

**SOUTH WHIDBEY SCHOOL  
DISTRICT  
COURSE GUIDE**

**2025**

**To**

**2026**



South Whidbey High School



*Courses and programs described herein are dependent on adequate funding. Modifications in course offerings may occur without further notice depending on funding levels for the school year 2025-2026.*

## CONTENTS

A Message from Your Principal.....	2	Advanced Placement (AP).....	13
Using This Guide .....	3	Independent Study .....	13
Graduation Requirements .....	3	Honors Course Designation .....	13
Transfer Students’ Graduation Requirements.....	3	Course Descriptions.....	13
Transfer Credits and Alternative Programs .....	4	Study Hall/Free Periods.....	13
SWHS Graduation Requirements/Checklist		Arts Courses.....	14
Seniors: Class of 2026 .....	5	Music.....	14
Juniors: Class of 2027 ....	5	Visual Art.....	14
Sophomores: Class of 2028.....	5	Drama.....	15
Freshmen: Class of 2029 .....	5	Career/Technology Education (CTE) Courses .....	15
Definition of Terms.....	8	Business & Marketing .....	15
Admission Requirements:		Health & Human Services.....	17
Four-Year Colleges/Universities .....	9	Technology and Trades .....	17
College Admissions Testing.....	10	Worksite Learning.....	19
Admission and Eligibility .....	10	English Courses.....	20
NCAA .....	11	Health and Physical Education Courses .....	21
Preparation: Community College or		Humanities.....	23
Technical/Vocational Schools .....	11	Mathematics Courses .....	23
Financial Aid.....	11	Science Courses .....	27
Scholarships.....	11	Social Studies Courses .....	28
Opportunities to Earn Dual Credit .....	12	World Language Courses.....	29
CTE Dual Credit Direct Credit .....	12	Miscellaneous Elective Credit Opportunities.....	30
College in the High School.....	12	Special Education Programs .....	30
Running Start.....	12	General Guidelines and Policies .....	31
Sno-Isle Skills Center.....	12	Index .....	32

## A MESSAGE FROM YOUR PRINCIPAL

We are excited to have you as part of our learning community. Our primary goal is to help you be successful in school and appropriately prepared for the post high school education opportunities that await you.

This guide will provide you with very important information for your journey to meet this goal. Please take the time to read these pages carefully. The classes you select for next year will impact the choices you will have for post high school education. Consider your class choices carefully while focusing on your High School and Beyond Plan.

I encourage you to be diligent in your learning, compassionate towards your peers, and understanding of the fact that we all (even the adults) learn something new every day. I challenge you to broaden your creativity, knowledge, and skills through your choices. With this broadened perspective, you will be completely prepared for what lies ahead in high school and what you will achieve when you graduate.

John Patton, Principal

## USING THIS GUIDE

1. Read the introductory information carefully.
2. Familiarize yourself with the graduation requirements for your grade level.
3. Choose elective classes that will expose you to areas of interest.
4. Read the course descriptions before requesting your classes. **Pay close attention to prerequisites and any additional class requirements such as fees, supplies, and teacher permission.**
5. After you are issued a list of available courses, discuss your choices with your parents/guardians and teachers. Make a note of the courses you have chosen.
6. ***Keep this guide as a resource for the 2025-2026 school year.***

## GRADUATION REQUIREMENTS

The South Whidbey School District establishes graduation requirements in conjunction with the State of Washington. Students must complete all academic core and elective credit requirements to earn a South Whidbey High School diploma. Furthermore, it is the responsibility of each student to ensure that he/she is on track for graduation and meeting all requirements. We have provided you with a graduation checklist on page 6 so that you may keep track of the requirements you've completed and those you still need to complete.

1. To fulfill all graduation requirements within four years, students need to be enrolled full time.
2. Students who fail a class need to meet with their school counselor to discuss the implications of having to repeat a required class and/or credit retrieval options possibly at their own expense, in order to stay on track for graduation.

## TRANSFER STUDENTS' GRADUATION REQUIREMENTS

South Whidbey School District aims to uphold the quality and integrity of its educational programs and ensure that diploma eligibility criteria are transparent, fair, and in line with the district's academic standards.

To be eligible for a S.W.H.S./S.W.A. diploma, transfer students who newly moved into S.W.S.D. boundaries must:

- Have an official transcript of all completed high school credits on file at South Whidbey High School.
- Record of vaccinations or exemption from vaccinations on file (does not include COVID)
- Physically attend at least one full semester during the final (senior) year or at least half time if also wanting to attend Running Start.
- Meet all South Whidbey High School graduation requirements.

Students who have resided within SWSD boundaries but did not attend a S.W.S.D. School Program during their Freshmen, Sophomore, and Junior years, are not eligible for a S.W.H.S./S.W.A. diploma but may still enroll in their Senior year.

- In this circumstance, a student can be eligible for a diploma through S.W.H.S./S.W.A. if they attend full-time for two school years excluding Running Start.
- Exceptions to this policy may be considered on a case-by-case basis, subject to review and approval by the Principal. Factors for consideration may include, but are not limited to, transfer reasons, health issues, or other extenuating circumstances.
- Students not eligible for a SWHS diploma under this policy may explore alternative options for completing their high school education, including, but not limited to, GED programs, community college program issued high school diploma or diplomas from other alternative educational institutions.

## TRANSFER CREDITS AND ALTERNATIVE PROGRAMS

Credits earned outside of South Whidbey School District **must be appropriately accredited and preapproved** to meet SWHS graduation requirements (i.e., credit retrieval options, online courses, home school, summer school, or any other alternative programs outside of South Whidbey High School, in which a student is requesting high school credit). Please talk to your school counselor **prior to enrolling** in any courses not offered through South Whidbey School District.

Students enrolled in an alternative program during the last semester of their senior year will have their diplomas held (if the credit is needed for graduation) until SWHS receives the official transcript indicating the successfully completed credits of the alternative program. If the final transcript is not received **prior** to the day of graduation, **and depending on the individual situation**, the student might not be able to participate in graduation ceremonies.

**South Whidbey School District aims to uphold the quality and integrity of its educational programs and ensure that diploma eligibility criteria are transparent, fair, and in line with the district's academic standards.**

## Minimum South Whidbey High School Graduation Requirements

### Class of 2026, 2027, 2028 & 2029

#### CREDIT REQUIREMENTS

The subjects listed below are required for graduation and must be included in the 30.00 credits required to receive a high school diploma from SWHS:

#### 4 English Credits must include:

Freshman Year	1.0 credit English 9
Sophomore Year	1.0 credit English 10
Junior Year	1.0 credit American Literature
Senior Year	1.0 credit Senior level English Course

#### 1 Humanities Credit

Freshman Year	1.0 credit Ethnic Studies
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#### 3 Social Studies Credits must include:

Sophomore Year	1.0 credit World History
Junior Year	1.0 credit United States History or AP United States History or College in the High School United States History
Senior Year	1.0 credit Contemporary World Problems

#### 3 Mathematics Credits must include:

1.0 credit Algebra I
1.0 credit Geometry
1.0 credit Mathematics Course (will depend on post high school plan)

#### 3 Science Credits (2 Labs) must include:

Freshman Year	1.0 credit Physical Science
Sophomore Year	1.0 credit Biology or AP Biology
Junior or Senior Year	1.0 credit Science Course (will depend on post high school plan)

#### 3 Physical Education/Health Credits must include:

Freshman Year	1.0 credit Introduction to High School PE
Sophomore Year	1.0 credit Health
Any year	1.0 credit PE Course

#### 2 Career/Technical Education (CTE) Credits must include:

Any year	1.0 credit CTE Course
Any year	1.0 credit CTE Course

#### 2 Arts Credits\*

\*1 credit may be a Career Goal course

1.0 credit Arts Course
1.0 credit Arts Course <u>or</u> a class that supports a student's career goal.

#### 2 World Language Credits\*\* must include: 2.0 consecutive credits of the same World Language

\*\*or other career-oriented course that better satisfies a student's Career Goal

	<b>23.00</b>	<b>Core Credits</b>
+	<b>7.00</b>	<b>Elective Credits</b>
	<b>30.00</b>	<b>Total Credits</b>

#### Non-credit Graduation Requirements:

>High School & Beyond Plan

>Complete a Graduation Pathway (for detailed information, go to: <https://ospi.k12.wa.us/student-success/graduation/graduation-requirements/graduation-pathways>)

In order to keep all doors open, all students are encouraged to fulfill college application requirements, which requires specific course selections.

See pages 9 and 10.

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

## SOUTH WHIDBEY HIGH SCHOOL GRADUATION CHECKLIST

Subject Area	Credit Earned?	REQUIRED COURSES (23 Required)	NOTES:
<b>ENGLISH</b>		English 9 > 1.0 credit	
NOTE: Students must earn a C-grade or better to matriculate to the next level English course.		English 10 > 1.0 credit	
		American Literature (11) > 1.0 credit	
		English Requirement (12) > 1.0 credit	
<b>HUMANITIES</b>		Ethnic Studies > 1.0 credit	
<b>SOCIAL STUDIES</b>		World History > 1.0 credit	
		U.S. History or AP U.S. History > 1.0 credit	
		Contemporary World Problems > 1.0 credit	
<b>SCIENCE</b>		Physical Science > 1.0 credit	
		Biology or AP Biology > 1.0 credit	
		Third Science Requirement > 1.0 credit	
<b>MATHEMATICS</b>		Algebra 1 > 1.0 credit	
NOTE: Students must earn a C-grade or better to matriculate to the next level Math course.		Geometry > 1.0 credit	
		Third Math Requirement > 1.0 credit	
<b>PE / HEALTH</b>		Introduction to HS PE > 1.0 credit	
		PE Requirement > 1.0 credit	
		Health > 1.0 credit	
<b>CAREER/TECH</b>		Career/Tech Requirement > 1.0 credit	
		Career/Tech Requirement > 1.0 credit	
<b>ARTS**</b>		Arts Requirement > 1.0 credit	
		**Arts Requirement>* 1.0 credit	
<b>WORLD LANGUAGE**</b>		**World Language Class 1> 1.0 credit	
NOTE: Students must earn a C-grade to matriculate to the next level.		**World Language Class 2 > 1.0 credit	

Additional Credits Completed

Credit Earned?	ELECTIVE COURSES (7 electives)	NOTES:
7		
6		
5		
4		
3		
2		
1		
<b>TOTAL REQUIRED CREDITS:</b>		<b>30</b>
		<b>TOTAL MET:</b>

**\*\*Credit may be a career plan oriented course that better satisfies a student's Career Goal**

**SOUTH WHIDBEY HIGH SCHOOL GRADUATION CHECKLIST** *(continued)*

~ Additional South Whidbey School District and Washington State Graduation Requirements ~

Completed	Grade Level	
	8 - 12	High School & Beyond Plan
	9 - 12	Graduation Pathway

**TOTAL GRADUATION REQUIREMENTS = 30 CREDITS**

## DEFINITION OF TERMS

**ADVANCED PLACEMENT PROGRAM (AP)** – The Advanced Placement (AP) Program allows students to take rigorous college level courses while still in high school. Depending on their AP Exams scores, students may earn college credit and/or advanced placement into upper-level college courses. Many colleges and universities consider AP exam scores when making admissions decisions. The student should contact the four-year institution or consult the college’s website that they plan to attend, to gain an understanding of the college’s Advanced Placement credit policy.

**CAREER/TECHNOLOGY EDUCATION (CTE)** – Courses that introduce and expose students to careers (previously known as vocational courses).

**CREDIT** – A numerical representation of a passing grade.

**DUAL CREDIT** – Earning simultaneous high school and college credit from one course, such as CTE Dual Credit, Running Start, and College in the High School.

**ELECTIVE** – A course request of student choice, other than a required course.

**HIGH SCHOOL AND BEYOND PLAN (HSBP)** is a state graduation requirement. Each student must develop a High School and Beyond Plan to guide the student’s high school experience and prepare the student for postsecondary education or training and career (ESHB 2224, Chapter 31, Laws of 2017). Students revise and update their plan each year to accommodate changing interests or educational and career goals.

**PREREQUISITE** – A course that must be successfully completed and passed before the student is eligible to take the initially requested course. Example: The prerequisite for Advanced Art is Introduction to Art.

**REPORT CARDS / PROGRESS REPORTS** – Parents and students will receive official notification of student grades two times each semester. A progress report will be available on Skyward approximately 45 days into each semester, and final semester report cards will be on Skyward at each semester’s end. **Please note:** Only final semester grades are recorded on the student’s high school transcript.



# ADMISSION REQUIREMENTS FOR FOUR-YEAR PUBLIC COLLEGES AND UNIVERSITIES IN THE STATE OF WASHINGTON

When applying to a four-year college or university, students are typically required to pay the application fee, along with submitting a completed application (usually online), an official or unofficial high school transcript, an ACT or SAT score report (currently optional for all public colleges in the state of Washington), and any other supplemental documents as indicated by the college/university's website.

Out-of-state universities may have different requirements from those within Washington State. Check individual college/university websites for specific and most up-to-date admission 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 in the state of Washington.

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. CADRs are determined by the State Board of Education. Students who plan to apply to a public four-year college or university in the state of Washington should pay close attention to both their high school graduation requirements and the CADRs.

Meeting the minimum college admission requirements does not guarantee admission to a public college/university. Therefore, students are encouraged to go beyond meeting minimum college admission requirements to improve their chances for gaining acceptance to a public college/university.

Students should obtain admission information directly from the college/university they wish to attend. This information can be found on the individual college/university websites.

**Below are SWHS courses that satisfy the CADR requirements for college application.**

### ***For students applying to four-year public colleges or universities in the state of Washington***

Students are encouraged to take a minimum of three credits of CADR courses each year of high school, including senior year.

**English – 4 credits** including 3 credits of college preparatory composition or literature.

**Mathematics – 3 credits:** Algebra I, Geometry, and Algebra II.

**Note:** Successful completion of math through Pre-Calculus meets the requirements for 3 credits of math and the senior-year math-based quantitative course.

**Senior Year Math-Based Quantitative Course** – During the senior year of high school, students must earn credit in a math-based quantitative course. At South Whidbey High School, this requirement may be met through enrollment in Pre-calculus, Calculus, by completing a math-based quantitative course like AP Statistics, *Bridge to College Math*, or by completing an algebra-based science course (*Chemistry or Physics*).

**Exception:** Completion of higher-level math prior to the senior year (e.g., Pre-calculus, Calculus, or AP Statistics) exempts students from the senior-year quantitative course requirement.

**Science – 3 credits**, 2 laboratory sciences are required, with one credit being in an algebra-based science course. One credit must be in biology, and one in chemistry, or physics.

**World Languages – 2 credits** must be earned in the same World Language, Native American language, or American Sign Language. Schools may award credit based on a district approved competency assessment consistent with the State Board of Education policy and American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines (e.g. STAMP test).

**Note:** A World Language course taken in middle school may satisfy one credit of the requirement if the second-year level course is completed in high school grades 9-12.

**Social Science – 3 credits** of history or other social science (e.g. World History, United States History, Contemporary World Problems).

**Humanities – 1 credit** of Ethnic Studies in 9<sup>th</sup> grade

**Arts – 1 credit** of fine, visual, or performing arts – or 1 additional credit in other CADR academic subject areas as defined above. Acceptable coursework in the fine, visual, or performing arts includes Art, Ceramics, Drama, Wind Ensemble, Jazz Band, Choir or Music Survey.

## **4 YEAR COLLEGE ADMISSIONS TESTING (currently optional for all public colleges and universities in the State of Washington):**

The PSAT (fall) and SAT (Spring) are offered during the school day once a year at SWHS.

**What is the PSAT/NMSQT?** The PSAT/NMSQT assesses reading, math, and writing skills. It provides excellent practice for the SAT and connects students to scholarships and personalized online tools for increasing their SAT scores. Only students in 11<sup>th</sup> grade are eligible for the National Merit Scholarship program and other programs that use PSAT/NMSQT scores. For more information about the NMSQT, go to: <https://www.nationalmerit.org>.

**When is the PSAT offered and who takes it?** The PSAT is offered nationally each October. Students in 11<sup>th</sup> grade should consider taking the PSAT. Tenth grade students are also welcome to take the test for practice. South Whidbey High School will administer the PSAT each school year in October, during the nationwide testing window that is determined and mandated by the College Board.

**Should you take the SAT or the ACT?** Currently, most colleges/universities have adopted a “test-optional” policy. Please be aware that there are some colleges/universities that do require the ACT or SAT and/or SAT Subject tests. Students will need to consult each college/university website to determine if the SAT and/or SAT Subject test(s), or ACT, are an application requirement.

**To find more specific information about each test:** SAT – [www.collegeboard.org](http://www.collegeboard.org) ACT – [www.act.org](http://www.act.org)

**When do students take the SAT/ACT?** Students typically take these tests during the spring of their Junior Year. If a student plans to retest, it should happen in August, October, or November, allowing time for scores to be reported to colleges/universities during the college application process in the fall. The SAT is offered at SWHS in October each year for South Whidbey High School **seniors only**.

SWHS administers the SAT during the Spring School Day for SAT (usually in March). SWHS does not administer SAT Subject tests. Payment for the School Day SAT is done at the ASB window. A testing seat will be reserved for the student once payment has been submitted. Other area locations and dates for the SAT, SAT Subject tests, and the ACT are available on their websites. Register early, at least 6 weeks prior to the test date, to avoid late fees. SWHS does not have control over SAT deadlines/dates. Plan ahead and pay close attention to specific deadlines.

**COLLEGE ADMISSIONS AND APPLICANT ELIGIBILITY:** College/universities select only a portion of eligible applicants to their freshman class. Actual admission criteria vary considerably. In general, colleges use the following criteria when selecting students:

- grade point average (GPA)
- rigor of high school course selections
- SAT/ACT scores (If required)
- In school Leadership and/or community activities
- personal essay
- letters of recommendation, if required

**NCAA:** These requirements may be different from four-year college or university admission requirements. A student's eligibility for practice, competition, and financial aid in their freshman year at a **Division I or II** college must be certified by the NCAA Initial Eligibility Clearinghouse. See <http://www.ncaa.org> or call (877) 262-1492 by fall of the senior year. Speak to the SWHS Athletic Director for the most up-to-date information.

## PREPARATION FOR COMMUNITY COLLEGE OR TECHNICAL/VOCATIONAL SCHOOLS

Students considering a community college or technical/vocational school should take challenging courses throughout high school in order to be adequately prepared to take college classes above the 100 level

Students may need to pay full tuition for remedial classes below the 100 level at the community college, which will not count toward degree programs or towards transfer credits to a four-year university. Taking upper-level Math and Science courses in high school can help students avoid the need to take below the 100 level courses at the college. Students attending technical colleges may need to pay full tuition for prerequisite classes for their desired program. Check with the college's websites for more information.

## FINANCIAL AID

Information regarding sources of funding for college can be obtained from the financial aid office of the college or training institution as well as your high school counselors. Parents/Guardians and students are encouraged to attend the Financial Aid Night at SWHS each fall for important and detailed information.

To be considered for any federal student aid programs (such as Federal Pell Grants and Federal Family Education Loans) all students must fill out the **Free Application for Federal Student Aid (FAFSA)**. This application collects financial and other information used to calculate the Student Aid Index (SAI) that ultimately determines how much financial aid a student is eligible for. Students complete the FAFSA online at <https://studentaid.gov/> beginning October 1<sup>st</sup> of their senior year to be eligible for financial aid in time for the beginning of their freshman year of college. All students are **strongly** encouraged to submit the FAFSA.

## SCHOLARSHIPS

The CSS/Financial Aid Profile is distributed by the College Scholarship Service (CSS) of the College Board. **The Profile is not the same as the FAFSA.** The Profile is used by some colleges, universities, and scholarship programs to award their own private funds. Complete the Profile form only if the college requires you to do so. Check the CSS Code List. Some applicants will need to complete both the FAFSA and the CSS. For more information on CSS/Financial Aid Profile, go to <https://student.collegeboard.org/css-financial-aid-profile>

**NATIONAL AND STATE SCHOLARSHIPS** are offered by businesses, companies, organizations, etc. Information may be found on the scholarship provider's website.

**LOCAL SCHOLARSHIPS:** Beginning in February, information will be available in the (Seniors) Scholarship Google Classroom.

**STUDENTS SHOULD** review college's/universities Financial Aid and/or Scholarship web pages.

**COLLEGE BOUND:** Students are identified in 8<sup>th</sup> grade and re-qualify their Senior year with the FAFSA. For more information, go to [wsac.wa.gov/college-bound](http://wsac.wa.gov/college-bound). For questions, please see your school counselor.

# OPPORTUNITIES TO EARN DUAL CREDIT

## CTE DUAL CREDIT DIRECT CREDIT



**Dual Credit** courses are a competency-based direct credit option for specific courses at several Community Colleges. This credit option allows SWHS students to enroll in specific Dual Credit high school courses and receive a Direct Transcript of college credit for those classes upon completion of college-approved competencies with a **grade of B or better**. Although regular tuition and fees at Skagit Valley College, for example, are **\$141.05** per credit hour, SWHS students' tuition and fees will be **FREE**. The Skagit-Island Prep Work Consortium provides the payment. For details, please check with the individual SWHS course instructor.

South Whidbey High School (SWHS)	Skagit Valley College (SVC)	College Credits	SWHS Credits	College Cost	SWHS Cost
Graphic Design	Adobe Photoshop – MIT 226	5	1	\$705.25	<b>FREE</b>
Health	First Aid, Safety & CPR – PE 200	2	0.4	\$282.10	<b>FREE</b>
Leadership	Leadership Development – BUS 180	5	1	\$705.25	<b>FREE</b>
Yearbook Publication	Adobe In Design – MIT 220	5	1	\$705.25	<b>FREE</b>

## COLLEGE IN THE HIGH SCHOOL

Students who are enrolled in AP United States History, Spanish 3 or Spanish 4/5 at SWHS have an opportunity to also enroll in US History I, US History II and US History III through Everett Community College, or SPAN 123 and SPAN 221 through Skagit Valley College at South Whidbey High School. Doing this will result in earning both high school credit and college credit upon successful completion of the AP United States History class or Spanish 3 or Spanish 4/5 at SWHS.

## RUNNING START

Running Start enables juniors and seniors to earn simultaneous high school and college credit for courses (100 level and above) taken at a community college. Note: Not all out of state colleges/universities accept Running Start credits. Please ask the enrollment advisor at the college that you are considering. To enroll, the student must be a junior or senior at SWHS and are able to demonstrate the ability to do college level work via a placement test given at a community college, or by other available data, as determined by the college. See your school counselor for further information, including credit equivalencies and course equivalencies. Students may choose to be enrolled concurrently in high school and Running Start.

## SNO-ISLE SKILLS CENTER

Students of Sophomore or Junior status may apply to programs of interest provided through Sno-Isle Skill Center for the following school year. Students must be at least 16 years of age, have good attendance, an administrator/school counselor recommendation and an interview at Sno-Isle. The following courses are available through Sno-Isle Skills Center in Mukilteo for students accepted into the program. **Stop by Student Services for course descriptions and additional information concerning Sno-Isle Skills Center or courses listed below.**

- **Information Technology**
  - Animation
  - Computers, Servers and Networking
  - Electronics Engineering Technology
  - Video Game Design
- **Business, Marketing & Management**
  - Cosmetology
  - Culinary Arts – Baking/Pastry or Service/Production
  - Fashion and Merchandising
- **Human Services**
  - Criminal Justice
  - Early Childhood Education
  - Fire Service Technology
- **Science & Health**
  - Dental Assisting
  - Medical Assisting
  - Nursing Assistant
  - Pharmacy Tech
  - Veterinary Assisting
- **Trade & Industry**
  - Aerospace Manufacturing Technology
  - Auto Body / Collision Repair
  - Automotive Technology
  - Construction Trades
  - Diesel Power Technology
  - Advanced Manufacturing
  - Welding/Metal Fabrication

## ADVANCED PLACEMENT (AP)

SWHS offers Advanced Placement (AP) classes in Biology, Statistics (offered every other year), United States History and AP Literature and Composition. These courses are intended to challenge students' thinking, independent working skills, and to further develop self-directed learners. Students must be willing and able to allocate an average of 60 – 90 minutes outside of school to homework per class/per day. AP teachers receive a list of students who request their AP class and ultimately decide which students may enroll.

## INDEPENDENT STUDY

Some students who are eager to explore advanced studies in a particular subject may wish to contact a SWHS/SWA teacher to inquire about an independent study course. These courses require extra commitment of time and focus on the part of the student. **Independent study is not available for any courses currently offered in the regular schedule at SWHS.** It is the student's responsibility to discuss their independent study course idea with a teacher in the corresponding subject area. Students should be aware that some teachers may or may not agree to teach an independent study course because it adds to their regular daily teaching schedule. If the teacher agrees, an Independent Study Application must be completed for the Principal to review and approve.

## HONORS COURSE DESIGNATION

The Honors designation for English 9 and English 10, is for those students wishing to be challenged above and beyond the normal coursework rigor. The Honors designation code will be indicated on the student's transcript. Please contact the teacher for specifics.

## COURSE DESCRIPTIONS

The following section includes course descriptions for all classes that could be offered for the 2025-2026 school year. **NOTE:** The courses outlined in this book will be available based on teacher availability and number of student requests. **If not enough students request a class, it may be cancelled for the year and interested students will be scheduled into an alternate course.**

## STUDY HALL & FREE PERIODS

SWHS does not have study hall periods during the school day. In addition, because all students must be assigned to and under the supervision of a staff member, SWHS does not allow students to have a "free period" in their schedule.

# ARTS

Two credits in the Arts are required to graduate. However, one of those two credits could be a career goal class that more closely corresponds with the student's High School and Beyond Plan.

## MUSIC

### WIND ENSEMBLE

**Course Code:** MUS200

**Grade Level:** 9, 10, 11, 12

**Credit:** Art, 1.0

**Prerequisites:** None

This band will study and perform a variety of new and classic band literature. Performances at concerts and football and basketball games are required as part of the band grade.

### ADVANCED JAZZ ENSEMBLE

**Course Code:** MUS400

**Grade Level:** 9, 10, 11, 12

**Credit:** Art, 1.0

**Prerequisites:** Audition

This class covers music of the entire big band jazz era, as well as swing, bebop, rock, ballad style, and fusion. The study of improvisation is also included. Sectional and performance attendance is required.

### SHOW CHOIR

**Course code:** MUS150

**Grade Level:** 9, 10, 11, 12

**Credit:** Art, 1.0

**Prerequisites:** None

**Fees:** Uniform is purchased by student.

Music in Motion, South Whidbey High School's show choir is a performing class, open to any student grades 9-12. No prior experience is necessary, just an interest in vocal music. Students will learn to sing many different genres of music including modern pop songs, old rock and roll, jazz, pieces from musicals and other types of choral literature. Regular dance instruction is supplied. We will explore music theory and vocal singing techniques. Performance attendance is required. Please see instructor if you need assistance with the uniform fee.

### MUSIC SURVEY

**Course Code:** MUS100

**Grade Level:** 9, 10, 11, 12

**Credit:** Art, 1.0

**Prerequisites:** None

**Fees:** None

This course will survey music representing cultures from across the world. In addition, we will study major genres of American music, including Rock, Jazz, Pop, Rhythm and Blues, and Classical music. We will integrate traditional music theory and composition study with related study in music history, ear training, and rhythm training. Units will include music notation, major and minor scales/keys, modes, harmony, chord progressions, and composition techniques. Some background in music is helpful; however, music reading/writing skills will be taught.

## VISUAL ART

### ART 1

**Course Code:** ART101

**Grade Level:** 9, 10, 11, 12

**Credit:** Art, 1.0

**Prerequisites:** None

**Fees:** \$40 for Materials

Art 1 is an introductory level studio art course designed for all levels of artistic abilities. The modified-choice curriculum is presented in Artistic Behavior-themed units that provide media and technique instruction and exploration as well as culminating choice projects. Students will actively engage in the Artistic Thinking Process which includes idea generation, development, creation, and reflection. Emphasis will be on: Drawing, Painting, Printmaking, Collage/ mixed media, and non-ceramic 3D media.

### ART 2

**Course Code:** ART102

**Grade Level:** 9, 10, 11, 12

**Credit:** Art, 1.0

**Prerequisites:** Passed Art 1 with a B or better and teacher permission

**Fees:** \$40 for Materials

Art 2 is an intermediate studio class for students who have successfully completed Art 1 with a B or better. Art 1 and Art 2 students work together in the same class. The curriculum is a modified-choice model that is challenging and engaging for beginning and experienced artists alike. Art 2 students will continue to engage in the Artistic Thinking process and help co-create their curriculum by developing personally meaningful themes and determining the direction of their work.

## CERAMICS 1

**Course Code:** ART200

**Grade Level:** 9, 10, 11, 12

**Credit:** Art, 1.0

**Prerequisites:** None

**Fees:** \$50 for Materials

Ceramics 1 is an introductory level studio art class designed for all artistic abilities. Students will be involved in the planning and construction process of creating functional and decorative clay pieces. Students will be introduced to different ways to form and manipulate clay primarily through hand building techniques including pinch, coil, and slab methods. Students will also be introduced to the potter's wheel. A variety of glazing and surface decoration techniques will be introduced. Participation in the course includes helping to maintain the ceramic studio.

## CERAMICS 2

**Course Code:** ART210

**Grade Level:** 9, 10, 11, 12

**Credit:** Art, 1.0

**Prerequisite:** Passed Ceramics 1 with a B or better and teacher permission

**Fees:** \$50 for Materials

Ceramics 2 is an intermediate level studio art class for students who have successfully completed Ceramics 1 with a B or better. This course will enhance and further develop student's abilities through a combination of advanced curriculum and student-determined projects and themes. This course is not an independent study course. Students will have the opportunity to expand upon their knowledge of clay construction (both hand building and wheel throwing) and develop their preferred method to build a body of work. Students will be involved in the management of the ceramic studio, including firing, and glaze preparation. Class may be repeated for credit.

## DRAMA

### DRAMA / STAGE TECH

**Course Code:** DRA100

**Grade Level:** 9, 10, 11, 12

**Credit:** Art, 1.0 or CTE, 1.0

**Prerequisite:** None

Drama is an introductory course to Drama and Theatre, available to all students in grades 9-12 who have an interest in exploring the world of performance. In this course, students will delve into various aspects of drama, including theatre history, fundamental stagecraft, theatre terminology, and stage etiquette. Students will gain hands-on experience with play production, from developing characters to understanding the technical side of theatre.

Throughout the course, each student will have the opportunity to create and develop a complex character, complete with costume and props, and bring that character to life through the performance of a monologue. The class will work collaboratively to produce a play that will be performed publicly, allowing students to showcase their skills and creativity. Drama I provides a comprehensive foundation in theatre arts, making it an ideal choice for those new to drama and for students seeking to deepen their understanding of theatrical performance.

\*\*\*Offering this course next school year will be based on student sign ups and funding.

## CAREER/TECHNOLOGY EDUCATION (CTE)

Two credits in Career/Technology Education are required to graduate.

### BUSINESS & MARKETING



#### GRAPHIC DESIGN

**Course Code:** BUS175

**Grade Level:** 9, 10, 11, 12

**Credit:** CTE, 1.0, 5 College Credits

**Prerequisites:** None

Graphic Design is a **hands-on** course designed to provide students with appropriate knowledge and skills sufficient to help prepare for entry-level employment in the graphic communication and graphics-related workplace. Integrating desktop publishing and graphic design, students will learn graphic design principles and processes while working on real-world design problems, such as logo design; poster, brochure, and publication design; advertising design and package design. Major units of instruction include Adobe Photoshop and In-Design and related software, graphic design studio techniques, and

computer graphic techniques. Experience in printing to color photo printers, along with publication plotters and matting framing, are also covered. Students will solicit, plan, and execute design projects for the school, district, and local communities.

SVC MIT 226 Adobe PhotoShop (5 CR)

### **ADVANCED GRAPHIC DESIGN**

**Course Code:** BUS275

**Grade Level:** 10,11,12

**Credit:** CTE, 1.0

**Prerequisite:** Passed Graphic Design with a B or better and Teacher permission

Advanced Graphic Design builds on the Graphic Design course. It is a self-paced and self-designed class that allows the student to explore several areas of design using Adobe Photoshop or Illustrator. It is more of an Independent Study rather than a traditional class. With guidance from the teacher, the student will utilize tutorials from both class and the internet, text and video formats, to explore different techniques of design and creation. They will be able to customize the class to their interests. Weekly projects are submitted and talked through with the teacher.

### **DIGITAL COMMUNICATIONS**

**Course Code:** COM250

**Grade Level:** 9, 10, 11, 12

**Credit:** CTE, 1.0

Digital Communication is an introductory course into the Business and Marketing CTE pathway. Digital Communication will teach students how to effectively communicate using 21st century skills. Students will learn how to write an email, effectively use social media, create podcasts, edit and create videos, use basic graphic design software, and critically analyze media. Digital Communication will be run using Universal Design for Learning, with an emphasis on projects. Students will be scaffolded along the way to develop and refine their abilities on each of the different skills.



### **YEARBOOK PUBLICATION**

**AND**

### **ADVANCED YEARBOOK PUBLICATION**

**Course Code:** BUS400

**Grade Level:** 9, 10, 11, 12

**Credit:** CTE, 1.0, 5 College Credits

**Prerequisites:** None.

*May be repeated for credit*

**Calling all Photographers, Graphic Designers and Writers, any level! We need you!**

**Course Description:** In this course, students will gain skills in one or more of the following areas: photography, page design, advanced publishing techniques, copywriting and editing while producing a creative, innovative yearbook which records school memories and events. There is an emphasis on journalism skills in this class! Participants gain useful, real-world skills in time management, marketing, teamwork and design principles.

**Course Objectives:** By the end of this course students will be able to: 1. Design pages on the computer using Online Design for submission to the yearbook company. 2. Take pictures using a digital camera and then edit the photos for use. 3. Write copy using correct language skills. 4. Work effectively as a member of a group. 5. Manage time effectively in meeting deadlines as they arise. 6. Effectively enhance digital pictures using Photoshop. Occasionally, time outside of class will be required for interviewing, sports photographic assignments, or deadline completion.

SVC MIT 220 Adobe InDesign (5 CR)

### **MERCHANDISING & MARKETING**

**Course Code:** BUS500

**Grade Level:** 10, 11, 12

**Credit:** CTE, 1.0

**Prerequisites:** Food handler's permit, lunch shifts in student store required for grade.

Merchandising and Marketing gives students an opportunity to understand how marketing influences sales, consumers, and merchandisers. Students will explore marketing basics, consumerism, inventory, product creation and distribution along with pricing promotion, advertising, management, and human relations. **A food handlers' permit is required for this class.** While enrolled in this course, students will participate in all aspects of the student store including inventory, consumer feedback, sales, pricing, promotion, managing, barista, and sales training--all real-world skills!

### **MARKETING MANAGEMENT**

**Course Code:** BUS550

**Grade Level:** 10, 11, 12

**Credit:** CTE, 1.0

**Prerequisites:** Teacher approval and prior training required

*May be repeated for credit*

This course is designed to offer advanced marketing students hands-on management experience in a retail setting. Students will be responsible for completion of a research project in a marketing management field of their choice, such as advertising or finance. In addition, they will operate the student store.

**Fees for a food handlers' permit are required.** Advanced Technology will be incorporated into the curriculum including Spreadsheets, POS systems, Google Drive and



other communication mediums. A highly independent, motivated, and business interested student can succeed in this class.

## HEALTH & HUMAN SERVICES

### SPORTS MEDICINE

**Course Code:** MED100

**Grade Level:** 10, 11, 12

**Credit:** CTE, 1.0,

**Prerequisites:** Biology or concurrent registration

**Fees:** \$5 Lab fee

This course is designed to introduce students to health care professions, in particular the field of sports medicine. Students will study the care, prevention, and evaluation of athletic injuries, basic first aid, medical terminology, basic emergency trauma situations, mechanism of injury, rehabilitation, human anatomy, and other topics related to health occupations. Anyone interested in a career in the field of medicine, or who wants to learn basic awareness, should consider this course. This course is recommended for upper level students who are self-disciplined and independent workers.



### LEADERSHIP/PROJECT MANAGEMENT

**Course Code:** ASB200

**Grade Level:** 9, 10, 11, 12

**Credit:** CTE, 1.0, 5 College Credits

**Prerequisites:** None

This course is designed to instruct students in the various methods and techniques involved in planning, implementing, and evaluating projects related to school and community activities. Further, the course gives students the opportunity to generate original projects and to actually implement those endeavors. Skills acquired will include time management, problem solving, working with a group in dynamic group situations and communication skills. This class may also be involved with community service projects, lunchtime activities, and other school service/activity projects both during and outside of regular school hours. Students have the opportunity to take part in an inter-high school leadership conference.

SVC BUS 180 Leadership Development (5 CR)

## TECHNOLOGY AND TRADES

### INTRODUCTION TO AGRICULTURE

**Course Code:** AGB200

**Grade Level:** 9, 10, 11, 12

**Credit:** CTE, 1.0

**Prerequisites:** None

*Introduction to Agriculture* is designed for those students interested in learning where their food comes from and how to grow it. It offers students a broad perspective on food production: its costs, benefits, origins and impacts. With lots of hands-on work in the campus gardens and field trips to local farms, it combines academic study with active experience working the land using regenerative practices. Students will begin the class harvesting a broad variety of late-season crops, planting cover crops and garlic, and learn to “put the gardens to bed”. Later in Spring students will prepare land, plant, and care for a wide variety of growing crops. There will be a culinary component to the class, utilizing garden produce in different healthy dishes.

Students taking this course are encouraged to be part of a leadership club, such as FFA (Future Farmers of America), which has a \$20.00 fee, or Ecology Club.

### ADVANCED AGRICULTURE

**Course Code:** AGB300

**Grade Level:** 9, 10, 11, 12

**Credit:** CTE, 1.0

**Prerequisites:** *Introduction to Agriculture* and teacher permission

This class combines independent agricultural projects with in-depth study in the topics covered in the *Introduction to Agriculture* course. This class is taught alongside *Introduction to Agriculture* and will include giving project presentations, guidance, and leadership to that class.

### VIDEO PRODUCTION

**Course Code:** COM150

**Grade Level:** 9, 10, 11, 12

**Credit:** CTE, 1.0

**Prerequisites:** None, but a good understanding of basic computer use is advisable

This is an exciting, **hands-on** class that introduces students to the craft of professional videography, movies and video editing. *Video Production* students will use modern digital equipment to produce various types of videos, commercials, music videos, documentaries and other class projects. Students will learn proper filming techniques and how to use lighting and audio to help make professional-looking videos. Students will also get the opportunity to be on-camera performers, camera operators, sound technicians, lighting designers, mixers and directors in video projects. Students will be challenged in the three phases of media production and take their projects to the next level through newly learned skills: **1) Pre-production** (design and project management); **2) Production** (camera and filming); and **3) Editing** (sequencing, transitions, special effects, motion key-framing, titling), oh yes, and having fun at the same time. Video Editing software will comprise of free online editing software, which will allow students to work on some projects from home. Advanced class has the chance

to work with Professional Editing software – Adobe Premiere Pro and After Effects.  
Independent Video Production classes are available for Advanced Video Production Students.

## **DRAMA / STAGE TECH**

**Course Code:** DRA100

**Grade Level:** 9, 10, 11, 12

**Credit:** Art, 1.0 or CTE, 1.0

**Prerequisite:** None

Drama is an introductory course to Drama and Theatre, available to all students in grades 9-12 who have an interest in exploring the world of performance. In this course, students will delve into various aspects of drama, including theatre history, fundamental stagecraft, theatre terminology, and stage etiquette. Students will gain hands-on experience with play production, from developing characters to understanding the technical side of theatre.

Throughout the course, each student will have the opportunity to create and develop a complex character, complete with costume and props, and bring that character to life through the performance of a monologue. The class will work collaboratively to produce a play that will be performed publicly, allowing students to showcase their skills and creativity. Drama I provides a comprehensive foundation in theatre arts, making it an ideal choice for those new to drama and for students seeking to deepen their understanding of theatrical performance.

**\*\*\*Offering this course next school year will be based on student sign ups and funding.**

## **INTRODUCTION TO ENGINEERING DESIGN (IED)**

**Course Code:** EGR305

**Grade Level:** 9, 10, 11, 12

**Credit:** CTE, 1.0

**Prerequisites:** None, but basic computers skills helpful.

Explore the exciting world of engineering and design in **Introduction to Engineering Design (IED)**! This hands-on course introduces students to the engineering field, guiding them through the problem-solving and design process used by professionals. Students will work on engaging projects, from designing 3D models to building real-world structures, while developing critical skills like planning, communication, and teamwork.

### **What You'll Learn:**

The course covers a variety of topics that highlight engineering and related STEM careers:

- **The Role of the Engineer:** Discover what engineers do and how they shape the world.
- **The Design Process:** Learn the steps to solve problems creatively and effectively.

- **Technical Sketching and Drawing:** Develop skills to visualize and share your ideas.
- **Measurement and Statistics:** Use data to make informed design decisions.

### **Hands-On Projects Include:**

- **3D Modeling:** Create 3D designs using tools like Tinkercad, Onshape, and SketchUp.
- **AI:** Intro into the world of Prompting and utilizing AI in the workplace and home.
- **Mechanical Engineering:** Build and test projects such as bridges and other structures.
- **Robotics:** Design, build, and program robots using VEX Robotics systems.
- **Programming Basics:** Get started with Python and JavaScript programming languages.
- **Architecture Basics:** Explore architectural design using SketchUp.

### **Why Take IED?**

This course introduces students to a wide range of exciting topics, including robotics, sustainable energy, biotechnology, and future technologies. It complements other STEM courses and provides a strong foundation for careers in science, technology, engineering, and mathematics (STEM).

Get ready to design, innovate, and build the future in **Introduction to Engineering Design!**

\*STEM is the acronym that refers to the academic disciplines of science, technology, engineering, and mathematics.

## **ADVANCED ENGINEERING - Independent Study**

**Grade Level:** 9, 10, 11, 12

**Credit:** CTE 1.0

**Prerequisites:** Completion of IED with a B or better and permission from the instructor.

**Fees:** None unless a project you design requires equipment or purchasing.

### **Independent Study: Engineering Your Future!**

Are you ready to take control of your education and dive into the world of engineering and technology? In this project-based class, *you* are the designer, innovator, and explorer. Whether in the classroom or a location of your choice, you'll have the flexibility to shape your learning experience and work on the projects that excite you most.

#### **Here's how it works:**

- **Choose Your Focus:** Decide what area of engineering or technology you're passionate about—3D modeling, robotics, programming, energy, architecture, or even something entirely your own!
- **Create Your Plan:** Design a personalized course of study, set your goals, and develop a step-by-step strategy to achieve them.

- **Bring Ideas to Life:** Use hands-on projects, real-world applications, and creative problem-solving to demonstrate your knowledge and skills.
- **Show What You've Got:** Present your progress and final work through reports, presentations, or practical demonstrations.

**The possibilities are endless, and the direction is entirely up to you! Here are some ideas to inspire your journey:**

- **3D Modeling:** Dive into tools like Onshape or Blender to create your own 3D designs.
- **Design Your Own Path:** Explore multiple interests or create a brand-new study direction.
- **AI Adventures:** Learn how to harness AI for practical uses at home and in the workplace.
- **Mechanical Engineering:** Build and test bridges, structures, or other creative projects.
- **Robotics:** Design, build, and program robots using VEX Robotics systems.
- **Programming:** Level up your coding skills with Python or other programming languages.
- **Energy Explorations:** Investigate renewable energy and what future engineers will tackle in this critical field.
- **Architecture Basics:** Design stunning architectural models using SketchUp.

This is your chance to explore, experiment, and innovate in an area you're passionate about. The only limit is your imagination! Let's get started—your future as a creator, builder, and engineer awaits.

## SHOP FOUNDATIONS

**Course Code:** CAB200

**Grade Level:** 9, 10, 11, 12

**Credit:** CTE, 1.0

**Prerequisites:** None

**Fees:** \$85.00 (depending on individual student choice project, other fees may be required for materials)

**Fee assistance is available for special circumstances. Talk with the instructor for more information. REQUIRED GEAR:** All students must have their own **Safety Glasses**. We do not provide

them. We do provide ear protection and cloth masks, but it's also recommended to buy their own **HEARING PROTECTION and MASK**. The shop can be very noisy and there is a lot of sawdust when sanding.

Students will gain knowledge and skills in working safely and efficiently with hand tools and power tools. In addition, they will be introduced to different types of woods and their uses, the industrial woodworking environment and technology in use today.

Students will be taught basic principles of woodworking, theory and structural techniques, wood characteristics, glues, fasteners, power equipment, joint making and finishing. Shop safety will be stressed throughout the

course, and, as a first step, students must pass a safety test on various shop machinery in order to qualify to use it.

## ADVANCED SHOP FOUNDATIONS

**Course Code:** CAB250

**Grade Level:** 9, 10, 11, 12

**Credit:** CTE, 1.0

**Prerequisites:** Passing Shop Foundations with a B+ or better. Must interview with the instructor for permission.

**Fees:** The price of the class is fully based on individual choice of projects; other fees may be required for materials. Students will need to determine the cost and amount of wood and other materials needed. **Fee assistance is available for special circumstances. Talk with the instructor for more information.**

**GEAR:** The student will need to have **Safety Glasses**. It's also recommended to buy their own **HEARING PROTECTION and MASK**.

Students will work independently gaining knowledge and skills in working safely and efficiently with hand tools and power tools. They will also work to expand their knowledge of working with different types of wood. In addition, they will periodically be used in prep and other help needed for the instructor for the basic class.

## WORKSITE LEARNING

*Worksite Learning* is an opportunity that provides hands-on real world work experience. Worksites connect experiences to knowledge and skills obtained in the classroom. *Worksite Learning* occurs at a qualified worksite outside the classroom to support student's educational and/or career plan. *Worksite Learning* allows students to engage in real world experiences while giving them vital tools to make informed career and educational decisions and give them a competitive edge relating to their postsecondary endeavors. This experience can be either a **PAID** Work Experience or an **UNPAID** Internship.

### WORKSITE LEARNING / PAID

**Grade Level:** Age 16 or older

**Credit:** CTE

**Length:** Semester or Yearlong options available (180 hrs. = 0.5 credit; 360 hrs. = 1.0 credit)

Work at a local business and earn credit for a paid job that is related to a course of study that prepares students for their future. Students will gain on the job training and real-world experience that will give them a competitive edge in their post-secondary endeavors. *Work Experience* must be assigned as part of the school schedule but may

occur at a variety of times during the day, after school or on weekends.

**Note: Student must provide own transportation.**

## **WORKSITE LEARNING / INTERNSHIP (UNPAID)**

**Grade Level:** Age 16 or older

**Credit:** CTE

**Length:** Semester or Yearlong options available (90 hrs. = 0.5 credit; 180 hrs. = 1.0 credit)

Students earn *Worksite Learning/Internship* credit while enrolled in or having completed a course that relates to their career interests. *Worksite Learning/Internships* help students to make informed choices about their future education and career goals while allowing them to gain real-world experience. *Worksite Learning/Internships* must be assigned as part of the school schedule but may occur at a variety of times during the day, after school or on weekends.

**Note: Student must provide own transportation**

# ENGLISH

**Four credits in English are required to graduate.**

South Whidbey High School believes that a variety of rigorous reading, writing, and speaking opportunities, are the foundation for college and career readiness. The English Department offers instruction in poetry, novels, short stories, non-fiction, primary sources, and a comprehensive independent reading requirement. These are supplemented by daily writing assignments, process papers and presentations to strengthen students' intellectual development. Rubrics, conferences and Common Core Standards are used for communication of expectations and evaluation of student progress.

## **ENGLISH 9**

**Note: Honors designation is available.**

**Course Code:** ENG100

**Grade Level:** 9

**Credit:** English, 1.0, Required

**Prerequisites:** None

*English 9* develops skills in reading, writing, listening, and researching skills while exploring the theme of Identity and community. Students will read poetry, short stories, novels, Shakespeare, and various non-fiction pieces. Writing may include poetry and creative prose, expository essays, descriptive and narrative prose, and speeches. In their study of literature, writing, and public speaking, students develop research skills, vocabulary, and literary interpretive language. Students use a writing process that includes prewriting techniques, drafting, revising, editing, and publishing/presenting. Students will be expected to digitally create and submit papers following MLA format. They reflect upon and evaluate writing traits in their work: spelling, punctuation, grammar and capitalization conventions.

## **ENGLISH 10**

**Note: Honors designation is available.**

**Course Code:** ENG200

**Grade Level:** 10

**Credit:** English, 1.0, Required

**Prerequisites:** English 9 with a minimum C- grade or teacher permission.

*English 10* offers a balanced curriculum of literature and composition. Literature exploring the themes of power and society includes novels, short stories, non-fiction, drama, and poetry. Students will be expected to digitally create and submit papers following MLA format. Students will write poetry and creative prose, persuasive and expository essays, and descriptive and narrative prose, and will be expected to demonstrate proficiency in literary interpretive language. Students will use a writing process to create both on-demand and fully developed process papers. Student writing, conventions, and MLA format will be assessed using standards, rubrics, and writing conferences.

## **AMERICAN LITERATURE**

**Course Code:** ENG350

**Grade Level:** 11, 12

**Credit:** English, 1.0, Required

**Prerequisites:** English 9 and 10 with a minimum C- grade or teacher permission.

This English course explores the topics of American literary culture, voice and persuasion, and styles specific to American literature. America's relationship with other countries, the problems and obligations of living in a democracy and the co-existence of humans, societies and nature are emphasized. Lectures, class discussions, small group readings, and course texts will reflect the evolution of American literary style, content, and historical perspective. Students will be expected to digitally create and submit papers following MLA format. Students

cultivate their understanding of writing and rhetorical arguments through reading, analyzing, and writing as they explore rhetorical situations, claims and evidence, reasoning, organization, and style. Additionally, this course teaches all aspects of research and writing a collegiate-styled term paper.

## **ENGLISH 12**

**Course Code:** ENG455

**Grade Level:** 12

**Credit:** English, 1.0

**Prerequisites:** English 9, English 10 and American Lit or teacher permission.

Students cultivate their understanding of writing and rhetorical arguments through reading, analyzing, and journaling as they explore rhetorical situation, claims and evidence, reasoning and organization, and style. English 12 tackles reading for life by exploring nonfiction genres and global awareness of current issues.

English 12 provides students with varied opportunities to explore career and college reading, writing, and public speaking. Letters of interest, resumes, a variety of essays, including those necessary for professional and college applications, non-fiction research, and presentations are

emphasized. Expect daily reading, writing, and development of deep reading strategies. Students will leave class with a comprehensive electronic portfolio of work appropriate for college and career needs.

## **AP LITERATURE & COMPOSITION**

**Course Code:** ENG420

**Grade Level:** 12

**Credit:** English, 1.0

**Prerequisites:** English 9, English 10, and American Lit with a minimum C-

Students will read, discuss, and write about world literature and poetry. This course is designed to develop skills in critical, close reading of a variety of texts and incorporate strategies and techniques necessary for success at the college level. This course emphasizes analysis and interpretation of literature and poetry and is reading and writing intensive. Summer reading prior to the fall class is required. Discussions and presentations follow a Socratic Seminar format. Students will be expected to digitally create and submit papers following MLA format. Assistance is also provided for personal essays and college search options.

# **HEALTH AND PHYSICAL EDUCATION**

**Two credits in Physical Education (*Introduction to High School Physical Education* and a second required Physical Education class), plus one credit in Health are required for graduation.**

**NOTE: Students are not allowed to enroll in two Physical Education classes during the same semester.**



## **HEALTH**

**Course Code:** HLT200

**Grade Level:** 10

**Credit:** Health, 1.0, Required

**Prerequisites:** None

Students will be presented with factual information on a wide variety of health topics including stress, relationships, substance abuse, CPR, the structure and function of the body, which will include the reproductive system, pregnancy, birth and birth control. Consumer awareness, advertising, nutrition, and environmental concerns will also be addressed. Opportunities are provided for developing decision making skills relating to all health topics. Students who receive a grade of B or better have the opportunity to earn 2 credits from Skagit Valley College

SVC PE 200 – First Aid, Safety & CPR (2 CR)

## **INTRODUCTION TO HIGH SCHOOL PHYSICAL EDUCATION**

**Course Code:** PED100

**Grade Level:** 9

**Credit:** P.E., 1.0, Required

**Prerequisites:** None

This course is required of all first-year physical education students. This course is designed to heighten the student's awareness of basic fitness principles and the significance of lifestyle on one's health. It is offered as an introduction to and an overview of health and the physical education department. Topics will include participating in an individual fitness program, goal setting, guidelines of exercise, and principles of training. Activities may include tennis, soccer, pickle ball, volleyball, badminton, as well as many other games and activities. This course will satisfy the prerequisite needed for all other courses in this department.

## **LIFETIME SPORTS**

**Course Code:** PED150

**Grade Level:** 9, 10, 11, 12

**Credit:** P.E., 1.0

**Prerequisites:** None

**Fees:** \$25.00

*May be repeated for credit*

This course is designed to build upon each student's understanding of dual/individual sports and recreational activities to further enhance skill proficiency, develop strategies, and increase understanding of movement. The focus of this course is to allow students the opportunity to explore fitness activities that they can be engaged in throughout their lifetime. Students will have the opportunity to continue with their personal fitness programs as well as participate in a variety of dual and individual sports. Sports include pickle ball, badminton, Frisbee golf, tennis, golf, canoeing, dance, aerobics and yoga.

## **WALK FIT**

**Course Code:** PED200

**Grade Level:** 9, 10, 11, 12

**Credit:** P.E., 1.0

**Prerequisites:** None

*May be repeated for credit*

Our bodies were made to move, and we can walk our way to health and wellness! Walking is a fun and simple way to get more exercise and offers many benefits for people of all ages and fitness levels.

Walk Fit is a Physical Education course designed for students who would like to increase their personal fitness level through the low-impact activity of walking. This course will keep you interested with constant variety, achievable challenges, and personal encouragement.

Students will participate in many different types of walking courses in and around the school grounds.

Adventure activities such as Orienteering and Geocaching will also be implemented as well as a culminating walking event as determined by instructor. This course also includes increasing fitness through the use of stability balls, hand weights, steps, medicine balls, Yoga and Pilates. Students will be expected to increase their level of fitness throughout the semester.

## **TEAM & RECREATIONAL SPORTS**

**Course Code:** PED300

**Grade Level:** 9, 10, 11, 12

**Credit:** P.E., 1.0

**Prerequisites:** None

*May be repeated for credit*

This course is designed to build upon each student's understanding of team and recreational activities to further enhance skill proficiency, develop strategies, and increase understanding of movement. Students will have the opportunity to continue with their fitness programs, as well as participate in a variety of team sports: flag football, basketball, volleyball, softball, soccer, ultimate Frisbee, team handball, floor hockey, lacrosse, and tchoukball.

## **WEIGHTS**

**Course Code:** PED450

**Grade Level:** 9, 10, 11, 12

**Credit:** P.E., 1.0

**Prerequisites:** None

*May be repeated for credit*

This course is for students of all fitness levels and is designed to meet their personal fitness needs. Workouts will emphasize strength training, agility and coordination, jump training, speed workouts, and cardiovascular training. Topics will focus on special nutritional needs of highly active and athletic individuals, how to lift for maximum results, the role cardio plays in overall health, and strategies and techniques to enhance athletic performance.

# HUMANITIES

One credit in Ethic Studies (class of 2025 and beyond), is required for graduation

## ETHNIC STUDIES

**Course Code:** HUM150

**Grade Level:** 9

**Credit:** Humanities, 1.0, Required

**Graduation Requirement starting with the Class of 2025.**

Ethnic Studies will provide students the opportunity to reconceptualize their identity and knowledge by taking into consideration the lives, knowledge, and perspective of others. The course will examine how race and racism have been, and continue to be, central to shaping, understanding, and reacting to American society. The course foundation will be four central pillars recommended by the Washington State Office of Schools and Public Instruction:

### Identity

*Compelling Question:* Who am I, and how does it impact self, community and society?

### Power/Community

*Compelling Question:* How are individuals and collectives affected by race and how does each affect different forms of power?

### Histories

*Compelling Question:* How do people challenge power? How have past and present movements organized to resist systems of oppression?

### Civic Action

*Compelling Question:* In what ways are critical solidarities transformed into reflective action? In what ways can students move from thinking to acting with communities for change?

## ADVANCED ETHNIC STUDIES

**BIPOC HISTORIES, CULTURES, AND TRANSFORMATIVE COMMUNITY ACTION**

**Course Code:** HUM200

**Grade Level:** 11, 12

**Credit:** Humanities, 1.0

This elective course follows a syllabus created in collaboration with students to meet the needs or interests of an individual student or small group of students. The main goals are to empower students to explore the rich, intersectional, and interconnected histories, cultures, and identities of Black, Indigenous, and People of Color (BIPOC) and marginalized communities. Through critical thinking and self-reflection, students will examine their personal, political, social, and economic connections to local and (trans)national histories and contemporary narratives. By studying the histories of race, ethnicity, nationality, gender, and culture, students will investigate and analyze factors of power and privilege and the subsequent impact on external structures that influence the human experience. Students will apply in-depth analysis to contemporary issues and collectively pose creative solutions through community advocacy and organization.

# MATHEMATICS

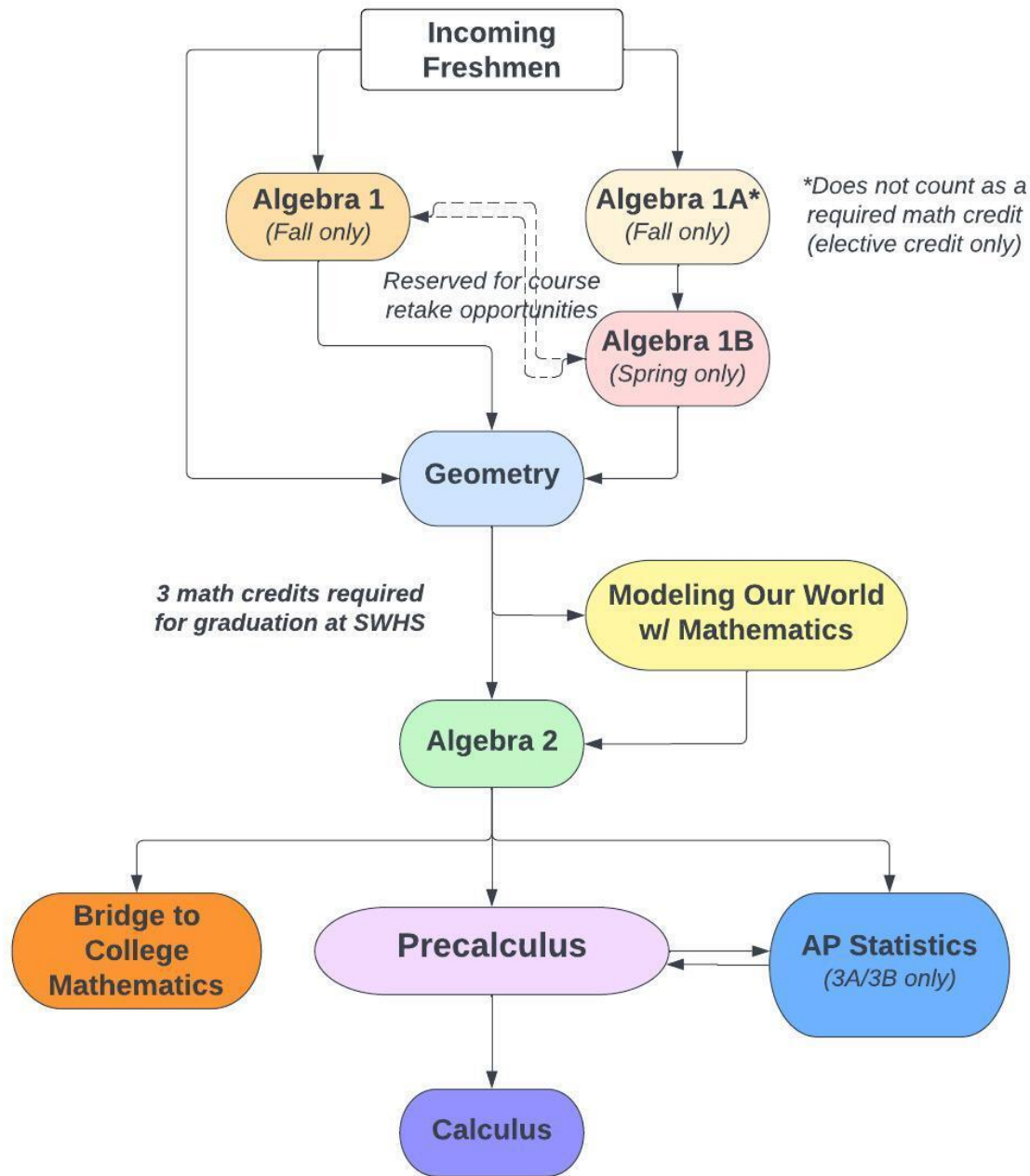
Three credits in Mathematics are required to graduate.

**IMPORTANT:** The mathematics department tries it's best to offer courses for all students and their needs. With that in mind, we can't always guarantee that all the classes listed below will be offered within a given school year.

Student interest, need, and staffing dictate which courses will be offered. Singleton courses like *Modeling Our World With Mathematics*, *Bridge to College Mathematics*, *Calculus* and *AP Statistics* are most likely to be affected by lack of student interest or need and thus may not be offered in a given school year. **It is very important that you** express your interest in a particular course (or courses) during the pre-registration process in (or around)

February of every year to ensure your "voice" is counted.

Hierarchy and sequencing of math courses at SWHS.



The graphing calculator has become an important piece of technology in high school mathematics. It is an approved tool to be used on national exams, such as the SAT, ACT and AP tests, as well as in the classroom. Even though there are many varieties of graphing calculators, from mobile apps to different brands of graphing calculators, the SWHS mathematics department **highly recommends** students have access to a **TI-83+, TI-84+, TI-84CE, or TI-nspire CX (or CX II)** graphing calculator at school and at home. These devices have been approved for use on all national exams. They have also become the *standard* for use by many curriculum publishers. SWHS has a limited number of graphing calculators available for checkout in the school library for students in need. Graphing calculators may be checked out for the duration of the course.



## ALGEBRA IA & IB

**Grade Level:** 9, 10, 11, 12

**Credit:** Algebra IA is an elective credit, 1.0 & Algebra IB is a Mathematics credit, 1.0, Required

**Prerequisites:** None

*Teacher recommendation*

*This Algebra course is 85 minutes a day, year-long.*

The pace of this course is much slower than the semester-long Algebra I course. Algebra is an entry-level mathematics course for students at South Whidbey High School. The following big ideas to be covered in Algebra 1A include: solving linear equations, solving linear inequalities, graphing linear functions, writing linear functions, solving systems of linear equations, and exponential functions and sequences. In Algebra 1B, the following big ideas to be covered include: polynomial equations and factoring, graphing quadratic functions, solving quadratic equations, radical functions and equations, data analysis and displays.

## ALGEBRA I

**Course Code:** MTH111

**Grade Level:** 9, 10, 11, 12

**Credit:** Mathematics, 1.0, Required

**Prerequisites:** None

This *Algebra* course is in the semester format and is intended for students ready for a fast-paced experience of Algebra 1 or for students needing to retake Algebra 1. *Algebra I* is the entry-level mathematics course for students at South Whidbey High School. The following big ideas to be covered in Algebra 1 include: solving linear equations, solving linear inequalities, graphing linear functions, writing linear functions, solving systems of linear equations, exponential functions and sequences, polynomial equations and factoring, graphing quadratic functions, solving quadratic equations, radical functions and equations, and data analysis and displays.

## GEOMETRY

**Course Code:** MTH222

**Grade Level:** 9, 10, 11, 12

**Credit:** Mathematics, 1.0, Required

**Prerequisites:** Grade of C- or better in

*Algebra I, Algebra 1B or teacher recommendation.*

*Transfer students are placed by individual review.*

*Geometry* is the second mathematics course for students at South Whidbey High School. The big ideas covered in Geometry include: building of geometric vocabulary, reasoning in geometry (inductive and deductive proofs), parallel and perpendicular lines, transformations, congruent triangles, relationships within triangles, quadrilaterals and other polygons, similarity, right triangles and trigonometry, circles, circumference, area, and volume, and finally, probability.

## MODELING OUR WORLD WITH MATHEMATICS

**Course Code:** MTH320

**Grade Level:** 11, 12

**Credit:** Mathematics, 1.0

**Prerequisites:** Geometry or teacher recommendation

Modeling Our World with Mathematics is a course designed by the State of Washington. At South Whidbey, this course is recommended for students who have completed Geometry but may not be ready for **Algebra II**. This course contains five thematic units where students use high school mathematics to analyze everyday life experiences and to support informed life choices. The five units are (in no particular order):

**Arts & Music** – Students will explore how to use mathematics to model the wave properties of sound, the beauties of art, and understand the complexities of perspective.

**Finances for Life** – Students will study mathematical models to understand payday/car loans, saving and investing, and using money management to be wise consumers as they plan for life-impact choices.

**Digital World** – Students will look at different aspects of cell phone use and how people use social media to make money. They'll study how to make sense of the digital world by using mathematics to model events such as how a social media post goes viral.

**Civic Readiness** – Students use statistics to explore if the voting process is a fair representation of the people as well as understanding civic issues such as air quality.

**Health & Fitness** – Students use statistics and mathematical models to analyze the relationship between food nutrition, exercise, and our overall health. Students will also explore the spread of disease and world population through mathematical models.

## ALGEBRA II

**Course Code:** MTH333

**Grade Level:** 9, 10, 11, 12

**Credit:** Mathematics, 1.0

**Prerequisites:** Grade of C- or better in Geometry or teacher recommendation. *Transfer students are placed by individual review.*

Algebra II is often considered the gateway math course into most colleges and/or universities. The big ideas covered in Algebra II include: linear functions, quadratic functions, quadratic equations & complex numbers, polynomial functions, rational exponents & rational functions, exponential & logarithmic functions, sequences & series, and trigonometric ratios & functions.

## BRIDGE TO COLLEGE MATHEMATICS

**Course Code:** MTH350

**Grade Level:** 12

**Credit:** Mathematics, 1.0

**Prerequisites:** Algebra II (attempted)

Bridge to College Mathematics focuses on the key mathematics readiness standards from Washington State's K-12 Learning Standards for Mathematics (the Common Core State Standards, CCSS) as well as the eight Standards for Mathematical Practices. The course is designed to prepare students for entrance into a non-calculus pathway introductory college level mathematics course. The course addresses key learning standards for high school including Algebra I, Statistics, Geometry, and Algebra II standards essential for college – and career – readiness.

This course curriculum emphasizes modeling with mathematics and the Standards for Mathematical Practice found within Washington K-12 Mathematics Learning Standards (the CCSS). Topics include building and interpreting functions (linear, quadratic & exponential), writing, solving and reasoning with equations and inequalities, and summarizing, representing, and interpreting data. The course is designed to focus on building conceptual understanding, reasoning and mathematical skills and provides students engaging mathematics that builds flexible thinking and growth mindset. For seniors who score in Level 2 on the Smarter Balanced assessment and are successful in this course (B or better), the *Bridge to College Mathematics* course offers an opportunity to place into a college-level course when entering college directly after high school.

## PRE-CALCULUS

**Course Code:** MTH444

**Grade Level:** 9, 10, 11, 12

**Credit:** Mathematics, 1.0

**Prerequisites:** Grade of C- or better in Algebra II or teacher recommendation. Transfer students are placed by individual review.

*Pre-Calculus* will begin with a survey of different functions and mathematical models with special attention paid to transformations of functions, composition of functions and generating the inverse of functions. An extensive study of trigonometry will follow. Basic triangle trigonometry, graphing sinusoidal functions, solving trigonometric equations, and proving trigonometric identities will be studied. The definition, properties and uses of logarithms, introduction to conic sections, polar coordinates, and vectors are also topics that will be covered.

## CALCULUS

(Offered in the Spring Semester and every other year. For example, Calculus was offered in 2024-25; **WILL NOT BE OFFERED** in 2025-26; **WILL** be offered in 2026-27, etc. Please plan ahead if you intend to take this course!).

## ADVANCED PLACEMENT (AP) STATISTICS

(Offered year-long only [3A or 3B] and every other year. For example, AP Stats was not offered in 2024-25; **WILL BE OFFERED** in 2025-26; **will NOT be offered** in 2026-27, etc. Please plan ahead if you intend to take this course!).

**Course Code:** MTH550

**Grade Level:** 11, 12

**Credit:** Mathematics, 1.0

**Prerequisites:** Grade of B or better in Algebra II, or a C- or better in Pre-Calculus

*Advanced Placement (AP) Statistics* is equivalent to a one-semester, introductory, non-Calculus based college course in Statistics. An introductory Statistics course is typically required for college majors in social sciences, health sciences, and business. The decision to take *AP Statistics* and when to take it depends on a student's plans:

1) Students planning to take a science course in their senior year will benefit greatly from taking *AP Statistics* in their junior year; 2) for students who meet the prerequisites and would otherwise take no mathematics in their senior year, *AP Statistics* allows them to continue to develop their quantitative skills; and 3) students who wish to leave open the option of taking calculus in college should include *Pre-Calculus* in their high school program and perhaps take *AP Statistics* concurrently with *Pre-Calculus*. This course is rigorous in nature so students should expect 30-60 minutes of homework each day. Students should have a graphing calculator and access to a computer to be best prepared for this course.

**Students who take the *AP Statistics* course are strongly encouraged to take the Advanced Placement Exam in May.**

*AP Statistics* will introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: 1) Exploring Data: Observing patterns and departures from patterns, 2) Planning a Study: Deciding what and how to measure, 3) Anticipating Patterns: Producing models using probability theory and simulation, and 4) Statistical Inference: Confirming models. *AP Statistics* is about understanding data, which means less computational algorithms than in *Pre-Calculus* and more explanation of what data is saying about particular contexts (more writing).

# SCIENCE

**Two credits in Laboratory Science - one in Physical Science and one in Biology - plus an additional Science credit are required to graduate. Students applying to a 4-year college or university must earn a credit in Chemistry or Physics, satisfying the Algebra based Science requirement.**

## PHYSICAL SCIENCE

**Course Code:** SCI100

**Grade Level:** 9

**Credit:** Science (Lab), 1.0, Required

**Prerequisites:** None

**Fees:** \$10.00 for Lab

This course is required for incoming freshmen. It is designed to survey the topics of Physics and Chemistry. The knowledge and skills acquired will equip the student to be successful in upper-level science electives. This course is a prerequisite for *Biology*.

## BIOLOGY

**Course Code:** SCI200

**Grade Level:** 10

**Credit:** Science (Lab), 1.0, Required

**Prerequisites:** Physical Science

**Fees:** \$10.00 for Lab

*Biology* is the study of life. The course begins with Ecology, followed by units on genetics, the cell cycle, and evolution. Each unit is anchored by a real-world phenomenon, such as conservation, fire management, and frontiers in cancer treatment. Additionally, each student will have a chance to carry out an investigation of their choice through a semester project. This course focuses on the scientific method and aims to prepare students for upper-level science electives.

## ADVANCED PLACEMENT (AP) BIOLOGY

**Course Code:** SCI500

**Grade Level:** 10, 11, 12

**Credit:** Science (Lab) credit, 1.0

**Prerequisites:** Physical Science and Algebra 1, minimum grade B in both courses

**Fees:** \$10.00 for Lab

The *Advanced Placement (AP) Biology* course is designed to be the equivalent of a college introductory biology course, usually taken by Biology majors during their first year. *AP Biology* aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of Biology. This is a rigorous course taught at the freshman college level. By enrolling, students are committing to one year of 85 minutes daily in class work as well as one hour or more of homework. Students who drop after the first semester will be required to take general biology in a future semester.

## CHEMISTRY

**Course Code:** SCI300

**Grade Level:** 11, 12

**Credit:** Science (Lab), 1.0, Elective

**Prerequisites:** Algebra 1, Geometry and Biology

**Fees:** \$10.00 for Lab

This college prep lab class provides an introduction to physical chemistry and meets the algebra-based lab science entrance requirements for four-year colleges in the state of Washington. The concepts covered include atomic structure, chemical composition, chemical bonding, chemical equations and stoichiometry, chemical equilibrium and acid and base chemistry. Student performance is evaluated using tests and quizzes, laboratory activities and homework assignments. \*\*AP Chemistry is available as independent study following the completion of this class.

## PHYSICS

**Course Code:** SCI400

**Grade Level:** 11, 12

**Credit:** Science (Lab), 1.0, Elective

**Prerequisites:** Physical Science, Geometry and Algebra II, with a minimum grade of C in all courses OR approval of a previous science teacher

**(Offered every other year. For example, Physics**

**was offered in 2024-25; WILL NOT BE**

**OFFERED in 2025-26, will be offered in 2026-27 etc.**

**Please plan ahead if you intend to take this course!).**

**Fees:** \$10.00 for lab

This course is an algebra-based college prep course. The course is structured around lab activities that teach students about the properties, behavior, and interactions of matter and energy. Three exams, a final and homework along with the lab work are used to evaluate student performance.

## ENVIRONMENTAL SCIENCE

**Course Code:** SCI275

**Grade Level:** 11, 12

**Credit:** Science (Lab) Credit, 1.0, Elective

**Prerequisites:** Physical Science and Biology (minimum grade D), Algebra 1 (minimum grade C)

**THIS COURSE CAN BE TAKEN AS A 3RD YEAR LAB SCIENCE COURSE and/or C.T.E. GRADUATION REQUIREMENT**

**Fees:** \$10.00 for lab

Environmental Science is a class that explores the Earth, the biosphere, and our place in it. We will explore all the major realms of the natural world and humankind's interactions with them. The class will examine present-day local issues while learning the history, changes, and possible sustainable futures in each case. In addition to lessons and labs, we will talk to local experts, go on field trips, and look at the work people are doing today to create a more sustainable future.

## SOCIAL STUDIES

**Three credits in Social Studies, World History (class of 2025 and beyond), U.S. History or AP U.S. History, and Contemporary Problems & Civics, are required for graduation.**

### WORLD HISTORY

**Course Code:** HST250

**Grade Level:** 10

**Credit:** Social Studies, 1.0, Required

World History is a graduation requirement that explores the modern era beginning in the 1400's through the Second World War. Various global societies will be examined from a cultural, economic and political perspective.

### UNITED STATES HISTORY

**Course Code:** HST300

**Grade Level:** 11, 12

**Credit:** Social Studies, 1.0, Required

**Prerequisites:** World History

U.S. History satisfies the twentieth century U.S. History requirement. The course is designed to develop understanding in the areas of United States' geography, economics, sociology, multiculturalism, and, of course, history. The course will begin with an introductory unit on American Government and the Constitution, then proceed to closely examine the twentieth century. Special emphasis is placed on the relationship of the past to the present, causes and effects of events, and developing critical thinking skills. Students will be active participants in their learning.

### ADVANCED PLACEMENT (AP) UNITED STATES HISTORY

**Course Code:** HST500

**Grade Level:** 11, 12

**Credit:** AP US History Semester 1 is an elective credit, 1.0 & AP US History Semester 2 is a Social Studies credit, 1.0

**Prerequisites:** Grade B or better in World History  
AP U.S. History is a yearlong course designed to meet

the needs of the highly capable student. The course will be an intensive study of U.S. history from pre-Columbian contact to the present. Students will study the relationship of the past to the present, causes and effects of events and develop critical thinking skills. Students can enroll in Everett Community College's "College in the High School" program to earn up to 15 college credits. Students are encouraged but not required to take the Advanced Placement examination at the conclusion of the course. Enrollment is based on top grades and strength of schedule, until the class is filled. \*\* If dropped at semester, student must still take regular U.S. History to fulfill graduation requirement.

### CONTEMPORARY WORLD PROBLEMS & CIVICS

**Course Code:** HST400

**Grade Level:** 12

**Credit:** Social Studies, 1.0, Required

**Prerequisites:** U.S. History or AP U.S. History recommended

This course is designed to stimulate students' thinking about current world issues and their participation as global citizens. Students will be required to be aware of current news and other events occurring in the world today. Half the course is dedicated to the study of American government, which satisfies the civics requirement for graduation. Four research papers will be required, on topics including but not limited to: Historical Events, Civil Liberties, Constitutional Rulings, Economic Responsibilities, Foreign Diplomacy and Global Citizenship. Students will take notes during lectures, analyze political situations, create questions for guest speakers and write essays in response to articles.

# WORLD LANGUAGE

Recommendations: In order to maximize proficiency in a second language, students are encouraged to take as many levels of language instruction as possible in high school. Students should note that a C- grade in each level is required to progress to the next level. Most four-year colleges require a minimum of two consecutive credits of a second language and many require completion of three consecutive credits. We strongly recommend that there be NO GAP between levels 1 and 2 of language study. For example, Spanish 2 should immediately follow Spanish 1. If possible, schedule levels 1, 2 & 3 without a gap.

**\*Levels 1 and 3 are first semester only.**  
**\*\*Levels 2 and 4/5 are second semester only.**

## SPANISH 1\*

**Course Code:** SPA100

**Grade Level:** 9, 10, 11, 12

**Credit:** World Language, 1.0

**Prerequisites:** None

This introductory course is designed so that any students who have a sincere desire to acquaint themselves with the language may succeed. Students will acquire Spanish through comprehensible input (reading, listening, story building activities, and more), rather than through formal grammar study. The emphasis will be upon language acquisition, development of listening skills, communication in everyday conversational situations, and awareness of cultural practices and products.

## SPANISH 2\*\*

**Course Code:** SPA200

**Grade Level:** 9, 10, 11, 12

**Credit:** World Language, 1.0

**Prerequisites:** Spanish 1, grade of C- or above

Students will continue to acquire language and develop their proficiency skills in understanding and speaking in more complex situations. Students will be expected to use Spanish as much as possible in the classroom. Students will continue to acquire Spanish through class activities, reading, videos, online resources, and small conversation groups. Cultural studies will build upon what was learned in Spanish 1.

## SPANISH 3\*

**Course Code:** SPA300

**Grade Level:** 10, 11, 12

**Credit:** Elective, 1.0

**Prerequisites:** Spanish 2, grade of C- or above

This class, a continuation of Spanish 1 and 2, is strongly recommended for college-bound students. Most instruction and discussion is conducted in Spanish. Students will continue to develop their language proficiency through a variety of comprehension and

communication activities, building on the skills of listening, speaking, reading, and writing. Grammatically, students will work primarily with the present, preterite, and imperfect (past) tenses. Students will gain a greater understanding of culture, customs, and travel in the Spanish speaking world.

College in the HS option - SVC equivalent SPAN& 123 (5 CR)

## SPANISH 4 \*\*

**Course Code:** SPA450

**Grade Level:** 10, 11, 12

**Credit:** Elective, 1.0

**Prerequisites:** Spanish through level 3 with minimum grade of C-

This class is a continuation of Spanish 3. All instruction and discussion will be conducted in Spanish. Students will continue to acquire language proficiency through cultural, historical, and current events. In levels 4 & 5, students gain awareness of more formal language structures and verb tenses as a sub focus and a bridge to more advanced study. Students will learn through several levels of discourse, using text, film, readings, current articles, and novels as sources of input

**Depending on course requests, Spanish 4 and Spanish 5 may be combined in a multilevel class.**

College in the HS option - SVC equivalent SPAN& 221 (5 CR)

## SPANISH 5\*\*

**Course Code:** SPA450

**Grade Level:** 10, 11, 12

**Credit:** Elective, 1.0

**Prerequisites:** Spanish through level 4 with minimum grade of C-

See class description for Spanish 4.

Curriculum rotates so that cultural topics vary from year to year.

## MISCELLANEOUS ELECTIVE CREDIT OPPORTUNITIES

These credit-bearing options require permission and the completion of a Peer Tutor or TA application form.

### PEER TUTORING

**Grade Level:** 11, 12

**Credit:** Elective, 1.0

**Prerequisites:** Teacher permission and signed permission form.

As a peer tutor, you will typically tutor other students in a subject area about which you are knowledgeable. You will be scheduled for one period during the school day. *Peer Tutoring* is a graded course. Speak with your school counselor for more information.

### OFFICE ASSISTANT

**(ATTENDANCE OFFICE, LIBRARY)**

**Grade Level:** 10, 11, 12

**Credit:** Elective, 1.0

**Prerequisites:** Demonstrated efficiency, self-motivation and reliability. Office supervisor permission and signed permission form.

This elective option is designed to offer practical office experience, including filing, distributing mail, messaging, special projects, and general office activities. No grade is granted for Office Assistants; credit

only is granted with an "S", indicating satisfactory performance. No credit is granted for a "U", indicating unsatisfactory performance. Speak with your school counselor for more information.

### TEACHER ASSISTANT (TA)

**Grade Level:** 10, 11, 12

**Credit:** Elective, 1.0

**Prerequisites:** Demonstrated efficiency, self-motivation and reliability. Teacher permission and signed permission form.

This elective option is designed to provide students, interested in teaching as a career, an opportunity to get practical experience from organizing materials and correcting papers to classroom presentations. No grade is granted for Teacher Assistants; credit only is granted with an "S", indicating satisfactory performance. No credit is granted for a "U", indicating unsatisfactory performance. It is the student's responsibility to find a supervising teacher.

## SPECIAL EDUCATION PROGRAMS

**High School Resource Room Program (Grades 9-12):** The 9-12 Resource Room (or "Support Lab") is a service delivery model that serves identified special education students assigned to a general education classroom for, typically, more than 1/2 of the school day. Specially designed instruction may be provided in the general education classroom or in a specialized setting. Students in this classroom may receive specially designed instruction in areas such as reading, written language, math, and/or social/emotional needs.

**Intensive Support Program (Grades 6-12):** The Intensive Support program serves middle school and high school students with moderate to severe cognitive disabilities that require alternative curriculum approaches. Many students are lacking basic self-care, protection, and communication skills. Some students have serious behavioral challenges in addition to their other needs. The program provides a range of services as appropriate for individual students. These may include functional academics, community-based learning, basic needs, functional communication and pre-vocational curriculum.

**Transition Program (18-21 years of age):** The Transition program serves students ages 18-21 years old who have previously been identified as being eligible for special education. This program was developed to address the transition from public school to community services, employment, housing, and recreation. Its focus is on developing employment and community access skills through community-based experiences. Students are individually scheduled in a mixture of community and transition-based activities. The amount and time of service is determined through the IEP process.

## GENERAL GUIDELINES & POLICIES

**CREDIT RETRIEVAL:** Alternate academic/credit providers **MUST** have the appropriate accreditation in order to have the course and credit applied to a student's transcript. Contact your school counselor **before** registering for any courses outside of SWHS for verification.

**DROPPING A CLASS AT SWHS:** If a student withdraws from a class after the first ten (10) school days of a semester, he/she will receive a failing grade (F) with no earned credit, unless there is an extenuating circumstance and approval granted from administration to allow withdrawing with a W. The course and grade will appear on the transcript. This applies to all enrolled students, including home school students or students choosing to graduate from a school other than South Whidbey High School.

**HOME SCHOOL STUDENTS:** Home school students may enroll in courses if space is available and are subject to all SWHS guidelines and policies.

**INDEPENDENT STUDY ENROLLMENT:** Students must make arrangements with the approving teacher and complete an Independent Study Application **prior** to the start of the semester. (See pg. 13).

**ONLINE COURSES AVAILABLE THROUGH SWSD:** Specific terms apply. See your academic school counselor.

**LATE ENTRY TO SWHS:** Students who have not been attending a school for at least the first 10 days of a new semester must meet with a school counselor to determine appropriate placement.

**SCHEDULE CHANGES:** Schedule change requests are considered during the first three days of a semester. Most changes will require a parent/guardian signature.

**YEARLONG CLASSES, GRADES:** Students will receive a grade and .5 credit (if passing) at the end of each semester. However, students must complete **both** semesters to avoid a failing grade (F) for the course.

The South Whidbey School District #206 does not discriminate on the basis of sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.

The following employees have been designated to handle questions and complaints of alleged discrimination: Affirmative Action/Title IX/ RCW 28A.640 /RCW 28A.642 compliance officer, John Patton, [jpatt@sw.wednet.edu](mailto:jpatt@sw.wednet.edu), or Section 504/ADA coordinator, Kayla Phillips, [kphillips@sw.wednet.edu](mailto:kphillips@sw.wednet.edu), 5476 Maxwellton Road, Langley, WA 98260, 360-221-6100

# INDEX

ACT	10
Additional Graduation Requirements, Class of 2026	7
Additional Graduation Requirements, Class of 2027	7
Additional Graduation Requirements, Class of 2028	7
Additional Graduation Requirements, Class of 2029	7
Admission Requirements: Colleges, Universities	9
Admissions and Eligibility (College)	10
Advanced Agriculture	17
Advanced Engineering – Independent Study	18
Advanced Ethnic Studies	23
Advanced Graphic Design	16
Advanced Jazz Ensemble	14
Advanced Manufacturing (Sno-Isle)	12
Advanced Placement (AP) – Description	13
Advanced Placement (AP) Biology	27
Advanced Placement (AP) Lit & Comp	21
Advanced Placement (AP) Statistics	26
Advanced Placement (AP) United States History	28
Advanced Placement Program – Definition	8
Advanced Shop Fundamentals	19
Advanced Yearbook Publication	16
Aerospace Manufacturing Technology (Sno-Isle)	12
Agriculture, Advanced	17
Agriculture, Introduction to	17
Algebra 1A & 1B	25
Algebra I	25
Algebra II	25
Alternative Programs	4
American Literature	20
Animation (Sno-Isle)	12
Art 1	14
Art 2	14
Arts Department	14
Attendance Office Assistant (TA)	30
Auto Body / Collision Repair (Sno-Isle)	12
Automotive Technology (Sno-Isle)	12
Biology	27
Bridge to College Mathematics	26
Business & Marketing Courses	15
Business, Marketing & Management (Sno-Isle)	12
CADR	9
Calculus	26
Career/Technology Education (CTE) - Definition	8
Career/Technology Education (CTE) Department	15
Ceramics 1	15
Ceramics 2	15
Chemistry	27
Choir, Show	14

College Academic Distribution Requirements (CADR)	9
College Admissions Testing	10
College Admissions and Applicant Eligibility	10
College in the High School	12
Collision Repair, Auto Body (Sno-Isle)	12
Community College, Preparation for	11
Computers, Servers & Networking (Sno-Isle)	12
Computer Programming (Adv. Engineering)	18
Construction Trades (Sno-Isle)	12
Contemporary World Problems and Civics	28
Cosmetology (Sno-Isle)	12
Course Descriptions	13
Credit – Definition	8
Credit Retrieval	31
Criminal Justice (Sno-Isle)	12
CTE Department	15
Culinary Arts, Baking & Pastry (Sno-Isle)	12
Culinary Arts, Service & Production (Sno-Isle)	12
Definition of Terms	8
Dental Assisting (Sno-Isle)	12
Diesel Power Technology (Sno-Isle)	12
Digital Communication	16
Drama / Stage Tech	15
Dropping a Class at SWHS	31
Dual Credit – Definition	8
Dual Credit, Opportunities to Earn	12
Early Childhood Education (Sno-Isle)	12
Elective – Definition	8
Electronics Engineering Technology (Sno-Isle)	12
Engineering, Advanced Independent Study	18
English 9	20
English 10	20
English 12	21
English Department	20
Environmental Science	28
Ethnic Studies	23
Ethnic Studies, Advanced	23
FAFSA	11
Fashion and Merchandising (Sno-Isle)	12
Financial Aid	11
Fire Service Technology (Sno-Isle)	12
Four-Year Colleges, Universities, Graduation Requirements	9
Free Application for Federal Student Aid (FAFSA)	11
Free Periods	13
General Guidelines & Policies	31
Geometry	25
Graduation Checklist, Class of 2026	6



Graduation Checklist, Class of 2027	6
Graduation Checklist, Class of 2028	6
Graduation Checklist, Class of 2029	6
Graduation Requirements - Description	3
Graphic Design	15
Graphic Design, Advanced	16
Health	21
Health & Human Services Courses	17
Health and Physical Education Department	21
High School and Beyond Plan – Definition	8
Home School Students Enrolling at SWHS	31
Honors Course Designation	13
HSBP – Definition	8
Human Services (Sno-Isle)	12
Humanities Department	23
Independent Study – Description	13
Independent Study Enrollment	31
Information Technology (Sno-Isle)	12
Intensive Support Program	30
Internship – Unpaid	20
Introduction to Agriculture	17
Introduction to Engineering Design (IED)	18
Introduction to High School Physical Education	21
Jazz Ensemble, Advanced	14
Late Student Entry to SWHS	31
Leadership/Project Management	17
Library Assistant (TA)	30
Lifetime Sports	22
Marketing Management	16
Mathematics Department	23
Mechanical Engineering (Adv. Engineering)	18
Medical Assisting (Sno-Isle)	12
Merchandising & Marketing	16
Message from the Principal	2
Metal Fabrication, Welding (Sno-Isle)	12
Minimum SWHS Graduation Requirements, Class of 2026	5
Minimum SWHS Graduation Requirements, Class of 2027	5
Minimum SWHS Graduation Requirements, Class of 2028	5
Minimum SWHS Graduation Requirements, Class of 2029	5
Miscellaneous Elective Credit Opportunities	30
Modeling Our World with Mathematics	25
Music Courses	14
Music Survey	14
NCAA Collegiate Athletic and Scholarship Eligibility	11
Nursing Assistant (Sno-Isle)	12
Office Assistants (TA)	30

Opportunities to Earn Dual Credit	12
Peer Tutoring	30
Pharmacy Tech (Sno-Isle)	12
Physical Education (PE), Introduction to	21
Physical Education Department	21
Physical Science	27
Physics	27
Policies, General	31
Pre-Calculus	26
Pre-College Testing	10
Preparation for Community College or Technical/Vocational Schools	11
Prerequisite – Definition	8
Principal, Message from	2
Progress Reports	8
Project Management (Leadership)	17
PSAT	10
Report Cards / Progress Reports - Definition	8
Resource Room Program	30
Robotics (Adv. Engineering)	18
Running Start	12
SAT	10
Schedule Changes	31
Scholarships	11
Science & Health (Sno-Isle)	12
Science Department	27
Shop Foundations	19
Shop Foundations, Advanced	19
Show Choir	14
Sno-Isle Skills Center	12
Social Studies Department	28
Spanish 1	29
Spanish 2	29
Spanish 3	29
Spanish 4	29
Spanish 5	29
Special Education Programs	30
Sports Medicine	17
Stage Tech / Drama	18
STEM (Science, Technology, Engineering & Math)	18
Student Store Management/Marketing Management	16
Study Hall	13
TA	30
Teacher Assistants (TA)	30
Team & Recreational Sports	22
Technical/Vocational Schools, Preparation for	11
Technology and Trades Courses	17
Trade & Industry (Sno-Isle)	12
Transfer Credits and Alternative Programs	4
Transfer Students' Graduation Requirements	3

Transition Program	30
United States (U.S.) History	28
Using This Guide - Description	3
Veterinary Assisting (Sno-Isle)	12
Video Game Design (Sno-Isle)	12
Video Production	17
Visual Arts Courses	14
Vocational Schools, Preparation for	11
Walk Fit	22
Washington Minimum College Entrance Requirements	9
Weights	22
Welding/Metal Fabrication (Sno-Isle)	12
Wind Ensemble	14
Worksite Learning	19
Worksite Learning/Internship (Unpaid)	20
Worksite Learning/Paid	19
World History	28
World Language Department	29
Yearbook Publication	16
Yearlong Classes, Grades	31