

Fulfills: Science or Elective

Follow your enthusiasm for space by introducing yourself to the study of astronomy. This course will include topics such as astronomy's history and development, basic scientific laws of motion and gravity, the concepts of modern astronomy, and the methods used by astronomers to learn more about the universe. Further knowledge is gained through the study of galaxies, stars, and the origin of the universe..

Prerequisite: None

ANATOMY AND PHYSIOLOGY SCI330A/B

Credit: 1 - Two Semesters

Grades: 11th-12th

Fulfills: Science or Elective

Starting with the relationship between anatomy and physiology, students learn about cell structure and their processes. They also examine the functions and purposes of the skeletal, muscular, nervous, and cardiovascular systems, as well as diseases that affect those systems. With a focus on terminology, this course is essential to students pursuing the health sciences or wanting to gain a greater sense of how the human body works. In second semester, students learn about the structure, function, and interrelation between the lymphatic, immune, respiratory, digestive, urinary, and endocrine systems. The reproductive system is also discussed, along with hereditary traits and genetics. Finally, students explore the importance of accurate patient documentation as well as the technology used in the industry.

Prerequisite: None

SOCIAL STUDIES

Social Studies Recommended Course Sequences

	GRADE 9	GRADE 10	GRADE 11	GRADE 12
COLLEGE/UNIVERSITY PREPARATORY	Geography	Modern World Studies/Honors	AP US History	<u>AP US Government and Politics</u> <u>Civics</u>
HIGH SCHOOL DIPLOMA	Geography	Modern World Studies/Honors	US History Honors US History	<u>Civics</u>

An underlined course name indicates a semester only course (0.5 credit)

GEOGRAPHY HST213

Credit: 0.5 - One Semester

Grades: 9th-12th

Fulfills: World Studies 1

This course examines a broad range of geographical perspectives covering all the major regions of the world. Students examine the similarities and differences among the regions as they explore each region's location, physical characteristics, climate, and significant geographical features. They look at each region from cultural, economic, and political perspectives and closely examine the human impact on each region. Students learn and apply critical thinking skills as they study issues from multiple perspectives.

Prerequisites: None

WASHINGTON STATE HISTORY HST105

Credit: 0.5 - One Semester

Grades: 9th-12th Typically Completed in Middle School

Fulfills: WA State History

In this course, students will study the history of the state of Washington with a focus on its earliest inhabitants, development, environment, people, economics & government to understand the Pacific Northwest. Students will study these major areas to understand the complex background of Washington with the goal of having a sound foundation upon which to formulate opinions concerning what is happening now in our state.

Materials: Washington State, by Charles P. LeWarne, 3rd Ed.

Prerequisites: None

MODERN WORLD STUDIES HST203A/B

Credit: .5- One Semester

Grades: 10th

Fulfills: World Studies 1

In this comprehensive course, students follow the history of the world from approximately 1870 to the present. They begin with a study of events leading up to 1914, including the Second Industrial Revolution and the imperialism that accompanied it. Their focus then shifts to the contemporary era, including two world wars, the Great Depression, and global Cold War tensions. Students examine both the staggering problems and astounding accomplishments of the 20th century, with a focus on political and social history. Students also explore physical and human geography topics and investigate issues of concern in the contemporary world. Lessons help students organize study, explore topics, review in preparation for assessments, and practice sophisticated skills of historical thinking and analysis. Activities include analyzing primary sources and maps, creating timelines, completing projects and written assignments, and conducting independent research.

Materials: The Human Odyssey, Volume 3

HONORS MODERN WORLD STUDIES HST204A/B

Credit: 1 - Two Semesters

Grades: 10th

Fulfills: World Studies 1

In this advanced course, students investigate the history of the world from approximately 1870 to the present. They begin with an analysis of events leading up to 1914, including the Second Industrial Revolution and the imperialism that accompanied it. Their focus then shifts to the contemporary era, including two world wars, the Great Depression, and global Cold War tensions. Students undertake an in-depth examination of both the staggering problems and astounding accomplishments of the 20th, with a focus on political and social history. Students also explore advanced topics in physical and human geography and investigate issues of concern in the contemporary world. Activities include analyzing primary sources and maps, creating timelines, completing projects and written assignments, and conducting research. Students complete independent project each semester.

Materials: The Human Odyssey, Volume 3

US HISTORY HST303A/B

Credit: 1 - Two Semesters

Grades: 11th

Fulfills: US History

This course is a full-year survey that provides students with a comprehensive view of American history from the first migrations of nomadic people to North America to recent events. Readings are drawn from K12's eBook, The American Odyssey: A History of the United States. Online lessons help students organize their study, explore topics, review in preparation for assessments, and practice skills of historical thinking and analysis. Activities include analyzing primary sources and maps, creating timelines, completing projects and written assignments, and conducting independent research.

Materials: The American Odyssey: A History of the United States

Prerequisite: World History or Modern World Studies (or equivalents)

AP US HISTORY HST500A/B

Credit: 1 - Two Semesters

Grades: 11th

Fulfills: US History

Students explore and analyze the economic, political, and social transformation of the United States since the time of the first European encounters. Students are asked to master not only the wide array of factual information necessary to do well on the AP Exam, but also to practice skills of critical analysis of historical information and documents. Students read primary and secondary source materials and analyze problems presented by historians to gain insight into challenges of interpretation and the ways in which historical events have shaped American society and culture. The content aligns to the sequence of topics recommended by the College Board and to widely used textbooks. The course prepares students for the AP Exam.

Prerequisite: World History or Modern World Studies (or equivalents)

CIVICS HST040

Credit: 0.5 - One Semester

Grades: 12th

Fulfills: Civics

Civics is the study of citizenship and government. This one-semester course provides students with a basic understanding of civic life, politics, and government, and a short history of government's foundation and development in this country. Students learn how power and responsibility are shared and limited by government, the impact American politics has on world affairs, the place of law in the American constitutional system, and which rights the American government guarantees its citizens. Students also examine how the world is organized politically and how civic participation in the American political system compares to that in other societies around the world today.

Prerequisite: None

AP US GOVERNMENT AND POLITICS HST510

Credit: 0.5 - One Semester

Grades: 12th

Fulfills: Civics

In this course, students explore the operations and structure of the U.S. government. Students evaluate political data, hypotheses, concepts, opinions, and processes and learn how to gather data about political behavior and develop theoretical analysis of American politics. Students also build the skills they need to examine general propositions about government and politics, and to analyze specific relationships between political, social, and economic institutions. Students prepare for the AP® exam and further study in political science, law, education, business, and history.

Prerequisites: U.S. History Honors (or equivalent) and teacher/school counselor recommendation

CONTEMPORARY WORLD ISSUES HST222A/B

Credit: 1 - Two Semesters

Grades: 12th

Fulfills: World Studies 2/3 or Elective

In this course, students compare the geography, governments, economies, and cultures of the world. Emphasis is placed on learning about the civics, politics, economics, structures, processes, and policies of the United States and then comparing them with those of the international community. Students draw upon what they know and learn about the United States and the world to analyze current events and contemporary issues. Students apply reasoning and research skills to the content throughout the course.

Prerequisite: None

PSYCHOLOGY HST020

Credit: 0.5 - One Semester

Grades: 9th-12th

Fulfills: World Studies 1, 2, 3 or Elective

In this one-semester course, students investigate why human beings think and act the way they do. This is an introductory course that broadly covers several areas of psychology. Instructional material presents theories and current research for students to critically evaluate and understand. Each unit introduces terminology, theories, and research that are critical to the understanding of psychology and includes tutorials and interactive exercises. Students learn how to define and use key terms of psychology and how to apply psychological principles to their own lives. Units include Methods of Study, Biological Basis for Behavior, Learning H

SOCIOLOGY I HST060-DYN

Credit: 0.5 - One Semester

Grades: 9th-12th

Fulfills: World Studies 1 or 2 or 3 or Elective

The world is becoming more complex. How do your beliefs, values, and behavior affect the people around you and the world in which you live? Students examine social problems in the increasingly connected world and learn how human relationships can strongly influence and impact their lives. Exciting online video journeys to an array of areas in the sociological world are an essential component of this relevant and engaging course.

Prerequisite: None

AP PSYCHOLOGY HST540

Credit: 0.5 - One Semester

Grades: 11th-12th

Fulfills: World Studies 1, 2, 3 or Elective

This course is the equivalent of an introductory college-level course. Students receive an overview of current psychological research methods and theories. They 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 study core psychological concepts, such as the brain and sensory functions, and learn to gauge human reactions, gather information, and form meaningful syntheses. Students prepare for the AP® exam.

Prerequisites: Biology Honors (or equivalent) and teacher/school counselor recommendation

WORLD LANGUAGES

CHINESE I WLG140A/B

Credit: 1 - Two Semesters

Grades: 10th-12th

Fulfills: World Language

Students begin their introduction to Chinese by focusing on the four key areas of world language study: listening, speaking, reading, and writing. The course represents an ideal blend of language learning pedagogy and online learning. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking, and writing activities, multimedia cultural presentations, and interactive activities and practices that reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Both Chinese characters and pinyin are presented together throughout the course, and specific character practices are introduced after the first quarter. Students should expect to be actively engaged in their language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, participate in simple conversations and respond appropriately to basic conversational prompts, analyze and compare cultural practices, products, and perspectives of various Chinese-speaking countries, and take frequent assessments where their language progression can be monitored.

Prerequisite: None

CHINESE II WLG240A/B

CHINESE II WLG240A/B

Grades: 10th-12th

Fulfills: World Language

Students continue their study of Chinese by further expanding their knowledge of key vocabulary topics and grammar concepts.. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking, and writing activities, multimedia cultural presentations, and interactive activities and practices that reinforce vocabulary and grammar. Character recognition and practice are a key focus of the course, and students are expected to learn several characters in each unit. However, pinyin is still presented with characters throughout the course to aid in listening and reading comprehension. Students should expect to be actively engaged in their language learning; understand common vocabulary terms and phrases; use a wide range of grammar patterns in their speaking and writing; participate in conversations and respond appropriately to conversational prompts; analyze and compare cultural practices, products, and perspectives of various Chinese-speaking regions; and take frequent assessments by which their language progression can be monitored.

Prerequisite: Chinese I

SPANISH I WLG100A/B

Credit: 1 - Two Semesters

Grades: 10th-12th

Fulfills: World Language

Students begin their introduction to Spanish by focusing on the four key areas of world language study: listening, speaking, reading, and writing. The course represents an ideal blend of language learning pedagogy and online learning. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking, and writing activities, multimedia cultural presentations, and interactive activities and practices that reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should expect to be actively engaged in their language learning; become familiar with common vocabulary terms and phrases; comprehend a wide range of grammar patterns; participate in simple conversations and respond appropriately to basic conversational prompts; analyze and compare cultural practices, products, and perspectives of various Spanish-speaking countries; and take frequent assessments where their language progression can be monitored.

Materials: Vox Everyday Spanish and English Dictionary

Prerequisite: Students must pass the 1st Semester class to enroll in 2nd Semester

SPANISH II WLG200A/B

Credit: 1 - Two Semesters

Grades: 10th-12th

Fulfills: World Language

Students continue their study of Spanish by further expanding their knowledge of key vocabulary topics and grammar concepts. Students not only begin to comprehend listening and reading passages more fully, but they also start to express themselves more meaningfully in both speaking and writing. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking, and writing activities, multimedia cultural presentations, and interactive activities and practices that reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should expect to be actively engaged in their language learning; understand common vocabulary terms and phrases; use a wide range of grammar patterns in their speaking and writing; participate in conversations and respond appropriately to conversational prompts; analyze and compare cultural practices, products, and perspectives of various Spanish-speaking countries; and take frequent assessments by which their language progression can be monitored.

By Semester 2, the course is conducted almost entirely in Spanish.

Materials: Vox Everyday Spanish and English Dictionary

Prerequisite: Spanish I, Students must pass the 1st Semester class to enroll in 2nd Semester

SPANISH III WLG300A/B

Credit: 1 - Two Semesters

Grades: 10th-12th

Fulfills: World Language

Students further deepen their understanding of Spanish by focusing on the three modes of communication: interpretive, interpersonal, and presentational. Each unit consists of a variety of activities that teach the students how to understand more difficult written and spoken passages, to communicate with others through informal speaking and writing interactions, and to express their thoughts and opinions in more formal verbal and written contexts. Students should expect to be actively engaged in their language learning; use correct vocabulary terms and phrases naturally; incorporate a wide range of grammar concepts consistently and correctly while speaking and writing; participate in conversations covering a wide range of topics and respond appropriately to conversational prompts; analyze and compare cultural practices, products, and perspectives of various Spanish-speaking countries; read and analyze essential pieces of Hispanic literature; and take frequent assessments where their language progression can be monitored.

Materials: Vox Everyday Spanish and English Dictionary

Prerequisite: Spanish II, Students must pass the 1st Semester class to enroll in 2nd Semester

AP SPANISH LANGUAGE AND CULTURE WLG500A/B

Credit: 1 - Two Semesters

Grades: 10th-12th

Fulfills: World Language

The AP[®] Spanish Language and Culture course is an advanced language course in which students acquire proficiencies that expand their cognitive, analytical, and communicative skills. The AP[®] Spanish Language and Culture course prepares students for the AP[®] Spanish Language and Culture exam. Its foundation is the three modes of communication (interpersonal, interpretive, and presentational) defined in the Standards for Foreign Language Learning in the 21st century. The course is designed as an immersion experience and is conducted almost exclusively in Spanish. All student work, practices, projects, participation, and assessments are also in Spanish. The course teaches language structures in context and focuses on the development of fluency to convey meaning. Students explore culture in both contemporary and historical contexts to develop an awareness and appreciation of cultural products, practices, and perspectives. In addition, students participate in a forum where they can share their opinions and comments on various topics and comment on other students' posts. The course also makes excellent use of the internet for updated and current material.

Prerequisites: Strong success in Spanish III (or equivalent) and teacher/school counselor recommendation

FINE ARTS

FINE ART ART010A/B

Credit: 1 - Two Semesters

Grades: 9th-12th

Fulfills: Fine Arts or Elective

This course combines art history, appreciation, and analysis while engaging students in hands-on, creative projects. Lessons introduce major periods and movements in art history while focusing on masterworks and the intellectual, technical, and creative processes behind those works. Studio lessons provide opportunities for drawing, painting, sculpting, and other creative endeavors.

Materials Required: One package of white clay; one set of acrylic paint; one set of round paint brushes; no other materials provided.

Students must have some way to capture an image of their projects (camera/scanner/etc...).

Prerequisite: A survey course in World History is recommended as a prerequisite or corequisite, but not required

MUSIC APPRECIATION ART020A/B

Grades: 10th-12th

This course introduces students to the history, theory, and genres of music. The first semester covers basic music theory concepts as well as early musical forms, classical music, patriotic and nationalistic music, and 20th century music. The second semester presents modern traditions, including American jazz, gospel, folk, soul, blues, Latin rhythms, rock and roll, and hip hop. The course explores the history of music, from the surviving examples of rudimentary musical forms to contemporary pieces from around the world.

A student “performance practicum” is required for full credit each semester to comply with certain state standards for the arts. The performance practicum requirement can be met through participation in supervised instrumental or vocal lessons, church or community choirs, community musical performances, or any other structured program that meets at regular intervals and provides opportunities for students to build vocal and/ or instrumental skills. Parents or guardians will be required to present their student’s proposed practicum to the teacher for approval and to validate their student’s regular participation in the chosen performance practicum.

Materials Required: Music supplies

Prerequisite: None

Credit: 1 - Two Semesters

Fulfills: Fine Arts or Elective

ART IN WORLD CULTURES ART030-DYN

Grades: 10th-12th

Students learn about some of the greatest artists while also creating art of their own, including digital art. The course explores the basic principles and elements of art, how to critique art, and how to examine some of the traditional art of the Americas, Africa, and Oceania in addition to the development of Western art.

Materials Required: Art supplies

Prerequisite: None

Credit: 0.5 - One Semester

Fulfills: Fine Arts or Elective

ART APPRECIATION ART040

Grades: 10th-12th

This one-semester course introduces learners to the various forms of the visual arts, such as painting, sculpture, film, and more. Students learn how to look at a work of art, identify and compare key characteristics in artworks, and understand the role art has played throughout history. Through hands-on activities, virtual museum tours, discussion, and research, learners develop an overall appreciation for the art they encounter in their daily lives.

Prerequisite: None

Credit: 0.5 - One Semester

Fulfills: Fine Arts or Elective

OCCUPATIONAL ED, CTE & ELECTIVES

NUTRITION AND WELLNESS OTH080

Grades: 9th-12th

This one-semester elective course provides students with an overview of sound nutrition principles that are necessary for physical and mental wellness and a long, healthy life. Instructional materials include discussions of digestion, basic nutrients, weight management, sports and fitness, and life-span nutrition. The course emphasizes an understanding of today’s food and eating trends and gives students the capacity to intelligently evaluate all available sources of nutrition information and make informed decisions. The course is organized in six units: Course Introduction; Wellness and Food Choices in Today’s World; Digestion and Major Nutrients; Body Size and Weight Management; Physical Fitness, Sports Nutrition, and Stress; and Life Cycle Nutrition.

Credit: 0.5 - One Semester

Fulfills: CTE or Elective

Prerequisite: None

FAMILY AND CONSUMER SCIENCE OTH060

Credit: 0.5 - One Semester

Grades: 11th & 12th Grade

Fulfills: CTE or Elective

In this course, students develop skills and knowledge to help them transition into adult roles within the family. They learn to make wise consumer choices, prepare nutritious meals, contribute effectively as part of a team, manage a household budget, and balance roles of work and family. They gain an appreciation for the responsibilities of family members throughout the life span and the contributions to the well-being of the family and the community.

Prerequisite: None

WORK-BASED LEARNING

Credit: 180 Hours of work experience =
0.5 - One Semester

Grades: 11th-12th

Fulfills: Occupational Ed

Work-based learning activities extend the classroom into the workplace, connecting acquired knowledge and skills to a student's future employment. For Cooperative Worksite Learning, the following requirements must be in place:

- According to WAC-392-410-315, the student must be at least 16 years old before the experience starts (unless directly supervised by a school district employee).
- The WSL experience will be appropriate to the student's educational goals and connected to their HSBP with evidence documented in the student's records

Prerequisite: The student has taken or is currently enrolled in a qualifying class related to the worksite experience. Qualifying classes include: *Nutrition and Wellness, Family and Consumer Science, Entrepreneurship 1 or 2, Marketing 1 or 2, Early Childhood Education 1 and 2, Digital Arts 1 and 2, Image Design and Editing, Web Design, and Game Design 1 and 2, Introduction to Finance, and Personal Finance.*

ENTREPRENEURSHIP 1 BUS045

Credit: 0.5 - One Semester

Grades: 10th-12th

Fulfills: Occupational Ed or Elective

In this introductory business course, students learn the basics of planning and launching their own successful business. Whether they want to start their own money-making business or create a non-profit to help others, this course helps students develop the core skills they need to be successful. They learn how to develop new business ideas, attract investors, market their business, and manage expenses.

Prerequisite: None

ENTREPRENEURSHIP 2 BUS055

Credit: 0.5 - One Semester

Grades: 10th-12th

Fulfills: Occupational Ed or Elective

Students build on the business concepts they learned in Entrepreneurship I. Students continue to explore the different functions of business, while refining their technology and communication skills in speaking, writing, networking, negotiating, and listening. The purpose of this course is to prepare students to launch a small business venture.

Prerequisite: None

MARKETING 1 BUS065

Credit: 0.5 - One Semester

Grades: 10th-12th

Fulfills: Occupational Ed or Elective

Students find out what it takes to market a product or service in today's fast-paced business environment. They learn the fundamentals of marketing using real-world business examples. They learn about buyer behavior, marketing research principles, demand analysis, distribution, financing, pricing, and product management.

Prerequisite: None

MARKETING 2 BUS075

Credit: 0.5 - One Semester

Grades: 10th-12th

Fulfills: Occupational Ed or Elective

Students find out what it takes to market a product or service in today's fast-paced business environment. They learn the fundamentals of marketing using real-world business examples. They learn about buyer behavior, marketing research principles, demand analysis, distribution, financing, pricing, and product management.

Prerequisite: None

CHILD DEVELOPMENT OTH161

Credit: 0.5 – One Semester

Grades: 10th-12th

Fulfills: CTE or Elective

This course emphasizes the study of children from conception through five years old. Units of study include prenatal development, labor and delivery, birth defects, stages of physical, mental, and social/emotional development. Students will have the opportunity to experience the parenting simulation project "Baby Think It Over" or complete an alternative parenting project.

Prerequisite: None

DIGITAL ARTS I TCH028

Credit: 0.5 - One Semester

Grades: 10th-12th

Fulfills: Occupational Ed, Art, or Elective

In this exploratory course, students learn the elements and principles of design as well as foundational concepts of visual communication. While surveying a variety of media and art, students use image editing, animation, and digital drawing to put into practice the art principles they've learned. They explore career opportunities in the design, production, display, and presentation of digital artwork. They respond to the artwork of others and learn how to combine artistic elements to create finished pieces that effectively communicate their ideas.

System Requirements: Microsoft Windows XP, Windows Vista, or higher operating system; 300 MHz or faster processor; 512 MB of memory (RAM); 64MB of video RAM; OpenGL graphics card with 16 MB RAM; 3-button mouse; 1024 X 768 monitor resolution with 16 bit color; at least 2 GB of available hard drive space.

Prerequisite: None

****requires laptop**

DIGITAL ARTS II TCH029

Credit: 0.5 - One Semester

Grades: 10th-12th

Fulfills: Occupational Ed, Art, or Elective

Students build on the skills and concepts they learned in Digital Arts I as they develop their vocabulary of digital design elements. By the end of the course, they will have created a collection of digital art projects for their digital design portfolio.

System Requirements: Microsoft Windows XP, Windows Vista, or higher operating system; 300 MHz or faster processor; 512 MB of memory (RAM); 64MB of video RAM; OpenGL graphics card with 16 MB RAM; 3-button mouse; 1024 X 768 monitor resolution with 16 bit color; at least 2 GB of available hard drive space.

Prerequisite: Digital Arts I

****requires laptop**

IMAGE DESIGN AND EDITING TCH035

Credit: 0.5 - One Semester

Grades: 10th-12th

Fulfills: Occupational Ed, Art, or Elective

This introductory design course is for students who want to create compelling, professional-looking graphic designs and photos. Students learn the basics of composition, color, and layout using hands-on projects that allow them to use their creativity while developing important foundational skills. They use GIMP software to create a graphic design portfolio with a wide variety of projects involving the mastery of technical topics, such as working with layers and masks, adding special effects, and effectively using typefaces to create visual impact. The projects help students develop the skills they need to create and edit images of their own.

Materials: GIMP (free download)

System Requirements: Microsoft Windows XP, Windows Vista, or higher operating system; 300 MHz or faster processor; 512 MB of memory (RAM); 64MB of video RAM; OpenGL graphics card with 16 MB RAM; 3-button mouse; 1024 X 768 monitor resolution with 16 bit color; at least 2 GB of available hard drive space.

Prerequisite: None

****requires laptop**

WEB DESIGN 1 TCH047A/B

Credit: 1 - Two Semesters

Grades: 10th-12th

Fulfills: Occupational Ed, Art, or Elective

This course provides a comprehensive introduction to the essentials of web design, from planning page layouts to publishing a complete site to the web. Students learn how to use HTML to design their own web pages. The course covers basic HTML tags for formatting text as well as more advanced tags. Through real-world design scenarios and hands-on projects, students create compelling, usable websites using the latest suite of free tools.

Materials Required: Downloadable software

Prerequisite: None

****requires laptop**

HEALTH & FITNESS

SKILLS FOR HEALTH OTH010

Credit: 0.5 - One Semester

Grades: 10th-12th

Fulfills: Health or CTE

This course focuses on important skills and knowledge in nutrition; physical activity; the dangers of substance use and abuse; injury prevention and safety; growth and development; and resources for personal health, environmental conservation, and community health. The curriculum is designed around topics and situations that engage student discussion and motivate students to analyze internal and external influences on their health-related decisions. The course helps students build the skills they need to protect, enhance, and promote their own health and the health of others.

Prerequisite: None

PERSONAL FITNESS I & II OTH021/OTH022

Credit: 1 - Two Semesters

Grades: 9th-12th

Fulfills: Fitness

In this course, 10th-12th grade students learn and practice principles of fitness, wellness, and health to develop habits of healthy living. Guided by their textbook, *Fitness for Life*, students explore topics that include the physiology of diet and exercise,

biomechanics, and team dynamics. They apply their knowledge in daily fitness activities and assignments that include personalized exercise and diet plans that develop students' self-assessment skills. The varied activities also reinforce how physical fitness catalyzes emotional and mental well-being, self-esteem, and communication skills.

Materials Required: Printed items (book, workbook, etc.)

Prerequisite: None

SPECIAL EDUCATION

ENGLISH FOUNDATIONS I ENG001A/B

Credit: 1 - Two Semesters

Grades: 9th-12th

Fulfills: Elective

Students build and reinforce foundational reading, writing, and basic academic skills typically found in third through fifth grade for which they have not achieved mastery. Through carefully paced, guided instruction and graduated reading levels, students improve reading comprehension and strategies, focusing on literacy development at the critical stage between decoding and making meaning from text. Instruction and practice in writing skills help students develop their composition skills in a variety of formats. If needed, students can continue their remediation of reading and writing skills with English Foundations II.

Prerequisite: Teacher/school counselor recommendation

ENGLISH FOUNDATIONS II ENG011A/B

Credit: 1 - Two Semesters

Grades: 9th-12th

Fulfills: Elective

Students build and reinforce foundational reading, writing, and basic academic skills typically found in sixth through eighth grade, achieving the skills needed to undertake high school English courses with confidence. Struggling readers develop mastery in reading comprehension, vocabulary building, study skills, and media literacy. Students build confidence in writing fundamentals by focusing on composition in a variety of formats, in addition to grammar, style, and media literacy.

Prerequisite: Teacher/school counselor recommendation; English Foundations I is not required

MATH FOUNDATIONS I MTH001A/B

Credit: 1 - Two Semesters

Grades: 9th-12th

Fulfills: Elective

Students build and reinforce foundational math skills typically found in third through fifth grade for which they have not achieved mastery. They progress through carefully paced, guided instruction and engaging interactive practice. If needed, students can move on to Math Foundations II (addressing skills typically found in sixth through eighth grade) to develop the computational skills and conceptual understanding needed to undertake high school math courses with confidence.

Prerequisite: Teacher/school counselor recommendation

MATH FOUNDATIONS II MTH011A/B

Credit: 1 - Two Semesters

Grades: 9th-12th

Fulfills: Elective

Students build and reinforce foundational math skills typically found in sixth through eighth grade, achieving the computational skills and conceptual understanding needed to undertake high school math courses with confidence. Carefully paced, guided instruction is accompanied by interactive practice that is engaging

and accessible. This course is appropriate for use as remediation at the high school level or as a bridge to high school.

Prerequisite: Teacher/school counselor recommendation; Math Foundations I is not required

HIGH INTENSITY SEL SUP132

Credit: .5 – One Semesters

Grades: 9th-12th

Fulfills: Elective

This course will focus on executive functioning (organization, time management, student strategies) to facilitate high school preparedness. Role play, group discussions, and journaling are employed to increase student involvement in their own education.

Prerequisite: Teacher/school counselor recommendation