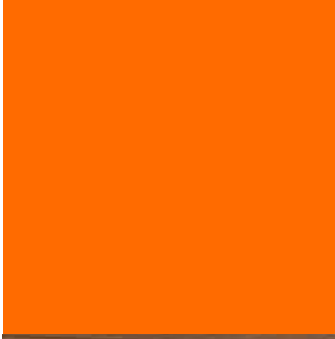


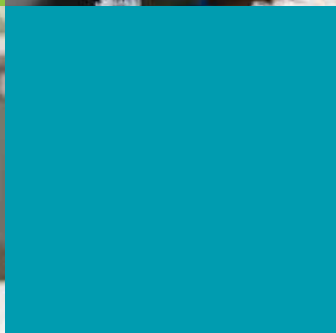


2025
-
2026



**FEDERAL WAY
PUBLIC SCHOOLS**

Course Catalog



GRADES 6-12

- Evergreen Middle School
- Illahee Middle School
- Kilo Middle School
- Lakota Middle School
- Sacajawea Middle School
- Sequoyah Middle School
- Nautilus K-8
- Olympic View K-8
- Woodmont K-8
- Decatur High School
- Federal Way High School
- Thomas Jefferson High School
- Todd Beamer High School
- Federal Way Public Academy
- TAF@Saghalie 6-12
- Career Academy
- Internet Academy
- Open Doors





EACH SCHOLAR: A VOICE. A DREAM. A BRIGHT FUTURE.

ADDITIONAL RESOURCES from FEDERAL WAY PUBLIC SCHOOLS

Community Service Guide:
www.fwps.org/CommunityService

Rights & Responsibilities Handbook:
www.fwps.org/RightsandResponsibilities

Attendance Resources:
www.fwps.org/Attendance

Standards-Based Grading & Reporting:
www.fwps.org/SBGR

Athletic Handbook:
www.fwps.org/AthleticHandbook

For the most up-to-date course catalog
visit www.fwps.org/CourseCatalog

Updated August 2025

While every effort has been made to make this catalog as complete and accurate as possible, changes may occur in requirements, deadlines, fees, curriculum and courses listed in this catalog. This catalog was prepared in advance of its effective date; therefore, programs and course descriptions may vary from actual program requirements and course content. Thus, the contents of the catalog cannot be considered an agreement or contract between individual scholars and Federal Way Public Schools. For the most current information, please refer to the scholar's school counselor or visit www.fwps.org/CourseCatalog.

Federal Way Public Schools Nondiscrimination Statement

Federal Way Public Schools does not discriminate in any programs or activities on the basis of race, color, national origin or ethnicity, religion, creed, sex or gender, sexual orientation, gender expression or identity, age, marital or family status, veteran or military status, disability, or the use of a trained guide dog or service animal. The district provides equal access to the Boy and Girl Scouts of America and other designated youth groups.*

If you have questions or complaints regarding alleged discrimination please contact the district office at 33330 8th Avenue S., Federal Way WA or call 253-945-2000 and ask for one of the following coordinators:

Civil Rights Compliance Coordinator:
compliance@fwps.org

Title IX Coordinator: titleix@fwps.org

504 / ADA Coordinator: 504@fwps.org

*Federal Law specifically states Boy Scouts of America.

Course Catalog

GRADES 6–12 | 2025–2026

TABLE OF CONTENTS

- 3 Letter from the Superintendent**
- 4 Federal Way Public Schools Strategic Plan**
 - 4 Purpose Statement
- 5 School Contact Information**
- 5 Key to Schools & Programs**
- 6 Overview of Our Schools and Programs**
 - 6 Specialized Programs
 - 7 Advanced Learning Programs Overview
 - 8 Advanced Placement (AP) Program
 - 9 International Baccalaureate (IB) Programs
- 12 Course Registration**
- 13 Standards-Based Grading and Reporting**
- 13 School Counseling Program**
- 14 Graduation Requirements**
 - 14 Competency Based Credits
 - 15 Course Credit Analysis Form
 - 16 Graduation Planning Worksheet
 - 16 Report Cards
 - 17 State Approved Graduation Pathways
 - 18 High School & Beyond Plan
 - 18 Career Plan Essay
 - 18 Community Service
 - 19 CTE Programs of Study
- 27 High School & Beyond Plan Checklists**
- 32 Post-Secondary Planning Information**
 - 32 College Academic Distribution Requirements (CADRs)
 - 32 Guaranteed Admissions Programs (GAP)
 - 33 Types of Financial Aid
 - 33 College Admission Standards
 - 34 Transfer Pathways
 - 34 Completing a College Degree

FOR EASY NAVIGATION

Click on any Table of Contents page number to jump to that section.

Click on the bottom of any page to return to the Table of Contents.

CORE SEQUENCES and COURSE DESCRIPTIONS

- 35 Advancement Via Individual Determination (AVID)**
36 Middle School | 36 High School
- 38 Career & Technical Education (CTE) / Electives**
40 Middle School | 41 High School
- 55 English Language Arts (ELA)**
56 Middle School | 58 High School
- 64 Multilinguals (MLs)**
64 Middle School | 65 High School
- 66 Health & Physical Education**
67 Middle School | 68 High School
- 70 Math**
71 Middle School | 72 High School
- 75 Fine Arts**
76 Middle School | 78 High School
- 81 Science**
83 Middle School | 84 High School
- 88 Social Studies**
89 Middle School | 91 High School
- 97 Special Education Services**
98 Middle School | 100 High School
- 103 World Languages**
104 Middle School | 105 High School
- 108 Other Electives**

Letter from the Superintendent



Dear Federal Way Public Schools Scholars,

We are committed to doing whatever it takes to support your success. This mindset is the foundation of our Strategic Plan and is integrated into everything we do at all levels across the district.

Our Core Beliefs are that each and every scholar can learn at the highest level, and it's important you have a voice, see yourself in your schooling, and be connected to the adults that teach you. Federal Way Public Schools is committed to ensuring each of you graduates from high school ready for post-secondary education or career opportunities.

Selecting rigorous and relevant courses is essential to gaining the critical knowledge and skills that will be required of you in today's workplace and is an important part of being ready for all opportunities available after graduation. As you review this catalog and decide which courses to take, it will be important that you seek the guidance of your school counselor, your family, and the expertise of school administration. Through tools and opportunities, such as the High School and Beyond Plan, the Career Plan Essay, and 24 hours of community service, you will be able to harness your potential and organize for the future.

Education is the key to the career of your choice. We believe in you and know that with hard work, perseverance, and a curious mind, each of you will continue to do incredible things.

You have a voice, a dream, and a bright future ahead. Take full advantage of the learning experiences available in high school and go after your goals. We commit to supporting you by providing high quality, culturally responsive instruction in every classroom across the district. Put in the work, embrace the opportunities available, and chase after your dreams.

In Partnership,

A handwritten signature in black ink, appearing to read 'Dani Pfeiffer'. The signature is fluid and cursive.

Dr. Dani Pfeiffer,

Superintendent, Federal Way Public Schools

Federal Way Public Schools Strategic Plan Goals

1 *The Early Years:* **BUILDING THE FOUNDATION**

Every student scholar will enter kindergarten ready to learn with the social-emotional skills that will propel each student to meet or exceed grade level standards in English Language Arts (ELA) and Mathematics by the end of 3rd grade.

2 *Whole Child:* **THRIVING, CONFIDENT, RESPONSIBLE INDIVIDUALS**

Every student scholar will be empowered and prepared to develop personal responsibility in order to be positive, productive members of society.

3 *Active Learners:* **ENGAGED, EMPOWERED CRITICAL THINKERS**

Every student scholar will be empowered with ownership of their education and be fully engaged in becoming critical and creative thinkers.

4 *Content-Area Competence:* **MASTERY OF ALL SUBJECTS**

Every student scholar will receive equitable opportunity for success, and will meet or exceed standards of performance in all subjects by the end of each grade.

5 *Persistence To Graduation:* **HIGH SCHOOL GRADUATION THROUGH SUCCESSFUL TRANSITIONS**

Every student scholar will successfully navigate the critical transitions in their schooling, and will graduate from high school ready for college, career, and post-secondary experiences.

PURPOSE STATEMENT

Federal Way Public Schools offers many opportunities for scholars to find their voice and reach for their dreams and bright future. As we continue to refine and expand upon the programs within the middle and high school experience, we realize the importance for our scholars to be able to make informed decisions about the academic choices available to them and the requirements necessary for graduation from middle to high school. To this end, the course catalog outlines the possibilities available across grades 6–12, while equipping scholars with tools to be empowered and confident in their choices as they navigate successful transitions from middle, high and post-secondary school.

We hope this course catalog serves as a resource to assist scholars and families in creating exciting personalized high school and beyond plans that will lead to important exploration as scholars narrow their focus toward their post-secondary aspirations. Whatever future a scholar chooses, school counselors, teachers, principals, district administration and the board of education are ready to support scholars and the goals they set in receiving a quality education in preparation for the post-secondary credential they enter after graduation. We are committed to providing and supporting opportunities to accelerate the learning of each Federal Way Public School scholar.

School Contact Information

MIDDLE, HIGH, K-8, ACADEMIES

	SCHOOL	ADDRESS	PHONE	WEBSITE
MIDDLE	Illahee	36001 1st Ave. S. Federal Way, WA 98003	253-945-4600	www.fwps.org/illahee
	Kilo	4400 S. 308th St. Auburn, WA 98001	253-945-4700	www.fwps.org/kilo
	Lakota	1415 SW 314th St. Federal Way, WA 98023	253-945-4800	www.fwps.org/lakota
	Sacajawea	1101 S. Dash Point Rd. Federal Way, WA 98003	253-945-4900	www.fwps.org/ sacajawea
	Sequoyah	3425 S. 360th St. Auburn, WA 98001	253-945-3670	www.fwps.org/ sequoyah
	Evergreen	26630 40th Ave. S. Kent, WA 98032	253-945-5100	www.fwps.org/ evergreen
HIGH	Decatur	2800 SW 320th St. Federal Way, WA 98023	253-945-5200	www.fwps.org/decatur
	Federal Way	30611 16th Ave. S. Federal Way, WA 98003	253-945-5400	www.fwps.org/fwhs
	Thomas Jefferson	4248 S. 288th St. Auburn, WA 98001	253-945-5600	www.fwps.org/tjhs
	Todd Beamer	35999 16th Ave. S. Federal Way, WA 98003	253-945-2570	www.fwps.org/tbhs
K-8	Nautilus K-8	1000 S. 289th St. Federal Way, WA 98003	253-945-3400	www.fwps.org/nautilus
	Woodmont K-8	26454 16th Ave. S. Des Moines, WA 98198	253-945-4500	www.fwps.org/ woodmont
ACADEMIES	Open Doors	31455 28th Ave. S. Federal Way, WA 98003	253-945-4590	www.fwps.org/ opendoors
	Federal Way Public Academy	34620 9th Ave. S. Federal Way, WA 98003	253-945-3270	www.fwps.org/fwpa
	Internet Academy	31455 28th Ave. S. Federal Way, WA 98003	253-945-2230	www.iacademy.org
	TAF@Saghalie 6-12	33914 19th Ave., SW Federal Way, WA 98023	253-945-5000	www.fwps.org/ tafatsaghalie
	Career Academy	31455 28th Ave. S. Federal Way, WA 98003	253-945-5800	www.fwps.org/truman

Key to Schools & Programs

SCHOOLS

EVG	Evergreen Middle School
ILH	Illahee Middle School
KLO	Kilo Middle School
LAK	Lakota Middle School
SAC	Sacajawea Middle School
SEQ	Sequoyah Middle School
NAU	Nautilus K-8
WDM	Woodmont K-8
DHS	Decatur High School
FWHS	Federal Way High School
TBHS	Todd Beamer High School
TJHS	Thomas Jefferson High School
FWPA	Federal Way Public Academy
TAF	TAF@Saghalie
IA	Internet Academy

PROGRAMS

AICE	Cambridge Advanced International Certificate of Education
AFJROTC	Air Force Junior Reserve Officer Training Corps
AP	Advanced Placement
AVID	Advancement Via Individual Determination
CTE	Career and Technical Education
DP	Diploma Program
IB	International Baccalaureate
IBCP	International Baccalaureate Career-related Program
IBDP	International Baccalaureate Diploma Program
IBMYP	International Baccalaureate Middle Years Program
K-8	Kindergarten-Eighth grade
NGSS	Next Generation Science Standards
STEAM	Science, Technology, Engineering, Arts and Mathematics
STEM	Science, Technology, Engineering, Mathematics
TAF	Technology Access Foundation

COURSE CODE KEY

A	AP
B	PREAICE
C	AICE
D	PREAICE (EX)TENDED
E	STEM
H	HONORS
I	IB
M	MYP
O	Online - IA
S	SPED ED
T	TEC-VOC
X	MYP (EX)TENDED



College Credit available for approved courses upon successful completion or exam through application to college



Microsoft Office Specialist certification



Project Lead the Way course



Dual Language course at Evergreen Middle School

Overview of Our Schools and Programs

SPECIALIZED PROGRAMS

Advancement Via Individual Determination (AVID)

AVID is a college preparatory course and program for underrepresented youth which requires an application process. AVID teaches skills and behaviors for academic success, provides intensive support with tutorials and strong scholar/teacher relationships, creates a positive peer group for scholars and develops a sense of hope for personal achievement gained through hard work and determination. This program is currently available at all comprehensive middle and high schools.

Career Academy, Grades 9–12

Following the Big Picture School Model, Career Academy at Truman's Competency-Based program is both integrated and vocationally immersed. Students acquire and demonstrate academic proficiencies through school-based projects, college classes, learning experiences outside the school walls, and through Internships in adult workplaces under the supervision of mentors who collaborate closely with school staff. Scholars meet academic requirements toward their high school diploma and admission to college while developing skills for the modern workplace.

Credit Recovery Classes

Credit recovery class is an option for scholars in grades 9–12 who have failed Algebra 1 or 2, Geometry, English Language Arts 9, 10, 11, or 12, World History 1 or 2, U.S. History, Senior Social Studies, Biology, Chemistry, Physics, or Health. (Not all IB/AICE courses can be recovered through this method.) Scholars are enrolled in an in person course where their mentor supports them in taking a customized online course as they earn credit for the specific standards failed. Regular attendance is required as well as the ability to work independently reading and learning from videos with the support of an online teacher and a class mentor. Registration is limited with the approval of the school counselor and scholars can earn up 0.50–1.0 credits per course. Credit recovery is offered at Decatur High School, Federal Way High School, Todd Beamer High School, Thomas Jefferson High School, Federal Way Public Academy, TAF@Saghalie, and Internet Academy. Course codes for credit recovery are FE996, FE997, and FE998 (Summer). The course code for iA is FE9960.

Dual Language

The Dual Language Program offers scholars the opportunity to receive literacy and content instruction in two languages that promotes bilingualism, biliteracy, multicultural competence and high academic achievement. Federal Way Public Schools has committed to ensuring opportunities for proficiencies of first and second language acquisition for K–12 scholars through developing an effective Two-Way Dual Language Program. Two-Way Dual Language Immersion programs are structured with a balance of 50/50 partner language speakers, and English proficient students, which allows students to serve as language models for each other. The district currently offers Spanish Dual Language programs at Sunnycrest Elementary School, Evergreen Middle School and Thomas Jefferson High School.

Federal Way Public Academy, Grades 6–10

Federal Way Public Academy (FWPA) is a school of choice in Federal Way Public Schools. FWPA focuses on a traditional college preparatory curriculum, for 6th–10th grade. The curriculum is challenging, rigorous and intellectually relevant. The goal of FWPA is to prepare scholars to be successful in their post high school education and careers. The school is open to all scholars in the Federal Way school district, and admittance is by lottery.

Internet Academy, Grades Kindergarten–12

Internet Academy is Washington's first online public school. Scholars in Federal Way and across the state and country can excel in an online learning environment with synchronous and asynchronous learning experiences. Courses are offered for elementary through secondary grades. Enrollment for the regular school year starts in April and closes in November. This program is currently available to all elementary, middle, and high school scholars.

Open Doors, Grades 11–12

A specialized program designed to meet the needs of youth who are disengaged from school or a year or more behind in credits *and* experiencing barriers preventing them from attending traditional school. At Open Doors, scholars receive individualized support through enrollment, intake and project based learning. Many scholar scholars come to Open Doors hoping to gain their high school diploma. They leave not only as high school graduates, but enrolled in college, training programs or beginning living-wage careers. This program is currently available to youth ages 16–21.

Puget Sound Skills Center (PSSC), Grades 11–12

The Puget Sound Skills Center (PSSC) serves high school juniors and seniors interested in specialized career and technical learning. PSSC offers 18 programs, from aerospace manufacturing to animation to fashion design to certified nursing assistant and much more. Scholars earn high school and college credits in a hands-on, workplace-oriented environment. PSSC scholars graduate with certifications and job-ready skills—and a jumpstart on further college and career training. Scholars spend half of their school day in their home high schools, and half the day at PSSC. In addition to daily morning and afternoon sessions, after-school sessions are offered for scholars interested in exploring career and technical programs after their regular school day. Tuition is free. This program is currently available at all high schools. For more information visit www.highlineschools.org/pssc

TAF@Saghalie, Grades 6–12

TAF@Saghalie combines the former TAF Academy and Saghalie Middle School into a new, innovative, and progressive 6th–12th grade STEM-focused neighborhood public school co-managed by Federal Way Public Schools and Technology Access Foundation (TAF). At TAF@Saghalie, using the STEMbyTAF academic model, scholars are primed to become confident, thoughtful, and innovative leaders. They are equipped to leave the academy with the tools needed to create the future they envision, both personally and globally. TAF@Saghalie provides a rigorous and relevant learning environment rooted in project-based learning practices for today's college and career-bound scholar.

Overview of Our Schools and Programs, *continued*

ADVANCED LEARNING PROGRAMS OVERVIEW

The greatest benefit of enrolling in an advanced program option is the experience of taking academic courses in an enriched environment with classmates who are seeking intellectual challenge, are motivated to learn, and are committed to excellence. Participating in these courses will give scholars a head start on exactly the sort of work they will experience in college. Scholars will improve their writing skills and sharpen their critical thinking and research abilities. We encourage all scholars to explore the variety of advanced course options within our CTE Programs of Study and other subject areas.

To find out more information on which of your advanced program exam scores (AP, IB or Cambridge) transfer to Washington state technical, college and university institutions, visit your school of choice's website for the most up to date information. For additional information about Reporting and Priority Standards for our Advanced Programs, visit: fwps.org/fs/pages/7202

Advanced Placement (AP) Program

Advanced Placement courses are rigorous, college-level classes. Scholars can earn credit or advanced standing at most of the nation's colleges and universities by taking and passing AP exams, which are administered by the College Board. These courses support scholars as they learn time management and study skills needed for college and career success. A variety of AP classes are available in each school; please check course descriptions for specifics. For additional information about AP courses, visit: apstudents.collegeboard.org

Cambridge Pathways Program

The Cambridge Pathway emphasizes the value of a broad and balanced study for scholars. It aims to encourage the skills of independent research and investigation, the use of initiative and creativity, and the application of knowledge and skills. Cambridge achieves these outcomes by using internationally developed curriculum, assessments for college credit, high quality resources, and rigorous courses that stretch, challenge, and inspire scholars of all abilities.

In Federal Way, Lakota and Sacajawea Middle Schools are authorized Cambridge sites and offer the Cambridge Lower Secondary Checkpoint Assessment for some of our 8th grade scholars. Federal Way High School offers this international, pre-university curriculum and examination system. The Advanced Certificate of International

Education (AICE) is available at Federal Way High School. Scholars may pursue the full AICE Pathway or take individual Cambridge courses to earn college credits. For additional information about Cambridge programs, visit: cambridgeinternational.org

College in the High School Options

Federal Way Public Schools collaborates with local colleges so that high school scholars can earn college credit in their high school classes. This program is currently available at Decatur, Federal Way, Thomas Jefferson and Todd Beamer.

In 2021, the Washington state legislature passed HB 1302. This bill requires high schools that offer college in the high school (CHS) programs to include the following information about CHS courses in their course catalog:

- There is no fee for students to enroll in a CHS or co-delivered dual credit course that includes CHS to earn only high school credit. Fees apply for students who choose to enroll in a CHS course to earn both high school and college credit.
- Paying for CHS college credit automatically starts an official college transcript with the institution offering the course. The transcript will include the student's performance and indication of whether that college credit earned counts as an elective or academic credit, depending on the receiving college's transfer credit policies.

For more information on CHS options, see your Career Specialist or School Counselor.

CTE Dual Credit/Tech Prep College Credit

Federal Way Public Schools has developed articulation agreements with local colleges that help students transition from high school into postsecondary programs and earn college credit for eligible high school CTE classes. Through these agreements, colleges award credit to students who successfully complete the articulated classes and enroll in their college. Please see your Career Specialist, CTE Teacher, or School Counselor for further details.

International Baccalaureate (IB) Programs

International Baccalaureate offers an academically rigorous program that is designed to meet or exceed the entrance requirements of the most selective colleges and universities throughout the world. Many colleges and universities offer advanced standing or course credits to scholars with strong IB exam results. The IB program

involves in-depth study in a broad range of subjects, and courses where instruction of international mindedness, critical thinking, writing ability, research skills, and revision skills are embedded. Course work is followed by a series of oral and written examinations.

In Federal Way, Kilo and Evergreen Middle Schools are authorized sites with International Baccalaureate Middle Years Program. The IB Diploma Program is available at Thomas Jefferson High School. Scholars may pursue the full IB Diploma or take individual IB classes to earn IB Certificates. For additional information about IB programs, visit: ibo.org

Running Start, Grades 11–12

Running Start is a Washington state program that allows high school scholars to earn credits toward both high school AND college at a local community college. Scholars must be juniors or seniors in good standing, and must meet all entrance requirements (placement test or alternative) as outlined by the college. Scholars who complete specific requirements can earn an Associate of Arts degree (AA) upon high school graduation. Tuition is free, and it is currently available at all high schools.

Running Start scholars are still enrolled in Federal Way Public Schools. They must choose whether to pursue a full-time or part-time course load at Running Start. Full-time Running Start scholars take all their classes at the community college. Part-time scholars arrange a schedule that works for them to attend some classes at high school, and others at the community college. Running Start scholars may still participate in after-school activities at the high school. To meet district graduation requirements, running start scholars must still attend fall and spring scholar led conferences to provide evidence of academic progress through a review of transcripts or college gradebook information and complete course registration. They must also complete the community service requirements and all other school high school and beyond plan tasks including a career plan essay. Additionally, Running Start scholars must meet with their school counselor to discuss course scheduling and complete necessary paperwork once a quarter. We strongly recommend that scholars complete all required classes and credits prior to spring quarter of senior year. This ensures that seniors can be cleared for the graduation ceremony, since spring quarter finals extend past the graduation ceremony date.

Overview of Our Schools and Programs, *continued*

ADVANCED PLACEMENT (AP) PROGRAM

What Is AP?

The College Board Advanced Placement® Program (AP®) enables students to take university-level courses and exams while they're still in secondary school. Universities worldwide recognize AP in admissions, and some grant credit. Most universities in the U.S. and Canada award credit for advanced coursework taken in high school, allowing students to skip introductory courses in a given subject and thereby save time and money. Through AP courses, students learn to think critically, construct solid arguments, and see many sides of an issue—skills that prepare them for college and beyond. Taking AP courses demonstrates to college admissions officers that students have sought the most rigorous curriculum available to them, and research indicates that students who score a 3 or higher on an AP Exam typically experience greater academic success in college and are more likely to earn a college degree than non-AP students.

Quick Facts

- 38 different AP courses in seven subject areas are available.
- Each course culminates in a standardized university level exam, which is administered once a year in May.
- AP Exams are scored by the AP Program.
- AP Exams are registered in the Fall every year and administered over two weeks in May of the following year.
- An AP score is a weighted combination of a student's scores on the free-response and multiple-choice sections of the exam.
- Most colleges and universities in the U.S. and many in Canada grant credit and/or placement for scores of 3, 4, or 5, allowing students to skip the equivalent course once they get to college.

Institutions that Recognize AP

- In the U.S.: apstudent.collegeboard.org/credit-and-placement
- Outside the U.S.: cb.org/intlrecognition

Why Do International Schools Embrace AP?

- **It's recognized globally.** In addition to almost all universities in the U.S. and Canada, over 4,000 universities in more than 60 countries use AP Exam scores for admissions, course credits, and/or advanced placement.
- **It's rigorous.** AP courses are designed as introductory-level university experiences, based on a learner-centric, rigorous methodology.
- **It's effective.** Research shows that AP students are more likely to succeed in college: Students who earned a 3 or higher on an AP Exam earned higher first-year and fourth-year GPAs in college than non-AP students of similar abilities and backgrounds.
- **It's empowering.** AP allows students to choose their path. AP is a significant indicator of subject interest
- **It's accessible.** AP is cost-effective for students and schools.

AP Courses and Exams

AP courses and exams are designed by secondary teachers and university professors to match the rigor of university courses and exams. Because of this, a student's score on an AP Exam gives universities a globally recognized validation of the student's mastery of university-level content.

Advanced Placement is an internationally recognized curricular program with 38 university-level courses, each culminating in a rigorous, standardized exam* across seven disciplines.

Arts

- AP Art History
- AP Music Theory
- AP 2-D Art and Design
- AP 3-D Art and Design
- AP Drawing

English

- AP English Language and Composition
- AP English Literature and Composition

History and Social Sciences

- AP Comparative Government and Politics
- AP European History
- AP Human Geography
- AP Macroeconomics
- AP Microeconomics
- AP Psychology
- AP United States Government and Politics
- AP United States History
- AP World History

Interdisciplinary

- AP Capstone™ Seminar
- AP Capstone Research

Mathematics and Computer Science

- AP Calculus AB
- AP Calculus BC
- AP Computer Science A
- AP Computer Science Principles
- AP Statistics

Sciences

- AP Biology
- AP Chemistry
- AP Environmental Science
- AP Physics 1
- AP Physics 2
- AP Physics C: Electricity and Magnetism
- AP Physics C: Mechanics

World Languages

- AP Chinese Language and Culture
- AP French Language and Culture
- AP German Language and Culture
- AP Italian Language and Culture
- AP Japanese Language and Culture
- AP Latin
- AP Spanish Language and Culture
- AP Spanish Literature and Culture

Overview of Our Schools and Programs, *continued*

ADVANCED PLACEMENT (AP) PROGRAM *continued*

A Head Start in High School

Research consistently shows that AP students are better prepared for college than students who don't take AP, regardless of their exam score. They're more likely to enroll and stay in college, do well in their classes, and graduate in four years. Taking AP can help you:

- **Get a Taste of College.** Get familiar with college-level work—and boost your confidence by tackling it.
- **Develop College Skills.** Time management, critical thinking, scholarly writing—AP courses and exams help you hone the skills you'll need in college and career.
- **Discover Your Passion.** Studying a subject in depth could give you new insights and even put you on the path to a career.
- **Boost Your GPA.** Taking an AP course and exam can boost your GPA. Check with your school for more information.

An Edge in College

Taking AP courses and exams in high school could give you an advantage in college by letting you:

- **Earn College Credit and Placement.** Your AP score could earn you college credits before you even set foot on campus. In fact, most AP students who enroll in four-year colleges start school with some credit.
- **Save Money and Time.** Earning credit or placement can open up time on your schedule or even let you graduate early.
- **Stand Out to Colleges.** "AP" on your high school transcript shows colleges you're motivated to succeed, and taking the exam demonstrates your commitment to tackle and complete college-level work.
- **Keep Your Options Open.** Earning college credit with AP can give you the flexibility to change majors, pursue a second degree, study abroad, or seek internships.

INTERNATIONAL BACCALAUREATE (IB) PROGRAMS

What is an IB education?

The Middle Years Program prepares students to be successful in school and to be active, lifelong learners. The IB continuum of international education, for students aged 3 to 19, is unique because of its academic and personal rigor, challenging students to excel in their studies and personal growth. The IB aims to inspire a quest for learning throughout life that is marked by enthusiasm and empathy.

The IB aspires to help schools develop well-rounded students, who respond to challenges with optimism and an open mind, are confident in their own identities, make ethical decisions, join with others in celebrating our common humanity and are prepared to apply what they learn in real-world, complex and unpredictable situations.

The IB offers high-quality programs of international education that share a powerful vision. An IB education:

- focuses on learners—the IB's student-centred programs promote healthy relationships, ethical responsibility and personal challenge
- develops effective approaches to teaching and learning—IB Programs help students to develop the attitudes and skills they need for both academic and personal success
- works within global contexts—IB programs increase understanding of languages and cultures, and explore globally significant ideas and issues
- explores significant content—IB programs offer a curriculum that is broad and balanced, conceptual and connected.

Informed by values described in the learner profile, IB learners strive to become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective. These attributes represent a broad range of human capacities and responsibilities that go beyond intellectual development and academic success.

Approaches to teaching and learning

IB programs are taught by teachers who explicitly help students learn how to develop the attitudes and skills they need for both academic and personal success.

Approaches to teaching

There are six key pedagogical principles that underpin all IB programs. Teaching in IB programs is:

- based on inquiry
- focused on conceptual understanding
- developed in local and global contexts
- focused on effective teamwork and collaboration
- differentiated to meet the needs of all learners
- informed by assessment (formative and summative).

Approaches to learning

This area develops essential skills that include skills of behavior and emotional management skills that allow the student to monitor their own effectiveness in their learning and skills that allow them to process information effectively (often called "study skills" in a school environment). Although these skills may be in use when developing a certain natural ability or talent, they are different from both ability and talent themselves because proficiency in any skill can be increased through the deliberate use of techniques and strategies, feedback and challenge. Skills are therefore highly teachable.

Teaching and learning in the Diploma

Program (DP) therefore incorporates the development of:

- thinking skills
- communication skills
- social skills
- self-management skills
- research skills.

Although these are presented as distinct categories, there is some overlap and close connections between them. These categories should be seen as interrelated, as well as linking closely with the attributes highlighted in the IB learner profile. IB students work to become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective.

Overview of Our Schools and Programs, *continued*

INTERNATIONAL BACCALAUREATE (IB) PROGRAMS, *continued*

IB MIDDLE YEARS PROGRAM (MYP)

What is the IB MYP?

The MYP is designed for students aged 11 to 16. It provides a framework of learning that encourages students to become creative, critical and reflective thinkers. The MYP emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and the real world. It fosters the development of skills for communication, intercultural understanding and global engagement—essential qualities for young people who are becoming global leaders.

The IB Middle Years Program:

- addresses holistically students' intellectual, social, emotional and physical well-being
- provides students opportunities to develop the knowledge, attitudes and skills they need in order to manage complexity and take responsible action for the future
- ensures breadth and depth of understanding through study in eight subject groups
- requires the study of at least two languages (language of instruction and additional language of choice) to support students in understanding their own cultures and those of others
- empowers students to participate in service within the community
- helps to prepare students for further education, the workplace and a lifetime of learning.

The Curriculum

The MYP consists of eight subject groups: language acquisition, language and literature, individuals and societies, sciences, mathematics, arts, physical and health education, and design. Student study is supported by a minimum of 50 hours of instruction per subject group in each academic year.

The MYP: a unique approach, relevant for a global society

The MYP aims to help students develop their personal understanding, their emerging sense of self and responsibility in their community.

MYP teachers organize the curriculum with appropriate attention to:

- **Teaching and learning in context.** Students learn best when their learning experiences have context and are connected to their lives and the world that they have experienced. Using global contexts, MYP students explore human identity, global challenges and what it means to be internationally minded.
- **Conceptual understanding.** Concepts are big ideas that have relevance within specific disciplines and across subject areas. MYP students use concepts as a vehicle to inquire into issues and ideas of personal, local and global significance and examine knowledge holistically.
- **Approaches to learning (ATL).** A unifying thread throughout all MYP subject groups, approaches to learning provide the foundation for independent learning and encourage the application of their knowledge and skills in unfamiliar contexts. Developing and applying these skills help students learn how to learn.
- **Service as action (community service).** Action (learning by doing and experiencing) and service have always been shared values of the IB community. Students take action when they apply what they are learning in the classroom and beyond. IB learners strive to be caring members of the community who demonstrate a commitment to service—making a positive difference to the lives of others and to the environment. Service as action is an integral part of the program, especially in the MYP community project.
- **Language and identity.** MYP students are required to learn at least two languages. Learning to communicate in a variety of ways is fundamental to their development of intercultural understanding and crucial to their identity affirmation.

Assessment in the MYP: rigorous criteria, applied consistently worldwide

MYP assessment standards are consistent around the world. In order to maintain the rigor for which the IB is renowned, the MYP assessment model is criterion-related. Teachers structure varied and valid assessment tasks so that students can demonstrate achievement according to objectives defined by the IB. Tasks are assessed against established criteria, not against the work of other students.

A good curriculum develops a range of student skills. The MYP encourages teachers to assess this acquired skill set, including how to succeed in written examinations. Typical MYP assessment tasks include open-ended, problem-solving activities and investigations, organized debates, tests and examinations, hands-on experimentation, analysis and reflection. MYP assessment is carried out by teachers, according to the criteria defined by the IB.

IB DIPLOMA PROGRAM (DP)

What is the IB Diploma Program?

The Diploma Program prepares students for success in higher education and to be active participants in a global society.

The IB Diploma Program is an academically challenging and balanced program of education, with final examinations, that prepares students aged 16 to 19 for success at university and in life beyond. It has been designed to address the intellectual, social, emotional and physical well-being of students. The program has gained recognition and respect from the world's leading universities.

The Curriculum

DP students must choose one course from each of five subject groups delivering a breadth of knowledge and understanding in language and literature, individuals and societies, the sciences and mathematics. Furthermore, students must also choose either an arts course from the arts group or a second course from one of the other subject groups. DP courses can be taken at higher level (HL) or standard level (SL). At least three, and not more than four, are taken at HL (240 teaching hours), while the remaining courses are taken at SL (150 teaching hours). SL courses ensure students are exposed to a range of disciplines that they might otherwise opt out of, and HL courses allow students to spend more time with subjects they are more interested in by exploring options in addition to the SL core curriculum. In this sense, all DP courses, regardless of whether they are SL or HL, are integral to the program. Students can study and take examinations in English, French or Spanish. Two courses are classified as interdisciplinary, meaning that they satisfy the requirements of more than one subject group.

- Literature and performance (studies in language and literature subject group and the arts subject group)

Overview of Our Schools and Programs, *continued*

INTERNATIONAL BACCALAUREATE (IB) PROGRAMS, *continued*

- Environmental systems and societies (individuals and societies subject group and sciences subject group)

In addition to disciplinary and interdisciplinary study, the DP features three core elements that broaden students' educational experience and challenge them to apply their knowledge and skills.

The Diploma Program Core

The extended essay (EE) requires students to engage in independent research through an in-depth study of a question relating to one of the DP subjects they are studying. The world studies EE option allows students to focus on a topic of global significance, which they examine through the lens of at least two DP subjects.

Theory of knowledge (TOK) develops a coherent approach to learning that unifies the academic disciplines. In this course on critical thinking, students inquire into the nature of knowing and deepen their understanding of knowledge as a human construction.

Creativity, activity, service (CAS) emphasizes helping students to develop their own identities in accordance with the ethical principles embodied in the IB mission statement and the IB learner profile. CAS complements a challenging academic program in a holistic way, providing opportunities for self-determination, collaboration, accomplishment and enjoyment. It involves students in a range of activities alongside their academic studies throughout the DP. The three strands of CAS are creativity (exploring and extending ideas leading to an original or interpretive product or performance), activity (physical exertion contributing to a healthy lifestyle) and service (collaborative and reciprocal engagement with the community in response to an authentic need).

Assessment

Students take written examinations at the end of the program, which are marked by external IB examiners. Students also complete

assessment tasks in the school, which are either initially marked by teachers and then moderated by external moderators or sent directly to external examiners. The grades awarded for each course range from 1 (lowest) to 7 (highest). Students can also be awarded up to three additional points for their combined results on TOK and the EE. The diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance across the whole program and to satisfactory participation in the CAS requirement. The highest total that a DP student can be awarded is 45 points. Assessment is criterion-related, which means student performance is measured against specified assessment criteria based on the aims and objectives of each subject's curriculum, rather than the performance of other students taking the same examinations.

Diploma Program Subject Groups

Studies in language and literature

- Language A: literature—55 languages offered
- Language A: language and literature—17 languages offered
- Literature and performance (SL only) (also the arts subject group)—3 languages offered

Language acquisition

- Language B—23 languages offered
- Language ab initio (SL only)—12 languages offered
- Classical languages—2 languages offered

Individuals and societies

- Business management
- Economics
- Environmental systems and societies (SL only) (also sciences subject group)
- Geography

- Global politics
- History
- Information technology in a global society
- Philosophy
- Psychology
- Social and cultural anthropology
- World religions (SL only)

Sciences

- Biology
- Chemistry
- Computer science
- Design technology
- Environmental systems and societies (SL only) (also individuals and societies subject group)
- Physics
- Sports, exercise and health science (SL only)

Mathematics

- Mathematics: analysis and approaches SL
- Mathematics: analysis and approaches HL
- Mathematics: applications and interpretation SL
- Mathematics: applications and interpretation HL

The arts

- Dance
- Film
- Literature and performance (also studies in language and literature subject group)
- Music
- Theatre
- Visual arts

Course Registration

MIDDLE SCHOOL

This course catalog gives you information about all courses that may be offered in Federal Way Public Schools. Middle School scholars are to enroll in and maintain a full schedule throughout the middle school years. We hope this guide will answer all of your questions as you decide what middle school courses to register for next year. The courses in this guide will be offered next year only if enough scholars register this spring to fill a class, so it is very important that you think carefully about your choices now so that the courses you want will be available next year.

Each middle school is excited to welcome the 5th grade scholars and families to planning, course registration, and orientation events in the spring and summer that help scholars feel comfortable, organized, and ready for their first day of middle school.

If you cannot find the answers you need, or if you would like to have individual help in planning your program, please contact an administrator or school counselor at your school.

Middle School Course Requirements

We also encourage you to think ahead about the sequence of courses you will want to take in high school. This way you will know what courses to choose in middle school to be prepared for the high school courses that interest you.

- Three years of Language Arts taken in 6th, 7th and 8th grade
- Three years of Mathematics taken in 6th, 7th, and 8th grade
- Three years of Science taken in 6th, 7th, and 8th grade
- Three years of Social Studies taken in 6th, 7th, and 8th grade
- Three years of Health & Physical Education taken in 6th, 7th, and 8th grade

Scholars Held Accountable for Their Middle School Performance

Successful completion of middle school coursework is expected. Successful completion of middle school occurs when a scholar meets the academic expectations of the required program. Scholars who experience difficulty in doing this may be provided additional academic support course that runs either during the school day, before or after school, or in the summer so that they can receive additional assistance and help in achieving academic success.

High School Credit for Courses Taken in Middle School

District policy allows scholars to receive high-school credit for some middle school courses. High school credit for designated middle school courses is automatically transcribed to a scholar's high school transcript unless the scholar and their family request to opt out by the end of their junior year.

Middle School Classes for High School Credit

- Algebra 1
- Geometry
- World Language: Language Level 1A and 1B is equal to 1.0 High School credit

HIGH SCHOOL

We hope this course catalog will answer all of your questions as you decide what high school courses to register for next year. The courses in this guide will be offered next year only if enough scholars at each school register this spring to fill a class. It is very important that you think carefully about your choices now, including alternative selections, so that the courses you want will be available next year at your school. Another reason for scholars and parents to take spring registration very seriously is that scholars will be committed to their schedule. Changing scholar schedules will be done only under exceptional circumstances. Desire to have a common lunch with a friend, to be in the same class with a friend, to have a different teacher, preference for a different elective, or similar personal preferences will not be accepted as reasons for schedule changes. The choices you make now will determine your schedule for the entire school year.

Each high school is excited to welcome the 8th grade scholars and families to planning, course registration, and orientation events in the spring and summer that help scholars feel comfortable, organized, and ready for their first day of high school.

If you cannot find the answers you need, or if you would like to have individual help in planning your program, please contact an administrator or school counselor at your school.



Standards-Based Grading & Reporting

A grade is the ultimate form of feedback to a scholar, and it must be accurate. As a result, Federal Way Public Schools is working diligently to ensure every scholar's grade is accurate. In our pursuit to ensure accuracy of grades, we have relied on research-based best practices, experts in the field, and consultation with a panel of admissions officers from local colleges and universities to review our approach to grading, specifically, standards-based grading and reporting (SBGR).

With standards-based grading and reporting, scholar grades are directly linked to what scholars should know and be able to do (standards). SBGR gives scholars the practice they need, and more than one opportunity, to show success of standards. This ensures scholars and parents know what the next step is toward mastery and being career and college ready.

SBGR grading is based on mastery of standards. Each scholar's work is measured against the standard, not other scholars or other characteristics such as work completion, cooperation, participation, and effort. These characteristics are important in the world of work, which is why in SBGR we report it separately. This helps to ensure accuracy and decrease inflation or deflation of a scholar's grade. For more information and helpful videos, please visit our website: www.fwps.org/Page/5538 or call 253-945-2006.



School Counseling Program



PHOTOS BY GETTY IMAGES

Every Scholar should have access to a school counseling program. Our school counseling program is aligned to the American School Counseling Association (ASCA) Model and will include the following elements: school counseling instruction, appraisal & advisement, school counseling services, program planning, and systems support for the comprehensive school counseling program. The focus of the School Counseling Department is to help scholars in all domains with academics, social emotional learning, career readiness, and to foster personal exploration, self-awareness, and social growth. Scholars are encouraged to set realistic yet challenging goals, to make responsible decisions, to understand the consequences of their actions, and to learn to self-advocate. The School Counseling Department also provides crisis response support throughout the district.

Scholars should contact a school counselor if they have questions about transitions between schools, registration, course selection, interpretation and use of test results, or graduation requirements. High school counselors assist scholars with academic, career, college, and personal questions. Visit or call the school counseling center or career center to make an appointment with your school counselor.

School Counselors offer a wide variety of services, resources, and activities:

- Provide Multi-Tier, Multi-Domain Systems of Support (MTMDSS) in each domain—Academic, Social/Emotional, and Career
- School Counselors from upper grade levels visit middle and elementary schools to provide support for smooth transitions between grade levels
- Assist scholars in planning, selecting and successfully completing middle and high school courses and completing the High School & Beyond Plan required for high school graduation
- Teach scholars (in classrooms) about the intricacies of college admission, how to develop and sustain study habits and develop personal/social support systems
- Provide scholars and families with information about course selection/registration, college admissions testing, financial aid, socio-emotional challenges, and mental health resources
- Facilitate outreach with community based organizations
- Assist scholar in developing plans of support so that they are successful in resolving problems in doing well in school and with life skills
- Provide a program to prepare scholars for post-secondary success
- Develop and lead groups with topics ranging from dating relationships and self-esteem to academic improvement
- Assist scholars with barriers, academic or social, that are or may be interfering with academic performance

College and career specialists help scholars:

- Develop an awareness of self (interests, aptitudes)
- Explore a variety of careers (speakers, field trips, and internships)
- Examine the educational requirements for their chosen careers
- Develop job-seeking skills

Graduation Requirements for Class of 2021+

CREDITS FOR FEDERAL WAY PUBLIC SCHOOLS		
English	4	
Mathematics	3	Algebra 1, Geometry, Algebra 2 or other 3rd credit of math* (4 years of math is highly recommended to increase post-secondary readiness)
Science	3	Including at least 2 lab sciences, 3rd Science credit* (4 years of science is highly recommended to increase post-secondary readiness)
Social Studies	4	1.0 U.S. History, 2.0 World History, 1.0 Civics / Cont. World History
Health and Physical Education	2	0.5 Health and 1.5 Fitness Scholars must earn credit for physical education unless excused by RCW 28A.230.050
Career & Technical Education (CTE)	1	
Arts	2**	1 credit may be a Personalized Pathway Requirement**
World Language or Personalized Pathway courses**	2**	Both credits may be a Personalized Pathway Requirement**
Electives	5	
Total Required Credits	26	
Additional Requirements		<ul style="list-style-type: none"> High School & Beyond Plan including: <ul style="list-style-type: none"> Completion of required tasks on High School and Beyond Plan Grade Level Checklists Community Service (24 hours) Career Plan Essay Completion of Free Application for Federal Student Aid (FAFSA/WASFA) Washington State History and Government Graduation Pathways Option
Graduation Pathway Options (See chart on page 13 for more details)		<ul style="list-style-type: none"> Complete sequence of CTE courses which includes the potential to earn college credit or earn an industry recognized credential ASVAB Score SAT or ACT scores on ELA and/or Math sections Earn College Credit in ELA and/or Math Transition Course in ELA and/or Math AP/IB/Cambridge Courses or Exams in ELA and/or Math Combination of ELA and Math option from any listed above Smarter Balanced English Language Arts (ELA) Test or state approved alternative Smarter Balanced Math Test or state approved alternative

COMPETENCY BASED CREDITS

Competency based credits may be earned for World Language:

- A maximum of 4 World Language credits may be awarded through OSPI's Competency Based Credit testing process.
- In order to earn competency credits in World Language, students will demonstrate proficiency in all four domains of language: speaking, listening, reading and writing. These assessments are aligned with the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Levels.
- The assessments vary by Language. The assessments used to measure a scholar's content competency within a world language are STAMP and ALTA. Students may be awarded one or more credits based on their demonstrated proficiency according to the ACTFL Proficiency Guidelines. Students receive credit based on their lowest skill score, since it represents their highest level of proficiency across all four domains of language.

For more information on Competency Based Credits visit our website: www.fwps.org/academics/multilingual-services/biliteracy/seal-of-biliteracy

*The third credit of science and the third credit of math are chosen by the scholar based on the scholar's interest and High School & Beyond Plan, and approved by the parent or guardian, or if the parent or guardian is unavailable or does not indicate a preference, the school counselor or principal (WAC 180-51-068).

**Personal Pathway Requirements (PPR) are related courses that lead to a specific, post-high school career or educational outcome. These are chosen by the scholar based on personal interest and the High School & Beyond Plan, which may include Career and Technical Education. These are intended to provide a focus for the scholar's learning. See more information starting on page 15.

Graduation Requirements, *continued*

COURSE CREDIT ANALYSIS FORM

Each year, scholars should conduct their course credit analysis using this form to ensure they are aware of the credits they have earned and any remaining credits needed for graduation. During this time, scholars have an opportunity to receive personalized course planning support based on their post-secondary credential plans.



Scholar Name: _____
(Last) (First)
 Scholar ID: _____ Grad Year: _____ Date: _____

Class of 2022+ Graduation Requirements Credit Analysis

Scholars must meet **ALL** requirements to participate in the Graduation Ceremony.
 Credit is earned for a "C" or better, and 0.50 credit = one semester.

English Language Arts 4.0 Credits

ELA 9		ELA 10		ELA 11		ELA 12	
0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50

Social Studies 4.0 Credits

Contemporary World History, Geography, & Problems *US History* *Civics* *Social Studies Electives*

0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50
------	------	------	------	------	------	------	------

Mathematics 3.0 Credits

Algebra *Geometry* *Math Elective* *Four years of Math is recommended*

0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50
------	------	------	------	------	------	------	------

Science 3.0 Credits *Two credits must include labs and four years of Science is recommended*

0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50
------	------	------	------	------	------	------	------

Fitness 1.5 Credits

0.50	0.50	0.50
------	------	------

Health 0.5 Credits

0.50

Career & Technical Ed. (CTE) 1.0 Credit

0.50	0.50
------	------

Arts 2.0 Credits *One credit may be PPR**

0.50	0.50	0.50	0.50
------	------	------	------

World Language or Personalized Pathway 2.0 Credits

0.50	0.50	0.50	0.50
------	------	------	------

Electives (5.0 Credits)

0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50
------	------	------	------	------	------	------	------	------	------

Total Credits Required = 26 Current Credits Earned = _____

Additional Graduation Requirements

WA State History and Government

MET

High School & Beyond Plan (HSBP)

HSBP Complete	24hr Community Service Class of 2023+	MYP (TJ Only)
MET	Total: _____	MET

Graduation Verification Name: _____ Date: _____

Notes

Key Term: *PPR- Personalized Pathway Requirement

Minimum College Admission Requirements:

Check post-secondary institution website for specific admission requirements

- 2.0 GPA or higher
- Send SAT or ACT Scores (Optional)
- Meet College Academic Distribution Requirements (CADR)
 - Take at least 3 courses every year*
 - English—4.0 Credits
 - Math—4.0 Credits, *senior year beyond Algebra 2*
 - Lab Science—2.0 Credits—*one credit in Bio/Chem/Physics*
 - World Language—2.0 Credits—*same language*
 - Social Science—3.0 Credits
 - Art—1.0 Credit

This form is available on your school's counseling website or in your school counselor's office.

Graduation Requirements, *continued*

GRADUATION PLANNING WORKSHEET

It is important to carefully plan your high school classes beginning in ninth grade in order to be sure you fulfill all your graduation requirements and take the courses needed to prepare you for your future career and college plans. List the courses you have taken or plan to take each year. See the previous page for graduation requirements for Federal Way Public Schools. College admission requirements can also be found in this guide. More complete information will be provided as you work through your High School & Beyond Plan.

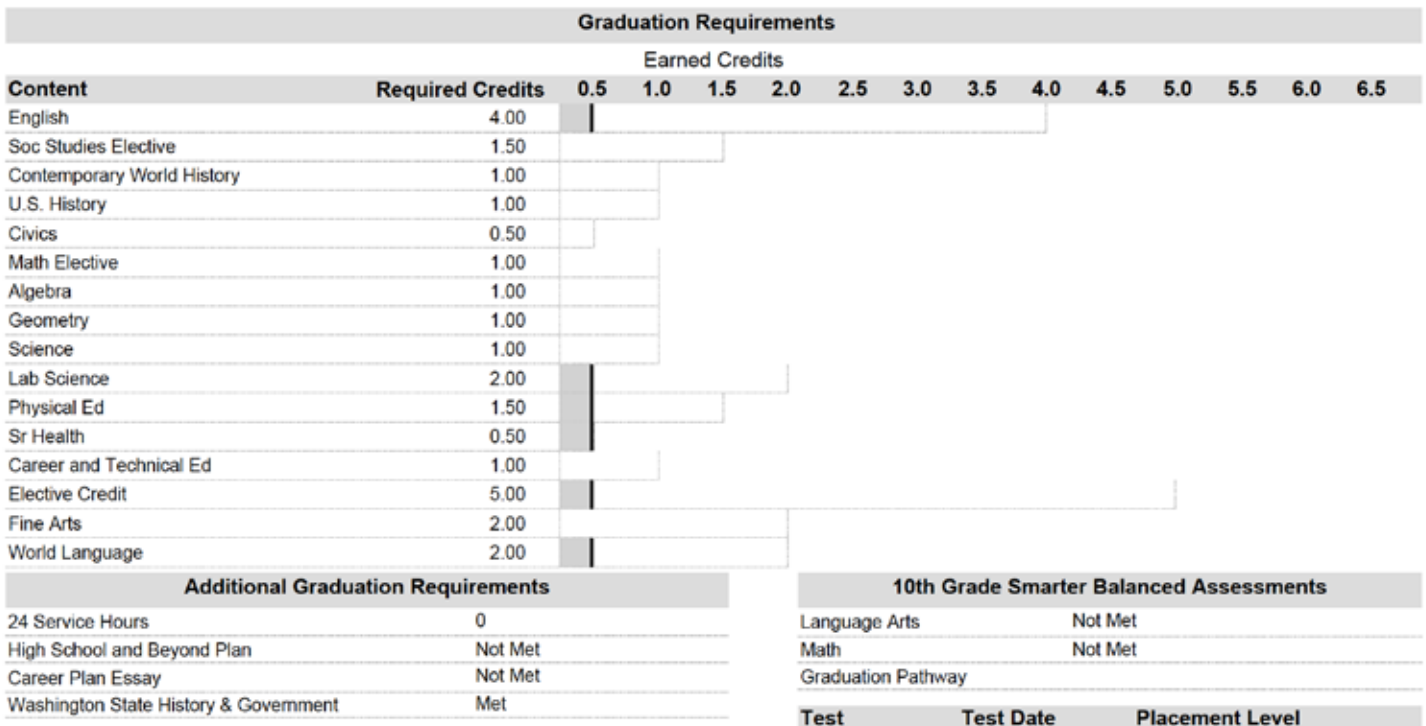
SUBJECT AREA	Credits	INDIVIDUAL CLASSES			
		Grade 9	Grade 10	Grade 11	Grade 12
English	4				
Mathematics (<i>Four credits of Math is highly recommended</i>)	3				
Science (<i>Four credits of Science is highly recommended</i>)	3				
Social Studies (<i>0.5 Civics</i>)	4				
Health and Physical Education	2				
Arts* or 1 Personalized Pathway*	2				
Career & Technical Education (CTE)	1				
World Language or Personalized Pathway* (PPR)	2				
Elective Needed*	5				
Total Credits Needed*	26				

*The Personal Pathway Requirement (PPR) is chosen by scholars based on the High School & Beyond Plan.

This form is available on your school's counseling website or in your school counselor's office.

REPORT CARDS

Families and scholars will receive a report card twice a school year. Graduation requirements are tracked and progress can be viewed on the first page of the FWPS Secondary Report Card (high school) at the end of each semester. See the following image for an example of the Graduation Requirements section of the Secondary Report Card (high school).



Graduation Requirements, *continued*

STATE APPROVED GRADUATION PATHWAYS

What assessments are used for graduation?

Most Washington state public high school scholars will fulfill the assessment portion of their graduation requirements by passing required state tests. If scholars do not pass on their first attempt, there are retake opportunities for these tests, Alternative Assessment Progressions, or Additional Graduation Pathway Options displayed in the chart below. Some scholars, however, need a different method to demonstrate that they possess the knowledge and skills required for graduation. Additional graduation pathways provide all scholars with the opportunity to demonstrate their knowledge and skills using methods other than state accountability tests.

Who can access Alternative Assessment Progressions or Additional Graduation Pathway Options?

Alternative Assessment Progressions or Additional Graduation Pathway Options are available to all scholars in the class of 2020 and beyond.

See the Assessments Required for Graduation and Additional Graduation Pathway options in the chart below

For additional support, please make an appointment with your school counselor or the testing coordinator or visit www.k12.wa.us/student-success/graduation/graduation-requirements/graduation-pathways

GRADUATION PATHWAY OPTIONS	
ASSESSMENT	
ELA	Smarter Balanced ELA test (Score of 2548 or higher)
Math	Smarter Balanced Math test (Score of 2595 or higher)
<i>Students in the Classes of 2022 and beyond, if using the SBA as their graduation pathway, would have to meet the graduation scores to be considered to have completed that pathway.</i>	

STANDARDIZED TEST CUT SCORES		
ASVAB	Score of 31 or higher on AFQT (required score is updated annually)	
ACT	ELA: Score of 14 or higher	Math: Score of 16 or higher
SAT	ELA: Score of 410 or higher	Math: Score of 430 or higher

	ADVANCED PROGRAMING COURSE GRADE CUT SCORES	ADVANCED PROGRAMING EXAM CUT SCORES
AP	Grade: Earn a B or higher both semesters	Exam: Score of 3 or higher on the AP Exam
Cambridge	Grade: Earn a B or higher both semesters	Exam: Score of E or higher on the AICE Exam
IB SL/HL	Grade: Earn a B or higher both semesters	Exam: Score of 4 or higher on the IB Exam

DUAL CREDIT, BRIDGE TO COLLEGE and CTE COURSE SEQUENCE	
Dual Credit	One credit earned in a college level English/Math Course through CTE, College in the High School or Running Start
Bridge to College	College Course Placement with a C Grade or higher in ELA and/or Math
CTE Course Sequence	Complete 2.0 or more CTE credits in the same CTE program area that either includes a dual credit course or leads to an industry recognized credential, or complete a Core Plus program.

Graduation Requirements, *continued*

HIGH SCHOOL & BEYOND PLAN

The High School & Beyond Plan is a meaningful, individualized plan that assists scholars in constructing a pathway towards a future career path including current and future education required to realize that career path. This plan helps scholars stay engaged and on track towards graduation and prepared for success after high school. The High School & Beyond Plan also helps parents, teachers, and staff to better know and support scholars in meeting their future plans and aspirations.

Each year beginning in middle school, scholars work on their High School & Beyond Plan in class with the help of a teacher, school counselor, or career specialist. These lessons help scholars reflect and learn about topics like earning credits towards graduation, exploring careers, budgeting, post-secondary options, and paying for college. Scholars set future goals, devise plans for meeting those goals, and reflect on their progress towards meeting those goals.

Each high school has copies of the high school and beyond plan, and schools will distribute and support the completion of grade level specific tasks at the beginning of the year. Please see your school counselor or college and career specialists for more details.

College and Career Exploration Tool and Online High School and Beyond Plan Portfolio

Federal Way Public Schools uses MaiaLearning career exploration and planning tool for scholars to learn about career and college options and document their High School & Beyond Plan. All scholars in grades 6–12 have an online account that can be accessed anywhere through the Internet.

Scholars can access their MaiaLearning account by visiting: www.maialearning.com and clicking “Sign in with Google” and login with their Gmail (P12) account (example: #####@p12fwps.org) and password.

Features of the College and Career Exploration Tool:

- Surveys to help scholars identify career interests, skills, abilities, and learning styles.
- Detailed information about multitudes of careers, including suggested college programs and interviews with real people in each career.
- Comprehensive technical, two and four year and university, military program information and financial literacy, including search tools to help scholars find the right college and the right scholarships.
- The ability for scholars to apply and send transcripts to post-secondary institutions that accept the Common Application
- Advice for job search process, including networking, writing resumes and cover letters, preparing for interviews, and adjusting to a job.

If you have questions about High School & Beyond Planning, please contact your School Counselor or Career and College Specialist.

CAREER PLAN ESSAY REQUIREMENT

As part of Goal 5, Persistence to Graduation, seniors will graduate with a Career Plan Essay outlining at least one of these: college acceptance, military, trade/technical training, industry certification, apprenticeship. Scholars will begin working on their Career Plan Essay in middle school, adding information and experiences so that by graduation they have a clear, articulated plan.

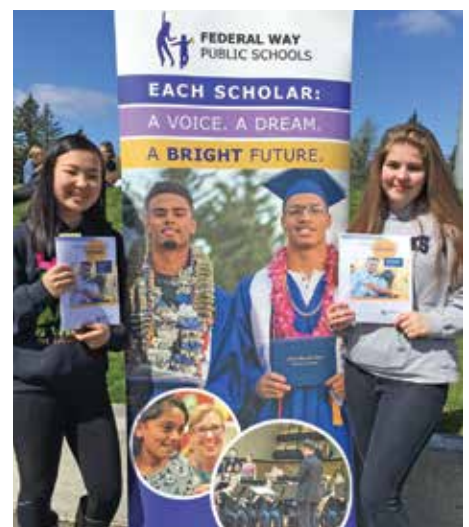
- Scholars will begin their Career Plan Essay in 9th grade and develop it over the course of their high school experience.
- Scholars will develop and outline their career and education goals, including courses and experiences (such as community service) that will provide them with more information and preparation for their future.
- In their senior year Career Plan Essay, scholars will address the specific plans and actions they are taking after high school including, but not limited to, college acceptance, military, technical training, or apprenticeships.

COMMUNITY SERVICE REQUIREMENT

Starting with the class of 2022, scholars must earn twenty-four (24) hours of Community Service Learning as one of their graduation requirements. Community service hours must be completed prior to the scholar’s participation in a commencement ceremony and the granting of a diploma. Experience has shown that people who take great care in their decisions find the Community Service more relevant and make more meaningful connections with their community. The Community Service experience is a 24-hour active, community-based learning and service experience. This unique experience will allow scholars the opportunity to apply identifiable classroom learning that demonstrates the skills necessary for transitioning from high school to post-high opportunities, and identify the Personalized Pathway in which their experience relates.

- We believe that the opportunities to serve our community compel scholars to shift from an inward focus on themselves to an outward focus on others.
- By making community service a priority at the school, we believe we will build a stronger, more vibrant, and more inclusive community.
- Not only will scholars be giving back to their community, but they will also have the opportunity to add this experience to their Career Plan Essay in the High School & Beyond Plan and their resume for college entrance or employment.

Visit our website for a link to our Community Service Guide: www.fwps.org/CommunityService



Graduation Requirements, *continued*

CTE PROGRAMS OF STUDY

Scholars can choose a CTE Program of Study based on their interests and High School & Beyond Plan, which may include Career and Technical Education courses, and are intended to provide a focus for the scholar's learning.



HIGH SCHOOL AND BEYOND PLAN

Plan for attaining post-secondary career and education goals, created in collaboration between the scholar, parent/guardian, and high school staff

GRADUATION PATHWAY

- Smarter Balanced Assessment (ELA & Math)
- ASVAB
- ACT/SAT
- AP/IB/Cambridge
- Dual Credit
- Bridge to College
- CTE Course Sequence

REQUIRED HIGH SCHOOL CREDITS

- English (4 credits)
- Mathematics (3 credits)
- Science (3 credits)
- Social Studies (4 credits, including 0.5 Civics)
- Health & Physical Education (2 credits)
- Arts (2 credits)
- Career & Technical Education (1 credit)
- World Language (2 credits)
- Elective (5 credits)

4 credits of Math & Science are highly recommended.

CTE PROGRAMS OF STUDY					
AGRICULTURE EDUCATION <ul style="list-style-type: none"> • Agriculture, • Food & Natural 	BUSINESS & MARKETING <ul style="list-style-type: none"> • Arts, A/V • Technology & Communications • Business Management & Administration • Finance • Information & Technology • Law, Public Safety, Corrections & Security • Marketing 	FAMILY & CONSUMER SCIENCES <ul style="list-style-type: none"> • Education & Training • Health Sciences • Hospitality & Tourism • Human Services 	HEALTH SERVICES <ul style="list-style-type: none"> • Health Science • Human Services 	SKILLED & TECHNICAL SCIENCES <ul style="list-style-type: none"> • Architecture & Construction • Arts, A/V • Technology & Communication • Government & Public Administration • Law, Public Safety, Corrections & Security • Manufacturing • Transportation Distribution & Logistics 	STEM <ul style="list-style-type: none"> • Science, Technology, Engineering & Mathematics

AGRICULTURAL EDUCATION PROGRAM OF STUDY							
CAREER CLUSTER	COURSE NAME	DHS	FWHS	TJHS	TBHS	Federal Way Equivalency Credit	COLLEGE CREDIT *
AGRICULTURE, FOOD, & NATURAL RESOURCES	Horticulture	■				Science or Lab Science	
	Animal Science	■				Science or Lab Science	
	Urban Agriculture	■				Lab Science	
	Agricultural Leadership	■					

CAREERS

Agricultural & Food Scientist
 Agricultural Educator
 Animal Control Officer
 Animal Husbandry
 Arborist
 Conservation Scientist & Forester
 Ecologist
 Fish & Game Officer
 Florist
 Forest & Conservation Technician
 Forester & Range Manager
 Landscape Designer
 Soil & Water Conservationist
 Water/Wastewater Treatment Plant & System Operator
 Wildlife & Environmental Biologist/Scientist

EXAMPLE ALIGNED OCCUPATIONS

Source: Labor Market Info provided by King Workforce Development Association: King County

Natural Sciences Managers

- Education: Bachelors
- Openings: 532
- Salary: \$ 186,857

Buyers and Purchasing Agents

- Education: Varies
- Openings: 3,845
- Salary: \$ 84,255

Compliance Officers

- Education: Bachelors
- Openings: 4,561
- Salary: \$ 77,735

Food Scientists and Technologist

- Education: Bachelors
- Openings: 24
- Salary: \$ 83,189

POST-SECONDARY PROGRAMS & DEGREES

TECHNICAL PROGRAMS IN AGRICULTURE/NATURAL RESOURCES:

Environmental Horticulture: Lake Washington, South Seattle; *Environmental Science:* Clover Park; *Wine Production:* South Seattle; *Urban Agriculture:* Highline

UNIVERSITY PROGRAMS: *Agriculture Sciences:* CWU, WSU, UW

Additional programs may be available, please check individual colleges for more information.

BUSINESS & MARKETING PROGRAM OF STUDY							
CAREER CLUSTER	COURSE NAME	DHS	FWHS	TJHS	TBHS	Federal Way Equivalency Credit	COLLEGE CREDIT *
ARTS, A/V TECHNOLOGY & COMMUNICATION	Publishing (Yearbook)	■	■	■	■	Fine Arts	
BUSINESS MANAGEMENT & ADMINISTRATION	IB Business Management HL			■			IB, GRC, HC, RTC
	Business StartUp (INCubatoredu)	■	■	■	■		GRC, HC, RTC
	Personal Finance Math	■	■	■	■	Math	GRC, HC, RTC
	Project Management	■					
INFORMATION TECHNOLOGY	Introduction to Computer Science and Game Design	■	■	■	■		GRC
	AP Computer Science Principles	■	■		■	Math or Science	AP
	AP Computer Science A		■		■	Math or Science	AP
	IB Computer Science SL			■		Math or Science	IB
	IB Computer Science HL			■		Math or Science	IB
	Computer Applications	■	■	■			GRC, HC, RTC
	Web Design		■	■	■		GRC, HC, RTC (pending)
LAW, PUBLIC SAFETY, CORRECTIONS & SECURITY	Business Law	■	■				GRC, HC, RTC
MARKETING	Introduction to Marketing	■	■	■	■		GRC, HC, RTC
	Introduction to Fashion Marketing				■		GRC, RTC
	Marketing Operations, Scholar Store	■	■	■	■		GRC, HC
	Sports and Entertainment Marketing			■			GRC, RTC

CAREERS

Accounting	Computer Programmer	Event Planner	Personnel Recruiter
Administrative Assistant	Computer Science Engineer	Funeral Director	Public Relations
Advertising	Computer Support Specialist	Game Designer	Real Estate Appraiser
Auditor	Computer Systems Analyst	Information Technology Specialist/Manager	Research Specialist
Bill & Account Collector	Computer Technician	Insurance Agent	Retail Sales Supervisor
Brand Management	Controller	International Business	Sales Representative
Business Manager	Court Reporter	Inventory Manager	Small Business Owner
Certified Public Accountant	Database Administrator	Loan Officer	Stock Broker
Computer Equipment Repair	Economist	Market Research Analyst	Systems Administrator
Computer Network & Data	Entrepreneur	Marketing Manager	Tax Examiner
		Media Buyer/Planner	Tax Preparer
		Office Manager	Underwriter
			Web Developer
			Wholesale & Retail Buyer

EXAMPLE ALIGNED OCCUPATIONS

Source: Labor Market Info provided by King Workforce Development Association: King County

General and Operations Managers	Computer and Information Systems Managers	Human Resources Managers
<ul style="list-style-type: none"> Education: Bachelors Openings: 8,502 Salary: \$ 153,578 	<ul style="list-style-type: none"> Education: Bachelors Openings: 5,878 Salary: \$ 169,337 	<ul style="list-style-type: none"> Education: Bachelors Openings: 1,010 Salary: \$ 139,209

POST-SECONDARY PROGRAMS & DEGREES

TECHNICAL PROGRAMS IN BUSINESS, ADMINISTRATION, & MARKETING: *Accounting:* Bates, Bellevue, Clover Park, Green River, Highline, Lake Washington, Pierce, Renton, South Seattle, Tacoma; *Banking & Support Services:* Renton; *Business Adm. Mgmt.:* Bates, Bellevue, Highline, Pierce, Renton, Tacoma; *Computer Science:* Bates, Pierce; *Human Resources Mgmt.:* Bellevue, Pierce, Tacoma; *Marketing Mgmt.:* Bates, Bellevue, Green River, Highline, Pierce; *Retail Mgmt.:* Bellevue, Clover Park, Highline; *Office Mgmt.:* Bellevue, Clover Park, Pierce, Renton, Seattle Central, South Seattle

UNIVERSITY PROGRAMS: *Business Administration:* EWU, CWU, WSU, UW, WWU; *Information Technology: Design Tech:* EWU; *IT & Information Mgmt.:* CWU; *Digital Technology:* WSU; *Information Systems and Operations Management:* UW

Additional programs may be available, please check individual colleges for more information.

*Colleges: HC = Highline College, GRC = Green River College, RTC = Renton Technical College, SFCC = Spokane Falls Community College
FWPS Dual Credit Programs: AP = Advanced Placement, IB-TJ = International Baccalaureate at TJHS

FAMILY & CONSUMER SCIENCES PROGRAM OF STUDY							
CAREER CLUSTER	COURSE NAME	DHS	FWHS	TJHS	TBHS	Federal Way Equivalency Credit	COLLEGE CREDIT *
EDUCATION & TRAINING	American Sign Language 1	■	■		■	World Language	SFCC
	American Sign Language 2	■	■		■	World Language	
	American Sign Language 3	■	■		■	World Language	
	American Sign Language 4	■	■		■	World Language	
	Teacher Academy	■	■	■	■		GRC, HC, RTC
HEALTH SCIENCE	Nutrition and Wellness	■	■	■	■		
HOSPITALITY & TOURISM	Culinary Arts Foundation	■	■	■	■		RTC
	ProStart Culinary Foods 1	■	■	■			RTC
	ProStart Culinary Foods 2	■	■	■			RTC
HUMAN SERVICES	Child Development	■	■	■	■		GRC, HC, RTC
	Family Psychology and Health	■	■	■	■	Health	

CAREERS

Baker	Food Service Manager
Banquet Chef	Food Production Supervisor
Caterer	Government Executive & Legislative
Chef	Librarian
Child Care Worker	Library Technician
Clergy	Resort Manager
College Professor	Restaurant Manager
Educational Administrator	School Counselor
Employment Interviewer	Sign Language Interpreter
Executive Chef	Social Worker
Facilities Management	Teacher

EXAMPLE ALIGNED OCCUPATIONS

Source: Labor Market Info provided by King Workforce Development Association: King County

- | | |
|--|---|
| <p>Education Administrators, K-12</p> <ul style="list-style-type: none"> • Education: Masters • Openings: 1,854 • Salary: \$ 147,965 | <p>Interpreters and Translators</p> <ul style="list-style-type: none"> • Education: Bachelors • Openings: 386 • Salary: \$ 63,238 |
|--|---|

Social and Human Service Assistants

- Education: High school diploma or equivalent
- Openings: 1,755
- Salary: \$ 49,578

POST-SECONDARY PROGRAMS & DEGREES

TECHNICAL PROGRAMS IN EDUCATION: *Early Childhood Ed & Teaching:* Bates, Bellevue, Clover Park, Green River, Highline, Pierce, Renton, Seattle Central; *Prof-Tech Teaching:* Bates, Lake Washington; *Teacher Aide:* Bates, Clover Park, Green River, Pierce, Tacoma; *Sign Language Interpretation:* Seattle Central

TECHNICAL PROGRAM IN PROJECT MANAGEMENT: Highline College

TECHNICAL PROGRAMS IN CULINARY ARTS & HOSPITALITY: *Baking & Pastry Arts:* Lake Washington, Renton, Seattle Central; *Culinary Arts/Chef Training:* Bates, Clover Park, Lake Washington, Renton, Seattle Central, South Seattle

UNIVERSITY PROGRAMS: CW: *Psychology, Sociology, Family & Consumer Sciences Education, Nutrition, Exercise, Health Science;* EWU: *Education, Psychology;* UW: *Education, Psychology, Social Sciences, Sociology;* WSU: *Education, Hospitality Business Administration, Psychology;* WWU: *Education, Psychology*

Additional programs may be available, please check individual colleges for more information.

*Colleges: HC = Highline College, GRC = Green River College, RTC = Renton Technical College, SFCC = Spokane Falls Community College
FWPS Dual Credit Programs: AP = Advanced Placement, IB-TJ = International Baccalaureate at TJHS

HEALTH SCIENCES PROGRAM OF STUDY							
CAREER CLUSTER	COURSE NAME	DHS	FWHS	TJHS	TBHS	Federal Way Equivalency Credit	COLLEGE CREDIT *
HEALTH SCIENCE	Principles of Biomedical Science	■	■		■	Biology	
	Human Body Systems	■	■		■	Lab Science	
	Physics of Medical Interventions	■	■		■	Lab Science	
	Biomedical Innovation	■	■		■	Science	
	Introduction to Health Careers	■	■		■		HC
	Sports Medicine 1	■				Lab Science	RTC (pending)
	Sports Medicine 2	■				Lab Science	
	Sports Medicine 3	■					
HUMAN SERVICES	IB Sports Exercise Health Science			■		Lab Science	IB

CAREERS

- | | |
|-----------------------------|-----------------------|
| Anesthesiologist | Nurse Practitioner |
| Athletic Trainer | Optometrist |
| Biochemist | Pharmacist |
| Bio-Tech Lab Technician | Pharmacy Technician |
| Certified Nursing Assistant | Physical Therapist |
| Chiropractor | Physician |
| Clinical Medical Assistant | Psychologist |
| Dental Assistant | Registered Nurse |
| Dental Hygienist | Speech Pathologist |
| Dentist | Sports Trainer |
| Dietician | Surgeon |
| EMT/Paramedic | Surgical Technician |
| Health Care Administration | Ultrasound Technician |
| Home Health Aide | |
| Massage Therapist | |
| Medical Transcriptionist | |

EXAMPLE ALIGNED OCCUPATIONS

Source: Labor Market Info provided by King Workforce Development Association: King County

- | | |
|--|---|
| <p>Medical and Health Services Managers</p> <ul style="list-style-type: none"> • Education: Bachelors • Openings: 1,214 • Salary: \$ 165,324 <p>Psychologists</p> <ul style="list-style-type: none"> • Education: Masters • Openings: 1,203 • Salary: \$ 108,803 | <p>Community Health Workers</p> <ul style="list-style-type: none"> • Education: High school diploma or equivalent • Openings: 760 • Salary: \$ 54,153 |
|--|---|

POST-SECONDARY PROGRAMS & DEGREES

TECHNICAL PROGRAMS IN MEDICAL/HEALTH: *Biological Lab Tech:* Bates; *Central Service Tech:* Clover Park; *Dental Assistant:* Bates, Clover Park, Pierce, Lake Washington, Renton, Seattle Central; *Dental Hygienist:* Bates, Clover Park, Pierce, Lake Washington, Renton, Seattle Central; *Dental Lab Tech:* Bates; *Emergency Med Tech:* Tacoma; *Forensic Tech:* Green River; *Health Unit Coord./Ward Clerk:* Bellevue, Clover Park; *Hemodialysis:* Clover Park; *Medical Assistant:* Bellevue, Clover Park, Highline; *Medical Insurance Coding:* Bates, Highline, Tacoma; *Medical Records/Health Info. Mgmt.:* Highline, Tacoma; *Medical Transcription/Scribe:* Bates, Tacoma; *Nursing Assistant:* Clover Park, Green River, Tacoma; *Nursing-Associate Degree:* Bellevue, Clover Park, Highline, Renton, Tacoma, South Seattle; *Nursing Practical:* Bates, Clover Park, Green River, Highline, Lake Washington, Pierce, Renton, South Seattle; *Optometric Tech:* Renton; *Radiologic Tech:* Bellevue, Tacoma; *Respiratory Therapy:* Highline, Seattle Central, Tacoma; *Sign Language Interpreter:* Seattle Central; *Substance Abuse Counseling:* Bellevue, Clover Park, Seattle Central, Highline; *Surgical Tech:* Clover Park, Seattle Central; *Ultrasound Tech:* Bellevue, Tacoma; *Veterinary Assistant:* Pierce

UNIVERSITY PROGRAMS: *Animal Biology/Zoology:* UW, WWU, WSU; *Athletic Training:* EWU, Whitworth, WSU; *Biotechnology:* WSU, UW; *Dietician:* CWU, WSU, UW; *Medicine:* UW, WSU; *Nursing:* UW, EWU, WSU; *Pharmaceutical Sciences:* WSU, UW; *Physical Therapy:* EWU, UPS, UW; *Veterinary Science:* WSU

Additional programs may be available, please check individual colleges for more information.

*Colleges: HC = Highline College, GRC = Green River College, RTC = Renton Technical College, SFCC = Spokane Falls Community College
FWPS Dual Credit Programs: AP = Advanced Placement, IB-TJ = International Baccalaureate at TJHS

SKILLED & TECHNICAL SCIENCES PROGRAM OF STUDY							
CAREER CLUSTER	COURSE NAME	DHS	FWHS	TJHS	TBHS	Federal Way Equivalency Credit	COLLEGE CREDIT *
ARCHITECTURE & CONSTRUCTION	Carpentry Essentials			■			
	Carpentry Specialist 1			■			
	Carpentry Specialist 2			■			
	Construction Foundations			■			GRC
	Pre-Apprenticeship Program		■			3rd Math and Science	GRC, RTC (pending)
ARTS, A/V TECHNOLOGY & COMMUNICATION	Graphic Design 1		■	■	■	Fine Arts	HC
	Graphic Design 2		■	■		Fine Arts	HC
	AICE Graphic Design		■			Fine Arts	Cambridge
	Commercial Photography	■	■	■	■	Fine Arts	HC
	Commercial Photography 2			■		Fine Arts	
	AP 2D Design Photography	■	■		■	Fine Arts	AP
	AP Studio Art 2D	■	■		■	Fine Arts	AP
	AP Studio Art 3D	■				Fine Arts	AP
	Design & Applied Art 1	■		■		Fine Arts	HC
	Design & Applied Art 2	■		■		Fine Arts	HC
	IB Visual Arts			■		Fine Arts	IB
	Pottery 1	■		■		Fine Arts	
	Pottery 2	■		■		Fine Arts	
	Video Production 1	■		■		Fine Arts	HC
	Video Production 2	■		■		Fine Arts	HC
	Video Production 3	■				Fine Arts	
	Visual Communications 1		■		■	Fine Arts	HC
	Visual Communications 2		■		■	Fine Arts	HC
Technical Theater		■		■	Fine Arts		
GOVERNMENT & PUBLIC ADMINISTRATION	AFJROTC—Drill and Ceremonies		■		■	PE	
	AFJROTC—Exploring Space: The High Frontier		■		■	Social Studies	
	AFJROTC—Global Awareness and College Career Preparation		■		■	World History or Social Studies	
	AFJROTC—Milestones in Aviation History		■		■	Social Studies	
	AFJROTC—Management of the Cadet Corps		■		■	Social Studies	
	AFJROTC—Science of Flight: A Gateway to New Horizons		■		■	Social Studies	
	AFJROTC—Survival		■		■	Social Studies	

SKILLED & TECHNICAL SCIENCES PROGRAM OF STUDY

CAREER CLUSTER	COURSE NAME	DHS	FWHS	TJHS	TBHS	Federal Way Equivalency Credit	*
LAW, PUBLIC SAFETY, CORRECTIONS & SECURITY	Forensic Science			■		Science	GRC, HC
MANUFACTURING	Cabinet Making and Millwork 1			■			GRC
	Cabinet Making and Millwork 2			■			GRC
	Woodworking			■			GRC
TRANSPORTATION DISTRIBUTION & LOGISTICS	General Mechanics	■					GRC
	Automotive Mechanics	■					GRC
	Heavy Diesel Mechanics	■					GRC
	Heavy Diesel Specialty	■					
	Core Plus Automotive Fabrication	■					

CAREERS

Air Traffic Controller	Cartoonist	Electrician	Painting
Airplane Pilot	Cinematographer	Electronic Engineer	Plumber
Animator	Civil Engineer	Fashion Designer	Potter
Architect	Computer Animation	FBI Agent	Prop Crafts Artisan
Art Director	Construction Foreman	Film Making	Sculptor
Art Therapist	Construction & Building Inspector	Fire Inspector	Set Designer
Artist	Construction Manager	General Contractor	Sheet Metal Worker
Artistic Director	Correctional Officer	Graphic Designer	Sign Painter
Audio Systems Technician	Customs Agent	Illustrator	Tattoo Artist
Audio-Visual Designer & Engineer	Design Engineer	Industrial Engineer	Technical Computer Support
Audio-Visual Specialist	Detective	Interior Designer	Video Systems Technician
Automobile Mechanic	Drafter	Machinist	Videographer & Special Effects
Broadcast Technician	Drywall Installer	Mechanical Engineer	Welding Technician
Cabinet Maker	Electrical Engineering	Military Officer	
Camera Operator		Military Service	
Carpenter			

POST-SECONDARY PROGRAMS & DEGREES

TECHNICAL PROGRAMS IN ARTS, A/V TECHNOLOGY & COMMUNICATION: *Animation:* Lake Washington; *Computer Graphics:* Bellevue, Lake Washington, Pierce; *Commercial Photography/Commercial Advertising/Art:* Seattle Central; *Media, Communications & Design:* Bates, Bellevue, Clover Park, Highline, Lake Washington, Seattle Central, Pierce, Whitman; *Photographic & Film/Video:* Bellevue, Central, Eastern, DigiPen, Lake Washington, Whitman, Seattle U; *Radio/Television Broadcasting Tech:* Bates, South Seattle

TECHNICAL PROGRAMS IN SKILLED & TECHNICAL SCIENCES: *Architectural Engineering/Drafting:* Clover Park, Green River, Lake Washington, Renton, South Central; *Biomedical Tech:* Bates, Clover Park; *Civil Engineering Tech/Civil Drafting:* Bates, Clover Park, Renton; *Composites:* Bellevue, Clover Park; *Computer Tech:* Bates, Bellevue, Clover Park, Green River, Pierce; *Drafting/Design CAD/CADD:* Clover Park, Green River, Highline, Lake Washington, Renton, North Seattle, South Seattle; *Electronic Engineering Tech:* Bates; *Engineering Tech:* Clover Park; *Fire Security Tech:* Clover Park; *Industrial, Construction, & Manufacturing Programs:* Bates, Clover Park, Green River, Lake Washington, Pierce, Renton, Seattle Central, South Seattle; *Information Technology Programs:* Bates, Bellevue, Clover Park, Green River, Highline, Lake Washington, Pierce, Renton, Seattle Central, South Seattle; *Mechanical Tech/Drafting:* Bates, Clover Park, Green River, Lake Washington, South Seattle; *Mechanics Programs:* Bates, Bellevue, Clover Park, Green River, Highline, Lake Washington, Pierce, Renton, Seattle Central, South Seattle; *Occupational Safety:* Pierce

UNITED STATES MILITARY SERVICE: Air Force, Army, Marines, Navy, Coast Guard

Additional programs may be available, please check individual colleges for more information.

*Colleges: HC = Highline College, GRC = Green River College, RTC = Renton Technical College, SFCC = Spokane Falls Community College
FWPS Dual Credit Programs: AP = Advanced Placement, IB-TJ = International Baccalaureate at TJHS

EXAMPLE ALIGNED OCCUPATIONS

Source: Labor Market Info provided by King Workforce Development Association: King County

Special Effects Artists and Animators

- Education: Bachelors
- Openings: 1,337
- Salary: \$ 102,147

Graphic Designers

- Education: Bachelors
- Openings: 1,879
- Salary: \$ 100,731

Construction Managers

- Education: Bachelors
- Openings: 2,863
- Salary: \$ 130,997

First-Line Supervisors of Construction Trades and Extraction Workers

- Education: High school diploma or equivalent
- Openings: 3,571
- Salary: \$ 113,733

Carpenters

- Education: High school diploma or equivalent
- Openings: 7,862
- Salary: \$82,950

STEM PROGRAM OF STUDY							
CAREER CLUSTER	COURSE NAME	DHS	FWHS	TJHS	TBHS	Federal Way Equivalency Credit	COLLEGE CREDIT *
SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS	Introduction to Engineering Design	■	■	■	■	3rd Math	RTC
	Principles of Engineering and Robotics	■	■	■	■	Lab Science	
	Aerospace Engineering	■	■	■	■	3rd Math or Lab Science	
	Engineering Essentials		■		■	Lab Science	
	Engineering Design & Development	■	■	■	■	Science	
	Robotics HS				■		

CAREERS

Aeronautical Engineer
 Aircraft Mechanic
 Airplane Assembler
 Architectural & Engineering Manager
 CAD Designer
 Civil Engineer
 Design Engineer
 Drafter
 Industrial/Mechanical Engineer
 Robotics Engineer
 Sustainability Specialist

POST-SECONDARY PROGRAMS & DEGREES

TECHNICAL SCHOOLS WITH STEM PROGRAMS: *Engineering Technology:* Bates, Walla Walla; *Computer Engineering:* DigiPen

UNIVERSITIES WITH STEM PROGRAMS: *Civil Engineering:* St. Martin's, Gonzaga, Seattle U; *Computer Engineering:* EWU, Seattle Pacific, WWU, Gonzaga, Seattle U; *Electrical Engineering:* EWU, Seattle Pacific, WWU, Gonzaga, Seattle U; *Manufacturing Engineering:* WWU; *Mechanical Engineering:* EWU, Seattle Pacific, Gonzaga, Seattle U

Additional programs may be available, please check individual colleges for more information.

EXAMPLE ALIGNED OCCUPATIONS

Source: Labor Market Info provided by King Workforce Development Association: King County

Computer Occupations

- Education: Bachelors
- Openings: 4,937
- Salary: \$ 127,393

Aerospace Engineers

- Education: Bachelors
- Openings: 464
- Salary: \$ 149,584

Electrical Engineers

- Education: Bachelors
- Openings: 653
- Salary: \$ 133,870

Data Scientists

- Education: Bachelors
- Openings: 951
- Salary: \$ 137,898

*Colleges: HC = Highline College, GRC = Green River College, RTC = Renton Technical College, SFCC = Spokane Falls Community College
 FWPS Dual Credit Programs: AP = Advanced Placement, IB-TJ = International Baccalaureate at TJHS



high school & beyond plan CHECKLIST

Each year, middle and high school scholars are **required to complete components to build their High School and Beyond Plan (HSBP).**

To the right is a monthly timeline for scholars to follow that will help them stay on track with their activities/tasks.

Scholars will present their HSBP progress in the spring each year at Scholar-Led Conferences (SLC), Advisories or during other culminating activities.

The HSBP tasks are completed within Maia-Learning, an online college/career exploration platform and portfolio.

Activities/tasks are also listed and linked on their MaiaLearning Dashboard.

Scholars can access their **MaiaLearning** account by visiting: www.maialearning.com and clicking "Sign in with Google" and login with their Gmail (P12) account (example: ###@p12fwps.org) and password.

Most up-to-date HSBP Checklists can be found at www.fwps.org/HSBP.

	REQUIRED	RECOMMENDED
SEPTEMBER	<ul style="list-style-type: none"> <input type="checkbox"/> Complete the Panorama Survey. <input type="checkbox"/> Complete the Interest Profiler Assessment and research 3–5 suggested careers from your assessment results. <input type="checkbox"/> Complete the Child Nutrition Eligibility and Education Benefit (CNEEB) Application to identify eligibility for the College Bound Scholarship (https://www.fwps.org/departments/nutrition-services/family-income-survey) <input type="checkbox"/> For personalized emails/text messages regarding career and college field trips, experiences and support, click Profile, edit, enter your phone number and click update. Scroll down to SMS setting and click <i>On</i>. 	<ul style="list-style-type: none"> <input type="checkbox"/> Attend back to school events so you can be better prepared for the school year. <input type="checkbox"/> Explore your interests and leadership opportunities by participating in sports, school clubs, music or drama groups, community-based organizations or volunteer activities. <input type="checkbox"/> Attend FWPS Life After High School District College and Career Fair to learn about post secondary options.. <input type="checkbox"/> Attend High School Planning Night with parent/guardian to find out about Dual Credit opportunities offered at the high school you will be attending. <input type="checkbox"/> Enroll in Career & Technical Education classes that fit your career interests. <input type="checkbox"/> Find an internship/job shadow, participate in summer camps, summer college programs or volunteer activities. <input type="checkbox"/> Consider your plan for completing your required 24 hours of community service in high school.
OCTOBER	<ul style="list-style-type: none"> <input type="checkbox"/> Create 4 SMART Goals for the year (College, Career, Financial Aid and Academic). <input type="checkbox"/> Take the PSAT test for free at school during PSAT/ SAT School Day. 	
NOVEMBER	<ul style="list-style-type: none"> <input type="checkbox"/> Create your Career List. Click on the career name to learn more in the Career Summary. <input type="checkbox"/> Review your SMART goals and academic progress at Scholar Led Conferences (SLC) and create a plan to stay on track with your HSBP and grades to maintain a good Grade Point Average (GPA). 	
DEC	<ul style="list-style-type: none"> <input type="checkbox"/> Identify 12–15 post-secondary pathway choices such as college, training, certificate and/or employment. 	
JANUARY	<ul style="list-style-type: none"> <input type="checkbox"/> Review the high school course catalog and create your Academic Planner in preparation for high school course registration in 8th grade. 	
APRIL	<ul style="list-style-type: none"> <input type="checkbox"/> Create and update your Resume. Use <i>Experiences</i> to keep track of your academic and extracurricular awards, community services, achievements and anything else you participate in. 	
MAY	<ul style="list-style-type: none"> <input type="checkbox"/> Review and assess your 4 SMART Goals for the year (College, Career, Financial Aid and Academic). 	



POST- SECONDARY COLLEGE, TRAINING, CERTIFICATE & EMPLOYMENT PATHWAYS

2-YEAR TECHNICAL | 2-YEAR TRANSFER | 4-YEAR | 4-YEAR MILITARY ACADEMY
 4-YEAR MILITARY ROTC | APPRENTICESHIP/TRADE | MILITARY ENLISTED | WORKFORCE

GRADE
9

high school & beyond plan CHECKLIST

Each year, middle and high school scholars are **required to complete components to build their High School and Beyond Plan (HSBP).**

To the right is a monthly timeline for scholars to follow that will help them stay on track with their activities/tasks.

Scholars will present their HSBP progress in the spring each year at Scholar-Led Conferences (SLC), Advisories or during other culminating activities.

The HSBP tasks are completed within *Maia-Learning*, an online college/career exploration platform and portfolio. **Activities/tasks are also listed and linked on their MaiaLearning Dashboard.**

Scholars can access their **MaiaLearning** account by visiting: **www.maialearning.com** and clicking "Sign in with Google" and login with their Gmail (P12) account (example: #####@p12fwps.org) and password.

Most up-to-date HSBP Checklists can be found at www.fwps.org/HSBP.



	REQUIRED	RECOMMENDED
SEPTEMBER	<ul style="list-style-type: none"> <input type="checkbox"/> Complete the Panorama Survey. <input type="checkbox"/> For personalized emails/text messages regarding career and college field trips, experiences and support, go to <i>My Account</i> under the person image icon in the top right, then switch ON for the Text/SMS Messaging setting and enter your cell phone number in the profile section. <input type="checkbox"/> Complete the Personality Assessment in the Explore Section. <input type="checkbox"/> Complete the Fall College & Career Readiness Survey. 	<ul style="list-style-type: none"> <input type="checkbox"/> Explore your interests and leadership opportunities by participating in sports, school clubs, music or drama groups, or community-based organizations or volunteer activities.
OCTOBER	<ul style="list-style-type: none"> <input type="checkbox"/> Complete the Intelligences Assessment in the Explore Section. <input type="checkbox"/> Complete the Learning and Productivity Assessment in the Explore Section. <input type="checkbox"/> Create 4 SMART Goals for the year in the Portfolio Section (College, Career, Financial Aid and Academic). <input type="checkbox"/> Take the PSAT test. This is good practice for the SAT. Taking this test in 9th grade will help you better prepare. 	<ul style="list-style-type: none"> <input type="checkbox"/> Attend FWPS Life After High School District College and Career Fair. <input type="checkbox"/> Find out about Dual Credit opportunities at your school where you can earn credit in high school through certain test scores on AP, IB or Cambridge exams or through completion of CTE, College in the High School Courses or Running Start courses.
NOVEMBER	<ul style="list-style-type: none"> <input type="checkbox"/> Make a plan for completing your required 24 hours of community service (www.fwps.org/communityservice). <input type="checkbox"/> Review graduation requirements at Scholar Led Conferences (SLC) and create a plan to stay on track with your HSBP and grades to maintain a good Grade Point Average (GPA). 	<ul style="list-style-type: none"> <input type="checkbox"/> Prepare for sophomore year course registration by meeting with your school counselor, verifying your transcript is accurate, ensuring you are on track for graduation and considering which courses align with your post-secondary plans.
DECEMBER	<ul style="list-style-type: none"> <input type="checkbox"/> Complete the Interest Profiler Assessment in the Explore Section and research 3-5 suggested careers from your assessment results. <input type="checkbox"/> Create your Career List by clicking the <i>Heart icon</i> and clicking <i>Add to Career Plan</i> in the Career Plan Section and review career plan summaries. <input type="checkbox"/> Identify 9–12 post-secondary pathway choices. 	<ul style="list-style-type: none"> <input type="checkbox"/> Enroll in Career & Technical Education classes that fit your career interests.
JAN	<ul style="list-style-type: none"> <input type="checkbox"/> Review Transcript and create and update your Academic Planner in the Academic Plan Section in preparation for course registration. 	<ul style="list-style-type: none"> <input type="checkbox"/> Find an internship/job shadow, participate in summer camps, summer college programs or volunteer activities.
MAR	<ul style="list-style-type: none"> <input type="checkbox"/> Complete Work Values in the Explore Section. 	
APR	<ul style="list-style-type: none"> <input type="checkbox"/> Create and/or update your Resume under the Portfolio Section. 	
MAY	<ul style="list-style-type: none"> <input type="checkbox"/> Review and assess your 4 SMART Goals for the year (College, Career, Financial Aid and Academic). 	
JUNE	<ul style="list-style-type: none"> <input type="checkbox"/> Update your required hours for community service by logging experience(s) into the <i>Experience Section</i> in the Portfolio. 	

POST- SECONDARY COLLEGE, TRAINING, CERTIFICATE & EMPLOYMENT PATHWAYS

2-YEAR TECHNICAL | 2-YEAR TRANSFER | 4-YEAR | 4-YEAR MILITARY ACADEMY
4-YEAR MILITARY ROTC | APPRENTICESHIP/TRADE | MILITARY ENLISTED | WORKFORCE

GRADE 10

high school & beyond plan CHECKLIST

Each year, middle and high school scholars are **required to complete components to build their High School and Beyond Plan (HSBP).**

To the right is a monthly timeline for scholars to follow that will help them stay on track with their activities/tasks.

Scholars will present their HSBP progress in the spring each year at Scholar-Led Conferences (SLC), Advisories or during other culminating activities.

The HSBP tasks are completed within Maia-Learning, an online college/career exploration platform and portfolio.

Activities/tasks are also listed and linked on their MaiaLearning Dashboard.

Scholars can access their **MaiaLearning** account by visiting: www.maialearning.com and clicking "Sign in with Google" and login with their Gmail (P12) account (example: ###@p12fwps.org) and password.

Most up-to-date HSBP Checklists can be found at www.fwps.org/HSBP.

	REQUIRED	RECOMMENDED
SEPTEMBER	<ul style="list-style-type: none"> <input type="checkbox"/> Complete the Panorama Survey. <input type="checkbox"/> For personalized emails/text messages regarding career and college field trips, experiences and support, go to <i>My Account</i> under the <i>person image icon</i> in the top right, then switch <i>ON</i> for the Text/SMS Messaging setting and enter your cell phone number in the profile section. <input type="checkbox"/> Complete the Interest Profiler Assessment in the Explore Section. <input type="checkbox"/> Complete the Fall College & Career Readiness Survey. 	<ul style="list-style-type: none"> <input type="checkbox"/> Explore your interests and leadership opportunities by participating in sports, school clubs, music or drama groups, or community-based organizations or volunteer activities. <input type="checkbox"/> Attend college and career fairs with parents/guardians including the Life After High School District College and Career Fair.
OCTOBER	<ul style="list-style-type: none"> <input type="checkbox"/> Create or update 4 SMART Goals for the year in the Portfolio Section. <input type="checkbox"/> Take the PSAT test. 	<ul style="list-style-type: none"> <input type="checkbox"/> Prepare to present your HSBP progress in the spring each year at SLCs. <input type="checkbox"/> Find out about Dual Credit opportunities at your school where you can earn credit in high school through certain test scores on AP, IB or Cambridge exams or through completion of CTE, College in the High School Courses or Running Start courses
NOVEMBER	<ul style="list-style-type: none"> <input type="checkbox"/> Make a plan for completing your required 24 hours of community service. <input type="checkbox"/> Complete the Intelligences Assessment in the Explore Section and research 3–5 suggested careers from your assessment results. <input type="checkbox"/> Update your Career List. <input type="checkbox"/> Review graduation requirements at Scholar Led Conferences (SLC) and create a plan to stay on track with HSBP. 	<ul style="list-style-type: none"> <input type="checkbox"/> View your PSAT/SAT scores at studentscores.collegeboard.org, and send your scores to Khan Academy® for a free, personalized SAT practice plan based on your test results.
DECEMBER	<ul style="list-style-type: none"> <input type="checkbox"/> Identify 6–9 post-secondary pathway choices such as college (Target School, Likely School and Stretch School), training, certificate and/or employment. If your pathway is not listed in the college section, then complete a journal entry to list the pathway you are pursuing. 	<ul style="list-style-type: none"> <input type="checkbox"/> If you have the College Bound Scholarship, review requirements and repledge your commitment so that you can access your scholarship.
JANUARY	<ul style="list-style-type: none"> <input type="checkbox"/> Review Transcript and create and update your Academic Planner in the Academic Plan Section in preparation for course registration. 	<ul style="list-style-type: none"> <input type="checkbox"/> Prepare for junior year course registration by meeting with your school counselor, verifying your transcript is accurate, ensuring you are on track for graduation and considering which courses align with your post-secondary plans and which advanced or stretch course(s) to enroll in.
APR	<ul style="list-style-type: none"> <input type="checkbox"/> Create and/or update your Resume. 	
MAY	<ul style="list-style-type: none"> <input type="checkbox"/> Review and assess your 4 SMART Goals for the year (College, Career, Financial Aid and Academic). 	<ul style="list-style-type: none"> <input type="checkbox"/> Update your hours for community service.



POST- SECONDARY COLLEGE, TRAINING, CERTIFICATE & EMPLOYMENT PATHWAYS

2-YEAR TECHNICAL | 2-YEAR TRANSFER | 4-YEAR | 4-YEAR MILITARY ACADEMY
 4-YEAR MILITARY ROTC | APPRENTICESHIP/TRADE | MILITARY ENLISTED | WORKFORCE



high school & beyond plan CHECKLIST

Each year, middle and high school scholars are required to complete components to build their High School and Beyond Plan (HSBP).

To the right is a monthly timeline for scholars to follow that will help them stay on track with their activities/tasks.

Scholars will present their HSBP progress in the spring each year at Scholar-Led Conferences (SLC), Advisories or during other culminating activities.

The HSBP tasks are completed within Maia-Learning, an online college/career exploration platform and portfolio.

Activities/tasks are also listed and linked on their MaiaLearning Dashboard.

Scholars can access their MaiaLearning account by visiting: www.maialearning.com and clicking "Sign in with Google" and login with their Gmail (P12) account (example: #####@p12fwps.org) and password.

Most up-to-date HSBP Checklists can be found at www.fwps.org/HSBP.



	REQUIRED	RECOMMENDED
SEPTEMBER	<ul style="list-style-type: none"> <input type="checkbox"/> Complete the Panorama Survey. <input type="checkbox"/> Complete the Learning & Productivity Assessment. <input type="checkbox"/> Complete the Interest Profiler Assessment. <input type="checkbox"/> Complete the Fall College & Career Readiness Survey. 	<ul style="list-style-type: none"> <input type="checkbox"/> Attend college and career fairs with parents/guardians including the Life After High School District College and Career Fair and others such as the NACAC National College Fair. <input type="checkbox"/> Set up tours and appointments at post-secondary institutions during non-school days, early release days or during breaks.
OCTOBER	<ul style="list-style-type: none"> <input type="checkbox"/> Create/update 4 SMART Goals for the year in the Portfolio Section (College, Career, Financial Aid and Academic). <input type="checkbox"/> Take the PSAT and potentially qualify for the National Merit and other scholarships. The PSAT is also good practice for the SAT. 	<ul style="list-style-type: none"> <input type="checkbox"/> Find out about entry requirements at the post-secondary pathways that you are interested in pursuing. <input type="checkbox"/> Begin looking at college essay prompts and brainstorm potential answers or determine gaps in experiences that you can fill over the next two years.
NOVEMBER	<ul style="list-style-type: none"> <input type="checkbox"/> Make a plan for completing your required 24 hours of community service (www.fwps.org/communityservice). <input type="checkbox"/> Update your Career List. <input type="checkbox"/> Review graduation requirements at Scholar Led Conferences (SLC) and create a plan to stay on track with your HSBP. 	<ul style="list-style-type: none"> <input type="checkbox"/> Start to gather documents for financial aid. <input type="checkbox"/> Review your PSAT/SAT results, and organize your test plan for SAT, ACT, SAT Subject Tests and/or AP, IB and Cambridge exams. <input type="checkbox"/> View your PSAT/SAT scores at studentscores.collegeboard.org, and send your scores to Khan Academy® for a free, personalized SAT practice plan based on your test results.
DECEMBER	<ul style="list-style-type: none"> <input type="checkbox"/> Identify 3–6 post-secondary pathway choices such as training, certificate and/or employment. If your pathway is not listed in the college section, then complete a journal entry to list the pathway you are pursuing. 	<ul style="list-style-type: none"> <input type="checkbox"/> If you have the College Bound Scholarship, review requirements and repledge your commitment so that you can access your scholarship.
JANUARY	<ul style="list-style-type: none"> <input type="checkbox"/> Review Transcript and create and update your Academic Planner in the Academic Plan Section in preparation for course registration. 	<ul style="list-style-type: none"> <input type="checkbox"/> Prepare for senior year course registration by meeting with your school counselor. <input type="checkbox"/> Enroll in Career & Technical Education classes that fit your career interests.
FEB	<ul style="list-style-type: none"> <input type="checkbox"/> Create and/or update your Resume. 	<ul style="list-style-type: none"> <input type="checkbox"/> Check post-secondary entry requirements and deadlines for applications.
MARCH	<ul style="list-style-type: none"> <input type="checkbox"/> Take the SAT for free during the SAT School Day Test. This is good practice for your next opportunity to take the SAT for free your senior year in October. 	<ul style="list-style-type: none"> <input type="checkbox"/> Start to gather documents for financial aid. <input type="checkbox"/> Begin working on college applications and essays if possible, and make a plan for early decision deadlines.
MAY	<ul style="list-style-type: none"> <input type="checkbox"/> Review and assess your 4 SMART Goals for the year in the Portfolio Section (College, Career, Financial Aid and Academic). 	

POST- SECONDARY COLLEGE, TRAINING, CERTIFICATE & EMPLOYMENT PATHWAYS

2-YEAR TECHNICAL | 2-YEAR TRANSFER | 4-YEAR | 4-YEAR MILITARY ACADEMY
 4-YEAR MILITARY ROTC | APPRENTICESHIP/TRADE | MILITARY ENLISTED | WORKFORCE



high school & beyond plan CHECKLIST

Each year, middle and high school scholars are required to complete components to build their High School and Beyond Plan (HSBP).

To the right is a monthly timeline for scholars to follow that will help them stay on track with their activities/tasks.

Scholars will present their HSBP progress in the spring each year at Scholar-Led Conferences (SLC), Advisories or during other culminating activities.

The HSBP tasks are completed within Maia-Learning, an online college/career exploration platform and portfolio.

Activities/tasks are also listed and linked on their MaiaLearning Dashboard.

Scholars can access their MaiaLearning account by visiting: www.maialearning.com and clicking "Sign in with Google" and login with their Gmail (P12) account (example: ###@p12fwps.org) and password.

Most up-to-date HSBP Checklists can be found at www.fwps.org/HSBP.



	REQUIRED	RECOMMENDED
SEP	<ul style="list-style-type: none"> Complete the Panorama Survey. Complete Interest Profiler Assessment in the Explore Section. Complete the Fall College & Career Readiness Survey. 	<ul style="list-style-type: none"> Make a plan for at least one College/Career Readiness Experience (examples: college/career field trip, college/ career rep visit, college/career tour or college/career fair). Verify your transcript is complete and accurate. Attend college and career fairs with parents/guardians including the Life After High School District College and Career Fair. Take your post-secondary entrance exam (SAT offered for free during SAT School Day Take the SAT Subject tests if preferred/required by colleges you are considering. Verify that all required documents are submitted to admissions and financial aid offices for the colleges you are considering. Review your financial aid award letter(s). Your school counselor can assist you. Take AP, IB or Cambridge exams for free. There is no risk, and a successful score could earn you college credit. Request your final transcript to be sent to your postsecondary pathway choice.
OCTOBER	<ul style="list-style-type: none"> Complete the FAFSA/WASFA and mark as completed in the Financial Aid Activity/Task list after you have uploaded confirmation of your completion in your Maia Drive. Update your Career List by clicking the Heart icon and clicking <i>Add to Career Plan</i> in the Career Plan Section and review career plan summaries. 	
NOVEMBER	<ul style="list-style-type: none"> Make a plan for completing your required 24 hours of community service (www.fwps.org/communityservice). Apply to 1-3 post-secondary pathway choices such as college (Target School, Likely School and Stretch School), training, certificate and/or employment. Complete and apply for a minimum of one local, state or national scholarship. 	
DECEMBER	<ul style="list-style-type: none"> Review the Career Plan Essay prompt in your Journal in the Portfolio Section and begin drafting your essay. Create/update your Resume under the Portfolio Section. Request one or more letters of recommendation. 	
JAN	<ul style="list-style-type: none"> Update Scholarship status by selecting <i>Scholarship to Add Scholarship Award</i>. 	
FEB	<ul style="list-style-type: none"> Complete final Career Plan Essay in your Journal in the Portfolio Section and upload your Post-Secondary Acceptance, Enrollment, Employment or Application into your MaiaDrive. 	
MARCH	<ul style="list-style-type: none"> Upload your Post-Secondary Acceptance, Enrollment, Employment or Application. Present your Career Plan Essay, Assessment Results, Resume, Scholarship, Post-Secondary Pathway, Acceptance, Enrollment, Employment or Application at SLCs, Advisories or Senior Exit Interviews. 	
MAY	<ul style="list-style-type: none"> Review and assess your 4 SMART Goals for the year in the Portfolio Section (College, Career, Financial Aid and Academic). 	
JUNE	<ul style="list-style-type: none"> Complete Senior Exit Survey and make sure you are set to walk at graduation. 	

POST- SECONDARY COLLEGE, TRAINING, CERTIFICATE & EMPLOYMENT PATHWAYS

2-YEAR TECHNICAL | 2-YEAR TRANSFER | 4-YEAR | 4-YEAR MILITARY ACADEMY
 4-YEAR MILITARY ROTC | APPRENTICESHIP/TRADE | MILITARY ENLISTED | WORKFORCE

Post Secondary Planning Information

COLLEGE ACADEMIC DISTRIBUTION REQUIREMENTS (CADRS)

CADRS are a set of high school course requirements that students in Washington State need to meet to be eligible for many colleges and universities. These requirements ensure that students have a well-rounded education before they enter college. Advanced coursework in AP, IB, and/or Cambridge is preferred, but not required.

Here's a breakdown of what CADRS typically include:

- English:** 4 credits
 This usually means taking classes like English 9, 10, 11, and 12, focusing on reading, writing, and literature.
- Mathematics:** 3 credits
 Students need to complete Algebra, Geometry, and a third math class, which could be Algebra II or a higher-level course.
- Senior Year Math:** 1 credit
 Students need to complete a higher-level math course, which could be Pre-Calculus, Statistics, etc.
- Science:** 3 credits
 This requirement includes at least two years of lab science courses, such as Biology or Chemistry, and another science class.
- Social Studies:** 3 credits
 This requirement involves courses like World History, U.S. History, Civics, etc.
- World Languages:** 2 credits
 Students are generally required to take two years of the same language, like American Sign Language (ASL), Chinese, Spanish, etc.
- Fine Arts:** 1 credit
 This can be fulfilled by taking classes in fine, visual, or performing arts.

Meeting these requirements helps students prepare for college-level work and can enhance their applications to competitive schools. It's a good idea for high school students to keep track of their courses to ensure they meet these requirements before graduation. Universities typically have the most specific requirements, especially for selective programs, and SAT or ACT scores may be required. Visit the website for your post-secondary institution of choice to check for specific admission requirements. Although specific requirements may vary among institutions, the following minimum guidelines exist:

POST-SECONDARY ADMISSIONS AND COLLEGE ACADEMIC DISTRIBUTION REQUIREMENTS (CADRS)					
Admission Criteria and CADRS	Technical, 2-Year Community College	Somewhat Selective	Selective	Highly Selective	Extremely Selective
English	A "B" or better in Bridge to College enters scholars into credit bearing coursework in college at any of the State of Washington Community and Technical Colleges	4	4	4	4
Math		4 (minimum Algebra 2)	4 (minimum Algebra 2)	4 (minimum Algebra 2)	4 (minimum Algebra 2)
Science	High School Diploma and requirements vary	3	3	3 – 4	3 – 4
Social Studies		3	3	3 – 4	3 – 4
World Language		2 of the same language	2 – 3 (same language preferred)	3 – 4 (same language preferred)	3 – 4 (same language preferred)
Art		1	2	2 – 3	2 – 3
GPA	No GPA requirement	3.0 – 3.4	3.4 – 3.6	3.5 – 3.8	3.9 +
Advanced Coursework	Not Required; Scores on AP/IB/Cambridge can count for credit	Advanced Coursework in AP, IB and/or Cambridge preferred			
Testing (SAT/ACT)	Washington State Public Universities do not require SAT/ACT scores for admissions. Some out-of-state and private colleges may still require them.				
Post-Secondary Examples	<ul style="list-style-type: none"> Highline College Renton Technical College South Seattle College Tacoma Community College 	<ul style="list-style-type: none"> Texas State University Linfield College Arizona State University 	<ul style="list-style-type: none"> University of Arizona Howard University Colorado State University 	<ul style="list-style-type: none"> University of WA Seattle University of Portland California Polytechnic US Military Academy 	<ul style="list-style-type: none"> Georgetown Harvard Notre Dame UC Berkeley

GUARANTEED ADMISSIONS PROGRAMS (GAP)

Federal Way Public Schools is proud to offer eligible seniors guaranteed college admission to eight private and public four-year colleges and universities through FWPS guaranteed admissions partnerships. These partnerships aim to increase credential completion, eliminate barriers to college acceptance, and streamline the pathway from high school to post-secondary education.

To be eligible for GAP at **Washington State University, Western Washington University, Central Washington University, Eastern Washington University, and The Evergreen State College**, scholars must meet the following criteria:

- Cumulative GPA of 3.0 or higher
- Completion of the College Academic Distribution Requirements (CADRS)

To be eligible for GAP at **University of Washington – Tacoma**, scholars must meet the following criteria:

- Cumulative GPA of 2.7 or higher
- Completion of the College Academic Distribution Requirements (CADRS)
- Submit a well-written personal statement and activities log

To be eligible for GAP at **Pacific Lutheran University**, scholars must meet the following criteria:

- Cumulative GPA of 3.3 or higher
- Completion of the second-year algebra (or in-progress)

To be eligible for GAP at **Saint Martin's University**, scholars must meet the following criteria:

- Cumulative GPA of 3.0 or higher
- Completion of the College Academic Distribution Requirements (CADRS)

Post Secondary Planning Information, *continued*

GUARANTEED ADMISSIONS PROGRAMS (GAP), *continued*

Federal Way Public Schools continues to expand GAP partnerships with additional regional colleges. New partnerships will be added to this list as they are established. Please note, GAP provides automatic admission only. Scholars and families are still responsible for tuition and other related costs, and may need to complete the Common Application to secure admission. Specific programs at the colleges may have additional admission criteria and processes.

TYPES OF FINANCIAL AID

FAFSA/WASFA: The FAFSA or WASFA needs to be filled out in order for scholars to qualify for most financial aid opportunities.

FAFSA/WASFA typically opens October 1st and uses tax information from the prior-prior year. For example, scholars entering college during the 2025–2026 school year would submit 2023 tax information. Many priority deadlines are mid-January, be sure to check colleges you are interested in for specific deadlines.

Scholarships: money awarded based on merit or other achievements, and typically do not have to be repaid. Applications and eligibility vary for each and there are literally millions of scholarships available. Setting up an account on Washboard.org for Washington State specific scholarships or Collegeboard.org for more national scholarships can be a great place to start the search. Schools also have information on many local scholarships in the Career Center.

College Bound Scholarship: scholars qualify for this in 7th and 8th grade based on family income and must maintain a 2.0 GPA for 4 year colleges, have no felony convictions, and remain eligible when filing the FAFSA or WASFA during senior year. This scholarship can cover tuition at many 2 and 4 year public and private colleges, universities, and technical programs in Washington State.

Grants: money given from the government based on financial and does not typically need to be paid back

Institutional Aid: scholarships from the colleges/universities you are attending based on financial need or merit

Work Study: financial aid program to work at approved locations to earn money to pay for college expenses

Loans: borrowed money to repay over time, typically with interest added

COLLEGE ADMISSION STANDARDS

College admissions decisions are made by individual colleges, and vary depending on the type of institution and other factors determined by the institution. While high school graduation (or the equivalent) is typically required, meeting high school graduation requirements is not the same as meeting college admissions standards.

Community and Technical Colleges

Washington offers broad access to scholars through its 34 community and technical colleges, whose open admissions policies are designed to eliminate barriers between scholars and post-secondary education. However, some admission standards do apply. Get more information from the State Board for Community and Technical Colleges: www.sbctc.edu/

Baccalaureate Institutions

Scholars who aspire to attend a baccalaureate institution in Washington must apply for admission. Factors influencing admission include high school grade point averages, test scores, and extracurricular activities. Read the full admission standards policy.

Required high school courses are known as the College Academic Distribution Requirements (CADRs). Washington Administrative Code (WAC 392-415-070) requires each school district to

determine which of its high school courses meet CADR requirements and ensure scholars' standardized high school transcripts designate such courses as meeting the requirements.

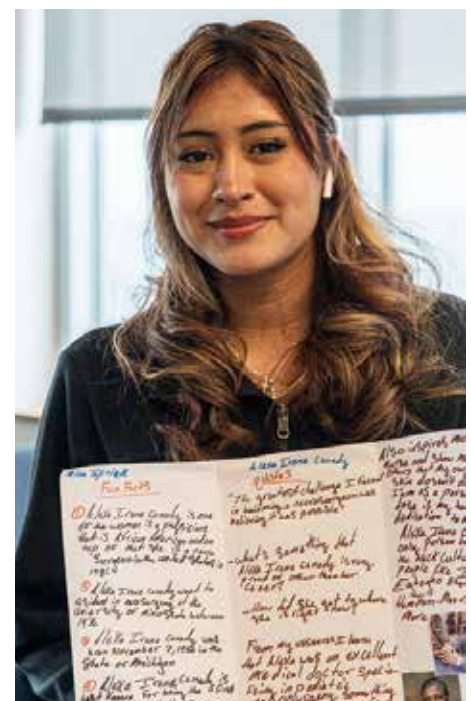
Completing CADR courses does not guarantee admission to one of the state's six baccalaureate institutions. Institutions consider a number of criteria when making admission decisions.

Minimum college admission standards for public baccalaureate institutions include:

- 2.0 GPA (*Note: Check Post-Secondary Admissions & CADRs chart on pg. 32 for recommended GPA of desired school type*)
- Completing courses that meet the College Academic Distribution Requirements (CADRs).
Note: Each school district is responsible for determining which of their courses meet state CADRs.
- Specific admission information for freshmen entering Washington's public baccalaureate institutions:
- Central Washington University
- Eastern Washington University
- The Evergreen State College
- University of Washington
- Washington State University
- Western Washington University
- Independent Colleges of Washington,

including Gonzaga University, Heritage University, Pacific Lutheran University, Saint Martin's University, Seattle Pacific University, Seattle University, University of Puget Sound, Walla Walla University, Whitman College, Whitworth University

- Taking the SAT or ACT and having the scores sent directly to the college or university



Post Secondary Planning Information, *continued*

TRANSFER PATHWAYS

Scholars take different paths to a certificate, associate degree, bachelor's degree, or advanced degree. A large percentage of those who enter a four-year institution as freshmen graduate from that institution. Others may enroll at one four-year institution and then transfer to another. And still others start at a community college and transfer to a baccalaureate institution.

Academic Transfer in Washington State

Colleges in Washington State have degrees and agreements to make transfer easier for scholars. Schools offer a variety of pathways for scholars who wish to transfer from one school to another. Scholars can transfer from a:

- Community or technical college to a four-year college or university.
- Four-year college or university to a community or technical college.
- Four-year college or university to another four-year college or university.
- Community or technical college to another community or technical college.

In addition to state-level agreements, schools may have more requirements. Scholars who want to transfer from one school to another should:

- Talk to academic advisors at both schools.
- Make sure they understand their rights and responsibilities.

The Washington Scholar Achievement Council (WSAC) is the state's transfer liaison. The agency is a single statewide point of contact for transfer issues. WSAC also stores and maintains transfer agreements. Any changes to these agreements must go through this process. For more information, visit WSAC at www.wsac.wa.gov/college-admissions.



COMPLETING A COLLEGE DEGREE

To earn an associate degree at a community or technical college, a scholar must complete 90 quarter or 60 semester credits. By design, this is the same number of credits needed to complete the first two years of a bachelor's degree program. A bachelor's degree generally requires completion of a total 180 quarter or 120 semester credits over a four-year period. Bachelor's and associate degrees require scholars to complete credits in two types of course material.

1. General Education

- General education courses cover a broad give scholars a strong foundation of knowledge and skills to draw from as they advance to deeper study in specific fields.

2. Preparation for major coursework

- Additional credits required for an associate degree usually focus on a specific area of emphasis. Associate transfer degrees prepare scholars to transfer to specific bachelor's degree programs at four-year colleges and universities.
- Scholars seeking a bachelor's degree are expected to complete major-specific preparatory courses in the first two years. Some programs, such as engineering, require more major-specific preparatory courses while others, such as history, require fewer.

ADVANCEMENT VIA INDIVIDUAL DETERMINATION

COURSE SEQUENCE GRADES 6–12

MIDDLE SCHOOL

**Middle School
Electives**
each course one year

6th Grade AVID Elective



7th Grade AVID Elective



8th Grade AVID Elective

HIGH SCHOOL

**High School
Electives**
0.5 credit per semester

9th Grade
Advancement Via Individual Determination
AVID Elective



10th Grade
Advancement Via Individual Determination
AVID Elective



11th Grade
Advancement Via Individual Determination
AVID Elective



12th Grade
Advancement Via Individual Determination
AVID Elective



Advancement Via Individual Determination (AVID)

Course availability may change and vary by school. Please contact specific schools for their most up to date list of course offerings.

Advancement Via Individual Determination (AVID) is an academic elective course that prepares scholars for college readiness and success, and it is scheduled during the regular school day as a year-long course. Each week, scholars receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities and academic success skills. In AVID, scholars participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization and reading to support their academic growth. The course emphasizes rhetorical reading, analytical writing, collaborative discussion strategies, tutorial inquiry study groups, preparation for college entrance and placement exams, college study skills and test-taking strategies, note-taking and research.

MIDDLE SCHOOL

6–8th Grade AVID

WHO: 6–8th grade scholars

WHAT: The AVID elective course is a year-long course dedicated to preparation for high school success and college preparation. AVID scholars will learn and practice powerful academic skills called AVID WICOR (writing, inquiry, collaboration, organization and reading) strategies. These strategies include Focused Note-Taking strategies, Critical Reading strategies, Socratic Seminar discussion strategies and goal-setting strategies. Twice a week, AVID scholars will participate in scholar-led study groups called Tutorials. AVID scholars will have many opportunities to increase their college and career awareness through guest speaker presentations, college field trips, and independent research projects. The AVID scholar should have an interest in attending college one day and a willingness to work hard and become a leader in their school.

WHEN: One year, 1.0 Elective credit

SCHOOL/CODE:

KLO, EVG: (6TH) AV001–8, (7TH) AV002–8, (8TH) AV003–8

ILH, LAK, SAC, SEQ: (6TH) AV001, (7TH) AV002, (8TH) AV003

ILH: (6–8TH) AV004

HIGH SCHOOL

9th Grade AVID

WHO: 9th grade scholars approved via application, interview, school counselor, or program coordinator recommendations

WHAT: The 9th Grade AVID Elective Course will serve as an introduction (or as a review for those who took AVID courses in middle school) of the AVID philosophy and strategies. Scholars will work on academic and personal goals and communication, adjusting to the high school setting. Scholars will increase awareness of their personal contributions to their learning as well as their involvement in their school and community. Scholars will

Advancement Via Individual Determination

develop the following skills: time management, study, and organizational (including keeping a binder). There is an emphasis on writing to learn and a focus on personal goals. Scholars will work in collaborative settings learning how to participate in collegial discussions and use sources to support their ideas and opinions. Scholars will prepare for and participate in college entrance and placement exams, while refining study skills and test-taking, note-taking, and research techniques. They will take an active role in field trip and guest speaker presentations. Their college research will include building their knowledge on colleges and careers of interest.

WHEN: One year, 1.0 Elective credit

WHEN: One year, 1.0 Elective credit

SCHOOL/CODE:

DHS, FWHS, TJHS, TBHS: AV301, AV302

10th Grade AVID

WHO: 10th grade scholars approved via application, interview, school counselor, or program coordinator recommendations

WHAT: During the 10th Grade AVID Elective Course, scholars will refine the AVID strategies to meet their independent needs and learning styles. Scholars will continue to define and adjust their academic learning plans and goals, increasing awareness of their actions and behaviors. As scholars increase the rigorous course load and school/community involvement, they will refine their time management and study skills. Scholars will also analyze various documents in order to participate in collaborative discussions and develop leadership skills in those settings. Scholars will expand their vocabulary use, continuing to prepare for college entrance exams and preparation. Text analysis will focus on specific strategies to understand complex texts. Lastly, scholars will narrow down their colleges and careers of interest, based on personal goals and interests and field trips.

WHEN: One year, 1.0 Elective credit

SCHOOL/CODE:

DHS, FWHS, TJHS, TBHS: AV401, AV402

11th Grade AVID

WHO: 11th grade scholars approved via application, interview, school counselor, or program coordinator recommendations

WHAT: The 11th Grade AVID Elective Course focuses on college-bound activities, methodologies, and tasks that should be undertaken during the Junior year to support scholars as they narrow their search and apply to four-year universities and confirm their postsecondary plans. These activities include college field trips, peer mentoring, practice taking and improving on the SAT, as well as developing planner use and organizational skills.

WHEN: One year, 1.0 Elective credit

SCHOOL/CODE:

DHS, FWHS, TJHS, TBHS: AV501, AV502

12th Grade AVID

WHO: 12th grade scholars approved via application, interview, school counselor, or program coordinator recommendations

WHAT: The 12th Grade AVID Elective Course focuses on writing and critical thinking expected of first- and second-year college scholars. In addition to the academic focus of the AVID Senior Seminar, there are college-bound activities (including FAFSA/WAFSA completion, searching and applying for scholarships and participation in college field trips), methodologies, and tasks that should be achieved during the senior year that support scholars as they apply to four-year universities and confirm their high school and beyond plans. All AVID seniors are required to develop a portfolio representing their years of work in the AVID college readiness system, as well as complete the requirements for the seminar course.

WHEN: One year, 1.0 Elective credit

SCHOOL/CODE:

DHS, FWHS, TJHS, TBHS: AV601, AV602

AVID Tutoring

WHO: 9–12th grade scholars

WHAT: Student tutors build positive student-to-student culture and grow student sense of competency and self-efficacy through demonstrating that student tutor work results in higher student achievement at the personal and group level, and by giving upper class students the opportunity to serve directly as positive academic role models; student tutors would provide AVID classes the necessary support to effectively facilitate tutorial groups for large AVID classes; student tutors would provide a foundation for entry into Teacher Academy courses and thereby graduation pathways and post-secondary pathways.

WHEN: One semester, 0.5 credit

SCHOOL/CODE:

DHS, FWHS, TJHS, TBHS: TU707

FIND YOUR CAREER

AGRICULTURE EDUCATION

Agriculture, Food & Natural Resources

Agribusiness Systems
 • Animal Systems •
 Biotechnology Systems
 • Environmental
 Service Systems • Food
 Products & Processing
 Systems • Natural
 Resources Systems
 • Plant Systems •
 Power, Structural, and
 Technical Systems



BUSINESS & MARKETING

Arts, A/V Technology & Communications

Journalism &
 Broadcasting (Technical
 Communications) •
 Printing Technology
 (Desktop Publishing/
 Digital Imaging) •
 Visual Arts (Publishing)

Business Management & Administration

Administrative Support
 • General Management
 • Marketing
 Management
 • Operations
 Management

Finance

Accounting • Banking
 Services • Business
 Finance • Business
 Financial Management

Hospitality & Tourism

Lodging • Travel &
 Tourism

Information & Technology

Information Support
 & Services • Network
 Systems • Programming
 & Software
 Development

Law, Public Safety, Corrections & Security

Legal Services

Marketing

Management &
 Entrepreneurship
 • Marketing
 Communications
 • Marketing
 Management
 Merchandising •
 Professional Sales

FAMILY & CONSUMER SCIENCES

Arts, A/V Technology & Communications

Visual Arts (Interiors,
 Textiles)

Education & Training

Professional Support
 Services • Teaching &
 Training

Health Sciences

Health Informatics
 (Family Health) •
 Support Services
 (Nutrition & Wellness)
 • Therapeutic Services
 (Food Science, Dietetics
 & Nutrition)

Hospitality & Tourism

Recreation, Amusement
 & Attractions •
 Restaurants & Food &
 Beverage Services

Human Services

Consumer Services
 • Early Childhood
 Development &
 Services • Family &
 Community Services •
 Personal Care Services

HEALTH SCIENCES

Health Science

Therapeutic Services
 • Support Services •
 Biotechnology Research
 & Development •
 Diagnostic Services •
 Health Informatics



SKILLED & TECHNICAL SCIENCES

Architecture & Construction

Construction • Design &
 Pre-Construction

Arts, A/V Technology & Communications

Audio & Video
 Technology &
 Film • Journalism
 & Broadcasting •
 Performing Arts •
 Printing Technology

Government & Public Administration

National Security

Information & Technology

Information Support
 & Services (Computer
 Installation & Repair)

Law, Public Safety, Corrections & Security

Emergency & Fire
 Management • Law
 Enforcement Services

Manufacturing

Maintenance,
 Installation & Repair
 • Manufacturing
 Production Process
 Development
 Production

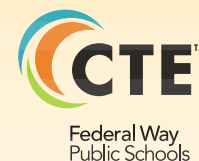
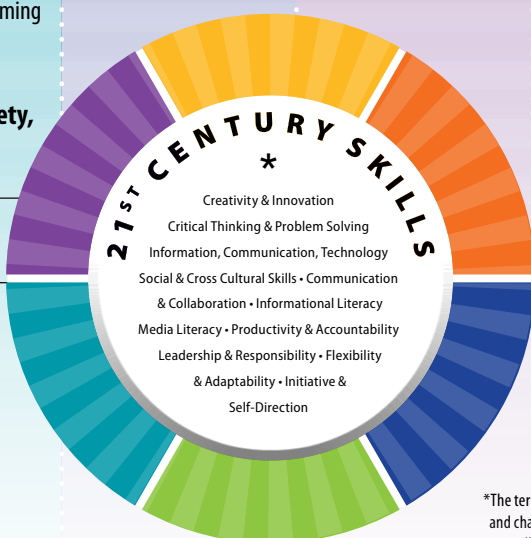
Transportation, Distribution & Logistics

Transportation
 Operations

STEM

Science, Technology, Engineering & Mathematics

Engineering &
 Technology • Science
 & Math



**FEDERAL WAY
PUBLIC SCHOOLS**

*The term 21st century skills refers to a broad set of knowledge, skills, work habits, and character traits that are believed—by educators, employers, and others—to be critically important to success in today's world, particularly in careers and workplaces.

CAREER AND TECHNICAL EDUCATION

COURSE OFFERINGS GRADES 7–12

MIDDLE SCHOOL

Computer Applications 7/8
 Introduction to Robotics 7/8
 Pre-Engineering 7/8: Design & Modeling
 Flight and Space 7/8
 STEM Art
 STEM Gardening
 PLTW Medical Detectives

HIGH SCHOOL

AGRICULTURE EDUCATION

PROGRAM OF STUDY

AGRICULTURE, FOOD & NATURAL RESOURCES

Horticulture
 Animal Science
 Urban Agriculture
 Agricultural Leadership

BUSINESS & MARKETING

PROGRAM OF STUDY

ARTS, A/V TECHNOLOGY & COMMUNICATION

Publishing (Yearbook)

BUSINESS, MANAGEMENT & ADMINISTRATION

IB Business Management HL
 Business StartUp (INCubatoredu)
 Personal Finance Math
 Project Management

INFORMATION TECHNOLOGY

Introduction to Computer Science and Game Design
 CS Game Design and Development
 AP Computer Science Principles
 AP Computer Science A
 IB Computer Science SL, HL
 Computer Applications
 AP Cybersecurity 1: Networking Fundamentals
 Web Design

LAW, PUBLIC SAFETY, CORRECTIONS & SECURITY

Business Law

MARKETING

Introduction to Marketing
 Introduction to Fashion Marketing
 Marketing Operations, Scholar Store
 Sports and Entertainment Marketing

Courses may not be available at all middle and high schools. Please see course descriptions for location and further information.

FAMILY & CONSUMER SCIENCES

PROGRAM OF STUDY

EDUCATION & TRAINING

American Sign Language 1–4
 Teacher Academy

HEALTH SCIENCE

Nutrition and Wellness

HOSPITALITY & TOURISM

Culinary Arts Foundation
 ProStart Culinary Foods 1–2

HUMAN SERVICES

Child Development
 Family Psychology and Health

HEALTH SCIENCES

PROGRAM OF STUDY

HEALTH SCIENCE

Principles of Biomedical Science
 Human Body Systems
 Physics of Medical Interventions
 Biomedical Innovation
 Introduction to Health Careers
 Sports Medicine 1–3

HUMAN SERVICES

IB Sports Exercise Health Science

STEM

PROGRAM OF STUDY

SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS

Engineering Essentials
 Introduction to Engineering Design
 Principles of Engineering and Robotics
 Aerospace Engineering
 Engineering Design & Development
 Robotics HS

ALL PROGRAMS

OF STUDY AREAS

CAREER CHOICES:

- College and Career Prep
- IB Career Program Skills

These courses apply to all programs of study and must be taught by a CTE certified teacher and be paired with a course that includes access for students to earn dual credit or leads to an industry recognized credential/certificate to be used as part of the CTE Graduation Pathway.

SKILLED & TECHNICAL SCIENCES

PROGRAM OF STUDY

ARCHITECTURE & CONSTRUCTION

Carpentry Essentials
 Carpentry Specialist 1–2
 Construction Foundations
 Pre-Apprenticeship Program

ARTS, A/V TECHNOLOGY & COMMUNICATION

Graphic Design 1–2
 AICE Graphic Design
 Commercial Photography
 Commercial Photography 2
 AP 2D Design Photography
 AP Studio Art 2D
 AP Studio Art 3D
 Design and Applied Art 1–2
 IB Visual Arts
 Pottery 1–2
 Video Production 1–3
 Visual Communications 1–2
 Technical Theater

GOVERNMENT & PUBLIC ADMINISTRATION

AFJROTC—Drill & Ceremonies
 AFJROTC—Exploring Space: The High Frontier
 AFROTC—Global Awareness and College Career Preparation
 AFJROTC—Milestones in Aviation History
 AFJROTC—Mgmt. of the Cadet Corps
 AFJROTC—Science of Flight: A Gateway to New Horizons
 AFJROTC—Survival

LAW, PUBLIC SAFETY, CORRECTIONS & SECURITY

Forensic Science

MANUFACTURING

Cabinet Making and Millwork
 Woodworking

TRANSPORTATION DISTRIBUTION & LOGISTICS

General Mechanics
 Automotive Mechanics
 Heavy Diesel Mechanics
 Heavy Diesel Specialty
 Core Plus Automotive Fabrication

CTE GRADUATION PATHWAY

A scholar may meet this graduation pathway option by completing a sequence of CTE Courses that:

- earn 2.0 high school credits in CTE courses; and
- earn 2.0 credits in the same CTE Program Area; and
- has access for students to earn dual credit; or
- leads to an Industry Recognized Credential/Certificate (IRC); or
- is a Core Plus Program (i.e. Pre-Apprenticeship Construction or Core Plus Automotive Fabrication)



Career and Technical Education (CTE)

Course availability may change and vary by school. Please contact specific schools for their most up to date list of course offerings.

MIDDLE SCHOOL

EXPLORATORY

Note: 6th grade courses listed under Middle School Exploratory are considered career exploratory courses, not CTE. There are no CTE credits for the 6th grade.

Exploration of Robotics 6th Grade

WHO: 6th grade scholars

WHAT: Scholars learn basic robot building instructions, programming and movement then move on to working with sensors and more complex robot behaviors. This engaging program teaches STEM concepts utilizing the LEGO Education EV3 Robots. Scholars learn how to program basic robot behaviors using motors and rotation, sound, light, touch and ultrasonic sensors. Many in-depth hands-on lessons are based on real-world robots. Scholars learn the basics of mechanical engineering, design, and computer programming.

WHEN: 9-week, Pass/Fail course for 6th grade exploration (*not a CTE course)

SCHOOL/CODE:
ILH, LAK, TAF, SEQ, SAC: EX212

Introduction to Robotics

WHO: 6–8th grade scholars

WHAT: Scholars learn basic robot building instructions, programming and movement then move on to working with sensors and more complex robot behaviors. This engaging program teaches STEM concepts utilizing the LEGO Education EV3 Robots. Scholars learn how to program basic robot behaviors using motors and rotation, sound, light, touch and ultrasonic sensors. Many in-depth hands-on lessons are based on real-world robots. Scholars learn the basics of mechanical engineering, design, and computer programming.

WHEN: One semester (*not a CTE course)

SCHOOL/CODE:
ILH, LAK, TAF, SEQ, FWPA: IN704

Exploring Computer Applications 6th Grade

WHO: 6th grade scholars

WHAT: Scholars will learn touch-typing on computers. The course will include introductions to word processing, spreadsheets, electronic presentations, elements of web design, and numeric data entry. Scholars are encouraged to take the MOS certification tests which may earn college credit.

WHEN: 9-week, Pass/Fail course for 6th grade exploration (*not a CTE course)

SCHOOL/CODE:
EVG, LAK, SAC, TAF: EX201

Computer Applications 6th Grade

WHO: 6th grade scholars

WHAT: Scholars will learn touch-typing on computers. The course will include introductions to word processing, spreadsheets, electronic presentations, elements of web design, and numeric data entry. This course prepares scholars for the Microsoft Office Specialist (MOS) Word Core certification program. Scholars are encouraged to take the MOS certification tests which may earn college credit.

WHEN: One semester (*not a CTE course)

SCHOOL/CODE:
ILH, SAC, SEQ: BU858
KLO: BU858-8

CTE / 7–8th GRADES

Computer Applications 7/8

WHO: 7–8th grade scholars

WHAT: Scholars will learn touch-typing on computers. The course will include introductions to word processing, spreadsheets, electronic presentations, elements of web design, and numeric data entry. This course prepares scholars for the Microsoft Office Specialist (MOS) Word Core certification program. Scholars are encouraged to take the MOS certification tests which may earn college credit.

WHEN: One semester CTE course

SCHOOL/CODE:

ILH, SAC, SEQ, FWPA: BU859T

KLO, EVG: BU859T-8, BU860T-8

Introduction to Robotics 7/8

WHO: 7–8th grade scholars

WHAT: Scholars learn basic robot building instructions, programming and movement then move on to working with sensors and more complex robot behaviors. This engaging program teaches STEM concepts utilizing the LEGO Education EV3 Robots. Scholars learn how to program basic robot behaviors using motors and rotation, sound, light, touch and ultrasonic sensors. Many in-depth hands-on lessons are based on real-world robots. Scholars learn the basics of mechanical engineering, design, and computer programming.

WHEN: One semester CTE course

SCHOOL/CODE:

ILH, LAK, TAF, SAC, SEQ: IN801T, IN802T

KLO, EVG: IN801T-8, IN802T-8

(EVG Robotics, 8th grade only)

Pre-Engineering 7/8: Design & Modeling

WHO: 7–8th grade scholars

WHAT: Scholars will apply the design process to creatively solve problems. Scholars will learn and utilize methods for communicating design ideas through sketches, solid models, and mathematical models. Students will understand how models can be simulated to represent an authentic situation and generate data for further analysis and observations. Scholars work in teams to identify design requirements, research the topic, and engage stakeholders. Teams design a toy or game for a child with cerebral palsy, fabricate and test it, and make necessary modifications to optimize the design solution.

WHEN: One semester CTE course

SCHOOL/CODE:

TAF, FWPA: IN705T

EVG, KLO: IN705T-8

SAC, SEQ: IN705

Flight and Space 7/8

WHO: 7–8th grade scholars

WHAT: Scholars become engineers as they design, prototype, and test

models to learn about the science of flight and what it takes to travel and live in space. They solve real-world aviation and space challenges and plan a mission to Mars. Scholars design and build a prototype of an aircraft and create a flight plan based on an assigned challenge scenario. Scholars will work in teams to design and model different aspects required to complete a mission to Mars. Scholars will collaborate to complete the problems and present their findings. The mission includes planning the astronaut crew, rocket specifications, crew daily activity schedules, Mars landing site, and Mars landing vehicle.

WHEN: One semester CTE course

SCHOOL/CODE:

EVG, KLO: IN301T-8

FWPA, ILH, LAK, NAU, SAC, SEQ, TAF, WDM: IN301

STEM Art

WHO: 7–8th grade scholars

WHAT: A foundational art course designed to give scholars the opportunity to explore various visual art forms and techniques as it relates to Science, Technology, Engineering and Math (STEM). Scholars will be introduced to artists who use STEM in their artwork and emulates STEM-related artists to create art using the principles of design. Scholars will be introduced to traditional drawing, painting and digital media.

WHEN: One semester CTE course

SCHOOL/CODE:

TAF: FA605T

STEM Gardening

WHO: 7–8th grade scholars

WHAT: Scholars will learn principles of sustainable agriculture and culinary arts. This includes how to plan, prepare, plant, maintain, and harvest food from a garden in a way that mitigates climate change and environmental impacts on our planet. Scholars will also learn about food systems and connections between food and culture as it relates to food access and social justice. Lastly, they will prepare garden foods to provide balanced nutritious meals. This course feeds into CTE programs and pathways in agriculture and/or culinary arts at the high school level.

WHEN: One semester CTE course

SCHOOL/CODE:

ILH, LAK: AG820T

PLTW Medical Detectives

WHO: *6–8th grade scholars

WHAT: Students play the role of real-life medical detectives as they collect and analyze medical data to diagnose disease. They solve medical mysteries through hands-on projects and labs, measure and interpret vital signs, examine nervous system structure and function, and investigate disease outbreaks.

WHEN: One semester, 0.5 credit

SCHOOL/CODE:

TAF: IN401

FWPA: IN401T

**Course available to 6th grade at TAF only, as non-CTE.*



HIGH SCHOOL

ALL PROGRAMS

OF STUDY AREAS

College and Career Prep

WHO: 9th grade scholars

WHAT: This course provides scholars entering 9th grade with the information, skills, and strategies necessary for academic, career, and personal success. Scholars will develop knowledge of college and career opportunities, confidence that those opportunities are achievable, and a plan for achieving them. This course will also help promote self-awareness, self-efficacy, self-advocacy, and community engagement.

WHEN: One year, 1.0 Elective or CTE credit

SCHOOL/CODE:

DHS, FWHS, TBHS: AV305T, AV306T

TJHS: AV305MT, AV306MT

NON-CTE: AV305, AV306

NON-CTE AT TJHS: AV305M, AV306M

Worksite Learning (Cooperative Work Experience)

WHO: Scholars age 16 and above

WHAT: A learning experience in which the scholar has completed (or is currently enrolled in) a Career and Technical Education course and works in a related occupation. Scholars may receive 0.5 credit per semester for 180 hours of work or 1.0 credit for 360 hours of work. Scholars must provide their own transportation to the workplace. Please see your school counselor for a referral to the District Worksite



Career & Technical Education

Learning Coordinator for information and enrollment.

WHEN: Per semester, 0.5 credit (variable per work hours)

SCHOOL/CODE:

DETERMINED BY WORK SITE LEARNING COORDINATOR

IB Career Program (IBCP) Skills

WHO: 11 and 12th grade scholars



WHAT: This course emphasizes the development of transferable skills needed to operate successfully in society. The course focuses on critical and ethical thinking, intercultural understanding, and the ability to communicate effectively. The IBCP course starts spring of junior year and continues fall of senior year. The class will also present scholars with opportunities to focus on the other IBCP Core Requirements, including the Reflective Project, the Language Extension, and the Service Learning Component. Scholars should be registered for the IB Career Related Program (IBCP). Permission required.

WHEN: One semester, 0.5 CTE credit

SCHOOL/CODE:

TJHS: AV503IT (1-2), AV603IT (2-1)

AGRICULTURE EDUCATION

PROGRAM OF STUDY

Horticulture

WHO: 9–12th grade scholars

WHAT: This course provides scholars with skills in the history of Horticulture, career exploration, plant anatomy, plant and pest identification, plants' environmental requirements, care, different methods of propagation, pruning techniques, and pest control. Scholars will read and interpret written material on plants. Scholars will have a Supervised Agriculture Experience (SAE, FFA) as required by Washington State curriculum guidelines. Scholars will exit the program with skills to meet Horticulture Industry Standards.

WHEN: One year, 1.0 CTE or Science credit or Lab Science credit

SCHOOL/CODE:

DHS: AG861T, AG862T

Animal Science

WHO: 9–12th grade scholars, Urban Agriculture or Animal Science and Horticulture is a prerequisite

WHAT: A general course that focuses on the scientific principles that underlie the breeding and husbandry of agricultural animals. Scholars will study all aspects of agricultural animals such as classification, domestication, anatomy, physiology, genetics, products, and nutrition.

WHEN: One year, 1.0 CTE or Science credit or Lab Science credit

SCHOOL/CODE:

DHS: SC529T, SC530T

Urban Agriculture

WHO: 11–12th grade scholars, Pre-requisite Animal Science and Horticulture 1 before taking the capstone class

WHAT: A capstone class for the agricultural science pathway. This course focuses on plant and animal production in urban and limited space environments. It also covers the analysis of resource allocation, productivity, investment, and trends in the agricultural sector.

WHEN: One year, 1.0 CTE or Lab Science credit

SCHOOL/CODE:

DHS: AG852T, AG853T

Agricultural Leadership

WHO: 12th grade scholars who have completed Urban Agriculture and have instructor permission

WHAT: Scholars enrolled in Agricultural Leadership will develop skills that will allow them to be successful in the real world. Scholars will develop individualized projects that will allow them explore topics of interest within the Agricultural Industry as well as planning FFA events and competing in FFA Career Development Events and Leadership Development Events.

WHEN: One year, 1.0 CTE credit

SCHOOL/CODE:

DHS: AG869T, AG870T

BUSINESS & MARKETING

PROGRAM OF STUDY

Publishing (Yearbook)

WHO: 10–12th grade scholars

WHAT: In this course scholars will work cooperatively to publish the school yearbook. Scholars will learn industry publishing skills in layout design, copyrighting skills, and introductory photography skills. Using specific publishing software programs, scholars will work individually and in groups to produce quality publishing work. Time beyond the class day is required.

WHEN: One year, 1.0 CTE* or Fine Arts credit

SCHOOL/CODE:

DHS, FWHS, TBHS, TJHS, FWPA: BU757T, BU758T, BU757, BU758 *Use course code ending with a T if this course is taught by a CTE-certified teacher.

IB Business Management HL

WHO: 11 and 12th grade scholars who have completed IB Business Management SL



WHAT: This course covers the key characteristics of business organization and environment and the business functions of human resource management, finance and accounts, and marketing and operations management. Links between the topics are central to the course. Through the exploration of six underpinning concepts (change, culture, ethics, globalization, innovation and strategy), the course allows students to develop a holistic understanding of today's complex and dynamic business environment. The conceptual learning is firmly anchored in business management theories, tools and techniques, and placed in the context of real world examples and case studies.

WHEN: One year, 1.0 CTE credit

SCHOOL/CODE:

TJHS: BU821T, BU822T

Business StartUp (INCubatoredu)

WHO: 10–12th grade scholars,



WHAT: This course is for anyone who is considering owning and operating their own business. Owning your own business can be risky but also very rewarding. The course will include all aspects of beginning a business.

Funding, operating, managing and marketing will be included. The course will be project-based, and scholars will be required to produce a viable business plan that will be evaluated by industry partners in the community.

WHEN: One year, 1.0 CTE credit

SCHOOL/CODE:

DHS, FWHS, TBHS, TJHS, TAF: BU785T, BU786T

Personal Finance Math

WHO: 9–12th grade scholars



WHAT: In this course, scholars will learn to evaluate personal money management practices related to human, economic, and environmental resources. The effective management of current and future financial resources is an emphasis. A variety of learning activities help scholars to make satisfying short and long-term decisions about using the resources available to them. Standards and competencies address financial goal-setting and strategies: household income, personal asset, and debt management, preventing and resolving potential financial difficulties, and use of public resources.

WHEN: One year, 1.0 CTE or Math credit

SCHOOL/CODE:

DHS, FWHS, TBHS, FWPA, TJHS: BU720T, BU721T

Project Management

WHO: 10–12th grade scholars

WHAT: In this course, scholars will learn to apply quantitative and qualitative knowledge, skills, tools and techniques to manage projects in a wide range of fields and occupations. The course includes instruction in project planning, risk management, cost and time management, contracts and procurement, accounting, statistics, decision making, and human resources. Standards and competencies include understanding and application of the group development model, communication strategies, team building activities, and other employability skills. Scholars will plan and produce a major project, from inception to completion, including evaluation and feedback.

WHEN: One year, 1.0 CTE credit

SCHOOL/CODE:

DHS: BU989T, BU995T

Introduction to Computer Science and Game Design

WHO: 9–12th grade scholars



WHAT: This course takes a wide lens on computer science by covering topics such as programming, physical computing, HTML, CSS, and data. Scholars engage with computer science as a medium for creativity, communication, problem solving, and fun. The course inspires scholars as they build their own websites, apps, games, and physical computing devices.

WHEN: One year, 1.0 CTE credit

SCHOOL/CODE:

DHS, TBHS, FWHS, TAF: BU753T, BU754T

TJHS: BU753MT, BU754MT

CS Game Design and Development

WHO: 9–12th grade scholars

WHAT: This course introduces students to the core principles of game design and development through the lens of computer science. Students will explore fundamental programming concepts, logic, and problem-solving while creating interactive games using industry-relevant tools and languages. Topics include game mechanics, player interaction, physics in games, artificial intelligence, and storytelling. Through hands-on projects, students will design, prototype, and refine their own games while gaining a deeper understanding of software development and digital creativity. Collaboration, critical thinking, and iterative design processes will be emphasized to prepare students for future careers in game science, and interactive media.

WHEN: One year, 1.0 CTE credit

SCHOOL/CODE:

TJHS: BU792T, BU793T

AP Computer Science Principles

WHO: 9–12th grade scholars, Introduction to Computer Science is recommended but not required

WHAT: This engaging, rigorous, and approachable course that explores many of the big, foundational ideas of computing so that all scholars understand how these concepts are transforming the world we live in. The course covers many topics including the Internet, Big Data and Privacy, and Programming and

Algorithms. This course prepares scholars who are new to computer science for the AP CS Principles exam.

WHEN: One year, 1.0 CTE, Math, or Science credit

SCHOOL/CODE:

DHS, TBHS, FWHS: IN694T, IN695T

AP Computer Science A

WHO: 10–12th grade scholars, completing Introduction to Computer Science or Computer Science Principles is recommended; completing Geometry is recommended

WHAT: This class is for scholars who plan to pursue a career that relies on computer technology. Scholars will be learning Java, a widely used programming language that is current standard for computer science. A strong math background will help assure success. Topics include: program development cycle, program syntax, writing code techniques, variables, conditionals, iteration, methods, classes and recursion. Scholars will have the opportunity to write original programs in their area of interest such as GUI, game programming, or data management.

WHEN: One year, 1.0 CTE, Math, or Science credit

SCHOOL/CODE:

FWHS, TAF, TBHS, TJHS: IN692T, IN693T

IB Computer Science SL

WHO: 9–12th grade scholars, Introduction to Computer Science is recommended but not required

WHAT: IB Computer Science SL introduces scholars to the foundational concepts of computer science and challenges them to explore how computing and technology can make an impact in the world. More than a traditional introduction to programming, it is a rigorous, engaging, and approachable course that explores foundational ideas of computing including the Internet, Big Data and Privacy, Programming, Computational Thinking, and Algorithms.

WHEN: One year, 1.0 CTE, Math, or Science credit

SCHOOL/CODE:

TJHS: IN696T, IN697T

Career & Technical Education

IB Computer Science HL

WHO: 10–12th grade scholars who have completed IB Computer Science SL

WHAT: This course continues to build on the foundational concepts of computer science and challenges scholars to explore how computing and technology can make an impact in the world. It is a rigorous, engaging, and approachable course that delves deeper into advanced ideas of computing including the Internet, Big Data and Privacy, Programming, Computational Thinking, and Algorithms.

WHEN: One year, 1.0 CTE, Math, or Science credit

SCHOOL/CODE:

TJHS: IN698T, IN699T

AP Cybersecurity 1: Networking Fundamentals

WHO: 10–12th grade scholars

WHAT: This full-year high school course introduces students to the basics of computer networking. Through relevant, hands-on problem-solving activities, students will learn about network hardware, data transmission, and security practices to protect information. This course is equivalent to a college-level Introduction to Networking and meets the requirements for earning college credit. It also prepares students for certifications like CompTIA Network+, Cisco Certified Networking Associate (CCNA), and Cisco Certified Support Technician (CCST): Networking.

WHEN: One year, 1.0 CTE credit

SCHOOL/CODE:

DHS, FWHS, TBHS, TJHS: BU790T, BU791T

Computer Applications

WHO: 9–12th grade scholars



WHAT: Scholars will learn touch-typing on computers. The course will include introductions to word processing, spreadsheets, electronic presentations, elements of web design, and numeric data entry. This course prepares scholars for the Microsoft Office Specialist (MOS) Word Core certification program. Scholars are encouraged to take the MOS certification tests which may earn college credit.

WHEN: One year, 1.0 CTE credit

SCHOOL/CODE:

DHS, FWHS: BU851T, BU852T

TJHS: BU851MT, BU852MT

Web Design

WHO: 9–12th grade scholars



WHAT: Scholars will learn fundamental skills to produce written content for the Internet. Scholars will complete projects using basic, intermediate HTML language and web publishing software such as Dreamweaver CS5, Fireworks CS5, and Flash CS5.

WHEN: One year, 1.0 CTE credit

SCHOOL/CODE:

FWHS, TBHS: IN690T, IN691T

TJHS: IN710MT, IN711MT

Business Law

WHO: 9–12th grade scholars



WHAT: Business Law delivers answers to everyday legal problems and questions any citizen may encounter in business and everyday living. Major areas covered will include: rights and responsibilities, juvenile law, criminal law, personal injury law, consumer protection, making contracts, how contracts work, bailment, agency, wills and probate, marriage and dissolution, renting and leasing, court systems at the state and federal levels, and famous legal cases. Court procedures will be examined through mock trials and discussions. Activities will include guest speakers and a field trip to King County Superior Court.

WHEN: One year, 1.0 CTE credit

SCHOOL/CODE:

DHS, FWHS: BU731T, BU732T

Introduction to Marketing

WHO: 9–12th grade scholars



WHAT: This course is designed for scholars who want a first look at the world of marketing. First semester content will address the marketing role in a healthy economy, entrepreneurship, personal selling, and creating marketing plans. Second semester continues with the free enterprise system, channels of distribution, communications skills, and advertising. Scholars will have the opportunity to be involved in the DECA leadership program and community service projects. They will also

have the opportunity to participate in field trips, complete group and individual projects, and use technology applications.

WHEN: One year, 1.0 CTE credit

SCHOOL/CODE:

DHS, FWHS, TBHS: BU771T, BU772T

TJHS: BU771MT, BU772MT

Introduction to Fashion Marketing

WHO: 9–12th grade scholars



WHAT: This Introduction course addresses many influential fashion designers and media leaders while focusing on the rapid changing cycles of fashion and the responsive approaches to marketing. Introduction to Marketing fundamentals are covered as well as development of creative advertising campaigns for local fashion retailers including men's, children's, and women's wear, sportswear, accessories and jewelry. Following successful completion of this course, scholars may choose advanced studies at the Puget Sound Skills Center Fashion Design and Marketing program where they will extend their knowledge and experience and further prepare for careers in the fashion industry.

WHEN: One year, 1.0 CTE credit

SCHOOL/CODE:

TBHS: BU781T, BU782T

Marketing Operations, Scholar Store

WHO: 10–12th grade scholars who have completed Introduction to Marketing



WHAT: Scholars will have the opportunity to experience all aspects of store operations including: customer service, sales, POS register operations, financial management, profit, loss and risk management, pricing, inventory and communication in the workplace. Technology will be integrated into all operational procedures and marketing activities. Scholars will have the opportunity to participate in DECA activities.

WHEN: One year, 1.0 CTE credit

SCHOOL/CODE:

DHS, FWHS, TBHS, TJHS: BU777T, BU778T

Sports and Entertainment Marketing

WHO: 9–12th grade scholars

COLLEGE CREDIT

WHAT: This course is designed as a hands-on investigation of the emerging world of Sports and Entertainment Marketing. Defining the marketing basics, Introduction to Marketing fundamentals are covered as well as promotion, public relations, personal selling and branding. Scholars will also research careers in the sports and entertainment marketing industry and study the history of this field. Joining the DECA organization and participating in sports and entertainment projects and field trips are opportunities open to the scholars in this course.

WHEN: One year, 1.0 CTE credit

SCHOOL/CODE:

DHS, FWHS, TBHS: BU815MT, BU816MT

FAMILY & CONSUMER SCIENCES

PROGRAM OF STUDY

American Sign Language 1

WHO: 9–11th grade scholars

COLLEGE CREDIT

WHAT: In this course, scholars will gain skills to progress toward a career in ASL Sign Language Interpreting. Scholars will learn about the world of deaf and hard of hearing. They will exit the course knowing basic levels of vocabulary, grammatical structure, and conversational skills. Scholars will also gain an awareness of the deaf culture and history, and be introduced to short conversational dialogues in ASL.

WHEN: One year, 1.0 CTE or World Language credit

SCHOOL/CODE:

DHS, FWHS, TBHS: FL701T, FL702T

American Sign Language 2

WHO: 10–12th grade scholars

WHAT: Building on skills learned in ASL, SLI 1st Year, scholars will gain more in-depth knowledge and skills. Increased interaction in the deaf community is emphasized.

WHEN: One year, 1.0 CTE or World Language credit

SCHOOL/CODE:

DHS, FWHS, TBHS: FL703T, FL704T

American Sign Language 3

WHO: 11 and 12th grade scholars

WHAT: Scholars continuing in the 3rd year program of ASL, SLI learn advanced grammar, vocabulary and usage. Cultural aspects of deaf culture are included, and scholars continue to improve expressive signing skills through interaction with those in the deaf community.

WHEN: One year, 1.0 CTE or World Language credit

SCHOOL/CODE:

DHS, FWHS, TBHS: FL705T, FL706T

American Sign Language 4

WHO: 12th grade scholars

WHAT: 4th year scholars continue their study of advanced level grammar, vocabulary and usage. This course also allows scholars to pursue advanced level interpreting skills in preparation for a career as a sign language interpreter. Job shadow and internship opportunities are available for scholars to interact on an advanced level in the deaf community. See instructor for information on college credit availability.

WHEN: One year, 1.0 CTE or World Language credit

SCHOOL/CODE:

DHS, FWHS, TBHS: FL707T, FL708T

Teacher Academy

WHO: 11 and 12th grade scholars, Child Development is a prerequisite

COLLEGE CREDIT

WHAT: This year-long course prepares scholars to work in the field of education. Through a practicum experience with a mentor teacher in a local elementary school and development of a professional portfolio, scholars practice and develop competencies in presentation skills and a variety of strategies for working in groups. Successful graduates of the course are encouraged to return to FWPS when they complete their teaching certificate, and are guaranteed an interview for any applicable teaching positions.

WHEN: One year, 1.0 CTE credit

SCHOOL/CODE:

DHS, FWHS, TBHS, TJHS: HF759T, HF760T

Nutrition and Wellness

WHO: 9–12th grade scholars

WHAT: This course focuses on factors that influence nutrition and wellness across the life span. Scholars learn to evaluate nutritional needs of individuals and families, and to evaluate factors that affect food safety from production through consumption. A variety of lab experiences allow scholars to demonstrate their ability to handle and use foods in basic recipe preparation. Food Worker Card Certification is available.

WHEN: One semester, 0.5 CTE credit paired with Culinary Arts Foundation

SCHOOL/CODE:

DHS, FWHS, TBHS: HF797T

TJHS: HF797MT

Culinary Arts Foundation

WHO: 9–12th grade scholars

COLLEGE CREDIT

WHAT: This course focuses on the general study of cooking and related culinary arts. Included is instruction in food preparation; cooking techniques; equipment operation and maintenance, sanitation and safety, communication skills, applicable regulations, and principles of food service.

WHEN: One semester, 0.5 CTE credit paired with Nutrition and Wellness

SCHOOL/CODE:

DHS, FWHS, TBHS: HF791T

TJHS: HF792MT

ProStart Culinary Foods 1

WHO: 11 and 12th grade scholars

COLLEGE CREDIT

WHAT: The ProStart Program is a 2-year industry-based curriculum that prepares high school scholars for careers in the restaurant and food service industry. Scholars gain valuable restaurant and foodservice skills through academic and workplace experiences. Year 1 competencies include: preparing and serving safe food, kitchen basics, foodservice equipment, nutrition, breakfast foods and sandwiches, salads and garnishes, fruits and vegetables, working with people, business math, and controlling foodservice costs. Passing the ProStart Final Exam at the end of the 2-year program results in achievement of an industry-recognized certificate.

Career & Technical Education

WHEN: One year, 1.0 CTE credit

SCHOOL/CODE:

FWHS, TJHS, DHS: HF799T, HF800T

ProStart Culinary Foods 2

WHO: 11 and 12th grade scholars who have completed ProStart Foods 1



WHAT: ProStart is a course designed for scholars who have a career interest in working in the culinary arts and hospitality industry. In Year 2, scholars will study the history of food service, the lodging industry, the art of service, standard accounting practices, and food preparations such as potatoes and grains, desserts and baked goods, meat, poultry and fish, and soups and sauces. Passing the ProStart Final Exam at the end of the 2-year program results in achievement of an industry-recognized certificate.

WHEN: One year, 1.0 CTE credit

SCHOOL/CODE:

FWHS, TJHS, DHS: HF801T, HF802T

Child Development

WHO: 9–12th grade scholars



WHAT: This course provides opportunities for scholars to analyze principles of human growth and development from prenatal to 8 years of age. Scholars analyze conditions that influence children in various ages and stages, including issues of nutrition, safety, guidance and discipline, and child abuse. Through a practicum, internship experience, scholars practice age appropriate strategies with preschool age children. Scholars may earn their MERIT Child Care Basics certification.

WHEN: One year, 1.0 CTE credit

SCHOOL/CODE:

DHS, FWHS, TBHS: HF761T, HF762T
TJHS: HF761MT, HF762MT

Family Psychology and Health

WHO: 9–12th grade scholars

WHAT: This course allows scholars to analyze functions and expectations of various types of relationships. Communication skills, conflict prevention and resolution, and family leadership skills are topics that scholars address in individual and group learning activities. Through group process, scholars explore and demonstrate standards that guide behavior

in interpersonal relationships. Scholars will analyze strategies to manage resources for responsible lifestyle decisions. Scholars should exit this class having developed personal health, plans and goals relating to a variety of topics: emotional well-being and mental illness, alcohol, drug abuse prevention, CPR and emergency procedures, HIV, AIDs, and sexual decisions, fitness, nutrition, and weight management.

WHEN: One year, 1.0 CTE or Health credit

SCHOOL/CODE:

FWHS, TBHS, TJHS, DHS: HF787T, HF788T

HEALTH SCIENCES

PROGRAM OF STUDY

Principles of Biomedical Science

WHO: 9–12th grade scholars

WHAT: In this introductory course of the PLTW Biomedical Science program, scholars explore concepts of biology and medicine to determine factors that lead to the death of a fictional person, take on the role of a doctor, solve a mysterious disease outbreak at a hospital, and more. While investigating the case, scholars examine autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the person's life. The activities and projects introduce scholars to human physiology, basic biology, medicine, and research processes while allowing them to design their own experiments to solve problems. *(Note: Taking the Project Lead the Way Biomedical Sciences course sequence and an Environmental Science course will satisfy the Science graduation requirement under the Health Science pathway.)*



WHEN: One year, 1.0 CTE or Lab Science (*Biology) credit

SCHOOL/CODE:

DHS, FWHS, TBHS, TAF: SC280T, SC281T

Human Body Systems

WHO: 10–12th grade scholars

WHAT: Students can examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis in the body. Exploring science in action, students build organs and tissues on a skeletal Maniken, use data acquisitions software to monitor body



functions such as muscle movement, reflex and voluntary action, and respiration: and take on the roles of biomedical professionals to solve real-world medical cases. *(Note: Taking the Project Lead the Way Biomedical Sciences course sequence and an Environmental Science course will satisfy the Science graduation requirement under the Health Science pathway.)*

WHEN: One year, 1.0 CTE or Lab Science credit

SCHOOL/CODE:

DHS, FWHS, TBHS, TAF: SC282T, SC283T

Physics of Medical Interventions

WHO: 11 and 12th grade scholars, Principles of Biomedical Science or Human Body Systems is a prerequisite



WHAT: Students follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease. Students explore how to detect and fight infection; screen and evaluate the code in human DNA; evaluate cancer treatment options; and prevail when the organs of the body begin to fail. Through real-world cases, students are exposed to a range of inventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. *(Note: Taking the Project Lead the Way Biomedical Sciences course sequence and an Environmental Science course will satisfy the Science graduation requirement under the Health Science pathway.)*

WHEN: One year, 1.0 CTE or Lab Science credit

SCHOOL/CODE:

DHS, FWHS, TBHS, TAF: SC284T, SC285T

Biomedical Innovation

WHO: 12th grade scholars, Physics of Medical Interventions is a prerequisite



WHAT: In this capstone course, students apply their knowledge and skills to answer questions or solve problems related to the biomedical sciences. Students design innovative solutions for the health challenges of the 21st century as they work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health. They have the opportunity to work on an independent project and may work with a mentor or advisor from a university, hospital, physician's office, or industry. *(Note: Taking the Project Lead the Way Biomedical Sciences course sequence and an Environmental Science course*

will satisfy the Science graduation requirement under the Health Science pathway.)

WHEN: One year, 1.0 CTE or Science credit

SCHOOL/CODE:

DHS, FWHS, TBHS, TAF: SC287T, SC288T

Introduction to Health Careers

WHO: 9–12th grade scholars



WHAT: In this course, scholars will be introduced to the various career paths available in to health care industry including both medical and scientific fields. Scholars will learn about medical terminology, participate in hands on experiences, learn from health care professionals, tour health facilities, and complete an individualized health career exploration project.

WHEN: One year, 1.0 CTE credit

SCHOOL/CODE:

DHS, FWHS, TBHS: HL713T, HL714T

Sports Medicine 1

WHO: 9–12th grade scholars

WHAT: In this course, scholars will learn the basics of anatomy, physiology, biomechanics, kinesiology, general nutrition, and basic athletic training procedures. Instructional materials and activities support attainment of National Safety Council, American Sports Medicine Association, and The National Athletic Trainers' Association industry standards. Lab sessions cover training room operations, taping and wrapping, athletic injury assessment, advanced first aid, use of heat and cold modalities, record keeping, rehabilitation, and time management skills. Also included are job shadow and internship opportunities. Extended hours are required per instructor's specifications.

WHEN: One year, 1.0 CTE or Science credit

SCHOOL/CODE:

DHS: SC895T, SC896T

Sports Medicine 2

WHO: 10–12th grade scholars

WHAT: Skills in this course build on those attained in Sports Medicine 1st Year. Scholars learn rehabilitation strategies, indication and contraindications of modalities, advanced nutrition, mycology (muscle physiology), protocols, and others. A job shadow experience is an integral part of this course.

WHEN: One year, 1.0 CTE or Science credit

SCHOOL/CODE:

DHS: SC891T, SC892T

Sports Medicine 3

WHO: 11 and 12th grade scholars enrolled in Sports Medicine classes

WHAT: Skills in this course build on those attained in Sports Medicine 1 or 2. This is a practicum course where scholars complete a comprehensive project and extended job shadow or internship in a medical field. Scholars apply exercise physiology and advanced anatomy and physiology concepts. Scholar leadership activities involve scholar participation in all aspects of the Sports Medicine and Athletic Training Program.

WHEN: One year, 1.0 CTE credit

SCHOOL/CODE:

DHS: SC893T, SC894T

IB Sports Exercise Health Science

WHO: 11 and 12th grade scholars who have completed NGSS Biology, NGSS Chemistry in the Earth System, and NGSS Physics in the Universe (or taken concurrently), and have passed a full year of PE and Algebra 1

WHAT: Scholars will explore how anatomy and physiology, biomechanics, psychology, and nutrition come together in the context of sports, exercise, and health. Scholars will cover a range of topics including anatomy, exercise physiology, energy systems, and movement analysis, skill in sports, and measurement and evaluation of human performance.

WHEN: One year, 1.0 Lab Science or CTE credit

SCHOOL/CODE:

TJHS: COURSE CODE: SC714IT, SC715IT

SKILLED & TECHNICAL SCIENCES

PROGRAM OF STUDY

Carpentry Essentials

WHO: 9–12th grade scholars

WHAT: Scholars will develop proficiency skills in the areas of carpentry and manufacturing, that support entry into local apprenticeship programs. This course also provides scholars with job-related skills including leadership, working conditions, attitudes, and safety standards. In this yearlong class, scholars will learn basic

carpentry skill including framing by building a wall while installing electrical, drywall and finishing it with mud. Scholars also will learn how to cut out steps, mix cement, layout a rafter along with other uses for technical industry tools. Scholars will also complete units in welding and tile work. This class provides foundational learning of the industry and exposure to the many construction career pathways.

WHEN: One year, 1.0 CTE credit

SCHOOL/CODE:

TJHS: IN921MT, IN922MT

Carpentry Specialist 1

WHO: 9–12th grade scholars

WHAT: Scholars in this course will develop proficiency skills in the areas of carpentry and manufacturing, and will attain skills that support entry into local apprenticeship programs. This course also provides scholars with job-related skills including leadership, working conditions, attitudes, and safety standards.

This advanced course is a continuation of Construction Foundations or Carpentry Essentials. This courses includes: Basic safety, OSHA and WISHA standards, industry work skills, group and individual problem solving, carpentry math, linear measurement, tools, and gauges, hand tools, and work ethics. Scholars will design and make blue prints, build full size and model sized structures. Technical skills of welding, electrical systems, plumbing systems, framing and other carpentry skills are all taught in this class. Scholars will also learn leadership skills and with the opportunity to be lead foreman over projects as they repeat the class over multiple years.

WHEN: One year, 1.0 CTE credit

SCHOOL/CODE:

TJHS: TBD

Carpentry Specialist 2

WHO: 11 and 12th grade scholars

WHAT: Scholars in this course continue developing the skills in the areas of carpentry and manufacturing as well as skills that support entry into local apprenticeship programs. This course also provides scholars with job-related skills including leadership, working conditions, attitudes, and safety standards. This course is a continuation of Carpentry Specialist 1. This courses includes: Basic safety, OSHA and WISHA standards, industry work skills, group

Career & Technical Education

and individual problem solving, carpentry math, linear measurement, tools, and gauges, hand tools, and work ethics. Scholars will build construction management skills by designing buildings and figuring our estimates of cost and job timelines. Technical skills of welding, electrical systems, plumbing systems, framing and other carpentry skills are all taught in this class. Scholars will demonstrate leadership skills by being lead foreman over projects as they have repeated the class over 2 full years.

WHEN: One year, 1.0 CTE credit

SCHOOL/CODE:

TJHS: IN923MT, IN924MT

Construction Foundations

WHO: 9–12th grade scholars



WHAT: In this beginning class, scholars will learn basic carpentry skill including framing by building a wall while installing electrical, drywall and finishing it with mud. Scholars also will learn how to cut out steps, mix cement, layout a rafter along with other uses for technical industry tools. Scholars will also complete units in welding and tile work. This class provides foundational learning of the industry and exposure to the many construction career pathways and can continue on with additional years in the Carpentry Specialist course.

WHEN: One semester, 0.5 credit

SCHOOL/CODE:

TJHS: IN901MT, IN902MT

Pre-Apprenticeship Program

WHO: 11 and 12th grade scholars



WHAT: Participating scholars will gain trade skill experience in the areas of the skilled trades. This course includes real-world career focused instruction. Skills mastered and successful completion of the pre-apprenticeship program lead to industry certification, college credits, and preferred entry to into a professional apprenticeship. Scholars in this program will enroll for 3 sections and their remaining course schedule will be made up of general education courses.

WHEN: Up to 2 Years, up to 2.0 CTE credits; up to 2.0 Third Year Math credits; up to 2.0 Science credits

SCHOOL/CODE:

FWHS: (YEAR 1) IN939T, IN940T, IN941T, IN942T, IN943T, IN944T
(YEAR 2) IN949T, IN950T, IN951T, IN952T, IN953T, IN954T

Graphic Design 1

WHO: 9–12th grade scholars



WHAT: This exploratory course provides scholars with a basic knowledge of the design process that meets higher education and industry standards. Scholars will apply the process to create visual solutions that communicate a specific message for a defined and specific audience. Scholars will work in teams to develop timelines and meet deadlines. This is a project-based curriculum; scholars design and produce a variety of printed items for the school using the same computer software commonly found in the Graphic Design Industry. Use of 3D software and 3D printing and laser cutting technology to design and build logos and related 3-dimensional marketing objects in the classroom.

WHEN: One year, 1.0 CTE or Fine Arts credit

SCHOOL/CODE:

FWHS, TBHS, TAF: IN871T, IN872T
TJHS: IN871MT, IN872MT

Graphic Design 2

WHO: 10–12th grade scholars



WHAT: The second year scholar will build on the design skills acquired in Graphic Design 1. Higher level skills include project team leadership, coordinating and managing multiple projects to meet real time deadlines, and dealing with clients to market design skills in a competitive environment. Scholars will navigate through options to articulate to higher education and seek a job. Topics including research, resumes, portfolios and job interviews are discussed and practiced. Use of 3D software and 3D printing and laser cutting technology to design and build logos and related 3-dimensional marketing objects in the classroom.

WHEN: One year, 1.0 CTE or Fine Arts credit

SCHOOL/CODE:

FWHS, TAF: IN905T, IN906T
TJHS: IN905MT, IN906MT

AICE Graphic Design

WHO: 10–12th grade scholars who have completed the Graphic Design course

WHAT: The scholar in this Cambridge course will build on the design skills and creative problem solving acquired in prerequisite graphic design course(s). The scholar will define and implement the process a graphic designer uses to manage and produce a graphic design project, including: planning to meet real time deadlines, research, thumbnails of problem solutions, team leadership, final presentations, modifications of work and preparing computer files. Course work will demonstrate strong knowledge of Art Elements and Principles, as well as hands-on and computer solutions. These may include posters, brochures, package design, book, CD and movie covers to a defined and specific audience. Some illustration will be included. Traditional art materials and Adobe Creative Suite computer software are the main media by which scholars will create original designs.

WHEN: One year, 1.0 CTE or Fine Arts credit

SCHOOL/CODE:

FWHS: IN866T, IN867T

Commercial Photography

WHO: 9–12th grade scholars



WHAT: This class is an introduction to photo-graphy through the digital camera. Scholars engage in hands-on projects with modern digital cameras while gaining an understanding of the basic principles of today's photographic technology. Scholars will acquire basic image processing skills using Adobe Photoshop, emphasizing the techniques of basic color adjustments and resolution management.

WHEN: One year, 1.0 CTE or Fine Arts credit

SCHOOL/CODE:

DHS, FWHS, TBHS: IN880T, IN881T
TJHS: IN880MT, IN881MT

Commercial Photography 2

WHO: 9–12th grade scholars

WHAT: In this class, scholars will understand the history and evolution of photography and the impact it has on world culture. They will apply literacy/career-based technology for exploration, research, creation and reflection. Mostly, they will fully understand how to demonstrate proper exposure setting, use studio tools to adapt the lighting conditions, as well as apply software tools to process, enhance, and manipulate photographs through strong digital workflow process. Students will produce high quality images showcasing creative and unique compositions and highlight their understanding of principles of design and elements of art.

WHEN: One year, 1.0 CTE or Fine Arts credit

SCHOOL/CODE:

TJHS: IN880MT

AP 2D Design Photography

WHO: 10–12th grade scholars, Commercial Photography is a prerequisite

WHAT: Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions. Students may choose to submit any or all of the AP Portfolio Exams. College Course Equivalent The AP 2-D Art and Design, AP 3-D Art and Design, and AP Drawing courses are designed to be the equivalent of a one-semester, introductory college course in 2-D art and design, 3-D art and design, and drawing, respectively.

WHEN: One year, 1.0 CTE or Fine Arts credit

SCHOOL/CODE:

DHS, FWHS, TBHS: IN901T, IN902T

AP Studio Art 2D

WHO: 10–12th grade scholars

WHAT: Scholars will expand on their knowledge of art concepts and photographic techniques creating a body of work using three aspects of portfolio development-quality, concentration, and breadth. Scholars will develop a mastery of 2D, photographic design and techniques focusing on an individual plan of action, which demonstrates a range of abilities and versatility. This course emphasizes critical decision-making in the process of creating original plagiarism free work. The course culminates in the submission of an original portfolio for college review.

WHEN: One year, 1.0 CTE or Fine Arts credit

SCHOOL/CODE:

DHS, FWHS, TBHS, TAF: IN875T, IN876T

AP Studio Art 3D

WHO: 10–12th grade scholars

WHAT: This program supports scholars in becoming inventive artistic scholars who contribute to visual culture through art making. Scholars create 3D Design portfolios documenting their artistic ideas and practices to demonstrate conceptual and technical development over time. The 3D Design portfolio involves decision making about how to use the elements and principles of art as they relate to the integration of depth, space, volume, and surface, either actual or virtual. The course culminates in the submission of an original portfolio for college review.

WHEN: One year, 1.0 CTE or Fine Arts credit

SCHOOL/CODE:

DHS: IN877T, IN878T

Design and Applied Art 1

WHO: 9–12th grade scholars

COLLEGE CREDIT

WHAT: A beginning art course that builds skills in a variety of drawing, painting, and digital art techniques as well as core concepts and vocabulary of art and design. As a Career & Technical Education (CTE) course, learning will be related to design and art careers throughout the course. Principles of Design are used in every project and scholars are encouraged to respond in written and spoken critiques that develop critical thinking and ownership. As this is a project-based CTE class, scholars will learn to pace their workload

and work individually, as well as in industry-like teams.

WHEN: One year, 1.0 CTE or Fine Arts credit

SCHOOL/CODE:

DHS, TBHS: IN986T, IN987T

TJHS: IN986MT, IN987MT

Design and Applied Art 2

WHO: 10–12th grade scholars

COLLEGE CREDIT

WHAT: This Intermediate level art class is a continuation of Design and Applied Art 1.

This course expands upon the skills and knowledge learned in level 1, and introduces scholars to new media and techniques, such as printmaking, collage, mixed media, and innovative processes. This class gives scholars a more open format to pursue and express their creative ideas, styles, and artistic visions, with a great deal of scholar choice in the work they create. This course also functions as a pre-AP 2D Studio Art course and enables those scholars interested in taking AP 2D Design the ability to complete roughly half of the AP portfolio requirements. As scholars are given more independence and freedom in this project-based course, they are expected to be motivated, focused, mature, and manage their time appropriately in order to meet project deadlines and build skills appropriate to visual arts career fields. Scholars are asked to develop personal style, theme and idea development as well as build their portfolio and pitch presentations. Principles of Design are used in every project and scholars are required to respond in written and spoken critiques that develop critical thinking and ownership.

WHEN: One year, 1.0 CTE or Fine Arts credit

SCHOOL/CODE:

DHS: IN988T, IN989T

TJHS: IN988MT, IN989MT

IB Visual Arts

WHO: 11 and 12th grade scholars

WHAT: Scholars will learn art concepts and techniques. Exploration of the aesthetic of visual arts, relationships between form and the social and cultural functions of visual arts will be explored. Scholars will research working artists, to develop an understanding of career possibilities, do wide ranging personal research of a more experimental nature, form and content. Scholars visit local art museums,

Career & Technical Education

culture, and artists. This class is designed for the IB scholar working toward an IB Art Certificate or full IB diploma. This class is ideal for any creative scholar with some prior background and experience in an art class. Scholars who are motivated to work hard and able to read and write at grade level can be successful in this class.

WHEN: One year, 1.0 CTE or Fine Arts credit

SCHOOL/CODE:

TJHS: FA671IT, FA672IT

Pottery 1

WHO: 9–12th grade scholars

WHAT: Scholar develop skills and learn about making and using clay, slip, stains, glazes, and plaster, building clay forms by various hand building techniques, decorating clay surfaces with slips, stains and glazes, using tools and equipment, and loading, firing and unloading kilns. Originality, good design and craftsmanship are emphasized. Demonstrations and visual materials will explore functional and non-functional pottery art styles and their uses. Scholars will be exposed to job opportunities and clay art specialists.

WHEN: One year, 1.0 CTE or Fine Arts credit

SCHOOL/CODE:

DHS, TBHS: FA961T, FA962T

TJHS: FA981MT, FA982MT

Pottery 2

WHO: 10–12th grade scholars who have completed Pottery 1

WHAT: Scholars expand skills and knowledge learned in Pottery 1 by learning advanced techniques in clay form building and decorating, throwing and trimming forms by using the potter's wheel, sculpting reliefs and in the round by using clay, and more about using materials, tools and equipment. Emphasis will be placed on the scholar's individual work and originality of design as it relates to function. Careers in clay will be explored. Opportunities to view ceramic art, its application, dialogue with guest speakers and the expanding fields of pottery will be emphasized.

WHEN: One year, 1.0 CTE or Fine Arts credit

SCHOOL/CODE:

DHS, TBHS: FA963T, FA964T

TJHS: FA963MT, FA964MT

Video Production 1

WHO: 9–12th grade scholars

COLLEGE
CREDIT

WHAT: Scholars in this class will learn the language of video production. Scholars will research ideas, write scripts, produce storyboards, videotape and edit for a variety of projects. Articulation and communication are emphasized in this team-based class. After initial communication exercises, teams of scholars will develop and produce public service announcements and advertising pieces. Media literacy is discussed and incorporated into the assignments. Scholars learn the ways media can manipulate an audience to become savvy consumers. Because computer proficiency is now a necessary basic skill, this one semester course is an excellent introduction to the computer and management skills needed to enter this rapidly changing field.

WHEN: One year, 1.0 CTE or Fine Arts credit

SCHOOL/CODE:

DHS: IN935T, IN936T

TJHS: IN935MT, IN936MT

Video Production 2

WHO: 9–12th grade scholars, Video Production 1 is a prerequisite

COLLEGE
CREDIT

WHAT: Scholars will continue honing their video production skills through real life applications. Scholars will be assigned weekly projects to help serve the Decatur community. They will receive assignments and meet with clients (staff and scholars) to produce advertisements, public service announcements, and short documentaries highlighting programs, scholars, and/or staff. Video 2 scholars will assist leadership with weekly announcements and shoot on location. Scholars will need a basic understanding of Adobe Premiere in order to go deeper into the software and have a basic grasp of camera and lighting concepts. Video Production 2 will help scholars problem solve in real situation and communicate with clients and teammates. All scholars will be required to accumulate a reel at the end of the year. Video Production 2 is an ideal class for scholars interested in gaining experience in the field of video production.

WHEN: One year, 1.0 CTE or Fine Arts credit

SCHOOL/CODE:

DHS: IN937T, IN938T

TJHS: IN937MT, IN938MT

Video Production 3

WHO: 10–12th grade scholars, Video Production 1 or 2 is a prerequisite

WHAT: Scholars learn a different aspect of video production. Instead of using primarily journalistic/Documentary techniques, scholars will explore the world of fictional narrative filmmaking. Scholars go through the process of making a short film. They will write a script, audition actors, practice with actors, and plan their shoots. Then, they will shoot their films on location and then edit their pieces that will be screened at the annual Decatur Film Festival. Scholars may collaborate with drama department for casting roles. Scholars will improve communication skills by working with groups and managing deadlines while improving their camera and editing skills.

WHEN: One year, 1.0 CTE or Fine Arts credit

SCHOOL/CODE:

DHS: IN903T, IN904T

Visual Communications 1

WHO: 9–12th grade scholars

COLLEGE
CREDIT

WHAT: This is a creative course where students will explore careers and learn how to use traditional and digital art tools. Through hands-on projects, students explore graphic design, animation drawing, cartooning, painting, photography, videography, and digital media tools. This class encourages creativity, critical thinking, problem solving, industry workflow, and 21st century employability skills. Students will develop a comprehensive art portfolio to showcase their year of learning.

WHEN: One year, 1.0 CTE or Fine Arts credit

SCHOOL/CODE:

FWHS, TBHS: IN884T, IN885T

Visual Communications 2

WHO: 10–12th grade scholars who have completed Visual Communications 1 or Graphic Design 1

COLLEGE
CREDIT

WHAT: Visual Communications 2 expands on the skills learned in Visual Communications 1. Students will create more sophisticated visual projects. Building on their knowledge from the previous year, they explore advanced concepts. Through challenging projects, they'll refine their creativity, problem-solving abilities, and prepare for more specialized areas within visual communication, setting a stronger foundation

for future careers in design and media.

WHEN: One year, 1.0 CTE or Fine Arts credit

SCHOOL/CODE:

FWPS, TBHS: IN893T, IN894T

Technical Theater

WHO: 9–12th grade scholars

WHAT: Scholars will concentrate on the major areas of theater technology including design and construction. Scholars will learn how to design sets, lights, and sound for theatrical use, and learn the roles and responsibilities for the Stage Manager, Production Manager, and House Manager. Some afternoon/evening and weekend work will be required. Students who complete the course successfully and pass an operations test with the district may be eligible for employment by the district to work in the Federal Way HS Theater.

WHEN: One year, 1.0 CTE or Fine Arts credit

SCHOOL/CODE:

FWHS, TBHS: FA603T, FA604T

Air Force JROTC—Drill and Ceremonies

WHO: 9–12th grade scholars who are enrolled in AFJROTC

WHAT: The Drill and Ceremonies course provides fundamental and in-depth instruction in Air Force drill and ceremonies. The fundamentals of Drill and Ceremonies are taught, to include cadet ability to perform the AFJROTC 30-command drill sequence. The Drill and Ceremonies course concentrates on the elements of military drill, and describes individual and group precision movements, procedures for saluting, drill, ceremonies, reviews, parades, and development of command voice. Scholars are provided detailed instruction on ceremonial performances and protocol for civilian and military events and have the opportunity to personally learn Air Force drill concepts and procedures. Though each class will follow an established lesson plan, most of the work is to be hands-on. This course is offered either 0-Hour or 9th-Hour. Scholars must be enrolled in a regular AFJROTC during the normal school day to take this class. *There is no military commitment for AFJROTC scholars.*

WHEN: One year, 1.0 PE or CTE credit

SCHOOL/CODE:

FWHS, TBHS: PE365T, PE366T

Air Force JROTC—Exploring Space: The High Frontier

WHO: 9–12th grade scholars who are enrolled in AFJROTC

WHAT: This course includes the latest information and teaching philosophies, incorporating 21st-century learning strategies. This course provides AFJROTC cadet-scholars with the latest information on exploring space and an introduction to cybersecurity and technology. It begins with early astronomy and the basic interest in the universe from the Greeks through the Renaissance and Enlightenment ages. AFJROTC cadet-scholars will be provided an in-depth view of the solar system, including Earth, the Sun, the Moon, and planets. The text also discusses the history of space travel and more modern space probes and robotics. AFJROTC cadet-scholars will examine the effects of space on the human body. The text also investigates the history of rockets, launch vehicles, and the coordinated systems required for a successful launch into space. Finally, the text will offer a cybersecurity chapter that outlines the importance of cybersecurity in space and in daily life. AFJROTC cadet-scholars may participate in many field trips (military and civilian locations); AFJROTC clubs (rocketry, radio-controlled aircraft) and competitive teams (drill, color guard, robotics, academic challenge, and cyber security); various community service projects; a week-long cadet leadership course; and apply and compete for flight training and/or college scholarships. AFJROTC cadet-scholars must wear the US Air Force (USAF) uniform once per week and comply with USAF dress and grooming standards. Cadets will also receive significant leadership instruction, be involved in various leadership activities, and participate in a physical fitness program. *There is no military commitment for AFJROTC cadet-scholars.*

WHEN: One year, 1.0 CTE or Social Studies Elective credit

SCHOOL/CODE:

FWHS, TBHS: SS705T, SS706T

Air Force JROTC—Global Awareness and College Career Preparation

WHO: 9–12th grade scholars who are enrolled in AFJROTC

WHAT: This course is structured around the Twelve Domains of Culture model developed

by the Air Force Culture and Language Center (AFCLC). The cultural domains in this model include family and kinship, political and social relations, sex and gender, economics and resources, sustenance and health, technology and material, religion and spirituality, aesthetics and recreation, language and communication, time and space, history and myth, and learning and knowledge. This course provides AFJROTC cadet-scholars with up-to-date information on exploring the concept of global awareness and the cultures of other regions throughout the world. It starts with an introduction of what global awareness is and the effects of technology on global culture. AFJROTC cadet-scholars are then taken on a journey around the world, through different cultures in the Middle East, Asia, Africa, Latin America, Europe, and Australia. Finally, the AFJROTC cadet-scholars will be provided cultural information regarding Canada and Mexico. The course contents have been correlated using the Common Core State Standards for English Language Arts and Literacy (CCSS.ELA-Literacy) in History/Social Studies, Science, and Technical Subjects developed by the Common Core State Standards Initiative, and the International Society for Technology in Education (ISTE) Standards for Students (listed for technology activities). AFJROTC cadet-scholars may participate in many field trips (military and civilian locations); AFJROTC clubs (rocketry, radio-controlled aircraft) and competitive teams (drill, color guard, robotics, academic challenge, and cyber security); various community service projects; a week-long cadet leadership course; and apply and compete for flight training and/or college scholarships. AFJROTC cadet-scholars must wear the US Air Force (USAF) uniform once per week and comply with USAF dress and grooming standards. Cadets will also receive significant leadership instruction, be involved in various leadership activities, and participate in a physical fitness program. *There is no military commitment for AFJROTC cadet-scholars.*

WHEN: One year, 1.0 CTE, World History or Social Studies elective credit. Can fulfill the College and Career Preparation Course graduation requirement.

SCHOOL/CODE:

FWHS, TBHS: SS707T, SS708T

Career & Technical Education

Air Force JROTC—Milestones in Aviation History

WHO: 9–12th grade scholars who are enrolled in AFJROTC

WHAT: This is an aviation history course focusing on the development of flight throughout the centuries. It starts with ancient civilizations and flight, then progresses through time to future developments in aerospace, with an introduction into cyber technologies. The intent of this textbook is to bring alive the significant discoveries in flight a reality. This book tells the story of why we are so proud of our Air Force heritage—laying the foundation for future AFJROTC aerospace science courses. Throughout the course 21st-century learning is adopted with readings, video clips, hands-on, learner-centered activities, and chapter project-based learning opportunities. AFJROTC cadet-scholars may participate in many field trips (military and civilian locations); AFJROTC clubs (rocketry, radio-controlled aircraft) and competitive teams (drill, color guard, robotics, academic challenge, and cyber security); various community service projects; a week-long cadet leadership course; and apply and compete for flight training and/or college scholarships. AFJROTC cadet-scholars must wear the US Air Force (USAF) uniform once per week and comply with USAF dress and grooming standards. Cadets will also receive significant leadership instruction, be involved in various leadership activities, and participate in a physical fitness program. *There is no military commitment for AFJROTC cadet-scholars.*

WHEN: One year, 1.0 CTE or Social Studies Elective credit

SCHOOL/CODE:
FWHS, TBHS: SS703T, SS704T

Air Force JROTC—Management of the Cadet Corps

WHO: 10–12th grade scholars who are enrolled in AFJROTC

WHAT: This course is designed as a practicum for more experienced AFJROTC cadet-scholars who hold a cadet leadership position. This hands-on experience affords AFJROTC cadets the opportunity to put theories of previous leadership courses into practice. Planning, organizing, coordinating, directing, controlling, and decision-making will be done by these cadets and subordinates. They will put into

practice their communication, decision-making, personal interaction, managerial, and organizational skills. AFJROTC cadet-scholars may participate in many field trips (military and civilian locations); AFJROTC clubs (rocketry, radio-controlled aircraft) and competitive teams (drill, color guard, robotics, academic challenge, and cyber security); various community service projects; a week-long cadet leadership course; and apply and compete for flight training and/or college scholarships. AFJROTC cadet-scholars must wear the US Air Force (USAF) uniform once per week and comply with USAF dress and grooming standards. Cadets will also receive significant leadership instruction, be involved in various leadership activities, and participate in a physical fitness program. *There is no military commitment for AFJROTC cadet-scholars.*

WHEN: One year, 1.0 CTE or Social Studies Elective credit

SCHOOL/CODE:
FWHS, TBHS: SS711T, SS712T

Air Force JROTC—Science of Flight: A Gateway to New Horizons

WHO: 9–12th grade scholars who are enrolled in AFJROTC

WHAT: This introductory course focuses on how airplanes fly, how weather conditions affect flight, aviation's effects on the human body, and flight navigation. The course is designed to complement materials taught in math, physics, and other science-related courses and is aligned with the National Science Education Standards, the Math Standards and Expectations, and ISTE National Educational Technology Standards for Students. Cadet-scholars will have many opportunities to sharpen their reading and writing skills, analyze flight controls and their relation to the laws of motions and flight. Cadet scholars may incorporate inactive, online applications, including a flight simulator, to apply and enhance their flight skills. AFJROTC cadet-scholars may participate in many field trips (military and civilian locations); AFJROTC clubs (rocketry, radio-controlled aircraft) and competitive teams (drill, color guard, robotics, academic challenge, and cyber security); various community service projects; a week-long cadet leadership course; and apply and compete for flight training and/or college scholarships. AFJROTC cadet-scholars must wear the US Air Force (USAF) uniform once

per week and comply with USAF dress and grooming standards. Cadets will also receive significant leadership instruction, be involved in various leadership activities, and participate in a physical fitness program. *There is no military commitment for AFJROTC cadet-scholars.*

WHEN: One year, 1.0 CTE or Social Studies Elective credit

SCHOOL/CODE:
FWHS, TBHS: SS713T, SS714T

Air Force JROTC—Survival

WHO: 9–12th grade scholars who are enrolled in AFJROTC

WHAT: This course provides instruction and training in skills, knowledge, and attitudes necessary to successfully perform fundamental tasks needed for survival. Survival also presents “good to know” information that would be useful in any situation. Throughout the course, there are readings, videos, a lot of hands-on activities, and in-text and scholar workbook exercises to guide in the reinforcement of the materials. AFJROTC cadet-scholars may participate in many field trips (military and civilian locations); AFJROTC clubs (rocketry, radio-controlled aircraft) and competitive teams (drill, color guard, robotics, academic challenge, and cyber security); various community service projects; a week-long cadet leadership course; and apply and compete for flight training and/or college scholarships. AFJROTC cadet-scholars must wear the US Air Force (USAF) uniform once per week and comply with USAF dress and grooming standards. Cadets will also receive significant leadership instruction, be involved in various leadership activities, and participate in a physical fitness program. *There is no military commitment for AFJROTC cadet-scholars.*

WHEN: One year, 1.0 CTE or Social Studies elective credit

SCHOOL/CODE:
FWHS, TBHS: SS709T, SS710T

Forensic Science

WHO: 10–12th grade scholars

COLLEGE
CREDIT

WHAT: Forensic science is the application of basic biological, chemical and physical science principles and technological practices to the purposes of justice in the study of criminal and civil issues. Major themes of study in this course are jurisprudence, crime scene investigation, fingerprints, hair, fibers,

trace evidence, DNA, ballistics, toolmarks, arson, criminal profiling and psychology, pathology, blood spatter analysis, and anthropology.

WHEN: One year, 1.0 CTE or Science credit

SCHOOL/CODE:

TJHS: SC582T, SC583T

Cabinet Making and Millwork

WHO: 9–12th grade scholars



WHAT: This advanced class for scholars who have passed Woodworking will continue building technical knowledge and skill while fabricating and assembling larger projects. Scholars will design, make blue prints and cut out personal project to take home while learning the skills that are used in industry. Scholars must have passed Woodworking in order to take this advanced class as the projects are more complex and knowledge of hand and power tools is required before taking on such projects. Fees may be required for scholars choosing advanced projects.

WHEN: One semester, 0.5 credit (TJHS)

One year, 1.0 CTE credit (FWHS)

SCHOOL/CODE:

TJHS: IN205MT, IN206MT

Woodworking

WHO: 9–12th grade scholars



WHAT: This program is designed to enable scholars to learn entry-level skills in several areas of fine woodworking. Special emphasis will be placed on individual problem-solving skills. Scholars will be introduced to various areas of craftsmanship including: joinery, machining, and finishing techniques. This course provides job-related skills including leadership, working conditions, attitudes, and special emphasis on safety practices.

WHEN: One year, 1.0 CTE credit (TJHS)

SCHOOL/CODE:

FWHS: IN998T, IN999T

TJHS: IN998MT, IN999MT

General Mechanics

WHO: 9 and 10th grade scholars



WHAT: This introductory course is to prepare students for one of Decatur’s three pathways. These include Automotive, Heavy Diesel, and Fabrication. This Course introduces scholars to general mechanic principles, shop safety, and tools and equipment. These hands-on lab activities based on theory and principle include areas of: tire services, automotive maintenance, fluid services, and vehicle parts/system identification. This course also explores the careers and history of all three specialized pathways. STEM principles and standards are incorporated into all aspects of this course.

WHEN: One year, 1.0 CTE credit

SCHOOL/CODE:

DHS: IN679T, IN680T

Automotive Mechanics

WHO: 10th and 11th grade

scholars who have completed General Mechanics



WHAT: This STEM class offers comprehensive coverage of the ASE Automotive Brakes, Steering and Suspension content area. Scholars will study all types of automotive brake systems, including hybrid regenerative braking. Scholars will practice all types of brake system repair, including hydraulic system repair and diagnosis. Scholars will study all types of automotive suspension systems. Scholars will practice all types of automotive steering and suspension repair procedures and diagnosis. STEM principles and standards are incorporated into all aspects of this course.

WHEN: One year, 1.0 CTE credit

SCHOOL/CODE:

DHS: IN677T, IN678T

Heavy Diesel Mechanics

WHO: 10 and 11th grade scholars

who have completed General Mechanics



WHAT: This course is cultivated and designed to prepare students for the career field in heavy diesel. This course is in partnership with PAPE/Kenworth. Completion of this course may lead to internship opportunities. Areas of specialty include wheels/tires, brakes, lubrication and fluids, and general systems/components

knowledge. STEM Principles and standards are incorporated into all aspects of this course.

WHEN: One year, 1.0 CTE credit

SCHOOL/CODE:

DHS: IN673T, IN674T

Heavy Diesel Specialty

WHO: 12th grade scholars who have completed General Mechanics and Heavy Diesel Mechanics and have instructor permission

WHAT: Participating scholars will gain real-world experience in the skilled trades. This course focuses on real-world training and hands-on experience with our partner PAPE/Kenworth. Completion of the Apprenticeship Program ensures higher skill obtainment and further increases job opportunities and advancement. This program follows a hybrid model ensuring content knowledge obtainment, and practice.

WHEN: One year, 1.0 CTE credit

SCHOOL/CODE:

DHS: IN675T, IN676T

Core Plus Automotive Fabrication

WHO: 11th and 12th grade scholars

WHAT: This course is designed to prepare students for metalworking and machining with an automotive focus. Safety, equipment practices, drilling, riveting, painting, welding, and material modification are areas of focus. This course is partnered with Boeing and aligns with Boeing’s standards and practices. The Boeing aligned course prepares individuals to apply technical knowledge and skills to fabricate and modify materials to support other manufacturing activities. STEM principles and standards are incorporated into all aspects of this course.

WHEN: One year, 1.0 CTE credit

SCHOOL/CODE:

DHS: IN671T, IN672T

Career & Technical Education

STEM

PROGRAM OF STUDY

Engineering Essentials

WHO: 9–12th grade scholars

WHAT: In this course scholars explore how engineers make a difference and improve lives, while using modern engineering tools, such as geographic information systems, 3-D solid modeling software, and prototyping equipment. Scholars will work on their own and as part of a team to develop solutions to community and global challenges that the next generation of engineers will face. Engineering Essentials is a full-year course designed to be a high school student's first exposure to the PLTW Engineering program.

WHEN: One year, 1.0 Lab Science or CTE credit

SCHOOL/CODE:

DHS, FWHS, IN403T, IN404T



Introduction to Engineering Design

WHO: 9–12th grade scholars

WHAT: Scholars will learn to analyze problems and design potential solutions as scientists and engineers through a series of project-based units and activities. Using powerful 3-dimensional design and modeling software, scholars will create and model their own inventions and designs. The major focus of the IED course is to expose scholars to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation.

WHEN: One year, 1.0 CTE or 3rd year Math credit

SCHOOL/CODE:

DHS, FWHS, TBHS, TAF, FWPA: IN841T, IN842T
TJHS: IN841MT, IN842MT



Principles of Engineering and Robotics

WHO: 10–12th grade scholars, Introduction to Engineering Design is a prerequisite



WHAT: Scholars will use a design development process to create, analyze, and communicate sustainable solutions. This course will provide opportunities for scholars to develop 21st century skills, including collaboration, critical thinking, problem solving and communication skills, as well as skills necessary for success in STEM careers. The integration of math and science skills with engineering principles prepares scholars for college majors in engineering and engineering, technology fields. This course is activity-based, project-based, and problem-based, and creates an environment for applying engineering concepts to real problems.

WHEN: One year, 1.0 CTE or Lab Science credit

SCHOOL/CODE:

DHS, FWHS, TBHS, FWPA: IN853T, IN854T
TJHS: IN858MT, IN861MT

Aerospace Engineering

WHO: 11 and 12th grade scholars, Principles of Engineering and Robotics is a prerequisite



WHAT: This Project Lead the Way specialty course helps scholars expand horizons with projects developed with NASA-aerodynamics, astronautics, space-life sciences, and systems engineering. Scholars will learn skills in support of engineers and other professionals engaged in developing, manufacturing, and testing aircraft, spacecraft and their systems. Includes instruction in aircraft, spacecraft system technology; design and development testing, prototype and operation testing; instrumentation, test equipment and maintenance report vocabulary. This course is project-based and creates an environment for applying engineering principles in the field of aerospace.

WHEN: One year, 1.0 CTE, 3rd year Math credit, or Lab Science credit

SCHOOL/CODE:

DHS, FWHS, TBHS, TJHS: IN857T, IN858T

Engineering Design and Development

WHO: 11 and 12th grade scholars who have completed two years of engineering



WHAT: In this Project Lead the Way capstone class, teams of scholars, guided by community mentors, will research, design, and construct solutions to engineering problems. The knowledge and skills scholars acquire throughout PLTW Engineering pathway come together in this course as they identify an issue and then research, design, and test a solution, ultimately presenting their solution to a panel of engineers.

WHEN: One year, 1.0 CTE or Science credit

SCHOOL/CODE:

DHS, FWHS, TBHS, TJHS: IN861T, IN862T

Robotics HS

WHO: 9–12th grade scholars

WHAT: This course provides an introduction to various aspects of Robotics including robot systems, microcontrollers, programming, design, basic fabrication and introduction to engineering principles. Scholars use the Vex Robotics system and the RobotC language in various challenge-based explorations culminating with the construction of a robot to compete at the Vex Swept-Away or other in-class competition. In addition, this course will provide opportunities for scholars to develop collaboration, problem-solving, and communication skills, building skills necessary for success in STEM careers.

WHEN: One semester, 0.5 CTE credit, one year, 1.0 CTE credit

SCHOOL/CODE:

TAF, TBHS: IN805T, IN806T

ENGLISH LANGUAGE ARTS

COURSE SEQUENCE GRADES 6–12

MIDDLE SCHOOL

Each course one year

Electives

Reading Intervention

Varies by Year

Yearbook/Annual

Varies by Year

Creative Writing

Varies by Year

Journalism

Varies by Year

MS Speech & Debate

Varies by Year

6th Grade English Language Arts

ILH, KLO, LAK, NAU, SAC, SEQ, EVG, WDM

6th Grade Honors English Language Arts

LAK, SAC: Cambridge, KLO: MYP-X, FWPA

7th Grade English Language Arts

ILH, KLO, LAK, NAU, SAC, SEQ, EVG, WDM

7th Grade Honors English Language Arts

LAK, SAC: Cambridge, KLO: MYP-X, FWPA

8th Grade English Language Arts

ILH, KLO, LAK, NAU, SAC, SEQ, EVG, WDM

8th Grade Honors English Language Arts

LAK, SAC: Cambridge, KLO: MYP-X, FWPA

6th, 7th, 8th Grade Humanities | TAF

6th Grade Spanish Language Arts | EVG

7th Grade Spanish Language Arts | EVG

8th Grade Spanish Language Arts | EVG

HIGH SCHOOL

Each course one credit

Electives

One semester, 0.5 credit

Bridge to College | 12th Grade

DHS, TBHS, FWHS

Literacy Seminar | 9–12th Grade

FWHS, TBHS

Composition: Exposition and Composition: Literature

12th Grade
TBHS

Speech/Debate | 11–12th Grade

DHS, FWHS, TBHS, TJHS

IB Theory of Knowledge I, II

11–12th Grade | TJHS

Spoken Word Poetry

TJHS

Film as Lit | TBHS

Creative Writing | 11–12th Grade

TBHS, FWHS

Content Mastery

DHS, FWHS, TBHS, TJHS

ML Language Acquisition

DHS, FWHS, TBHS, TJHS

9th Grade English Language Arts Gen Ed

TBHS, FWHS, TJHS, DHS

9th Grade Honors English Language Arts

FWHS: Pre-Cambridge, TJHS: MYP, FWPA

10th Grade English Language Arts Gen Ed

TBHS, FWHS, TJHS, DHS

10th Grade Honors English Language Arts

DHS & TJHS: AP, FWHS: Pre-Cambridge, FWPA

11th Grade English Language Arts Gen Ed

DHS, TBHS, FWHS

11th Grade Honors English Language Arts

DHS, TBHS: AP, FWHS: Cambridge, TJHS: IB

12th Grade English Language Arts Gen Ed

DHS, TBHS, FWHS

12th Grade Honors English Language Arts

DHS, TBHS: AP, FWHS: Cambridge, TJHS: IB

9th, 10th, 11th, 12th Grade Humanities | TAF



English Language Arts

Course availability may change and vary by school. Please contact specific schools for their most up to date list of course offerings.

MIDDLE SCHOOL

English Language Arts 6

WHO: 6th grade scholars

WHAT: This course provides rigorous teaching and learning to increase skills in reading, writing, speaking, listening, language, research and inquiry. Sixth grade scholars explore a variety of literary and informational texts using collaborative strategies to foster independent learning and critical thinking. Scholars will exit this course with strategies for close reading of complex texts and processes for composing narrative, explanatory, and argumentative writing.

WHEN: One year

SCHOOL/CODE:

KLO, EVG: LA030-8

ILH, LAK, NAU, SAC, SEQ, WDM: LA030

Honors English Language Arts 6 (MYP-X, Cambridge)

WHO: 6th grade scholars

WHAT: This course is an honors course that supports the frameworks of our advanced programs. It provides rigorous teaching and learning to increase skills in reading, writing, speaking, listening, language, research and inquiry. Sixth grade scholars explore a variety of literary and informational texts using

collaborative strategies to foster independent learning and critical thinking. Scholars will exit this course with strategies for close reading of complex texts and processes for composing narrative, explanatory, and argumentative writing.

WHEN: One year

SCHOOL/CODE:

KLO: LA039-8

LAK, SAC: LA407B

Humanities 6

WHO: 6th grade scholars

WHAT: The purpose of this course is to provide scholars with an interdisciplinary approach to learning ELA and Social Studies with a focus on Ancient Civilizations. Scholars will explore the social, historic and cultural moments that have shaped civilizations today through diverse narratives and novel studies. This course follows an inquiry project-based learning model that incorporates ancient civilizations content, such as Mesopotamia, Egypt, Mayan Empire, Greece, Rome and the Middle East. Scholars will practice key skills such as reading, writing, critical thinking, inquiry, etc.

WHEN: One year

SCHOOL/CODE:

TAF: LA270

English Language Arts 7

WHO: 7th grade scholars

WHAT: This course provides rigorous teaching and learning to increase skills in reading, writing, speaking, listening, language, research and inquiry. Seventh grade scholars explore a variety of literary and informational texts using collaborative strategies to foster independent learning and critical thinking. Scholars will exit this course with strategies for close reading of complex texts and processes for composing narrative, explanatory, and argumentative writing.

WHEN: One year

SCHOOL/CODE:

KLO, EVG: LA137-8

ILH, LAK, NAU, SAC, SEQ, WDM: LA137

Honors English Language Arts 7 (MYP-X, Cambridge)

WHO: 7th grade scholars

WHAT: This course is an honors course that supports the frameworks of our advanced programs. It provides rigorous teaching and learning to increase skills in reading, writing, speaking, listening, language, research and inquiry. Seventh grade scholars explore a variety of literary and informational texts using collaborative strategies to foster independent learning and critical thinking. Scholars will exit this course with strategies for close reading of

complex texts and processes for composing narrative, explanatory, and argumentative writing.

WHEN: One year

SCHOOL/CODE:

KLO: LA139-8

LAK, SAC: LA408B

Humanities 7 PNW

WHO: 7th grade scholars

WHAT: The purpose of this course is to provide scholars with an interdisciplinary approach to learning ELA and Social Studies with a focus on WA State history. Scholars will explore the social, historic and cultural moments that have shaped WA State today through diverse narratives and novel studies. This course follows an inquiry project-based learning model that incorporates Washington State History content, such as communities (tribes, immigrant, settlers) in WA, dam projects and their impacts, local election process, innovations (housing, labor rights, technology), etc. Scholars will practice key skills such as reading, writing, critical thinking, inquiry, etc. This course meets the Washington State History requirement for high school graduation.

WHEN: One year

SCHOOL/CODE:

TAF: LA271

English Language Arts 8

WHO: 8th grade scholars

WHAT: This course provides rigorous teaching and learning to increase skills in reading, writing, speaking, listening, language, research and inquiry. Eighth grade Scholars explore a variety of literary and informational texts using collaborative strategies to foster independent learning and critical thinking. Scholars will exit this course with strategies for close reading of complex texts and processes for composing narrative, explanatory, and argumentative writing.

WHEN: One year

SCHOOL/CODE:

KLO, EVG: LA257-8

ILH, NAU, SAC, SEQ, WDM: LA257

LAK: *See Cambridge course*

Honors English Language Arts 8 (MYP-X, Cambridge)

WHO: 8th grade scholars

WHAT: This course is an honors course that supports the frameworks of our advanced programs. It provides rigorous teaching and learning to increase skills in reading, writing, speaking, listening, language, research and inquiry. Sixth grade Scholars explore a variety of literary and informational texts using collaborative strategies to foster independent learning and critical thinking. Scholars will exit this course with strategies for close reading of complex texts and processes for composing narrative, explanatory, and argumentative writing.

WHEN: One year

SCHOOL/CODE:

KLO: LA259-8

LAK, SAC: LA409B

Humanities 8

WHO: 8th grade scholars

WHAT: The purpose of this course is to provide scholars with an interdisciplinary approach to learning ELA and Social Studies with a focus on US History. Scholars will explore the social, historic and cultural moments that have shaped the United States today through diverse narratives and novel studies. This course follows an inquiry project-based learning model that incorporates United States History content from 1776 to 1900, such as American Revolution, Constitution, American West and Civil War. Scholars will practice key skills such as reading, writing, critical thinking, inquiry, etc.

WHEN: One year

SCHOOL/CODE:

TAF: LA272

Spanish Language Arts 6

WHO: 6th grade scholars

WHAT: This course is taught in Spanish and provides rigorous teaching and learning to increase skills in reading, writing, speaking, listening, language, research and inquiry. Sixth grade Scholars explore a variety of literary and informational texts using collaborative strategies to foster independent learning and critical thinking. Scholars will exit this course with strategies for close reading of

DUAL LANGUAGE EVG

complex texts and processes for composing narrative, explanatory, and argumentative writing.

WHEN: One year

SCHOOL/CODE:

EVG: SLA0330-8

Spanish Language Arts 7

WHO: 7th grade scholars

WHAT: This course is taught in Spanish and provides rigorous teaching and learning to increase skills in reading, writing, speaking, listening, language, research and inquiry. Seventh grade Scholars explore a variety of literary and informational texts using collaborative strategies to foster independent learning and critical thinking. Scholars will exit this course with strategies for close reading of complex texts and processes for composing narrative, explanatory, and argumentative writing.

WHEN: One year

SCHOOL/CODE:

EVG: SLA137-8

DUAL LANGUAGE EVG

Spanish Language Arts 8

WHO: 8th grade scholars

WHAT: This course is taught in Spanish and provides rigorous teaching and learning to increase skills in reading, writing, speaking, listening, language, research and inquiry. Eighth grade Scholars explore a variety of literary and informational texts using collaborative strategies to foster independent learning and critical thinking. Scholars will exit this course with strategies for close reading of complex texts and processes for composing narrative, explanatory, and argumentative writing.

WHEN: One year

SCHOOL/CODE:

EVG: SLA257-8

DUAL LANGUAGE EVG

English Language Arts

MIDDLE SCHOOL

ELA ELECTIVES

Creative Writing

WHO: 6–8th grade scholars, varies by school

WHAT: This course is an elective course, which supports skills in writing by providing scholars with opportunities to discover, analyze, and apply the methods and forms used in various types of fiction, nonfiction, poetry, and dramatic writing. Creative writing not only provides scholars with an opportunity to express themselves, but also allows them to focus on word choice, diction, form, editing, idea generation, and other useful skills.

WHEN: Varies by school

SCHOOL/CODE:

LAK, SAC, ILH, SEQ: LA600

KLO, EVG: LA600-8

TAF: EX301

Journalism

WHO: 6–8th grade scholars, varies by school

WHAT: This elective course introduces journalism and the craft of writing, editing, photographing, filming, and documenting news. Scholars will practice skills involved in producing different types of print media including computer skills in touch-typing, word processing, desktop publishing, and photo management.

WHEN: Varies by school

SCHOOL/CODE:

LAK, SAC, ILH, SEQ: LA512

EVG, KLO: LA512-8

TAF: EX311

Reading Intervention

WHO: 6–8th grade scholars who qualify for reading support

WHAT: This elective course provides reading interventions for scholars who qualify for extra support in reading. Scholars practice skills and strategies to increase their word attack skills, fluency, vocabulary, and comprehension through independent and small group reading activities. Scholars set goals for their academic success and work with staff and peers to reach their goals. Scholar progress is tracked closely to determine once a goal has been met, which facilitates rapid reading growth.

WHEN: Varies by school

SCHOOL/CODE:

ALL SCHOOLS: IV019

Yearbook/Annual

WHO: 6–8th grade scholars, varies by school

WHAT: This elective course supports skills in Language Arts by providing experiences in selected aspects of yearbook production. Scholars learn basic principles of yearbook production and develop skills that include writing copy, captions and headlines, digital photography, desktop publishing and using appropriate technology tools for media production. Yearbook Production supports scholars' development as writers, photographers, editors, independent users of technology, and as responsible contributing members of the Federal Way community.

WHEN: Varies by school

SCHOOL/CODE:

LAK, SAC, ILH, SEQ: LA510

EVG, KLO: LA510-8

MS Speech & Debate

WHO: 6–8th grade scholars

WHAT: This course introduces students to speech and debate activities. Students will develop public speaking, critical thinking, and argumentation skills through participation in the classroom. Students will learn the introductory concepts of how to construct and present logical arguments on a variety of topics. Students will engage in self-assessment and peer evaluation to strengthen their speaking abilities. This course may cover multiple speech categories including formative presentations, persuasive speeches and impromptu speaking.

WHEN: One year, 1.0 Elective Credit

SCHOOL/CODE:

FWPA: LA355

HIGH SCHOOL

9th Grade English Language Arts

WHO: 9th grade scholars

WHAT: This course provides rigorous teaching and learning to increase skills in reading, writing, speaking and listening standards. Scholars become skilled at working collaboratively, at gathering information, evaluating sources and citing material accurately. Scholars will make and defend claims, arguments to show what they understand about what they have read and researched. Scholars will exit this course with strategies for close reading of complex texts and processes for writing coherently using the writing process framework.

WHEN: One year, 1.0 credit

SCHOOL/CODE:

FWHS, DHS, TBHS: LA336, LA337

TJHS: LA341M, LA342M

Honors 9th Grade English

WHO: 9th grade scholars

WHAT: This course provides scholars with the skills and literary background to enter higher level high school and college courses. Special attention is paid to the skills assessed by the sophomore Smarter Balanced Assessment (SBA). Scholars will be reading fiction and nonfiction in a variety of genres in order to be proficient in these skills.

WHEN: One year, 1.0 credit

SCHOOL/CODE:

FWPA: LA361, LA362

9th Grade Pre-AICE English Language

WHO: 9th grade scholars

WHAT: This course is designed around the area of reading to understand and collate explicit and implicit meanings, select, analyze and evaluate what is relevant to specific purpose, and understand how writers achieve effects. In writing scholars must articulate experience and express what is thought, felt and imagined, and order and present facts, ideas, and opinions. Scholars are assessed on their ability to understand and use a range of appropriate vocabulary, to use language and register appropriate to audience and context, and make accurate and effective use of paragraphs, grammatical structures,

sentences, punctuation and spelling. In the areas of speaking and listening scholars must understand order and be able to present facts, ideas, and opinions. They must communicate clearly and fluently using language and register appropriate to audience and context, listen to and respond appropriately to the contributions of others.

WHEN: One year, 1.0 credit

SCHOOL/CODE:

FWHS: LA401D, LA402D

Humanities Language Arts 9

WHO: 9th grade scholars

WHAT: This course is an integrated approach to Language Arts and Social Studies through a project based lens. It provides rigorous teaching and learning to increase skills in reading, writing, speaking, listening, language, research and inquiry. The social studies content focuses on ancient World Studies with standards in geography, history, economics, and civics. Ninth grade scholars explore a variety of literary and information texts using collaborative strategies to foster independent learning and critical thinking. Scholars will exit this course with strategies for close reading of complex texts and processes for composing narrative, explanatory, and argumentative writing.

WHEN: One year, 1.0 credit

SCHOOL/CODE:

TAF: LA340, LA341

9th Grade MYP English Accelerated

WHO: 9th grade scholars

WHAT: This course will focus on the building blocks of literary analysis. Scholars will develop the reading, writing, and communication skills necessary to prepare them for 10th Grade MYP English Accelerated as well as the IB Diploma Program. Scholars will learn to read closely and critically, exercise their oral discussion skills, and engage in units built around the MYP framework of Inquiry. The IB's Student-Centered philosophy, with its focus on inquiry, action and reflection, empowers students for a lifetime of learning, both independently and in collaboration with others.

WHEN: One year, 1.0 credit

SCHOOL/CODE:

TJHS: LA339MX, LA340MX

10th Grade English Language Arts

WHO: 10th grade scholars

WHAT: This course provides rigorous teaching and learning to increase skills in reading, writing, speaking and listening standards. Scholars become skilled at working collaboratively, at gathering information, evaluating sources and citing material accurately. Scholars will make and defend claims, arguments to show what they understand about what they have read and researched. Scholars will exit this course with strategies for close reading of complex texts and processes for writing coherently using the writing process framework.

WHEN: One year, 1.0 credit

SCHOOL/CODE:

DHS, FWHS, TBHS: LA436, LA437

TJHS: LA428M, LA429M

Honors 10th Grade English

WHO: 10th grade scholars

WHAT: This course provides rigorous literacy teaching and learning to increase skills in reading, writing, speaking and listening standards. Scholars become skilled at working collaboratively, at gathering information, evaluating sources and citing material accurately. Scholars will make and defend claims, arguments to show what they understand about what they have read and researched. Scholars will exit this course with strategies for close reading of complex texts and processes for writing coherently using the writing process framework.

WHEN: One year, 1.0 credit

SCHOOL/CODE:

FWPA: LA444, LA445

10th Grade Pre-AICE English Literature

WHO: 10th grade scholars

WHAT: This course requires scholars to show detailed knowledge of the content of literary texts in the form of drama, poetry, and prose. They must understand the meanings of literary texts and their contexts, and show deeper awareness of ideas and attitudes. The course requires scholars to recognize the ways in which writers use language, structure, and form to create and shape meanings and effects. Specific skills scholars must demonstrate in drama, prose, and

poetry for the class and exams include recall, summarization, paraphrasing, distinguishing viewpoint, exploring theme and motivation, analyzing plot and characterization, evaluation and interpretation, and integrating apposite quotation and comment.

WHEN: One year, 1.0 credit

SCHOOL/CODE:

FWHS: LA405D, LA406D

Humanities Language Arts 10

WHO: 10th grade scholars

WHAT: This course is an integrated approach to Language Arts and Social Studies through a project based lens. It provides rigorous teaching and learning to increase skills in reading, writing, speaking, listening, language, research and inquiry. The social studies content focuses on modern World Studies with standards in geography, history, economics, and civics. Tenth grade scholars explore a variety of literary and information texts using collaborative strategies to foster independent learning and critical thinking. Scholars will exit this course with strategies for close reading of complex texts and processes for composing narrative, explanatory, and argumentative writing.

WHEN: One year, 1.0 credit

SCHOOL/CODE:

TAF: LA342, LA343

10th Grade MYP English Accelerated

WHO: 10th grade scholars

WHAT: This course prepares scholars for the IB Diploma Program through rigorous literary study of a variety of texts and genres. Scholars will continue to develop skills of literary analysis and oral communication necessary for success in the Diploma Program. Communication is stressed using a variety of techniques including writing, discussion seminars, presentations, and group work. The aim of MYP English 10 is to create lifelong learners who exhibit the traits of the IB learner profile.

WHEN: One year, 1.0 credit

SCHOOL/CODE:

TJHS: LA441MX, LA442MX

English Language Arts

AP Seminar with English

WHO: 10–12th grade scholars

WHAT: AP Seminar is a course that emphasizes argumentation and college writing in order to explore a variety of subjects. Additionally, the course teaches research techniques as well as presentation skills leading to student led areas of inquiry. It is a per-requisite for the AP Capstone program and required prior to taking AP Research.

WHEN: 1 year, 1.0 ELA or Elective credit

SCHOOL/CODE:

DHS, TJHS: LA350A, LA351A

11th Grade English Language Arts

WHO: 11th grade scholars

WHAT: This course provides rigorous teaching and learning to increase skills in reading, writing, speaking and listening standards. Scholars become skilled at working collaboratively, at gathering information, evaluating sources and citing material accurately. Scholars will make and defend claims, arguments to show what they understand about what they have read and researched. In addition to shorter literary and informational texts scholars will analyze interpretations of the work of Tennessee Williams in *A Street Car Named Desire*. Scholars will exit this course with strategies for close reading of complex texts and processes for writing coherently using the writing process framework.

WHEN: One year, 1.0 credit

SCHOOL/CODE:

DHS, FWHS, TBHS: LA536, LA537

AP English Language and Composition

WHO: 11th grade scholars depending on school site

COLLEGE CREDIT

WHAT: This course includes a variety of genres and writing topics ranging from college preparation essays to common AP applications and more. Scholars will read and discuss literature written by a diverse society incorporating various analyses of poetry, short stories, and plays. Other course components include comparison and contrast between various texts and some oral presentations of researched materials or personal narratives written by individual scholars.

WHEN: One year, 1.0 credit

SCHOOL/CODE:

DHS, TBHS: LA545A, LA546A

Cambridge English Language

WHO: 11th grade scholars

COLLEGE CREDIT

WHAT: In the area of language curriculum and assessment require scholars to read with understanding written material in a variety of forms, and to comment on its effectiveness. Scholars must demonstrate knowledge and understanding of features of English language. They are required to write clearly, accurately and effectively for a particular purpose or audience. In the area of literature, scholars respond to prose, poetry and drama from different cultures. They must understand the way in which writer's choices of form, structure and language shape meanings. A demonstration of the ability to produce informed, independent opinions and judgments on literary texts is required. Scholars must communicate the knowledge, understanding and insight appropriate to literary study.

WHEN: One year, 1.0 credit

SCHOOL/CODE:

FWHS: LA409C, LA410C

Humanities Language Arts 11

WHO: 11th grade scholars

WHAT: This extension course focuses on essential foundational literacy skills for success in high school and beyond. It is taken concurrently with ELA 9. This course is built on a framework of evidence-based literacy practices including decoding skills, practice with fluency, extensive vocabulary, and comprehension building strategies. Students will work collaboratively with peers to think critically about texts and strengthen reading skills across all genres. They will also participate in online literacy practice including word work, grammar, and comprehension.

WHEN: One year, 1.0 credit

SCHOOL/CODE:

TAF: LA344, LA345

IB Literature HL Y1

WHO: 11th grade scholars

COLLEGE CREDIT

WHAT: The Higher Level Literature class is an option for IB's Language A requirement. The study of literature can therefore be seen as an exploration of the way it represents the complex pursuits, anxieties, joys and fears to which human beings are exposed in the daily business of living. Scholars are encouraged to appreciate the artistry of literature and to develop an ability to reflect critically on their reading. Works are studied in their literary and cultural contexts, through close study of individual texts and passages, and by considering a range of critical approaches. The study of works in translation is especially important in introducing students, through literature, to other cultural perspectives. The response to the study of literature is through oral and written communication, thus enabling students to develop and refine their command of language.

WHEN: One year, 1.0 credit

SCHOOL/CODE:

TJHS: LA539I, LA540I

IB Language and Literature HL Y1

WHO: 11th grade scholars

COLLEGE CREDIT

WHAT: This course will focus on language and its power. In this first year of the two-part course, scholars will study literature, non-literary texts, writing, and speaking in preparation for the IB exams that will be taken during year two. The class will focus on both classical and modern texts with a global focus. This course is an intensive and detailed study of language and literature that prepares students for college ready English courses. The course will analyze texts through focus on key concepts such as: Identity, Culture, Creativity, Communication, Representation, Transformation, Perspective. (HL will study two additional texts and have varied assessments). All studies in IB Literature courses will provide the opportunity to engage with a broad range of texts, approaches, ideas, and interpretations that address topics of personal, local, and global significance. These works may challenge learners intellectually, personally, and culturally, and involve sensitive and mature topics. The courses studied may explicitly address sensitive topics through texts and issues discussed while inviting students to critically reflect on various

perspectives offered. Approaching sensitive topics in studies in literature courses will be done through an intellectually critical lens, avoiding gratuitous excess and/or superficial treatment and bearing in mind the IB's commitment to international-mindedness and intercultural respect.

WHEN: One year, 1.0 credit

SCHOOL/CODE:

TJHS: LA541I, LA542I

IB Language and Literature SL Y1

WHO: 11th grade scholars

COLLEGE CREDIT

WHAT: This course will focus on language and its power. In this first year of the two-part course, scholars will study literature, non-literary texts, writing, and speaking in preparation for the IB exams that will be taken during year two. The class will focus on both classical and modern texts with a global focus. This course is an intensive and detailed study of language and literature that prepares students for college ready English courses. The course will analyze texts through focus on key concepts such as: Identity, Culture, Creativity, Communication, Representation, Transformation, Perspective. All studies in IB Literature courses will provide the opportunity to engage with a broad range of texts, approaches, ideas, and interpretations that address topics of personal, local, and global significance. These works may challenge learners intellectually, personally, and culturally, and involve sensitive and mature topics. The courses studied may explicitly address sensitive topics through texts and issues discussed while inviting students to critically reflect on various perspectives offered. Approaching sensitive topics in studies in literature courses will be done through an intellectually critical lens, avoiding gratuitous excess and/or superficial treatment and bearing in mind the IB's commitment to international-mindedness and intercultural respect.

WHEN: One year, 1.0 credit

SCHOOL/CODE:

TJHS: LA543I, LA544I

12th Grade English Language Arts

WHO: 12th grade scholars

WHAT: 12th grade scholars will experience rigorous teaching and learning to increase skills in reading, writing, speaking and listening standards. Scholars become skilled at working collaboratively, at gathering information, evaluating sources and citing material accurately. Scholars will make and defend claims, arguments to show what they understand about what they have read and researched. In addition to shorter literary and informational texts, scholars will analyze interpretations of the work of William Shakespeare in *Much Ado about Nothing*. Scholars will exit this course with strategies for close reading of complex texts and processes for writing coherently using the writing process framework.

WHEN: One year, 1.0 credit

SCHOOL/CODE:

DHS, FWHS, TBHS: LA636, LA637

AP English Literature and Composition

WHO: 12th grade scholars

COLLEGE CREDIT

WHAT: The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages scholars in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, scholars consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require scholars to analyze and interpret literary works.

WHEN: One year, 1.0 credit

SCHOOL/CODE:

DHS, TBHS: LA423A, LA424A

Cambridge English Literature

WHO: 12th grade scholars

COLLEGE CREDIT

WHAT: The Language and Literature course has two aims: to encourage an appreciation of literature in English—prose, poetry and drama—of different types and from different cultures, and to develop the key skills required to read, analyze and communicate effectively in English. By studying a range of texts, learners understand more about writers'

choices of structure and language, and develop their ability to form independent opinions about what they read. Learners also improve their understanding of the English language and how it is used, extending their skills across a range of writing styles, including imaginative, discursive and argumentative.

WHEN: One year, 1.0 credit

SCHOOL/CODE:

FWHS: LA413C, LA414C

Humanities Language Arts 12

WHO: 12th grade scholars

WHAT: This course is an integrated approach to Language Arts and Social Studies through a project based lens. It provides rigorous teaching and learning to increase skills in reading, writing, speaking, listening, language, research and inquiry. The social studies content focuses on Contemporary World Problems with standards in geography, history, economics, and civics. Twelfth grade scholars explore a variety of literary and information texts using collaborative strategies to foster independent learning and critical thinking. Scholars will exit this course with strategies for close reading of complex texts and processes for composing narrative, explanatory, and argumentative writing.

WHEN: One year, 1.0 credit

SCHOOL/CODE:

TAF: LA346, LA347

IB Literature HL Y2

WHO: 12th grade scholars

COLLEGE CREDIT

WHAT: In this second year of the two-part course, scholars will engage in rigorous study of literature in a variety of genres, including fiction, non-fiction, poetry, and drama. Scholars will continue to develop textual analysis skills, develop powers of expression, develop lifelong appreciation of literature, and develop international-mindedness and critical thinking skills. They will also engage in writing and speaking opportunities to prepare for the IB exit exams administered in the senior year.

WHEN: One year, 1.0 credit

SCHOOL/CODE:

TJHS: LA639I, LA640I

English Language Arts

IB Language and Literature HL Y2

WHO: 12th grade scholars

COLLEGE CREDIT

WHAT: This course will focus on language and its power. In this second year of the two-part course, scholars will study literature, non-literary texts, writing, and speaking in preparation for the IB exams that will be taken during year two. The class will focus on both classical and modern texts with a global focus. This course is an intensive and detailed study of language and literature that prepares students for college ready English courses. The course will analyze texts through focus on key concepts such as: Identity, Culture, Creativity, Communication, Representation, Transformation, Perspective. (HL will study two additional texts and have varied assessments.)

WHEN: One year, 1.0 credit

SCHOOL/CODE:

TJHS: LA641I, LA642I

IB Language and Literature SL Y2

WHO: 12th grade scholars

COLLEGE CREDIT

WHAT: This course will focus on language and its power. In this second year of the two-part course, scholars will study literature, non-literary texts, writing, and speaking in preparation for the IB exams that will be taken during year two. The class will focus on both classical and modern texts with a global focus. This course is an intensive and detailed study of language and literature that prepares students for college ready English courses. The course will analyze texts through focus on key concepts such as: Identity, Culture, Creativity, Communication, Representation, Transformation, Perspective.

WHEN: One year, 1.0 credit

SCHOOL/CODE:

TJHS: LA643I, LA644I

UW English 111 Composition: Literature

WHO: 10–12th grade scholars

COLLEGE CREDIT

WHAT: This course is a partnership course with the University of Washington. This course focuses on the study and practice of good writing. Topics are derived from a variety of reading and discussing stories, poems, essays and plays. Students can earn college credit on successful completion of the course.

WHEN: One year, 1.0 credit

SCHOOL/CODE:

TBHS: LAC565, LAC566

UW English 131 Composition: Exposition

WHO: 10–12th grade scholars

COLLEGE CREDIT

WHAT: This course is a partnership course with the University of Washington. It focuses on the study and practice of good writing. Topics are derived from a variety of personal, academic, and public subjects. Students can earn college credit on successful completion of the course.

WHEN: One year, 1.0 credit

SCHOOL/CODE:

TBHS: LAC570, LAC571



HIGH SCHOOL

ELA ELECTIVES

Junior IB Theory of Knowledge

WHO: 11th grade scholars

WHAT: This course is a class requirement in the IB program leading to the IB Diploma. The purpose of this class is to stimulate critical reflection on the knowledge and experience of scholars, and to encourage scholars to acquire a critical awareness of what they and others know, through analyzing concepts and arguments. Classwork mainly consists of discussion, debate, reading, essay writing and oral presentations. DP diploma scholars must take TOK first semester of senior year.

WHEN: One year, 1.0 Elective credit

SCHOOL/CODE:

TJHS: LA679I, LA680I

Senior IB Theory of Knowledge

WHO: 12th grade scholars

WHAT: This course is a culminating class requirement in the IB program leading to the IB Diploma. The purpose of this class is to stimulate critical reflection on the knowledge and experience of scholars, and to encourage scholars to acquire a critical awareness of what they and others know, through analyzing concepts and arguments. Classwork mainly consists of discussion, debate, reading, essay writing and oral presentations.

WHEN: One year, 1.0 Elective credit

SCHOOL/CODE:

TJHS: LA681I, LA682I

Creative Writing 1

WHO: 9–12th grade scholars

WHAT: In this course scholars will discover, analyze, and apply the methods and forms used in various types of fiction, nonfiction, poetry, and dramatic writing. Creative writing not only provides scholars with an opportunity to express themselves, but also allows them to focus on word choice, diction, form, editing, idea generation, and other useful skills.

WHEN: Per semester, 0.5 Elective credit

SCHOOL/CODE:

DHS, FWHS, TBHS, TJHS: LA468, LA469

Creative Writing 2

WHO: 10–12th grade scholars

WHAT: In this course scholars will discover, analyze, and apply the methods and forms used in various types of fiction, nonfiction, poetry, and dramatic writing. This class focuses on receiving critiques from peers. This class will also focus on mentor texts and how professionals craft their stories and poems.

WHEN: Per semester, 0.5 Elective credit

SCHOOL/CODE:

FWHS, TBHS: LA470, LA471

Bridge to College ELA

WHO: 12th grade scholars

WHAT: This course prepares scholars for college level writing. It is designed and supported by the Office of the Superintendent of Public Instruction. There are 6 total units for the year, with two of those being novels. This class generally consists of various writing activities, annotating, and Socratic seminars. This course provides preparation for different writing tasks which are good practice for college. This class is more rigorous than a regular English class, but not as rigorous as an AP English class. *12th grade scholars who achieve a B or higher and get a 2+ on the SBA may skip the entry level English class at any Washington state community college.*

WHEN: One year, 1.0 ELA credit

SCHOOL/CODE:

DHS, FWHS: LA630, LA631

Film as Literature

WHO: 11 and 12th grade scholars

WHAT: This course includes units on the art, language, history, and theories of film. It involves comparisons and contrasts between composition and filmmaking, literature and narrative film, reader response and viewer response, and literary film critique. There will be substantial writing as an important component of this course.

WHEN: One year, 1.0 ELA or Elective credit

SCHOOL/CODE:

TBHS: LA378, LA379

Speech/Debate Level 1

WHO: 9–12th grade scholars

WHAT: This course will teach four forms of debate, impromptu, and extemporaneous speaking. The types of debate offered are policy, public forum, Lincoln Douglas and Congressional. In this course, scholars will learn how to structure arguments, take notes, research and emotionally detach themselves from the arguments. This course is excellent for college-bound scholars, scholars who want to learn organizational skills and scholars who like to argue.

WHEN: Per semester, 0.5 ELA or Elective credit

SCHOOL/CODE:

TJHS: LA351M, LA352M

FWHS, TBHS, FWPA: LA351, LA352

Speech/Debate Level 2

WHO: 9–12th grade scholars

Teacher Permission: competition in some contests, evaluations in class, and team building.

WHAT: This course is for scholars interested in competing in individual events and debates at various contests. Lincoln Douglas debate is explored both philosophically and practically. Emphasis is upon assessing personal strengths and need for improvement as well as peer review of classmates' performance. Possible areas besides debate include expository, oratory, impromptu, interpretation and extemporaneous speaking. The scholars work in the areas of choice.

WHEN: Per semester, 0.5 ELA or Elective credit

SCHOOL/CODE:

FWHS, TJHS, TBHS,FWPA: LA451, LA452

Literacy Seminar

WHO: 9th grade scholars qualifying for support in reading

WHAT: This course provides scholars with the strategies to unlock the meaning of texts from varied genres and text formats, including those texts used in high school and college courses. Scholars participating in this course will work collaboratively with classmates as well as using self-directed strategies to access various types of media. Not offered every year at every school.

WHEN: Per semester, 0.5 Elective credit

SCHOOL/CODE:

FWHS, TBHS: LA334, LA335

TJHS: LA334M LA335M

Spoken Word Poetry

WHO: 11 and 12th grade scholars

WHAT: This course gives scholars the tools to talk about and write poetry. Scholars begin by observing poems from across several generations and continents. Throughout the semester, they will learn to compose poems of their own. Every few weeks, a new topic and a new challenge will be given. Scholars will explore different poems that tackle the topic, followed by research, then writing. At the end of the units scholars will perform their poems in a friendly slam competition. Some topics to be covered: perception, death and life, love, struggles, advice and more. Scholars will analyze the power of Spoken Word Poetry and experience the art of poetic performance.

WHEN: Per semester, 0.5 ELA or Elective credit

SCHOOL/CODE:

TJHS: LA462, LA463

AP Research

WHO: 12th grade scholars (*based on enrollment, may not be offered every year*)

WHAT: In this course, scholars design, plan, and conduct a year-long research based investigation to address a research question. Scholars further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Although the topic of each research study will vary, the course requires scholars to plan and conduct a study or investigation. AP Seminar is a prerequisite for enrollment in this course.

WHEN: Per semester, 0.5 Elective credit

SCHOOL/CODE:

DHS, TBHS: LA647A, LA648A



Multilinguals

Course availability may change and vary by school. Please contact specific schools for their most up to date list of course offerings.

MIDDLE SCHOOL

ML Social Acculturation

WHO: 6–8 Newcomers (in country less than 18 months, and score 2.5 or lower on WIDA screener)

WHAT: Scholars who are new to the US will acquire English, learn about the structure of our schools and of society. Scholars will be encouraged to make responsible decisions, develop a sense of community with peers and self-advocate within school culture. Scholars will acquire Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP).

A second semester is optional as a continuation of ML Social Acculturation, designed to support students who are in their second semester in the U.S., to continue to learn the structure of our schools and of larger society.

WHEN: One semester (can be taken 2 semesters if needed)

SCHOOL/CODE:

ILH, KLO, LAK, SAC, SEQ, EVG, TAF: ML101, ML102
IA: ML101O, ML102O

ML Academic Language

WHO: 6–8 Active ML Scholars who are designated Newcome. (Scholars are identified through the WIDA screener)

WHAT: Scholars will develop academic English language proficiency for all content areas (Cognitive Academic Language Proficiency-CALP). By the end of this course, scholars will have developed learning strategies for negotiating meaning in all other courses taught in English, so that they can meet academic standards in each course.

A second semester is optional as a continuation of ML Academic Language. Scholars may be enrolled in this course based on data, scholar voice, and teacher input. Scholars will continue to develop academic English language proficiency for all content areas.

WHEN: One semester (can be taken 2 semesters if needed)

SCHOOL/CODE:

ILH, KLO, LAK, SAC, SEQ, EVG, TAF: ML103, ML104
IA: ML103O, ML104O

ML Academic Achievement

WHO: 6–8 Active ML scholars who have been in program for multiple years and would like academic language support in the context of content areas.

WHAT: Scholars will feel that they are members of a larger community at school, be able to ask for supports in their learning. They will develop language skills that can help them succeed in all content areas. This course is designed to be flexible, starting with daily community circles and dedicated time for academic support in scholars' other classes.

WHEN: One semester (can be taken 2 semesters if needed)

SCHOOL/CODE:

ILH, KLO, LAK, SAC, SEQ, EVG, TAF: ML105
IA: ML105O

HIGH SCHOOL

ML Social Acculturation

WHO: 9–12 Newcomers (in country less than 18 months, and score 2.5 or lower on WIDA screener)

WHAT: Scholars who are new to the US will acquire English, learn about the structure of our schools and of society. Scholars will be encouraged to make responsible decisions, develop a sense of community with peers and self-advocate within school culture. Scholars will acquire Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP).

A second semester is optional as a continuation of ML Social Acculturation, designed to support students who are in their second semester in the U.S., to continue to learn the structure of our schools and of larger society.

WHEN: One semester, .5 Elective Credit (can be taken 2 semesters if needed)

SCHOOL/CODE:

DHS, FWHS, TBHS, TJHS, TAF, FWPA, TRU: ML201, ML202

IA: ML201O, ML202O

ML Academic Language

WHO: 9–12 Active ML Scholars who are designated Newcomer. (Scholars are identified through the WIDA screener)

WHAT: Scholars will develop academic English language proficiency for all content areas (Cognitive Academic Language Proficiency —CALP). By the end of this course, scholars will have developed learning strategies for negotiating meaning in all other courses taught in English, so that they can meet academic standards in each course.

A second semester is optional as a continuation of ML Academic Language. Scholars may be enrolled in this course based on data, scholar voice, and teacher input. Scholars will continue to develop academic English language proficiency for all content areas.

WHEN: One semester, .5 ELA Credit (can be taken 2 semesters if needed)

SCHOOL/CODE:

DHS, FWHS, TBHS, TJHS, TAF, FWPA, TRU:

ELA CREDIT—ML203, ML204

NO ELA CREDIT—ML205, ML206

IA:

ELA CREDIT—ML203O, ML204O

NO ELA CREDIT—ML205O, ML206O

ML Academic Achievement

WHO: 9–12 Active ML scholars who have been in program for multiple years and would like academic language support in the context of content areas.

WHAT: Scholars will feel that they are members of a larger community at school, be able to ask for supports in their learning. They will develop language skills that can help them succeed in all content areas. This course is designed to be flexible, starting with daily community circles and dedicated time for academic support in scholars' other classes.

WHEN: One semester (can be taken 2 semesters if needed)

SCHOOL/CODE:

DHS, FWHS, TBHS, TJHS, TAF, FWPA, TRU: ML207

IA: ML207O

HEALTH & PHYSICAL EDUCATION

COURSE SEQUENCE GRADES 6–12

MIDDLE SCHOOL

6th Grade FULL YEAR

Health/PE at KLO, SAC, LAK, ILH, EVG
Girls Only Health/PE at KLO
Health/Conditioning PE at LAK

6th Grade
Semester
PE
—
SEQ

6th Grade
PE
9 weeks
—
TAF@
Saghalie

7th Grade FULL YEAR

Health/PE at KLO, SAC, LAK, ILH, EVG
Girls Only Health/PE at KLO
Health/Conditioning PE at LAK

7th Grade
Semester
PE
—
SEQ

7th Grade
PE
9 weeks
—
TAF@
Saghalie

8th Grade FULL YEAR

Health/PE at KLO, SAC, LAK, ILH, EVG
Girls Only Health/PE at KLO
Health/Conditioning PE at LAK

8th Grade
Semester
PE
—
SEQ

8th Grade
PE
9 weeks
—
TAF@
Saghalie

**Middle School
Electives**
do not include Health

- Team Sports: Semester at KLO
- Expo Fitness: Semester at ILH
- Conditioning: Semester at SEQ

HIGH SCHOOL

9th Grade

Shaded box
indicates required
course at that
school

Federal Way High School

9th PE
Semester Course

9th Health*
Semester Course

- 9th Grade PE
- Adapted PE
- Advanced Physical Fitness
- AFJROTC—Drill and Ceremonies
- Lifetime Sports
- Mind & Body
- Team Sports 2: Basketball
- Team Sports 3: Soccer
- Walking Fitness
- Weight Training: Co-Ed
- Weight Training: Female Only

Thomas Jefferson High School

9–12th PE
Semester Course

- Adapted PE
- Dance
- Drill & Dance Team
- Mind & Body (10–12th only)
- Physical Conditioning
- Racquet Sports
- Team Sports 1: General
- Team Sports 2: Basketball
- Team Sports 3: Soccer
- Team Sports 4: Volleyball
- Walking Fitness (10–12th only)
- Weight Training

Todd Beamer High School

9th PE
Full Year

10th PE
Semester Course

10th Health**
Semester Course

- 9th Grade PE
- Adapted PE
- Advanced Physical Fitness
- Dance (Full Year)
- Lifetime Sports (Full Year)
- Mind & Body
- Physical Conditioning
- Team Sports 1: General
- Team Sports 2: Basketball
- Team Sports 3: Soccer
- Walking Fitness

Decatur High School

9th PE
Semester Course

9th Health*
Semester Course

- 9th Grade PE
- Adapted PE
- Lifetime Sports
- Mind & Body
- Physical Conditioning
- Team Sports 1: General
- Walking Fitness
- Weight Training

10th Grade

High School Electives

One semester,
0.5 credit

* Can include 10–12th grade scholars

**Can include 11–12th grade scholars



Health & Physical Education

Course availability may change and vary by school. Please contact specific schools for their most up to date list of course offerings.

MIDDLE SCHOOL

Phys Ed

WHO: 6–8th grade scholars (5th at ILH)
WHAT: Scholars participate in a variety of team, individual and lifetime sports. The importance of good sportsmanship, leadership and skill building are an emphasis along with improving personal physical fitness and nutrition.
WHEN: One year
SCHOOL/CODE:
 KLO, EVG: (6TH) PE010-8, (7TH) PE011-8, (8TH) PE012-8
 ILH, LAK, SAC, SEQ, TAF: (6TH) PE010, (7TH) PE011, (8TH) PE012

Physical Conditioning 1

WHO: 6–8th grade scholars
WHAT: Scholars participate in a variety of team, This course focuses on individual improvement of cardiovascular fitness and strength. Various activities include but are not limited to running, strength training, yoga, interval training, resistance training and circuit training along with nutrition.
WHEN: One year
SCHOOL/CODE:
 ILH, SAC: PE062

Female Only PE

WHO: 6–8th scholars
WHAT: Female scholars participate in a variety of team, individual and lifetime sports. The importance of good sportsmanship, leadership and skill building are an emphasis along with improving personal physical fitness and nutrition. This course is more flexible to meet the needs of the girls in it and may include other units such as power walking and personal safety.
WHEN: One year
SCHOOL/CODE:
 KLO: PE063

Conditioning PE

WHO: 7th and 8th grade scholars
WHAT: This course is for scholars who have a desire to push themselves physically. Participants range from the elite athletes to kids who want to get in shape for the first time. This course includes weight lifting, aerobic activities, overall fitness improvement and nutrition.
WHEN: One year
SCHOOL/CODE:
 KLO, EVG: PE062-8
 ILH, LAK, SEQ: PE062

Team Sports

WHO: 6th grade scholars (SAC), 7th and 8th grade scholars (KLO)
WHAT: The course will focus on advanced skills and strategies of popular team sports such as softball, basketball, volleyball, flag football, team handball, and ultimate Frisbee. Competition and skill levels will be greater than that of a regular PE class. This course is taken in addition to the required PE course and does not include Health.
WHEN: One year
SCHOOL/CODE:
 SAC, SEQ, TAF: PE067
 KLO: PE067-8

Health

WHO: 6–8th grade scholars (5th at ILH)
WHAT: Scholars will be introduced to a variety of health units used to teach healthy behaviors/attitudes. Topics include Sexual Health, Drug Use/Abuse, Disease, Personal Safety, Dimensions of Health, Bullying/ Harassment, Body Systems, and Nutrition.
WHEN: One year
SCHOOL/CODE:
 KLO, EVG: HL006-8
 ILH, LAK, SAC, SEQ, TAF, FWPA: HL006

Health & Physical Education

Adapted PE

WHO: 6–8th grade scholars

WHAT: This course is for scholars with physical and/or cognitive delays who are served through the district’s Student Support Services. Scholars will acquire the knowledge and skills for movement that provide the foundation for enjoyment and continued social development through physical activity. Scholars without disabilities may take the class as a peer tutor.

WHEN: One year

SCHOOL/CODE:

ILH, KLO, TAF, EVG: (6TH) PE160S, (7TH) PE170S, (8TH) PE180S

Adapted Leisure/Rec Sports

WHO: 6–8th grade scholars

WHAT: This course is designed for scholars enrolled in a Functional Core program to provide opportunities to develop lifelong leisure and recreation skills within a variety of environments. Instruction and practice will be provided in developing knowledge of games, creative activities, physical exercise and an introduction to utilizing community centers and facilities. Scholars without disabilities may take the class as a peer tutor.

WHEN: One year, one semester

SCHOOL/CODE:

ILH, KLO, TAF: (6TH) PE161S, (7TH) PE171S, (8TH) PE181S

HIGH SCHOOL

9th Grade Phys Ed

WHO: 9th grade scholars

WHAT: Introduction to High School PE with a focus on fitness, nutrition, and lifetime activities. After completing this class, scholars should have a basic knowledge of the PE concepts and be able to competently choose an elective PE course of interest to them.

WHEN: One semester, 0.5 credit
One year, 1.0 credit

SCHOOL/CODE:

TAF, TBHS, DHS, FWHS: PE303, PE304

Lifetime Sports

WHO: 10–12th grade scholars

WHAT: Scholars will participate in a variety of activities such as volleyball, basketball, flag football, ultimate Frisbee, racquet sports, soccer, and other activities determined by school facilities. Scholars will learn about basic cardiovascular conditioning, aerobic endurance, and proper nutrition.

WHEN: One semester, 0.5 credit

SCHOOL/CODE:

FWHS, TBHS, DHS: PE331, PE332

Advanced Physical Fitness

WHO: 10–12th grade scholars

WHAT: This class is structured for highly motivated scholars who are focused on improving their athletic abilities

WHEN: One semester, 0.5 credit

SCHOOL/CODE:

FWHS, TBHS: PE307, PE308

Mind & Body

WHO: 10–12th grade scholars

WHAT: This course is designed for scholars interested in yoga, Pilates, and Zumba. The course will build strength with a strong emphasis on cardio by including lower and upper body concentrations all involving core and balance.

WHEN: One semester, 0.5 credit

SCHOOL/CODE:

DHS, FWHS, TBHS, TJHS: PE336, PE337

Walking Fitness

WHO: 10–12th grade scholars

WHAT: This course will teach scholars how to set up a fitness walking plan, assess fitness levels, and include daily outdoor walking. Nutritional and body composition information will also be covered.

WHEN: One semester, 0.5 credit

SCHOOL/CODE:

DHS, FWHS, TBHS, TJHS: PE344, PE345

Weight Training

WHO: 10–12th grade scholars

WHAT: Scholars will work on programs of strength, development, improvement of agility, quickness, and flexibility. Correct techniques of lifting will be stressed.

WHEN: One semester, 0.5 credit

SCHOOL/CODE:

DHS, FWHS, TJHS (9–12): PE348, PE349

Weight Training (Female)

WHO: 10–12th grade scholars

WHAT: A physical exam is recommended before taking this course. Scholars will work on programs of strength, development, improvement of agility, quickness, and flexibility. Correct techniques of lifting will be stressed.

WHEN: One semester, 0.5 credit

SCHOOL/CODE:

FWHS, TBHS, DHS: PE313, PE314

Physical Conditioning

WHO: 10–12th grade scholars (TJHS 9–12th)

WHAT: This course focuses on individual improvement of cardiovascular fitness and strength. Various activities include but are not limited to running, strength training, yoga, interval training, resistance training and circuit training along with nutrition.

WHEN: One semester, 0.5 credit

SCHOOL/CODE:

FWPA, TAF, FWHS (FEMALE ONLY), TBHS, TJHS: PE354, PE355 CO-ED

Team Sports 1 (General)

WHO: 10–12th grade scholars (TJHS 9–12th)

WHAT: The following team sports are offered to those scholars who want an introduction of a particular activity: soccer, basketball, volleyball, and flag football. Scholars will study rules, fundamentals, scoring procedures and officiating of these activities along with providing a higher skill level in the performance of a particular sport. Other team sports may be included depending on scholar interest and building facilities.

WHEN: One semester, 0.5 credit

SCHOOL/CODE:

TJHS, TBHS, DHS, FWHS: PE346

Team Sports 2 (Basketball)

WHO: 10–12th grade scholars (TJHS 9–12th)

WHAT: This course will emphasize basketball. Scholars will study rules, fundamentals, scoring procedures and game strategies. Fitness and running will be included.

WHEN: One semester, 0.5 credit

SCHOOL/CODE:

TBHS, FWHS, TJHS, DHS: PE347

Team Sports 3 (Soccer)

WHO: 10–12th grade scholars (TJHS 9–12th)

WHAT: This course will emphasize soccer. Scholars will study rules, fundamentals, scoring procedures and game strategies. Fitness and running will be included.

WHEN: One semester, 0.5 credit

SCHOOL/CODE:

TBHS, FWHS, TJHS: PE356

Team Sports 4 (Volleyball)

WHO: 10–12th grade scholars (TJHS 9–12th)

WHAT: This course will emphasize volleyball. Scholars will study rules, fundamentals, scoring procedures and game strategies. Fitness and running will be included.

WHEN: One semester, 0.5 credit

SCHOOL/CODE:

TJHS, FWHS: PE357

Dance Fitness

WHO: 10–12th grade scholars

WHAT: This course provides scholars with an opportunity to learn and perform dances. Scholars will learn various dance techniques in a variety of dance styles while improving their overall fitness.

WHEN: One semester, 0.5 credit, one year, 1.0 credit

SCHOOL/CODE:

TBHS, TJHS, FWHS: PE367, PE368

Drill & Dance Team

WHO: 9–12th grade scholars

WHAT: This is an advanced course in dance choreography/performance. The study of basic dance technique and terminology will lead to the creation and performance of dances for school functions and competition. There will be auditions.

WHEN: One year, 1.0 credit

SCHOOL/CODE:

TJHS: (DANCE) PE317, PE318, (DRILL) PE323, PE324

Gymnastics

WHO: 10–12th grade scholars

WHAT: Scholars will be introduced to tumbling, balance beam, vaulting, and uneven bars, and parallel bars. Topics covered will include care of equipment, safety, and spotting. The course will stress basic skills on the apparatus. Beginning to advanced skill levels are welcome. Scholars will be working to their own ability level.

WHEN: One semester, 0.5 credit

SCHOOL/CODE:

FWHS: PE325, PE326

Racquet Sports

WHO: 9–12th grade scholars

WHAT: Scholars will participate in the racquet sports of badminton, pickle ball, tennis, and table tennis. They will be introduced to and tested on beginning through advanced skill techniques, strategies, and rules of play, etiquette and care of equipment. Scholars will participate in various forms of tournament play within their activity involvement.

WHEN: One semester, 0.5 credit

SCHOOL/CODE:

TJHS, FWHS: PE338, PE339

Adaptive Physical Education

WHO: 9–12th grade scholars

WHAT: This course is for scholars with physical and/or cognitive delays who are served through the district's Student Support Services. Scholars will acquire the knowledge and skills for movement that provide the foundation for enjoyment and continued social development through physical activity. Scholars without disabilities may take the class as a peer tutor.

WHEN: One semester, 0.5 credit, one year, 1.0 credit

SCHOOL/CODE:

TBHS, FWHS, DHS: PE358S, PE359S

Leisure/Rec Sports

WHO: 9–12th grade scholars

WHAT: This course is designed for scholars enrolled in a Functional Core program to provide opportunities to develop lifelong leisure and recreation skills within a variety of environments. Instruction and practice will be provided in developing knowledge of games, creative activities, physical exercise and an introduction to utilizing community centers and facilities. Scholars without disabilities may take the class as a peer tutor.

WHEN: One semester, 0.5 credit, one year, 1.0 credit

SCHOOL/CODE:

DHS, TBHS, TJHS, FWHS, TAF: PE362S, PE363S

High School Health

WHO: 9–12th grade scholars

WHAT: Scholars will acquire knowledge in Wellness, Safety, Substance Abuse, Social/Emotional Health, Sexual Health & Nutrition.

WHEN: One semester, 0.5 credit

SCHOOL/CODE:

DHS (9TH), FWHS (9TH), TBHS (10TH), FWPA, TAF: HL707

TJHS: HL707M

IA: HL8080

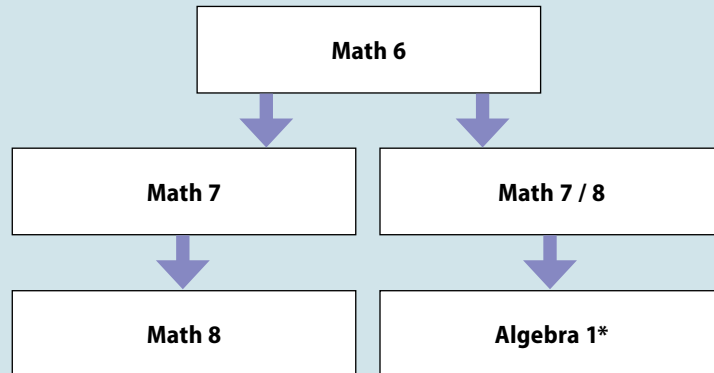
Scholars who need Health credit may be added to Health courses. See Health & Physical Education Course Sequence on page 60. Additional courses eligible for Health credit appear in the CTE section.

MATH

COURSE SEQUENCE GRADES 6–12

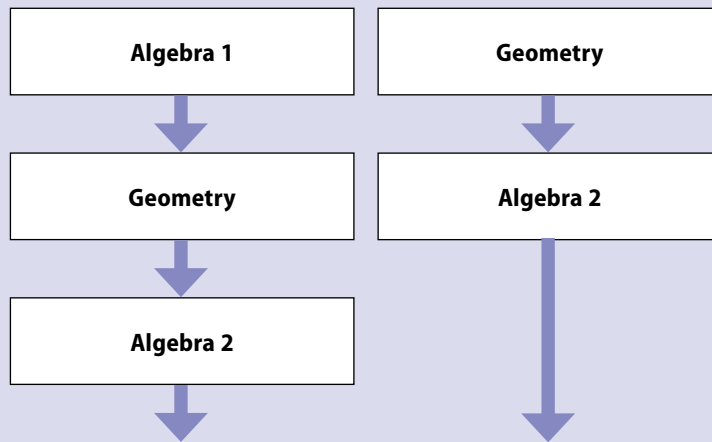
MIDDLE SCHOOL

*Each course one credit**

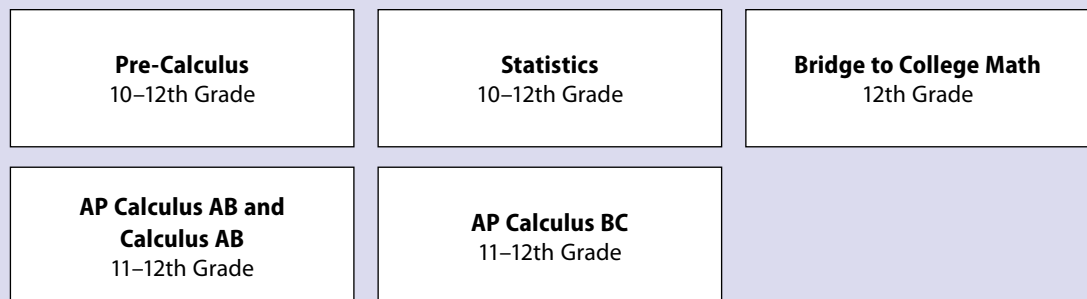


HIGH SCHOOL

Each course one credit



Electives



Note: Scholars may take Algebra 2 and Geometry at the same time at TBHS, FWHS, TJHS, and DHS.



Math

Course availability may change and vary by school. Please contact specific schools for their most up to date list of course offerings.

MIDDLE SCHOOL

Math 6

WHO: 6th grade scholars

WHAT: This course will focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking. MYP schools will implement the curriculum framework which comprises of key subjects in addition to the critical areas.

WHEN: One year

SCHOOL/CODE:

KLO, EVG: MA306-8

FWPA, ILH, LAK, NAU, SAC, SEQ, TAF, WDM: MA306

Math 7

WHO: 7th grade scholars

WHAT: This course will focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples. MYP schools will implement the curriculum framework which comprises of key subjects in addition to the critical areas.

WHEN: One year

SCHOOL/CODE:

KLO, EVG: MA307-8

ILH, LAK, NAU, SAC, SEQ, TAF, WDM: MA307

Math 7/8

WHO: 7th grade scholars

WHAT: This course contains all Math 7 content woven with selected Math 8, content demanding a faster pace for instruction and learning. It will focus on the four critical areas: 1) developing understanding of and applying proportional relationships; (2) understanding rational and irrational numbers; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; (4) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations. MYP schools will implement the curriculum framework which comprises of key subjects in addition to the critical areas.

WHEN: One year

SCHOOL/CODE:

KLO, EVG: MA329-8

FWPA, ILH, LAK, SAC, SEQ, TAF: MA329

Math 8

WHO: 8th grade scholars

WHAT: This course will focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. MYP schools will implement the curriculum framework which comprises of key subjects in addition to the critical areas.

WHEN: One year

SCHOOL/CODE:

KLO, EVG: MA308-8

ILH, LAK, NAU, SAC, SEQ, TAF, WDM: MA308

DUAL
LANGUAGE
EVG

Math Lab

WHO: 7th and 8th grade scholars

WHAT: This course will focus on three critical areas: 1) Formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; 2) grasping the concept of a function and using functions to describe quantitative relationships; 3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

WHEN: Semester/One year

SCHOOL/CODE:

FWPA: MA330

HIGH SCHOOL

Algebra 1

WHO: 8th grade scholars who have completed Math 7/8, 9–12th grade scholars

WHAT: Scholars recognize and identify the key characteristics of linear, exponential and quadratic functions. Scholars analyze patterns of data and consider whether a model is a good fit. Scholars explore the specificity of the equation representation of linear functions, considering how to solve equation and inequalities. They consider a second linear function and solve systems. Scholars use the structure of linear, exponential, and quadratic functions to solve for unknown values. Review is built into every unit of study. Scholars who are enrolled in Algebra 1 at Middle School will receive selected Math 8 content woven into the curriculum. This is a credit bearing course for all grades.

WHEN: One year, 1.0 Math credit

SCHOOL/CODE:

KLO, EVG: MA732-8, MA733-8

FWPA, ILH, LAK, SAC, SEQ, TAF, DHS, FWHS, TBHS:

MA732, MA733

TJHS: MA732M, MA733M

Algebra 2

WHO: 9–12th grade scholars

WHAT: Scholars will explore patterns modeled by functions and review the structure of quadratic, polynomial, exponential, logarithmic, rational, radical, and trigonometry functions. Scholars will interpret and build functions using key characteristics and transformations. Scholars focus on interpreting functions that arise in applications and analyzing them using different representations. The real number system is extended to include complex numbers. All topics are studied from an algebraic, graphical, numerical, and exploratory approach.

WHEN: One year, 1.0 Math credit

SCHOOL/CODE:

FWPA, DHS, FWHS, TAF, TJHS, TBHS: MA872,

MA873

TJHS: (9–10TH) MA872M, MA873M

Bridge to College Math

WHO: 12th grade scholars

WHAT: Scholars in this course are grounded in essential career and college readiness expectations as reflected in the Washington State K–12 Learning Standards for Mathematics to ensure that scholars passing the course are fully prepared for college-level coursework. Scholars who earn a “B” or better within the course are eligible to enter credit-bearing coursework in any of the State of Washington Community and Technical College.

WHEN: One year, 1.0 Math credit

SCHOOL/CODE:

DHS, FWHS, TBHS, TJHS: MA884, MA885

AP Calculus AB and Calculus AB

WHO: 11 and 12th grade scholars

WHAT: Scholars will study limits, derivatives, techniques of integration and application of differentiation and integration. AP courses will add additional components for their programs. Scholars will prepare for the AB level AP calculus examination administered by the College Entrance Examination Board.

WHEN: One year, 1.0 Math credit

SCHOOL/CODE:

DHS, FWHS, TBHS, TJHS, TAF:

AP CALCULUS AB – MA917A, MA918A

CALCULUS AB – MA917, MA918

AP Calculus BC

WHO: 11 and 12th grade scholars

WHAT: Scholars will extend and review the theory and concepts of limits, differentiation and its applications, integration and its applications, functions, series, conic sections, probability and statistics, parametric equations, vector calculus, and power series. Scholars will prepare for the level BC AP examination administered by the College Entrance Examination Board.

WHEN: One year, 1.0 Math credit

SCHOOL/CODE:

FWHS, TBHS, DHS, TJHS: MA921A, MA922A

COLLEGE
CREDIT

AICE Pure Mathematics 1

WHO: 11th grade scholars who have completed PreAICE Math 10 or Pre-Calculus



WHAT: Scholars will study functions, quadratics, coordinate geometry, circular measure, trigonometry, series, differentiation, and integration. Scholars will prepare for the Cambridge AS-Level exam in Pure Mathematics 1

WHEN: One year, 1.0 Math credit

SCHOOL/CODE:

FWHS: MA980C, MA981C

AICE Pure Mathematics 2

WHO: 12th grade scholars who have completed AICE Calculus/Mechanics 1



WHAT: Scholars will study algebra, logarithmic and exponential functions, trigonometry, differentiation, integration, numerical solutions to equations, vectors, differential equations, complex numbers. Scholars will prepare for the Cambridge AS-Level Exam in Pure Mathematics 1 and Cambridge A-Level Exam in Pure Mathematics 2 & 3.

WHEN: One year, 1.0 Math credit

SCHOOL/CODE:

FWHS: MA982C, MA983C

Geometry

WHO: 9–12th grade scholars

WHAT: Scholars will develop a logical system of thought. Geometry focuses on plane geometry with integration of some space and coordinate geometry. This course develops geometric concepts using formal proofs and algebraic applications. Algebra is used extensively for areas, volumes, lengths, angle measures, and graphing. This is a credit bearing course for all grades.

WHEN: One year, 1.0 Math credit

SCHOOL/CODE:

TJHS: MA832M, MA833M

FWPA, TAF, DHS, FWHS, TBHS: MA832, MA833

PreAICE Math 9

WHO: 9th grade scholars who completed Algebra 1 or Geometry

WHAT: Scholars in this course utilize and expand the skills taught in first year algebra and geometry. This course focuses on the study of expressions, equations, and functions. Scholars will study geometry concepts including transformational geometry, lines, planes, angles, triangles, and congruence

WHEN: One year, 1.0 Math credit

SCHOOL/CODE:

FWHS: MA966B, MA967B

PreAICE Math 10

WHO: 10th grade scholars who have completed PreAICE 9 or Algebra 2

WHAT: Scholars in this course utilize and expand the skills taught in algebra, geometry, and PreAICE 9. This course focuses on the study of functions and their graphs. Polynomial, rational, exponential, logarithmic, and trigonometric functions are the focus during this class. Additional topics include vectors, matrices, determinants, probability, statistics, and analytic geometry.

WHEN: One year, 1.0 Math credit

SCHOOL/CODE:

FWHS: MA968B, MA969B

Pre-Calculus

WHO: 10–12th grade scholars

WHAT: Scholars will extend problem solving and conceptual understanding of quadratic, polynomial, rational, radical, exponential, logarithmic, and trigonometric functions. Scholars synthesize their understanding of rational numbers and polynomial functions to investigate rational functions. Scholars build on their knowledge to solve exponential and logarithmic equations arising from real-world situations. Scholars model real-world phenomena with trigonometric functions and solve trigonometric equations. Scholar will explore systems, matrices, and conic sections.

WHEN: One year, 1.0 Math credit

SCHOOL/CODE:

DHS, FWHS, FWPA, TAF, TBHS: MA908, MA909

Pre-Calculus (College in the High School)

WHO: 10–12th grade scholars who have completed Algebra 2



WHAT: This course meets the requirements for Math 120 for University of Washington High School. Scholars in this course will cover the following functions: polynomial, exponential, logarithmic, radical, rational, and trigonometric. This course is a non-traditional pre-calculus course based on word-problems and applications; the focus is functions that model changes in order to prepare scholars for Calculus.

WHEN: One year, 1.0 Math credit

SCHOOL/CODE:

TBHS: MAC908, MAC909

Statistics

WHO: 10–12th grade scholars

WHAT: Scholars explore the characteristics of normal distributions. They consider methods of collecting data and then explore specific techniques to select representative samples. Scholars use problem solving techniques in dealing with real world data and models. Scholars study concepts and tools for collecting, analyzing, and drawing conclusions from data. They explore data, sampling and experimentation, anticipating patterns, and statistical inference.

WHEN: One year, 1.0 Math credit

SCHOOL/CODE:

FWPA, TAF: MA928, MA929



AP Statistics

WHO: 10–12th grade scholars



WHAT: Scholars explore the characteristics of normal distributions. They consider methods of collecting data and then explore specific techniques to select representative samples. Scholars use problem solving techniques in dealing with real world data and models. Scholars study concepts and tools for collecting, analyzing, and drawing conclusions from data. They explore data, sampling and experimentation, anticipating patterns, and statistical inference. AP courses will prepare for the AP examination administered by the College Entrance Examination Board.

WHEN: One year, 1.0 Math credit

SCHOOL/CODE:

TAF, DHS, TJHS, TBHS, FWHS: MA928A, MA929A

Algebra 1 Extension

WHO: 9th grade scholars co-enrolled in Algebra 1

WHAT: Scholars connect prior knowledge of the concept of a function. They will define, identify, and compare functions using multiple representations. Scholars determine, construct, and analyze lines of best fit for scatter plots. Scholars will connect their prior knowledge of proportional relationships to model linear relationships using graphs and equations and discuss the advantages of each form of a linear equation. Students analyze and solve pairs of simultaneous linear equations. Scholars will explore solving linear equations and literal equations. Scholars will develop and apply the properties of Powers to rewrite expressions and make connections to exponential functions.

WHEN: One year, 1.0 Elective credit

SCHOOL/CODE:

DHS, TBHS, FWHS: MA638, MA639
TJHS: MA638M, MA639M

Algebra STEM, Geometry STEM, and Advanced Math STEM Labs

WHO: 8–12th grade scholars

WHAT: Scholars will apply STEM habits of mind and thinking through the principles of engineering and a focus on PBL in math and science in grades 8–12. The major component of this course will be the application of STEM thinking through real-world projects and presentations.

WHEN: Semester, 0.5 Elective credit

SCHOOL/CODE:

TAF (ALGEBRA STEM): MA650, MA651,
(GEOMETRY STEM): MA652, MA653,
(ADVANCED MATH STEM LAB): MA654, MA655

AP Pre-Calculus

WHO: 10–12th grade scholars

WHAT: Scholars will extend problem solving and conceptual understanding of quadratic, polynomial, rational, radical, exponential, logarithmic, and trigonometric functions. Scholars synthesize their understanding of rational numbers and polynomial functions to investigate rational functions. Scholars build on their knowledge to solve exponential and logarithmic equations arising from real world situations. Scholars model real-world phenomena with trigonometric functions and solve trigonometric equations. Scholar will explore systems, matrices, polar and conic sections. Scholars in AP will prepare for the AP Pre-calculus examination administered by the College Entrance Examination Board.

WHEN: One year, 1.0 Math credit

SCHOOL/CODE:

DHS, FWHS, FWPA, TAF, TBHS: MA908A, MA909A

IB DP Mathematics: Analysis and Approaches SL Y1

WHO: 10–12th grade scholars

WHAT: Scholars will study number and algebra, functions, geometry and trigonometry, statistics and probability, and calculus through analytical approaches. Course has a strong emphasis on the ability to construct, communicate and justify mathematical arguments.

WHEN: One year, 1.0 Math credit

SCHOOL/CODE:

TJHS: MA908I, MA909I

IB DP Mathematics: Analysis and Approaches SL Y2

WHO: 11–12th grade scholars

WHAT: Scholars will study number and algebra, functions, geometry and trigonometry, statistics and probability, and calculus through analytical approaches. Course has a strong emphasis on the ability to construct, communicate and justify mathematical arguments..

WHEN: One year, 1.0 Math credit

SCHOOL/CODE:

TJHS: MA948I, MA949I

IB DP Mathematics: Applications and Interpretation SL Y1

WHO: 11–12th grade scholars

WHAT: Scholars will study number and algebra, functions, geometry and trigonometry, statistics and probability, and calculus through analytical approaches. Course has a strong emphasis on solving real-world problems, construct and communicate mathematically and interpret the conclusions or generalizations.

WHEN: One year, 1.0 Math credit

SCHOOL/CODE:

TJHS: MA911I, MA912I

FINE ARTS

COURSE OFFERINGS GRADES 6–12

MIDDLE SCHOOL

Music

INSTRUMENTAL MUSIC

- Orchestra 1–3
- Band 1–3
- Jazz Band

CHORAL MUSIC

- Choir 1–3
- General Music

Visual Arts & Drama

- Pottery
- Visual Arts Beginning
- Visual Arts Advanced
- Drama

HIGH SCHOOL

General Music

- Music Appreciation
- AP Music Theory
- IB Music

Instrumental Music

- Orchestra
- Orchestra Advanced
- Concert Band 1–2
- Wind Ensemble
- Jazz Ensemble
- Drumline MYP
- Piano
- Guitar
- Guitar Advanced MYP
- Mariachi MYP
- Percussion

Choral Music

- Choir
- Concert Choir
- Chamber Choir
- Jazz / Vocal Ensemble

Drama

- Drama 1–2
- Musical Theater



Fine Arts

Course availability may change and vary by school. Please contact specific schools for their most up to date list of course offerings.

MIDDLE SCHOOL

MUSIC

Orchestra 1

WHO: 6th grade scholars or scholars new to instrumental music

WHAT: Scholars will learn basic music theory, history, tone production, string technique, and ear training. Scholars will study home-practice strategies and participate in concerts.

WHEN: One year

SCHOOL/CODE:

ILH, LAK, SAC, SEQ: MU015

KLO, EVG: MU015-8

Orchestra 2

WHO: Scholars who have completed Orchestra 1 or the equivalent

WHAT: Scholars will continue to establish themselves on their string instruments and learn more complex keys and rhythms through the introduction of more difficult music. Scholars will read and perform age-appropriate music independently and will participate in concerts.

WHEN: One year

SCHOOL/CODE:

ILH, LAK, SAC, SEQ: MU016

KLO, EVG: MU016-8

Orchestra 3

WHO: Scholars who have completed Orchestra 2 or the equivalent

WHAT: Scholars will increase their ability to apply the fundamentals of music as they progress on their string instrument. Scholars will learn vibrato, advanced rhythms, and bowings. Scholars will participate in concerts.

WHEN: One year

SCHOOL/CODE:

ILH, LAK, SAC, SEQ: MU017

KLO: MU017-8

Band 1

WHO: 6th grade scholars or scholars new to instrumental music

WHAT: Scholars will learn the basics of reading music and the foundations of their chosen instrument. Scholars will participate in concerts.

WHEN: One year

SCHOOL/CODE:

ILH, LAK, SAC, SEQ: MU025

KLO, EVG: MU025-8

Band 2

WHO: Scholars who have completed Band 1 or the equivalent

WHAT: Scholars will continue to establish themselves on their instruments through the study of more complex musical concepts while working to further establish a strong fundamental foundation. Scholars will participate in concerts.

WHEN: One year

SCHOOL/CODE:

ILH, LAK, SAC, SEQ: MU026

KLO, EVG: MU026-8

Band 3

WHO: Scholars who have completed Band 2 or the equivalent

WHAT: Scholars will begin playing a harder repertoire and continue to develop their musical skills in this class. Scholars will participate in concerts.

WHEN: One year

SCHOOL/CODE:

ILH, LAK, SAC, SEQ: MU027

KLO: MU027-8

Jazz Band

WHO: Scholars who have completed an instrumental music course

WHAT: Scholars will learn jazz style music including swing, rock, and Latin music. Scholars will participate in concerts.

WHEN: One year

SCHOOL/CODE:
ILH, LAK: MU028

Choir 1

WHO: Primarily 6th grade scholars, although this course can be multi-graded

WHAT: Scholars will learn to sing a variety of choral literature and styles from around the world in unison, two- or three-part harmony. Scholars will participate in concerts.

WHEN: One year

SCHOOL/CODE:
ILH, LAK, SAC, SEQ: MU035
KLO, EVG: MU035-8

Choir 2

WHO: Primarily 7th grade scholars, although this course can be multi-graded

WHAT: Scholars will learn to sing a variety of choral literature and styles from around the world in unison, two- or three-part harmony. Scholars will continue their musical growth as ensemble singers with opportunities for small group and solo singing. Scholars will participate in concerts.

WHEN: One year

SCHOOL/CODE:
ILH, LAK, SAC, SEQ: MU036
KLO, EVG: MU036-8

Choir 3

WHO: Primarily 8th grade scholars, although this course can be multi-graded

WHAT: Scholars will learn to sing a variety of choral literature and styles from around the world in unison, two- or three-part harmony. Scholars will become more independent as singers and participate in solo and small ensemble singing. Scholars will participate in concerts.

WHEN: One year

SCHOOL/CODE:
ILH, LAK, SAC, SEQ: MU037
KLO: MU037-8

General Music

WHO: 6–8th grade scholars

WHAT: Scholars will receive an overview of the elements of music: rhythm, melody, harmony, expression, form, timbre, and style. Scholars will play a variety of instruments and compose and learn about different aspects of music through a variety of activities and games.

WHEN: One year

SCHOOL/CODE:
ILH, LAK, NAU, SAC, SEQ, WDM: MU050
KLO, EVG: MU050-8

VISUAL ARTS & DRAMA

Pottery

WHO: 6–8th grade scholars

WHAT: Scholars will be introduced to a wide variety of historical and contemporary ceramic artworks. We will embrace creativity and the imagination through various techniques used in the creation of ceramic artworks.

WHEN: One semester

SCHOOL/CODE:
KLO: FA102-8

Visual Arts Beginning

WHO: 6–8th grade scholars

WHAT: This course provides rigorous teaching and learning to increase skills in drawing, perspective, shading, painting, mixed media, and other craft projects. Scholars will explore various materials to create compelling and dynamic art projects, and gain skills in use of materials and knowledge of color theory, positive and negative space, and composition.

WHEN: One semester* or one year

SCHOOL/CODE:
ILH, LAK, SAC, SEQ, TAF, FWPA: FA001
KLO, EVG: FA001-8



Fine Arts

Visual Arts Advanced

WHO: 7th and 8th grade scholars who have completed Visual Arts Beginning

WHAT: Scholars will be introduced to a wide variety of historical and contemporary artworks. In this class, we will embrace creativity and the imagination through various techniques used in the creation of artworks.

WHEN: One semester or one year

SCHOOL/CODE:

ILH, LAK, SAC, SEQ, TAF, FWPA: FA003
KLO, EVG: FA003-8

Drama

WHO: 6–8th grade scholars, varies by school

WHAT: This elective course is designed to introduce scholars to theater terms, various parts of drama production, and improve performance skills. Scholars read, refine, and memorize scripts, play theater games to improve acting, and practice professionalism through practice and audience skills. Scholars also learn about behind-the-scenes work including sets and props. By the end of the course, scholars will have performed in several productions. Previous experience is helpful but not required, as long as scholars are willing to cooperate with others and take risks.

WHEN: Varies by school

SCHOOL/CODE:

ILH, TAF: FA100
KLO, EVG: FA100-8



HIGH SCHOOL

GENERAL MUSIC

Music Appreciation

WHO: 9–12th grade scholars

WHAT: Scholars will learn the fundamentals of reading and playing music, music history, and global perspectives on music.

WHEN: One year, 1.0 credit

SCHOOL/CODE:

DHS, FWHS, TBHS, TAF: MU910, MU911
TJHS: MU910M, MU911M

AP Music Theory

WHO: Scholars who have completed a previous music course and are able to read music treble and bass clef

WHAT: This course meets the requirements for AP. Scholars will learn to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. Scholars will develop aural, sight-singing, written, compositional, and analytical skills through a series of listening, performance, written, creative, and analytical exercises.

WHEN: One year, 1.0 credit

SCHOOL/CODE:

DHS: MU915A, MU916A

IB Music

WHO: 11 and 12th grade scholars

WHAT: This course meets the requirements for IB. Scholars will learn about music from a historical and theoretical perspective. The course involves recording a solo CD and other IB Music assessments.

WHEN: One year, 1.0 credit

SCHOOL/CODE:

TJHS: MU920I, MU921I

INSTRUMENTAL MUSIC

Orchestra

WHO: 9–12th grade scholars

WHAT: Scholars will study and perform standard and contemporary orchestral literature and participate in solo and small ensemble performances. Scholars will work to improve tone production, sight-reading, ensemble performance and technical skill on their instrument. Scholars will participate in concerts.

WHEN: One year, 1.0 credit

SCHOOL/CODE:

DHS, FWHS, TBHS: MU752, MU753
TJHS: MU752M, MU753M

Orchestra Advanced

WHO: Scholars who have experience playing a string instrument

WHAT: The Advanced Orchestra studies and performs standard and contemporary literature for small orchestra. Students will be challenged with higher-level sight-reading, tone production and ensemble skills, including playing undirected. Students are required to do individual practice and to participate in all rehearsal and performances, as well as prepare full-orchestra selections.

WHEN: One year, 1.0 credit

SCHOOL/CODE:

DHS, FWHS, TBHS, TJHS: MU754, MU755

Concert Band 1

WHO: 9–12th grade scholars with at least one year of playing experience

WHAT: Scholars will focus on the continuation of musicianship, technique, and music theory through the study of level-appropriate literature. Scholars will participate in pep band, assemblies, and concerts.

WHEN: One year, 1.0 credit

SCHOOL/CODE:

DHS, FWHS, TBHS: MU732, MU733
TJHS: MU732M, MU733M

Concert Band 2

WHO: Scholars who have completed Concert Band 1 or equivalent

WHAT: This course meets the requirements for MYP. Scholars will focus deepen their study of musicianship, technique, and music theory through the study of level-appropriate literature. Scholars will participate in pep band, assemblies, and concerts.

WHEN: One year, 1.0 credit

SCHOOL/CODE:

TJHS: MU734M, MU735M
DHS, FWHS, TBHS: MU734, MU735

Wind Ensemble

WHO: Scholars who complete a successful audition

WHAT: Scholars will work towards mastering the concepts and skills in rich tone quality, group and individual intonation, expressing appropriate style for various time periods, advanced articulations, and fluid technique. Precision in music reading and sight reading is required. Scholars will participate in band tours and concerts.

When: One year, 1.0 credit

SCHOOL/CODE:

DHS, FWHS, TJHS, TBHS: MU738, MU739

Jazz Ensemble

WHO: Scholars who complete a successful audition and are enrolled in another instrumental music course

WHAT: Scholars will explore traditional and contemporary jazz literature, jazz improvisation, music theory, and jazz history. Scholars will participate in concerts.

WHEN: One year, 1.0 credit

SCHOOL/CODE:

DHS, FWHS, TBHS: MU744, MU745

Drumline MYP

WHO: 9–12th grade scholars

WHAT: This course meets the requirements for MYP. Scholars will learn how to perform on marching drums (snare, tenor, bass, and cymbals) and learn how to read music, perform with a group, and perform as a soloist on different instruments. Scholars will perform at assemblies and pep band events.

WHEN: One year, 1.0 credit

SCHOOL/CODE:

TJHS: MU896M, MU897M

Piano

WHO: 9–12th grade scholars

WHAT: Scholars will gain an introduction to basic piano. Scholars will develop keyboarding skills and gain a fundamental knowledge of theory and harmony.

WHEN: Semester, 0.5 credit

SCHOOL/CODE:

FWHS, TBHS: MU902, MU903
TJHS: MU902M, MU903M

Guitar

WHO: 9–12th grade scholars

WHAT: Scholars will gain skills in guitar playing technique and music literacy. The fundamentals of music reading, chord construction, and various playing styles and techniques are covered. Scholars will gain a fundamental knowledge of theory and harmony.

WHEN: Semester, 0.5 credit, can be repeated

SCHOOL/CODE:

DHS, FWHS, TBHS: MU904, MU905
TJHS: MU904M, MU905M

Guitar Advanced MYP

WHO: Scholars who have completed Guitar course or equivalent

WHAT: This course meets the requirements for MYP. Scholars will increase technical skill and music-reading ability while exploring varied musical styles on the guitar. Composition and songwriting will be explored, as well as solo and ensemble playing.

WHEN: Semester, 0.5 credit, can be repeated

SCHOOL/CODE:

TJHS: MU906M, MU907M

Mariachi

WHO: 9–12th grade scholars

WHAT: Mariachi gives students an opportunity to explore the rich musical traditions of Mexico. This ensemble is comprised of the following instruments: vocalists, violins, flutes, trumpets, guitarróns, vihuelas and guitars. Other instruments may be incorporated in the group. All students will have many opportunities to perform through the school year. Performances may take place during the school day, after school, or weekends. No previous music experience is required.

WHEN: Semester, 0.5 credit

SCHOOL/CODE:

FWHS: MU746, MU747

Mariachi MYP

WHO: 9–12th grade scholars

WHAT: Mariachi gives students an opportunity to explore the rich musical traditions of Mexico. This ensemble is comprised of the following instruments: vocalists, violins, flutes, trumpets, guitarróns, vihuelas and guitars. Other instruments may also be incorporated in the group. All students will have many opportunities to perform through the school year. Performances may take place during the school day, after school, or weekends. No previous music experience is required.

WHEN: One semester, 0.5 credit

SCHOOL/CODE:

TJHS: MU746M, MU747M

Percussion

WHO: 9–12th grade scholars

WHAT: Scholars will learn how to perform on marching drums (snare, tenor, bass, and cymbals) and learn how to read music, perform with a group, and perform as a soloist on different instruments. Scholars will perform at assemblies and pep band events.

WHEN: One year, 1.0 credit

SCHOOL/CODE:

DHS, FWHS, TBHS, TJHS: MU896, MU897

Fine Arts

CHORAL MUSIC

Choir

WHO: 9–12th grade scholars

WHAT: Scholars will gain valuable skills and knowledge in music literacy, proper vocal technique, sight singing, artistic expression, and a general understanding of theory and music history. Scholars will participate in concerts.

WHEN: One year, 1.0 credit

SCHOOL/CODE:

DHS, FWHS, TBHS, TJHS: MU800, MU801

Concert Choir

WHO: Scholars who complete a successful audition

WHAT: Scholars will focus on excellent ensemble singing and individual vocal development. This choir is for serious vocalists with advanced music skills and vocal maturity. Scholars will participate in concerts and competitions.

WHEN: One year, 1.0 credit

SCHOOL/CODE:

DHS, FWHS, TBHS: MU802, MU803

TJHS: MU802M, MU803M

Chamber Choir

WHO: Scholars who complete a successful audition

WHAT: Scholars will focus on music specifically written for small ensembles, with an emphasis on Renaissance madrigals and motets with some 20th century music. Scholars will participate in concerts with an emphasis on solo/ensemble competition.

WHEN: One year, 1.0 credit

SCHOOL/CODE:

DHS, TJHS, FWHS: MU814, MU815

Jazz/Vocal Ensemble

WHO: Scholars who complete a successful audition

WHAT: Scholars will focus intensely on vocal and musical skills such as vocal production, blend and balance, sight-reading, ear training, expansion of range, dynamic nuances, and 4–12 part music. Scholars will participate in concerts.

When: One year, 1.0 credit

SCHOOL/CODE:

DHS, FWHS, TJHS, TBHS: MU806, MU807

DRAMA

Drama 1

WHO: 9–12th grade scholars

WHAT: Scholars will learn the basics of theater, voice, movement, and production design. Scholars will read scripts for meaning, understanding, and evaluation. Scholars will rehearse to create and present several structured theatrical scenes individually, with partners, and in groups. Scholars will also study the historical and cultural impact of drama and examine the role that drama plays in society.

WHEN: One year, 1.0 credit

SCHOOL/CODE:

DHS, FWHS, TBHS: FA301, FA302

TJHS: FA301M, FA302M

Drama 2

WHO: Scholars who have completed Drama 1 or equivalent

WHAT: Scholars will learn how to stage a formal theatrical production. The primary focus of the course will be on acting and play performance, but scholars will also learn the basics of stagecraft, stage lighting, make-up, costumes, stage management, and directing. At some schools, participation in after school rehearsals and performances may be required.

WHEN: One year, 1.0 credit

SCHOOL/CODE:

DHS, FWHS, TBHS: FA401, FA402

Musical Theater

WHO: Scholars who complete a successful audition

WHAT: Scholars will focus on the development of acting, singing, and dancing skills. Coursework involves an introduction to all aspects of musical theater and culminates in the public performance of a musical. This course involves a substantial amount of time outside of school hours. This course meets the requirements for MYP.

WHEN: Semester, 0.5 credit, can be repeated

SCHOOL/CODE:

TBHS, FWHS, FWPA: MU927, MU928

TJHS: MU924M, MU925M

Visual Arts and Technical Theater are included in the CTE section. Additional courses eligible for Fine Arts credit appear in the CTE section.



SCIENCE

COURSE SEQUENCE GRADES 6–12

MIDDLE SCHOOL

Each course one year

Electives

Mad Science
LAK, EVG, TAF

Content Mastery
All

Life Science 6

ILH, KLO, LAK, NAU, SAC, SEQ, TAF, EVG, WDM

Honors Life Science 6

LAK, SAC: Cambridge, KLO: MYP-X, FWPA

Earth Science 7

ILH, KLO, LAK, NAU, SAC, SEQ, TAF, EVG, WDM

Honors Earth Science 7

LAK, SAC: Cambridge, KLO: MYP-X, FWPA

Physical Science 8

ILH, KLO, LAK, NAU, SAC, SEQ, TAF, EVG, WDM

Honors Physical Science 8

LAK, SAC: Cambridge, KLO: MYP-X, FWPA

HIGH SCHOOL

Each course one credit

3 credits of high school science are required for all scholars

NGSS Biology

DHS, FWHS, TBHS, TJHS, TAF, FWPA

PLTW Principles of Biomedical Science

DHS, FWHS, TBHS, TAF

AP Env. Science | DHS, TBHS

Accel. Biology | TJHS

Pre-AICE Biology | FWHS

NGSS Chemistry in the Earth System

DHS, FWHS, TBHS, TJHS, TAF, FWPA

PLTW Human Body Systems

DHS, FWHS, TBHS

AP Biology | DHS, TBHS

Accel. Physical Sci. | TJHS

Pre-AICE Chem. | FWHS

NGSS Physics in the Universe

DHS, FWHS, TBHS, TJHS, FWPA, TAF

PLTW Physics of Medical Interventions AND Environmental Science

DHS, FWHS, TBHS

AP Physics 1 | DHS, TBHS

DP Science Course | TJHS

Pre-AICE Physics | FWHS

Advanced Science Course or Science Elective (see below)

PLTW Biomedical Innovations

DHS, FWHS, TBHS

AP Chemistry | DHS, TBHS

DP Science Course | TJHS

AICE Sci. Course | FWHS

Electives

One year, 1.0 credit

AP Biology or IB Biology 1, 2 or AICE Biology 1, 2
11–12th Grade

AP Chemistry or IB Chemistry 1 or AICE Chemistry 1, 2
11–12th Grade

AP Physics 1 or IB Physics or AICE Physics
11–12th Grade

AP Environmental Science or IB Environmental Systems and Societies
11–12th Grade

Meteorology
TBHS, TAF

IB Sports Exercise & Health Science
11–12th Grade

Environmental Science
FWHS, TBHS, DHS

Content Mastery
DHS, FWHS, TBHS, TJHS

Anatomy & Physiology
DHS, FWHS, TBHS

Astronomy
DHS, TAF, TJHS

SCIENCE

FWPS SCIENCE PATHWAYS

HIGH SCHOOL

Scholars should choose one of the three pathways described below to meet their graduation requirements for science.

Key Points:

- All three pathways are rigorous and prepare scholars for college and careers
- All three pathways are open to all scholars
- All three pathways will fulfill science graduation requirements and provide scholars with instruction on all high school Washington State Science Learning Standards
- Scholars can change their pathway in tenth grade. Scholars should plan on completing three courses in sequence.

		COLLEGE & CAREER PREPARATION PATHWAY	HEALTH SCIENCES PATHWAY	ACCELERATED SCIENCE PATHWAY		
DESCRIPTION		<p>This pathway follows a traditional sequence of biology, chemistry, and physics with Earth and space science embedded into all three courses.</p> <p>This pathway is open to any interested scholar and is recommended for scholars who are undecided about their career goals or are pursuing a career outside of the sciences.</p>	<p>This pathway follows the Project Lead the Way Biomedical Sciences course sequence, plus Environmental Science. The curriculum is problem-based and focuses on issues related to human health.</p> <p>This pathway is open to any interested scholar and is recommended for scholars who are interested in a health sciences career, enjoy problem-based learning, or want to learn about how the human body works. <i>(Note: Taking the Project Lead the Way Biomedical Sciences course sequence and an Environmental Science course will satisfy the Science graduation requirement under the Health Science pathway.)</i></p>	<p>This pathway is different for each high school based on their specific advanced program (AP, IB, or Cambridge). The learning is accelerated to prepare scholars to take science courses in their advanced program.</p> <p>This pathway is open to any interested scholar and is recommended for scholars who are interested in a career in the sciences, are pursuing an advanced program diploma (IB Diploma, Cambridge AICE Diploma, or AP International Diploma), or want to be challenged in science.</p>		
	9th GRADE	NGSS Biology	PLTW Principles of Biomedical Science	TJHS	FWHS	DHS, TBHS
				Accelerated Biology	Pre-AICE Biology	AP Environmental Science
	10th GRADE	NGSS Chemistry in the Earth System	PLTW Human Body Systems	Accelerated Physical Science	Pre-AICE Chemistry	AP Biology
	11th GRADE	NGSS Physics in the Universe	PLTW Physics of Medical Interventions AND Environmental Science	DP Science Course	Pre-AICE Physics or AICE Chemistry	AP Physics
12th GRADE	AP/DP/AICE Science or Science Elective	PLTW Biomedical Innovations	DP Science Course	AICE Science Course	AP Chemistry	



Science

Course availability may change and vary by school. Please contact specific schools for their most up to date list of course offerings.

MIDDLE SCHOOL

Life Science 6

WHO: 6th grade scholars

WHAT: Scholars will explain phenomena and solve problems in the life sciences. Areas of study will include the structure and function of cells, body systems, and organisms, matter and energy flow through ecosystems, how traits are passed from parents to offspring, and the unity and diversity of life on Earth.

WHEN: One year

SCHOOL/CODE:

NAU, TAF, WDM: SC122E
ILH, LAK, SAC, SEQ: SC122
KLO, EVG: SC122-8

DUAL
LANGUAGE
EVG

Honors Life Science 6

WHO: 6th grade scholars in honors programs

WHAT: This honors course supports the frameworks of our advanced programs and encourages students to develop a deeper understanding of concepts and apply them to both familiar and unfamiliar situations.

WHEN: One year

SCHOOL/CODE:

KLO: SC123-8
SAC: SC123B
FWPA: SC123

DUAL
LANGUAGE
EVG

Earth Science 7

WHO: 7th grade scholars

WHAT: Scholars will explain phenomena and solve problems in Earth and space sciences. Areas of study will include motion and scale in the solar system, Earth's history, processes that change Earth's surface, weather and climate, and human impacts on Earth systems.

WHEN: One year

SCHOOL/CODE:

NAU, TAF, WDM: SC132E
ILH, LAK, SAC, SEQ: SC132
KLO, EVG: SC132-8

Honors Earth Science 7

WHO: 7th grade scholars in honors programs

WHAT: This honors course supports the frameworks of our advanced programs and encourages students to develop a deeper understanding of concepts and apply them to both familiar and unfamiliar situations.

WHEN: One year

SCHOOL/CODE:

KLO: SC133-8
SAC: SC133B
FWPA: SC133

Physical Science 8

WHO: 8th grade scholars

WHAT: Scholars will explain phenomena and solve problems in the physical sciences. Areas of study will include chemical reactions, the relationship between temperature, state, and particle motion, using forces to analyze motion and collisions, electrical, magnetic, and gravitational forces, energy transformation and transfer between objects, and the structure and function of waves.

WHEN: One year

SCHOOL/CODE:

NAU, TAF, WDM: SC142E
ILH, LAK, SAC, SEQ: SC142
KLO, EVG: SC142-8

Honors Physical Science 8

WHO: 8th grade scholars in honors programs

WHAT: This honors course supports the frameworks of our advanced programs and encourages students to develop a deeper understanding of concepts and apply them to both familiar and unfamiliar situations. Scholars will explain phenomena and solve problems in the physical sciences. Areas of study will include chemical reactions, the relationship between temperature, state, and particle motion, using forces to analyze motion and collisions, electrical, magnetic, and gravitational forces, energy transformation and transfer

Science

between objects, and the structure and function of waves.

WHEN: One year

SCHOOL/CODE:

KLO: SC143-8

SAC: SC143B

FWPA: SC143

Mad Science

WHO: 6–8th grade scholars

WHAT: Scholars will complete hands-on activities which reinforce science concepts. Scholars learn about a variety of topics that focus on science and engineering practices. Topics included in the course are airplane, parachute, and rocket design, along with toy science.

WHEN: One year

SCHOOL/CODE:

LAK, SAC, TAF: SC148

EVG: SC148M

DUAL
LANGUAGE
EVG

PLTW Medical Detectives

WHO: *6–8th grade scholars

WHAT: Students play the role of real-life medical detectives as they collect and analyze medical data to diagnose disease. They solve medical mysteries through hands-on projects and labs, measure and interpret vital signs, examine nervous system structure and function, and investigate disease outbreaks.

WHEN: One semester, 0.5 credit

SCHOOL/CODE:

TAF: IN401

FWPA: IN401T

**Course available to 6th grade at TAF only, as non-CTE.*



HIGH SCHOOL

NGSS Biology 1 & 2

WHO: 9th grade scholars

WHAT: Scholars will explain phenomena and solve problems in the life sciences. Areas of study will include the structure and function of DNA, matter and energy in photosynthesis and cellular respiration, mathematical analysis of populations and ecosystems, sources of variation in a population, biological evolution, and human impacts on biodiversity.

WHEN: One year, 1.0 Lab Science credit

SCHOOL/CODE:

TJHS: SC222M, SC223M

DHS, FWHS, FWPA, TAF, TBHS: SC222, SC223

Pre-AICE Biology 1 & 2

WHO: 9th grade scholars

WHAT: This course is an honors course that meets the requirements of pre-AICE. Scholars will explain phenomena and solve problems in the life sciences. Areas of study will include the structure and function of DNA, matter and energy in photosynthesis and cellular respiration, mathematical analysis of populations and ecosystems, sources of variation in a population, biological evolution, and human impacts on biodiversity.

WHEN: One year, 1.0 Lab Science credit

SCHOOL/CODE:

FWHS: SC453B, SC454B

Accelerated Biology 1 & 2

WHO: 9th grade scholars

WHAT: This course is an honors course that prepares scholars for the rigor of DP science courses. Scholars will explain phenomena and solve problems in the life sciences. Areas of study will include the structure and function of DNA, matter and energy in photosynthesis and cellular respiration, mathematical analysis of populations and ecosystems, sources of variation in a population, biological evolution, and human impacts on biodiversity.

WHEN: One year, 1.0 Lab Science credit

SCHOOL/CODE:

TJHS: SC224MX, SC225MX

NGSS Chemistry in the Earth System 1 & 2

WHO: 10th grade scholars

WHAT: Scholars will explain phenomena and solve problems in chemistry and Earth science. Areas of study will include the structure of atoms and the Periodic table, the role of energy in chemical reactions, feedback in Earth's systems, plate tectonics, global climate, carbon cycling and human impacts.

WHEN: One year, 1.0 Lab Science credit

SCHOOL/CODE:

TJHS: SC245M, SC246M

DHS, FWHS, FWPA, TAF, TBHS: SC245, SC246

Pre-AICE Chemistry 1 & 2

WHO: 10th grade scholars

WHAT: This course is an honors course that meets the requirements of pre-AICE. Scholars will explain phenomena and solve problems in the physical, Earth, and space sciences. Areas of study will include the structure of atoms and the Periodic table, the role of energy in chemical reactions, feedback in Earth's systems, plate tectonics, global climate, carbon cycling and human impacts.

WHEN: One year, 1.0 Lab Science credit

SCHOOL/CODE:

FWHS: SC457B, SC458B

Accelerated Physical Science 1 & 2

WHO: 10th grade scholars

WHAT: This course is an honors course that prepares scholars for the rigor of DP science courses. Scholars will explain phenomena and solve problems in the physical, Earth, and space sciences. Areas of study will include matter and its interactions, forces and interactions, energy, waves and their applications in technologies for information transfer, Earth's place in the universe, Earth's systems, and Earth and human activity.

WHEN: One year, 1.0 Lab Science credit

SCHOOL/CODE:

TJHS: SC245MX, SC246MX

NGSS Physics in the Universe 1 & 2

WHO: 11th grade scholars

WHAT: Scholars will explain phenomena and solve problems in the physical, Earth, and space sciences. Areas of study will include nuclear processes, relationships among mass, force, acceleration, and momentum, mathematical analysis of gravitational and electrostatic forces, energy conversions, electromagnetic radiation, star life cycles, and the Big Bang theory, motion of objects in the solar system, Earth's history, and the impact of humans on Earth's systems.

WHEN: One year, 1.0 Lab Science credit

SCHOOL/CODE:

DHS, FWHS, TBHS, TJHS, FWPA, TAF: SC303, SC304

Pre-AICE Physics 1 & 2

WHO: 11th grade scholars

WHAT: This course is an honors course that meets the requirements of pre-AICE. Scholars will explain phenomena and solve problems in the physical, Earth, and space sciences. Areas of study will include nuclear processes, relationships among mass, force, acceleration, and momentum, mathematical analysis of gravitational and electrostatic forces, energy conversions, electromagnetic radiation, star life cycles, and the Big Bang theory, motion of objects in the solar system, Earth's history, and the impact of humans on Earth's systems.

WHEN: One year, 1.0 Lab Science credit

SCHOOL/CODE:

FWHS: SC465B, SC466B

Principles of Biomedical Science

WHO: 9–12th grade scholars

WHAT: In this introductory course of the PLTW Biomedical Science program, scholars explore concepts of biology and medicine to determine factors that lead to the death of a fictional person. While investigating the case, scholars examine autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the person's life. The activities and projects introduce scholars to human physiology, basic biology, medicine, and research processes while allowing them to design their own experiments to solve problems. *(Note: Taking the Project Lead the Way Biomedical Sciences course sequence and an Environmental Science course will satisfy the Science*



graduation requirement under the Health Science pathway.)

WHEN: One year, 1.0 CTE or Lab Science (*Biology) credit

SCHOOL/CODE:

DHS, FWHS, TBHS, TAF: SC280T, SC281T

Human Body Systems

WHO: 10–12th grade scholars

WHAT: Students can examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis in the body. Exploring science in action, students build organs and tissues on a skeletal Maniken, use data acquisitions software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration: and take on the roles of biomedical professionals to solve real-world medical cases. *(Note: Taking the Project Lead the Way Biomedical Sciences course sequence and an Environmental Science course will satisfy the Science graduation requirement under the Health Science pathway.)*

WHEN: One year, 1.0 CTE or Lab Science credit

SCHOOL/CODE:

DHS, FWHS, TBHS: SC282T, SC283T



Physics of Medical Interventions

WHO: 11 and 12th grade scholars, Principles of Biomedical Science or Human Body Systems is a prerequisite

WHAT: Students follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease. Students explore how to detect and fight infection; screen and evaluate the code in human DNA; evaluate cancer treatment options; and prevail when the organs of the body begin to fail. Through real-world cases, students are exposed to a range of inventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. *(Note: Taking the Project Lead the Way Biomedical Sciences course sequence and an Environmental Science course will satisfy the Science graduation requirement under the Health Science pathway.)*

WHEN: One year, 1.0 CTE or Lab Science credit

SCHOOL/CODE:

DHS, FWHS, TBHS: SC284T, SC285T



Biomedical Innovation

WHO: 12th grade scholars, Physics of Medical Interventions is a prerequisite



WHAT: In this capstone course, students apply their knowledge and skills to answer questions or solve problems related to the biomedical sciences. Students design innovative solutions for the health challenges of the 21st century as they work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health. They have the opportunity to work on an independent project and may work with a mentor or advisor from a university, hospital, physician's office, or industry. *(Note: Taking the Project Lead the Way Biomedical Sciences course sequence and an Environmental Science course will satisfy the Science graduation requirement under the Health Science pathway.)*

WHEN: One year, 1.0 CTE or Science credit

SCHOOL/CODE:

DHS, FWHS, TBHS: SC287T, SC288T

AP Biology 1 & 2

WHO: 9–12th grade scholars



WHAT: This course is designed to be the equivalent of a yearlong college biology course. Scholars will focus their study around big ideas including evolution drives the diversity and unity of life, biological systems use free energy and molecular building blocks for life functions, living systems store, retrieve, transmit, and respond to information, and biological systems interact in complex ways.

WHEN: One year, 1.0 Lab Science credit

SCHOOL/CODE:

DHS, TBHS: SC226A, SC227A

Science

IB DP Biology 1-1 & 1-2, IB DP Biology 2-1 & 2-2

WHO: 11 and 12th grade scholars who have completed a biology and chemistry/physical science course

COLLEGE CREDIT

WHAT: This course is designed to be the equivalent of a yearlong college biology course. Scholars will study topics including cell biology, molecular biology, genetics, ecology, evolution and biodiversity, human physiology, nucleic acids, metabolism, plant biology, genetics and evolution, and animal physiology.

WHEN: Two years, 2.0 Lab Science credits

SCHOOL/CODE:

TJHS: SC232I, SC233I, SC234I, SC235I

AICE Biology 1-1 & 1-2, AICE Biology 2-1 & 2-2

WHO: 11 and 12th grade scholars who have completed Pre-AICE Biology and Pre-AICE Chemistry

COLLEGE CREDIT

WHAT: This course is designed to be the equivalent of a yearlong college biology course. Scholars will study topics including biological molecules, cells, DNA and mitosis, transport and gas exchange, disease and protection against disease, the diversity of life, genetics and evolution, molecular biology and gene technology, respiration, mammalian physiology, and plant physiology.

WHEN: Two years, 2.0 Lab Science credits

SCHOOL/CODE:

FWHS: SC459C, SC460C, SC461C, SC462C

AP Chemistry 1 & 2

WHO: 10–12th grade scholars who have taken or will be co-enrolled in Algebra 2

COLLEGE CREDIT

WHAT: This course is designed to be the equivalent of a yearlong college chemistry course. Scholars will study topics including atomic structure, periodicity, solution chemistry, equilibrium, kinetics, thermodynamics, electrochemistry, and organic chemistry.

WHEN: One year, 1.0 Lab Science credit

SCHOOL/CODE:

DHS, TBHS: SC262A, SC263A

IB DP Chemistry 1-1 & 1-2

WHO: 11 and 12th grade scholars who have completed a chemistry or physical science course

COLLEGE CREDIT

WHAT: This course is designed to be the equivalent of a semester-long college chemistry course. Scholars will learn the chemical principals that underpin both the physical environment and biological systems through the study of quantitative chemistry, periodicity, kinetics, and other subjects.

WHEN: One year, 1.0 Lab Science credit

SCHOOL/CODE:

TJHS: SC269I, SC270I

AICE Chemistry 1-1 & 1-2 AICE Chemistry 2-1 & 2-2

WHO: 11 and 12th grade scholars who have completed Pre-AICE Chemistry

COLLEGE CREDIT

WHAT: This course is designed to be the equivalent of a year-long college chemistry course. Scholars will study topics including organic chemistry, inorganic chemistry, plastics, kinetics, electrochemistry, and thermodynamics, biochemistry, methods of chemical analysis, electrochemistry and materials design.

WHEN: Two years, 2.0 Lab Science credit

SCHOOL/CODE:

FWHS: SC455C, SC456C, SC478C, SC479C

AP Physics 1-1 & 1-2

WHO: 11 and 12th grade scholars who have completed geometry and are co-enrolled in Algebra 2 or have completed Algebra 2

COLLEGE CREDIT

WHAT: This course is designed to be the equivalent of a semester-long algebra-based college physics course. Scholars will study topics including kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque and rotational motion, electric charge and electric force, DC circuits, and mechanical waves and sound.

WHEN: One year, 1.0 Lab Science credit

SCHOOL/CODE:

DHS, TBHS: SC305A, SC306A

AP Physics 2-1 & 2-2

WHO: 11 and 12th grade scholars who have completed AP Physics 1 and are co-enrolled in (or previously passed) Pre-Calculus

COLLEGE CREDIT

WHAT: This course is designed to be the equivalent of a semester-long algebra-based college physics course. Scholars will study topics including fluids, thermodynamics, electrical force, field, and potential, electric circuits, magnetism and electromagnetic induction, geometric and physical optics, and quantum, atomic, and nuclear physics.

WHEN: One year, 1.0 Lab Science credit

SCHOOL/CODE:

DHS, TBHS: SC313A, SC314A

IB DP Physics

WHO: 11 and 12th grade scholars who have completed two years of Lab Science. Pre-requisite: Students need to be in Pre-Calculus or above.

COLLEGE CREDIT

WHAT: This course is designed to be the equivalent of a semester-long college physics course. Scholars will study topics including measurements and uncertainties, mechanics, thermal physics, waves, electricity and magnetism, circular motion and gravitation, atomic, nuclear, and particle physics, and energy production

WHEN: One year, 1.0 Lab Science credit

SCHOOL/CODE:

TJHS: SC311I, SC312I

AICE Physics

WHO: 11 and 12th grade scholars who have completed Pre-AICE Physics

COLLEGE CREDIT

WHAT: This course is designed to be the equivalent of a semester-long college physics course. Scholars will study topics including kinematics, force and collisions, work, energy, and power, thermodynamics, electricity, waves, fields, and nuclear physics.

WHEN: One year, 1.0 Lab Science credit

SCHOOL/CODE:

FWHS: SC476C, SC477C

Environmental Science

WHO: 10–12th grade scholars who have completed NGSS Biology, NGSS Chemistry in the Earth System, and NGSS Physics in the Universe (or taken concurrently)

WHAT: Scholars will study local, national, and global environmental issues using geologic, ecologic, and political data. Topics will include a history of environmental ideas and policy, environmental law, and current environmental issues. Scholars will explore the relationship between humans and the environment, and explore careers in environmental studies.

WHEN: One year, 1.0 Lab Science credit

SCHOOL/CODE:

DHS, FWHS, TBHS, FWPA: SC722, SC723

AP Environmental Science

WHO: 11 and 12th grade scholars who have completed NGSS Biology, NGSS Chemistry in the Earth System, and NGSS Physics in the Universe (or taken concurrently)



WHAT: This course is designed to be the equivalent of a semester-long college introductory environmental science course. Scholars will identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, including topics from geology, biology, environmental studies, environmental science, chemistry, and geography.

WHEN: One year, 1.0 Lab Science credit

SCHOOL/CODE:

DHS, TBHS: SC726A, SC727A

IB DP Environmental Systems & Societies

WHO: 11 and 12th grade scholars who have completed NGSS Biology, NGSS Chemistry in the Earth System, and NGSS Physics in the Universe (or taken concurrently)



WHAT: Scholars will explore topics including systems and models, ecosystems, human population, carrying capacity, and resource use, conservation and biodiversity, pollution management, global warming, and environmental value systems.

WHEN: One year, 1.0 Lab Science credit

SCHOOL/CODE:

TJHS: SC718I, SC719I

Anatomy and Physiology

WHO: 11 and 12th grade scholars who have completed NGSS Biology, NGSS Chemistry in the Earth System, and NGSS Physics in the Universe (or taken concurrently)

WHAT: Scholars will study the structure and function of human body systems including integument, skeletal, muscular, nervous, endocrine, circulatory, immune, respiratory, digestive, urinary, and reproductive systems.

WHEN: One year, 1.0 Lab Science credit

SCHOOL/CODE:

DHS, FWHS, TBHS: SC716, SC717

Astronomy

WHO: 11 and 12th grade scholars who have completed NGSS Biology, NGSS Chemistry in the Earth System, and NGSS Physics in the Universe (or taken concurrently)

WHAT: Scholars will explore and gain a better appreciation for the vast cosmic universe that is continuously expanding. Scholars will use science practices to explore topics such as laws of gravity and motion, spectrum and basic spectroscopy, and structural descriptions of objects in our solar system and the larger universe.

WHEN: One year, 1.0 Science credit

SCHOOL/CODE:

DHS, TAF, TJHS: SC735, SC736

Meteorology

WHO: 11 and 12th grade scholars who have completed NGSS Biology, NGSS Chemistry in the Earth System, and NGSS Physics in the Universe (or taken concurrently)

WHAT: Scholars will study the atmosphere and the physical processes that lead to weather and climate. Some of the topics that will be covered include; temperature, precipitation, clouds, winds, thunderstorms, hurricanes, weather forecasting and climate. Scholars will also follow and make observations of current weather events.

WHEN: One year, 1.0 Science credit

SCHOOL/CODE:

TBHS, TAF: SC895, SC896

Bio STEM Lab 1-1 & 1-2

WHO: 9th grade scholars

WHAT: This course provides opportunities for students to apply STEM habits of mind and thinking through the principles of engineering and a focus on PBL aligned with core concepts in biology. The major component of this course will be the application of STEM thinking through real-world projects and presentations.

WHEN: One year, 1.0 credit

SCHOOL/CODE:

TAF: SC350, SC351

Chem STEM Lab 1-1 & 1-2

WHO: 10th grade scholars

WHAT: This course provides opportunities for students to apply STEM habits of mind and thinking through the principles of engineering and a focus on PBL aligned with core concepts in chemistry. The major component of this course will be the application of STEM thinking through real-world projects and presentations.

WHEN: One year, 1.0 credit

SCHOOL/CODE:

TAF: SC352, SC353

Physics STEM Lab 1-1 & 1-2

WHO: 11th grade scholars

WHAT: This course provides opportunities for students to apply STEM habits of mind and thinking through the principles of engineering and a focus on PBL aligned with core concepts in physics. The major component of this course will be the application of STEM thinking through real-world projects and presentations.

WHEN: One year, 1.0 credit

SCHOOL/CODE:

TAF: SC354, SC355

Additional courses eligible for Science credit appear in the CTE section.

SOCIAL STUDIES

COURSE SEQUENCE GRADES 6–12

MIDDLE SCHOOL

Electives *Each course one year*

Service Learning

Varies by School

**Content Mastery
6th, 7th, 8th Grade**

This course supports scholars receiving SPED services and offered where needed

6th Grade Social Studies: ILH, KLO, LAK, NAU, SAC, SEQ, EVG, WDM
6th Grade Honors Social Studies: FWPA

7th Grade Social Studies: ILH, KLO, LAK, NAU, SAC, SEQ, EVG, WDM
7th Grade Honors Social Studies: FWPA

*This course may be titled PNW, World History, or Pacific Region.
Meets the Washington State History graduation requirement*

8th Grade U.S. History: ILH, KLO, LAK, NAU, SAC, SEQ, EVG, WDM
8th Grade Honors U.S. History: FWPA

6th, 7th, 8th Grade Humanities: TAF

HIGH SCHOOL

Electives *Each course one credit*

**AFJROTC—Global Awareness and
College Career Preparation**

9–12th Grade | TBHS

Content Mastery

9–12th Grade | DHS, FWHS, TBHS, TJHS

AP Psychology

11–12th Grade | TBHS, DHS

IB Global Politics

11–12th Grade | TJHS

Sociology

11–12th Grade | TBHS, DHS

Street Law

12th Grade | TBHS

IB Anthropology

12th Grade | TJHS

IB Psychology

12th Grade | TJHS

Cambridge Econ

11–12th Grade | FWHS

AP Comparative Government & Politics

12th Grade | DHS

AP U.S. Government & Politics

12th Grade | TBHS

AP Micro Economics

11–12th Grade | DHS

AP Macro Economics

11–12th Grade | DHS

IB Economics

11–12th Grade | TJHS

9th Grade World History 1 / Human Geography: DHS, FWHS, TBHS, TJHS

9th Grade Honors World History 1 / Human Geography:

DHS, TBHS, & FWPA: AP, FWHS: Pre-Cambridge, TJHS: MYP-X

10th Grade World History 2: DHS, FWHS, TBHS, TJHS

10th Grade Honors World History 2:

DHS, TBHS, & FWPA: AP, FWHS: Pre-Cambridge, TJHS: MYP-X

11th Grade U.S. History: DHS, FWHS, TBHS, TJHS

11th Grade Honors U.S. History:

DHS & TBHS: AP, FWPA, FWHS: Pre-Cambridge, TJHS: IB

**12th Grade Civics and Choice of Current World Problems
or Ethnic Studies:** DHS, FWHS, TBHS, TJHS

**12th Grade Honors Civics and Choice of Current World Problems
or Ethnic Studies:** DHS & TBHS: AP, FWHS: Cambridge, TJHS: IB

Humanities: 9–12th Grade | TAF



Social Studies

Course availability may change and vary by school. Please contact specific schools for their most up to date list of course offerings.

MIDDLE SCHOOL

6th Grade Ancient Civilizations

WHO: 6th grade scholars

WHAT: This course provides scholars the skills to meet State and district expectations in 6th grade social studies. The content focus is ancient civilizations during the time period of 8000 BCE–600 CE with standards in economics, civics, history and world geography. Scholars will also practice literacy standards as they use essential questions and inquiry to work on skills such as reading, writing, and thinking like a historian.

WHEN: One year

KLO, EVG: SS220-8

ILH, LAK, SAC, SEQ: SS220

NAU, OLV, WDM: SS290

6th Grade Ancient Civilization (Spanish)

WHO: 6th grade scholars

WHAT: This course is taught in Spanish. This course provides scholars the skills to meet State and district expectations in 6th grade social studies. The content focus is ancient civilizations during the time period of 8000 BCE–600 CE with standards in economics, civics, history and world geography. Scholars will also practice literacy standards as they use essential questions and inquiry to work on skills such as reading, writing, and thinking like a historian.

WHEN: One year

SCHOOL/CODE:

EVG: SPSS220-8

DUAL
LANGUAGE
EVG

Honors 6th Ancient Civilizations

WHO: 6th grade scholars in honors programs

WHAT: This honors course provides scholars the skills to meet State and district expectations in 6th grade social studies. The content focus is ancient civilizations during the time period of 8000 BCE–600 CE with standards in economics, civics, history and world geography. Scholars

will also practice literacy standards as they use essential questions and inquiry to work on skills such as reading, writing, and thinking like a historian.

WHEN: One year

SCHOOL/CODE:

FWPA: SS223

7th Grade WA State History

WHO: 7th grade scholars

WHAT: This course provides scholars the skills to meet state and district expectations in 7th grade social studies. The content focus is Washington State History from 1450- present with standards in economics, civics, history and world geography. Scholars will also practice literacy standards as they use essential questions and inquiry to work on skills such as reading, writing, and thinking like a historian. This course meets the Washington State History requirement for high school graduation.

WHEN: One year

SCHOOL/CODE:

KLO, EVG: SS289-8

ILH, LAK, SAC, SEQ: SS289

NAU, OLV, WDM: SS291

Social Studies

7th Grade WA State History (Spanish)

WHO: 7th grade scholars

DUAL
LANGUAGE
EVG

WHAT: This course is taught in Spanish. This course provides scholars the skills to meet State and district expectations in 7th grade social studies. The content focus is World History from 600–1450 CE and Washington State History from 1450–present with standards in economics, civics, history, and world geography. Scholars will also practice literacy standards as they use essential questions and inquiry to work on skills such as reading, writing, and thinking like a historian. This course meets the Washington State History requirement for high school graduation.

WHEN: One year

SCHOOL/CODE:

EVG: SPSS289-8

Honors 7th WA State History

WHO: 7th grade scholars

WHAT: This honors course provides scholars the skills to meet State and district expectations in 7th grade social studies. The content focus is World History from 600–1450 CE and Washington State History from 1450–present with standards in economics, civics, history, and world geography. Scholars will also practice literacy standards as they use essential questions and inquiry to work on skills such as reading, writing, and thinking like a historian. This course meets the Washington State History requirement for high school graduation.

WHEN: One year

SCHOOL/CODE:

FWPA: SS288

8th Grade Early U.S. History

WHO: 8th grade scholars

WHAT: This course provides scholars the skills to meet State and district expectations in 8th grade U.S. History. The content focus is U.S. History from 1776–1900 with standards in economics, civics, history, and world geography. Scholars will also practice literacy standards as they use essential questions and inquiry to work on skills such as reading, writing, and thinking like a historian.

WHEN: One year

SCHOOL/CODE:

KLO, EVG: SS276-8

ILH, LAK, SAC, SEQ: SS276

NAU, OLV, WDM: SS292

8th Grade Early U.S. History (Spanish)

WHO: 8th grade scholars

DUAL
LANGUAGE
EVG

WHAT: This course is taught in Spanish. This course provides scholars the skills to meet State and district expectations in 8th grade U.S. History. The content focus is U.S. History from 1776–1900 with standards in economics, civics, history, and world geography. Scholars will also practice literacy standards as they use essential questions and inquiry to work on skills such as reading, writing, and thinking like a historian.

WHEN: One year

SCHOOL/CODE:

EVG: SPSS276-8

Honors 8th Early U.S. History

WHO: 8th grade scholars

WHAT: This honors course provides scholars the skills to meet State and district expectations in 8th grade U.S. History. The content focus is U.S. History from 1776–1900 with standards in economics, civics, history, and world geography. Scholars will also practice literacy standards as they use essential questions and inquiry to work on skills such as reading, writing, and thinking like a historian.

WHEN: One year

SCHOOL/CODE:

FWPA: SS277

Service Learning

WHO: 6–8th grade scholars

WHAT: This course is a teaching and learning strategy that integrates meaningful community service with instruction to enrich the learning experience, teach civic responsibility, and strengthen communities. Through service learning, young people use what they learn in the classroom to solve real-life problems. They not only learn the practical applications of their studies, they become actively contributing members through the service they perform.

WHEN: Varies by school

SCHOOL/CODE:

KLO: SS216-8, SS217-8

ILH, LAK, SAC, SEQ, TAF, FWPA: SS216, SS217

FWPA Citizenship

WHO: 6–8th grade scholars

WHAT: This course is a teaching and learning strategy that integrates meaningful community service with instruction to enrich the learning experience, teach civic responsibility, and strengthen communities. Through service learning, young people use what they learn in the classroom to solve real-life problems. They not only learn the practical applications of their studies, they become actively contributing members through the service they perform.

WHEN: Varies by school

SCHOOL/CODE:

FWPA: SS214, SS215



HIGH SCHOOL

World History 1

WHO: 9th grade scholars

WHAT: This course covers pre-history until 1450. Topics covered include: River Civilizations and the beginnings of farming and urbanization, Founding and Development of Imperial China, Greco-Roman history, Imperial Persia, Imperial Egypt, Origins and Development of Indian civilizations. Scholars will explore major religions and their influence on Culture, Early Civilizations in sub-Saharan Africa, Indian Ocean Trade Networks and their Impact on European Civilizations, The Americas on the eve of European Colonial expansion. Themes covered include the interaction of civilizations and developments, including environmental, cultural, economic and social developments within and between societies.

WHEN: One year, 1.0 credit

SCHOOL/CODE:

FWHS, TBHS: SS330, SS331

AP Human Geography

WHO: 9th grade scholars

WHAT: Human Geography will introduce scholars to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Scholars employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. Scholars will develop skills that allow them to: use and think about maps and spatial data; understand and interpret the implications of associations among phenomena in places; recognize and interpret at different scales the relationships among patterns and processes; define regions and evaluate the regionalization process; and characterize and analyze changing interconnections among places. AP Human Geography is a rigorous college level course, and scholars will take the AP test in May for potential college credit.

WHEN: One year, 1.0 credit

SCHOOL/CODE:

DHS, TBHS, FWPA: SS475A, SS476A



Human Geography and Cultural History

WHO: 9th grade scholars

WHAT: This course will introduce scholars to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Scholars employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. Scholars will develop skills that allow them to: use and think about maps and spatial data; understand and interpret the implications of associations among phenomena in places; recognize and interpret at different scales the relationships among patterns and processes; define regions and evaluate the regionalization process; and characterize and analyze changing interconnections among places.

WHEN: One year, 1.0 credit

SCHOOL/CODE:

DHS: SS473, SS474

9th Pre-Cambridge History/Thinking Skills

WHO: 9th grade scholars

WHAT: This course involves the development of a range of transferable thinking skills and processes. These skills are valuable and relevant within other subjects as well as being essential for further and higher education. It should engage scholars in the study of the language of reasoning by identifying reasons, evaluating reasoning of different kinds, recognizing and evaluating assumptions, clarifying expressions and ideas, and the production of reasoning appropriate to a given task. Students will apply these skills to the study of historical time periods and examples.

WHEN: One year, 1.0 credit

SCHOOL/CODE:

FWHS: SS616D, SS617D

FWPA: TBD

Humanities 9

WHO: 9th grade scholars

WHAT: This course is an integrated approach to Language Arts and Social Studies through a project based lens. It provides rigorous teaching and learning to increase skills in reading, writing, speaking, listening, language, research and inquiry. The social studies content focuses on ancient World Studies with standards in geography, history, economics, and civics. Ninth grade scholars explore a variety of literary and information texts using collaborative strategies to foster independent learning and critical thinking. Scholars will exit this course with strategies for close reading of complex texts and processes for composing narrative, explanatory, and argumentative writing.

WHEN: One year, 1.0 Social Studies credit

SCHOOL/CODE:

TAF: SS340, SS341

IB MYP—Contemporary History & Geography

WHO: 9th grade scholars

What: This course employs the curriculum tools and instructional philosophy of the IB's Middle Years Program to empower students as learners. It provides scholars with the skills to meet state and district expectations in MYP Contemporary History & Geography. This course is designed to prepare students for the Diploma Program through skill development and foundational content through a highly structured and supported environment. This course will focus on the interactions between people within their regional physical and cultural environments and their interactions with other groups and societies around the world. Students will take rigorous notes, practice critical reading strategies, deliberate public issues, create social studies products, and formulate and use research questions. This course emphasizes geography skills like mapping as we survey several regions of the world and key contemporary historical events. Students will also be introduced to basic source citation and essay writing.

WHEN: One year, 1.0 credit

SCHOOL/CODE:

TJHS: SS494M, SS495M

Social Studies

IB MYP—Contemporary History & Geography X

WHO: 9th grade scholars

WHAT: This course employs the curriculum tools and instructional philosophy of the IB's Middle Years Program to empower students as learners. It provides scholars with the skills to meet state and district expectations in MYP Contemporary History & Geography-extended. This accelerated course is designed to prepare students for the Diploma Program through skill development and foundational content. This course will focus on the interactions between people within their regional physical and cultural environments and their interactions with other groups and societies around the world. Students will take rigorous notes, practice critical reading strategies, deliberate public issues, create social studies products, and formulate and use research questions. This course emphasizes geography skills like mapping as we survey several regions of the world and key contemporary historical events. Students will also be introduced to basic source citation and essay writing.

WHEN: One year, 1.0 credit

SCHOOL/CODE:

TJHS: SS509MX, SS510MX

World History 2

WHO: 10th grade scholars

WHAT: This course encompasses key historical themes, events, social dynamics, cultures, political issues, geographic elements, and economic functions from the diaspora and settlement of the first peoples through the end of the 20th Century. It introduces the themes of balance between unity and diversity, conflict, the shaping of governments, the struggle for equality and opportunity, and finally the influences of socio-economic and geo-political factors. Throughout this course you will also be guided in examining indigenous cultures, economic systems, forms of governments, early/modern empires, issues of human rights, revolutions, international trade, world wars, the development of nation states, the emergence of social hierarchies, civil wars and rebellions, human slavery, inter-governmental diplomacy, civic engagement, industrialization/modernization, and current events.

WHEN: One year, 1.0 credit

SCHOOL/CODE:

DHS, FWHS, TBHS: SS350, SS351

AP World History Modern

WHO: 10th grade scholars



WHAT: In addition to the concepts covered in World History, scholars also learn about the methods and tools geographers use in their science and practice. Scholar will develop skills that allow them to use and think about maps and spatial data; understand and interpret the implications of associations among phenomena in places; recognize and interpret at different scales the relationships among patterns and processes; define regions and evaluate the regionalization process; and characterize and analyze changing interconnections among places. AP World History is a rigorous college level course.

WHEN: One year, 1.0 credit

SCHOOL/CODE:

DHS, TBHS, FWPA: SS649A, SS650A

AP European History

WHO: 10th and 12th grade scholars



WHAT: The AP European History course focuses on developing understanding of European history from approximately 1450 to the present. The course investigates the content for significant events, individuals, developments, and processes in four historical periods starting from 1450 to the present, and develops and uses the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides five themes (interaction of Europe and the world; poverty and prosperity; objective knowledge and subjective visions; states and other institutions of power; and individual and society) that are explored throughout the course in order to make connections among historical developments in different times and places around the world. The course connects to World History through comparison of Europe to the World and in skills of Comparison, Contextualization, Synthesis, Causation, Patterns of Continuity, Change Over Time, Periodization and Argumentation. Advanced European History is a rigorous college level course.

WHEN: One year, 1.0 credit

SCHOOL/CODE:

DHS: SS466A, SS467A

10th Pre-Cambridge World History

WHO: 10th grade scholars

WHAT: This course involves the development of a range of transferable thinking skills and processes. These skills are valuable and relevant within other subjects as well as being essential for further and higher education. It should engage scholars in the study of the language of reasoning by identifying reasons, evaluating reasoning of different kinds, recognizing and evaluating assumptions, clarifying expressions and ideas, and the production of reasoning appropriate to a given task.

WHEN: One year, 1.0 credit

SCHOOL/CODE:

FWHS: SS620D, SS621D

Humanities 10—World History

WHO: 10th grade scholars

WHAT: This course is an integrated approach to Language Arts and Social Studies through a project based lens. It provides rigorous teaching and learning to increase skills in reading, writing, speaking, listening, language, research and inquiry. The social studies content focuses on modern World Studies with standards in geography, history, economics, and civics. Tenth grade scholars explore a variety of literary and information texts using collaborative strategies to foster independent learning and critical thinking. Scholars will exit this course with strategies for close reading of complex texts and processes for composing narrative, explanatory, and argumentative writing.

WHEN: One year, 1.0 credit

SCHOOL/CODE:

TAF: SS342, SS343

IB MYP—World History

WHO: 10th grade scholars

What: This course employs the curriculum tools and instructional philosophy of the IB's Middle Years Program to empower students as learners. It provides scholars with the skills to meet state and district expectations in MYP World History 10. This course is designed to prepare students for the Diploma Program through skill development and foundational content through a highly structured and supported environment. This course takes a thematic multi-perspective approach to

history and focuses on key historical concepts such as change, causation and significance. The thematic content includes colonialism, revolutions, war and power, and human rights. Students will engage in authentic inquiry and critical thinking about complex issues, discussion and written expression using claim, evidence and reasoning, and analyze various perspectives.

WHEN: One year, 1.0 credit

SCHOOL/CODE:

TJHS: SS496M, SS497M

IB MYP—World History X

WHO: 10th grade scholars

WHAT: This course employs the curriculum tools and instructional philosophy of the IB's Middle Years Program to empower students as learners. It provides scholars with the skills to meet state and district expectations in MYP World History 10th-extended. This accelerated course is designed to prepare students for the Diploma Program through skill development and foundational content. This course takes a thematic multi-perspective approach to history and focuses on key historical concepts such as change, causation and significance. The thematic content includes colonialism, revolutions, war and power, and human rights. Students will engage in authentic inquiry and critical thinking about complex issues, discussion and written expression using claim, evidence and reasoning, and analyze various perspectives.

WHEN: One year, 1.0 credit

SCHOOL/CODE:

TJHS: SS513MX, SS514MX

U.S. History

WHO: 11th grade scholars

WHAT: This course provides scholars with the skills to meet State and local standards in U.S. History. Scholars will survey American History from 1877 to today. This thematically focused course will allow students to consider multiple accounts of events and issues in order to understand the politics, economics, geography, and history of this country from a variety of perspectives. In US History, students examine themes rooted in identity of various individuals and groups, power and dominant narratives, oppression and resistance, and activism, by examining current and historical events and

primary documents. Through the themes we will amplify the roles and experiences of historically marginalized populations within the United States history framework. Students will engage in authentic inquiry and critical thinking about complex issues while understanding and valuing a variety of perspectives. Using these skills, the students will be able to engage in discussion and written expression using claim, evidence from credible sources and reasoning. This course includes the opportunity to fulfill the Washington State History requirement for graduation.

WHEN: One year, 1.0 credit

SCHOOL/CODE:

DHS, FWHS, TBHS, TJHS: SS653, SS654

AP U.S. History

WHO: 11th grade scholars

COLLEGE CREDIT

WHAT: Scholars may take the junior level AP U.S. history and the AP Language courses together on an alternating day schedule or they can opt to take one of the AP courses combined with a regular course in the alternating subject area. Taking the courses combined is the most rigorous and demanding option. The AP U.S. history program has been designed for the academically able pupil with a special interest in this area. Major areas covered with include: America Revolution, Constitutional Period, Federalist Era, Civil War and Reconstruction, The Western Rise of Industrialism, Imperialism, World War I, The Depression, World War II, Cold War and Modern America. There will be class discussions, lectures, assigned reading and research projects. Scholars who elect to take this course should be willing to devote a substantial amount of time to prepare, as this is a college-level course. This course includes content to fulfill the Washington State History requirement for graduation.

WHEN: One year, 1.0 credit

SCHOOL/CODE:

DHS, TBHS: SS655A, SS656A

Cambridge Economics

WHO: 11 and 12th grade scholars

COLLEGE CREDIT

WHAT: The college level course covers a range of basic economic ideas, including an introduction to the price system and government intervention, international trade and exchange rates, the measurement

of employment and inflation, and the causes and consequences of inflation. Learners also study the price system, the theory of the firm, market failure, macroeconomic theory and policy, and economic growth and development. This course contains content to meet the Civics graduation requirement.

WHEN: One year, 1.0 credit

SCHOOL/CODE:

FWHS: SS635C, SS636C

Cambridge U.S. History 1

WHO: 11th grade scholars

COLLEGE CREDIT

WHAT: Cambridge International AS Level History constitutes the first half of the Cambridge International A Level course in History and therefore provides a suitable foundation for the study of History at Cambridge International A Level and for related courses in higher education. It is also suitable for scholars intending to pursue careers or further study in Arts, Humanities and Social Science related areas, or as part of a course of general education. This course includes content to fulfill the Washington State History requirement for graduation

WHEN: One year, 1.0 credit

SCHOOL/CODE:

FWHS: SS657C, SS658C

Cambridge Global Perspectives and Research

WHO: 11th grade scholars, required for Cambridge Diploma

COLLEGE CREDIT

WHAT: Cambridge International A Level Global Perspectives and Research encourages the development of independent enquiry and an understanding and use of appropriate research methods and methodology. Following this course necessitates that learners become fully engaged in a research process of their own and provides further development and practice of the higher-order thinking skills of analysis, evaluation and synthesis. It encourages learners to work proactively, independently and in a confident way.

WHEN: One year, 1.0 credit

SCHOOL/CODE:

FWHS: SS647C, SS648C

Social Studies

Humanities 11—U.S. History

WHO: 11th grade scholars

WHAT: This course is an integrated approach to Language Arts and Social Studies through a project based lens. It provides rigorous teaching and learning to increase skills in reading, writing, speaking, listening, language, research and inquiry. The social studies content focuses on U.S. Studies with standards in geography, history, economics, and civics. Eleventh grade scholars explore a variety of literary and information texts using collaborative strategies to foster independent learning and critical thinking. Scholars will exit this course with strategies for close reading of complex texts and processes for composing narrative, explanatory, and argumentative writing. This course includes content to fulfill the Washington State History requirement for graduation.

WHEN: One year, 1.0 Social Studies credit

SCHOOL/CODE:

TAF: SS659, SS660

IB History of the Americas 1 & 2

WHO: 11th grade scholars

COLLEGE CREDIT

WHAT: This course is the first half of the IB History program leading to the IB History HL certificate. This is a survey course of both United States and Latin American History. The course is academically rigorous focusing on the region's historical experience as well as political, cultural, economic, and social events and themes that have had an impact on the Americas. Scholars will continue to develop and apply the historical skills of interpretation and analysis. A course of study that develops an understanding of the discipline of history, its rules and values, as well as passing on historical knowledge, allows scholars to understand how and why there are different accounts of the past and the criteria upon which they may be judged. There will be class discussions, lectures, assigned reading, and research projects. Those taking both the IB junior and IB senior history courses will have the opportunity to take the corresponding IB Exam given in the senior year which may be able to earn the scholar college credit.

WHEN: One year, 1.0 credit

SCHOOL/CODE:

TJHS: SS4361, SS4371

IB Twentieth Century World History 1 & 2 HL

WHO: 12th grade scholars

COLLEGE CREDIT

WHAT: This course is the second half of the IB History program leading to the IB History HL certificate. In this IB History program, scholars will study World History from 1875 to 1990. Areas of study may include the causes, practices and effects of war; nationalist and independence movements; rise and rule of single-party states; establishment and work of international organizations; the Cold War; and the state and its relationship with religion and minorities. This course includes content to fulfill the Washington State History and Civics requirements for graduation. Scholars will continue to develop and apply the historical skills of interpretation and analysis. A course of study that develops an understanding of the discipline of history, its rules and values, as well as passing on historical knowledge, allows scholars to understand how and why there are different accounts of the past and the criteria upon which they may be COLLEGE CREDIT judged. There will be class discussions, lectures, assigned reading, and research projects. Those taking both the IB junior and IB senior history courses will have the opportunity to take the corresponding IB Exam given in the senior year which may be able to earn the scholar college credit. (To be similar to first year, since it is a two year course.)

WHEN: One year, 1.0 credit

SCHOOL/CODE:

TJHS: SS4321, SS4331

IB Diploma Program Global Politics

WHO: 11 and 12th grade scholars

COLLEGE CREDIT

WHAT: The 21st century is characterized by rapid change and increasing interconnectedness, impacting individuals and societies in unprecedented ways and creating complex global political challenges. Global politics is an exciting, dynamic subject that draws on a variety of disciplines in the social sciences. The study of global politics enables scholars to critically engage with different and new perspectives and approaches to comprehend the changing world and to become aware of their role in it as active global citizens. The global politics course explores fundamental political concepts such as power, equality, sustainability and peace in a range of

contexts. At the end of the course, all scholars will be prepared to take the IB standard level Global Politics exam

WHEN: One year, 1.0 Elective credit

SCHOOL/CODE:

TJHS: SS4701, SS4711

Current World Problems

WHO: 12th grade scholars

WHAT: This course is designed to develop an understanding and appreciation of our political system as well as current events in preparation for citizenship and civic responsibility. Scholars will identify and analyze major news items, both foreign and domestic.

WHEN: One semester, 0.5 credit

SCHOOL/CODE:

DHS, FWHS, TBHS, TJHS, FWPA: SS506

Civics

WHO: 12th grade scholars

WHAT: This course provides scholars the skills to meet State and Local standards in civics. It is designed to develop an understanding and appreciation of our political system as well as current events in preparation for citizenship and civic responsibility. Topics include the purpose and origin of the U.S. government, the Constitution, citizens' rights and responsibilities, and electoral procedures.

WHEN: One semester, 0.5 credit

SCHOOL/CODE:

DHS, FWHS, TBHS, TJHS, TAF: SS484

AP Comparative Government and Politics

WHO: 12th grade scholars

COLLEGE CREDIT

WHAT: This is a yearlong college level course focused on current issues and comparison of governments across the world. The six countries of Great Britain, China, Russia, Mexico, Nigeria, and Iran, along with the United States are the focus of study. College level reading skills and higher-level thinking will be demonstrated. Through this course, scholars will be able to understand what makes other societies run. Comparative politics enable us to learn about quite diverse political institutions and processes in cultures and societies with which we are less familiar. It teaches the tools that citizens, as well as scholars, need to make sense of an increasingly complex and differentiated global environment.

College credit may be available to those taking the AP Examinations. This course contains embedded civics content to meet the 0.5 civics requirement.

WHEN: One year, 1.0 credit

SCHOOL/CODE:

DHS: SS478A, SS479A

AP U.S. Government and Politics

WHO: 12th grade scholars

COLLEGE CREDIT

WHAT: This is a yearlong course focused on United States Government and Politics. The course includes the study of general concepts used to interpret US government and politics and the analysis of specific examples. It is designed to help students develop an understanding and appreciation for how the American political system works, how it influences the lives of every American, and how their participation in the system is important to its survival. This course contains embedded civics content to meet the 0.5 civics requirement.

WHEN: One year, 1.0 credit

SCHOOL/CODE:

TBHS: SS468A, SS469A

AP Micro Economics

WHO: 11 and 12th grade scholars

COLLEGE CREDIT

WHAT: This course offers students the opportunity to understand the principles of economics as it applies to the functions of individual decision makers, both consumers and producers. Students will study the nature and function of the product markets, the factor markets and the role of government in promoting efficiency and equity in the economy. Students will be required to demonstrate the ability to analyze economic situations and apply microeconomic principles in their evaluations. All students are encouraged to take the Advanced Placement examination for possible college credit and to receive the AP course credit.

WHEN: One semester, 0.5 credit

SCHOOL/CODE:

DHS: SS795A



AP Macro Economics

WHO: 11 and 12th grade scholars

COLLEGE CREDIT

WHAT: This course offers students the opportunity to explore the principles of economics that apply to an economic system as a whole. Students will use graphs, charts, and data to analyze, describe, and explain economic concepts. Students will be required to demonstrate the ability to analyze economic situations and apply macroeconomic principles in their evaluations. All students are encouraged to take the Advanced Placement examination for possible college credit and to receive the AP course credit.

WHEN: One semester, 0.5 credit

SCHOOL/CODE:

DHSS: SS797A

IB Economics

WHO: 11 and 12th grade scholars

COLLEGE CREDIT

WHAT: International Baccalaureate (IB) Economics is a dynamic course that explores the concepts of microeconomics, macroeconomics, and the global economy. Students will examine how limited resources force individuals, businesses, and governments to make choices and prioritize their needs and wants. The course delves into microeconomics, studying the behavior of consumers and firms, as well as macroeconomics, which addresses broader national and international economic issues. A key focus is on the global economy, highlighting how countries are increasingly interdependent through international trade and the movement of labor and capital. Through critical analysis and real-world

case studies, student will gain a deeper understanding of economic decision-making and the complexities of a rapidly globalizing world. At the end of the course, all scholars will be prepared to take the IB standard level Economics exam.

WHEN: One semester, 0.5 credit

SCHOOL/CODE:

TJHS: BU501, BU502

AP Psychology

WHO: 11 and 12th grade scholars

COLLEGE CREDIT

WHAT: AP Psychology is a college course, and the challenging and fascinating study of human behavior. Discover what psychologists have learned about why people do what they do. At the same time, make some discoveries about your own life and behavior. This course provides scholars with the skills to meet state and local standards in psychology. Special attention is paid to the major schools and theories of psychology, methods of psychological inquiry, and basic concepts in psychology. Scholars will evaluate and analyze key psychological concepts and content through oral and written communication. The sociology portion will focus on a scientific study of human interaction learning to formulate generalizations concerning human behavior through scientific investigation, observation and theorization. It is also a study of human behavior and social interaction of groups and cultures of people.

WHEN: One year, 1.0 credit

SCHOOL/CODE:

DHS, FWHS, TBHS: SS518A, SS519A

IA: SS518OA, SS519OA

Social Studies

Cambridge U.S. Studies 2

WHO: 12th grade scholars



WHAT: This course provides scholars with the opportunity to develop an interest in the past and an appreciation of human endeavor, and acquire an understanding and a sound knowledge of selected periods or themes. They will gain an awareness of historical concepts such as change and continuity, cause and effect. Scholars will learn to appreciate the nature and diversity of historical sources and methods used by historians, and grasp a variety of approaches to aspects and periods of history and differing interpretations of particular historical issues. All scholars will develop the ability to think independently and make informed judgments of issues, and cultivate empathy with people living in diverse places and at different times. This course contains content which meets Washington State graduation requirements for Civics.

WHEN: One year, 1.0 credit

SCHOOL/CODE:

FWHS: SS645C, SS646C

IB Diploma Program Psychology 1 & 2

WHO: 11 and 12th grade scholars



WHAT: Psychology is the systematic study of the human condition through a variety of approaches including the experimental method, observation, clinical interviews, and questionnaires. The IB Psychology course will examine psychology through three major perspectives developed over the last one hundred years: Biological, Cognitive and Sociocultural. Subtopics of psychology that are addressed include motivations underlying human behavior, social interaction, development, and memory & emotion. The scholars will be engaged in a variety of practical activities including observations, experiments and interviews. Coursework will include reading and writing, as well as conducting and reporting on a replication of a simple experimental study. At the end of the course, all scholars will be prepared to take the IB standard level Psychology.

WHEN: One year, 1.0 credit

SCHOOL/CODE:

TJHS: SS5271, SS5281

IB Diploma Social and Cultural Anthropology SL

WHO: 12th grade scholars



WHAT: This course is the comparative study of culture and human societies. In this course, scholars will have an opportunity to observe and analyze a variety of cultures both through fascinating literature, as well as through live observation. Anthropology's unique use of scientific process to study culture allows scholars to discuss issues of social change, family, money and systems of exchange, beliefs, ethnicity, power structure and globalization. At the end of the course, all scholars will be prepared to take the IB standard level Social and Cultural Anthropology exam.

WHEN: One year, 1.0 credit

SCHOOL/CODE:

TJHS: SS5231, SS5241

Street Law

WHO: 12th grade scholars

WHAT: This is a course in practical law. It is a participatory class in which attendance and active class participation does matter. Scholars learn about the legal system, criminal and juvenile law, torts, consumer and housing law, family law and individual rights and liberties. This course involves many community professionals as guest speakers. Co-taught by visiting local judge. This course does not qualify for Civics credit per new 2019 legislation.

WHEN: One year, 1.0 Elective credit

SCHOOL/CODE:

TBHS: SS765, SS766

Ethnic Studies

WHO: 12th grade scholars

WHAT: The purpose of the course is the interdisciplinary study of race, ethnicity, and indigeneity within and beyond the United States. Students will investigate issues of intersectional identities, structural racism, and the struggles and contributions of people of color. Topics will include: social movements, master and counter narratives, critical consciousness, economics, and governmental policies.

WHEN: One semester, 0.5 credit

SCHOOL/CODE:

DHS, FWHS, TBHS, TAF, TJHS: SS701

AP African American Studies

WHO: 11 and 12th grade scholars



WHAT: AP African American Studies is a rigorous, year-long high school course that delves into the rich history, culture, and contributions of African Americans from early African Kingdom times to the present. This is an interdisciplinary course where students analyze a variety of primary and secondary sources, including historical documents, literature, and art. Students will showcase diverse voices within the African American community and critically discuss the contributions of influential figures across various fields. Through collaborative projects and independent research, participants will hone their analytical and argumentative skills, preparing for the AP exam and fostering a deeper understanding of the complexities of American society. College credit may be available to those taking the AP Examinations.

WHEN: One year, 1.0 credit

SCHOOL/CODE:

DHS, FWHS, TBHS, TJHS: SS450A, SS451A

SPECIAL EDUCATION SERVICES

COURSE OFFERINGS GRADES 6–12

MIDDLE SCHOOL

Academics

ENGLISH LANGUAGE ARTS

- English Language Arts A
- English Language Arts B
- English Language Arts C

MATHEMATICS

- Mathematics Level A
- Mathematics Level B
- Mathematics Level C

Functional Academics

- English Language Arts A
- Mathematics Level A
- Personal Management
- Post High School Success

School and Social Success

- Content Mastery
- Social Skills

Life, Leisure, and Self-Management Skills

- Personal Management
- Post High School Readiness
- Leisure and Recreation
- Adapted PE

HIGH SCHOOL

Academics

ENGLISH LANGUAGE ARTS

- English Language Arts 20
- English Language Arts 30
- English Language Arts 40
- English Language Arts 50

MATHEMATICS

- Mathematics 20
- Mathematics 30
- Mathematics 40
- Mathematics 50

Functional Academics

- English Language Arts 20
- Mathematics Level 20
- Personal Management
- Post High School Success

School and Social Success

- Content Mastery
- Social Skills

Life, Leisure, and Self-Management Skills

- High School Personal Management
- Post High School Readiness
- High School Leisure and Recreation
- Physical Education



Special Education Services

Course availability may change and vary by school. Please contact specific schools for their most up to date list of course offerings.

Courses listed here are available to scholars who meet state eligibility criteria for special education services and are being served on an Individualized Education Program (IEP). This continuum includes scholar specific specially designed instruction, related services and supports, accommodations and modifications in general education, special education and/or community environments. Special education personnel determine the specific courses available at each site based on an analysis of the scholar population. Therefore, not every aspect of the continuum may be available at each school. Classes will be assigned based on the individual needs of the scholar through the IEP process. Because of the individualized nature of the IEP process and the unique needs of scholars, the IEP team may determine a course be taken multiple times a day and/or repeated multiple semesters for credit. Common core standards alignment information and grade level functioning information is to provide guidance for the IEP team in determining course placement.

Scholars receiving special education services who are enrolled in general education courses may require accommodations and/or modifications to access the curriculum. These accommodations and/or modifications must be listed in the scholar's IEP. Accommodations are changes to the conditions by which an assignment/task is complete or performed without any change in the content of the assignment/task. Modifications alter the content of the assignment/task by reducing the depth, breadth and/or complexity of the assignment or task. Scholars who require significant modifications to the general education curriculum would necessitate a "Modified" designation be added to the scholar's course grade. The modifications and appropriate designations are determined by the IEP team and documented in the scholar's IEP.

MIDDLE SCHOOL

ENGLISH LANGUAGE ARTS

English Language Arts Level A

WHO: Scholars with IEPs who qualify for specially designed instruction in reading and writing who have reading and writing skills at a basic or functional reading level.

WHAT: Intensive explicit reading and writing instruction. Reading instruction is focused on basic reading skills including phonics, decoding, fluency, vocabulary, comprehension and functional reading and writing skills as appropriate. Writing Instruction is focused on production of clear and coherent words and sentences, vocabulary and conventions. This course is differentiated for scholars' individual needs with focus on the priority common core standards for Kindergarten through 2nd grade.

WHEN: Determined through the IEP process. Courses can be taken multiple times for credit.

SCHOOL/CODE:

ALL MIDDLE SCHOOLS: LA176S

English Language Arts Level B

WHO: Scholars with IEPs who qualify for specially designed instruction in reading and writing who are readers who have independent reading and writing skills at a minimum of a 2nd grade level.

WHAT: Intensive explicit foundational reading and writing instruction. Reading instruction is focused on foundational reading skills including work attack, fluency, vocabulary and comprehension skills. Writing instruction is focused on production of clear and coherent text in sentences and paragraphs for a variety of purposes, vocabulary, and conventions. This course is differentiated for scholars' individual needs with focus on the priority common core standards for 2nd through 4th grade.

WHEN: Determined through the IEP process. Courses can be taken multiple times for credit.

SCHOOL/CODE:
ALL MIDDLE SCHOOLS: LA177S

English Language Arts Level C

WHO: Scholars with IEPs who qualify for specially designed instruction in reading and writing who have independent reading and writing skills at a minimum of a 4th grade level.

WHAT: Intensive explicit reading and writing instruction in foundational reading skills including work attack, fluency, vocabulary and comprehension skills. Writing skills including conventions of writing, vocabulary and producing multiple paragraph, clear and coherent writing for a variety of purposes. This course is differentiated for scholars' individual needs with focus ranging from 4th through 6th grade priority common core standards.

WHEN: Determined through the IEP process. Courses can be taken multiple times for credit.

SCHOOL/CODE:
ALL MIDDLE SCHOOLS: LA178S

MATHEMATICS

Mathematics Level A

WHO: Scholars with IEPs who qualify for specially designed instruction in math and have math skills at a basic or functional level.

WHAT: Intensive explicit math instruction in computation fluency, calculation and problem solving. Critical areas of focus including multiplication and division, fractions, arrays and area and two-dimensional shapes. This course is differentiated for scholars' individual needs with focus ranging from Kindergarten through 2nd grade priority common core standards.

WHEN: Determined through the IEP process. Courses can be taken multiple times for credit.

SCHOOL/CODE:
ALL MIDDLE SCHOOLS: MA176S

Mathematics Level B

WHO: Scholars with IEPs who qualify for specially designed instruction in math and have math skills at a minimum of a 2nd grade level.

WHAT: Intensive explicit math instruction in computation fluency, calculation and problem solving. Critical areas of focus including conceptual understanding and use of ratio and rate, division of fractions, system of rational numbers including negatives, equations and statistical thinking. This course is differentiated for scholars' individual needs with focus ranging from 2nd through 4th grade priority common core standards.

WHEN: Determined through the IEP process. Courses can be taken multiple times for credit.

SCHOOL/CODE:
ALL MIDDLE SCHOOLS: MA177S

Mathematics Level C

WHO: Scholars with IEPs who qualify for specially designed instruction in math and have math skills at a minimum of a 4th grade level.

WHAT: Intensive explicit math instruction in computation fluency, calculation and problem solving. Critical areas of focus including proportional relationships, operations with rational numbers, expressions, linear equations, scale drawings, informal geometric constructions, solving problems involving area, surface area and volume and drawing inferences based on samples. This course is

differentiated for scholars' individual needs with focus ranging from 4th to 6th grade priority common core standards.

WHEN: Determined through the IEP process. Courses can be taken multiple times for credit.

SCHOOL/CODE:
ALL MIDDLE SCHOOLS: MA178S

STRATEGIES FOR SCHOOL & SOCIAL SUCCESS

Content Mastery 6th, 7th, 8th

WHO: Scholars with IEPs can take this course if the IEP team has determined that additional specially-designed instruction in adaptive skills, social-emotional skills, and/or core content is needed. Scholars must have IEP goals that address increased independence and academic success in core content courses, including but not limited to the skills listed below

WHAT: Explicit instruction in learning strategies, compensation strategies, organizational skills, study skills, self-management skills and self-advocacy skills. This course is differentiated for scholars' individual needs and scholars are assessed based on progress towards IEP goals.

WHEN: Determined through the IEP process. Courses can be taken multiple times for credit.

SCHOOL/CODE:
ALL MIDDLE SCHOOLS: CN010S, CN011S, CN012S
IA: CN010SO, CN011SO, CN012SO

Social Skills

WHO: Scholars with IEPs who qualify for specially designed instruction in social/emotional skills.

WHAT: Explicit instruction in social, emotional and behavioral skills. These skills include self-regulation, conflict resolution, conversational skills and social communication. This course is differentiated for scholars' individual needs and scholars are assessed based on progress towards IEP goals.

WHEN: Determined through the IEP process. Courses can be taken multiple times for credit.

SCHOOL/CODE:
ALL MIDDLE SCHOOLS: C0612S

Special Education Services

LIFE, LEISURE &

SELF-MANAGEMENT SKILLS

Personal Management

WHO: Scholars with IEPs who qualify for specially designed instruction in adaptive and/or self-help skills.

WHAT: Explicit instruction in adaptive and self-help skills. The focus of this course is on critical skills necessary for independent living and functioning in a variety of community environments, basic self-care skills necessary to maintain health and personal hygiene and application of functional academic skills needed for independent living. This course is differentiated for scholars' individual needs and scholars are assessed based on progress towards IEP goals.

WHEN: Determined through the IEP process. Courses can be taken multiple times for credit.

SCHOOL/CODE:

ALL MIDDLE SCHOOLS: C0613S

High School Readiness

WHO: Scholars with IEPs who qualify for specially designed instruction in adaptive, self-help skills, and/or social skills whose goals focus on specific work skills and functioning in classroom, campus work and community settings.

WHAT: Explicit instruction and transition activities focused transition from school to post-secondary, community, and employment settings. Critical skills include dependability, integrity, adaptability, independence, initiative, communication, collaboration skills, safety and personal hygiene. This course is differentiated for scholars' individual needs and scholars are assessed based on progress towards IEP and transition goals.

WHEN: Determined through the IEP process. Courses can be taken multiple times for credit.

SCHOOL/CODE:

ALL MIDDLE SCHOOLS: C0712S

Adapted Physical Education 6th, 7th, 8th

WHO: Scholars with IEPs who qualify for adapted Physical Education either as a direct service or as a supplementary service.

WHAT: Explicit instruction in basic physical education concepts. Scholars will acquire the knowledge and skills for movement that provide the foundation for enjoyment and continued social development through physical activity including individual sports and recreational activities, team sports and aerobic sports. This course is differentiated for scholars' individual needs and scholars are assessed based on progress towards IEP goals.

WHEN: Determined through the IEP process. Courses can be taken multiple times for credit.

SCHOOL/CODE:

ALL MIDDLE SCHOOLS: PE160S, PE170S, PE180S

Leisure and Recreation 6th, 7th, 8th

WHO: Scholars with IEPs who qualify for specially designed instruction in adaptive/self help skills.

WHAT: This course is designed to provide scholars opportunities to develop lifelong leisure and recreation skills within a variety of environments. The course includes explicit instruction and practice in developing knowledge of games, creative activities, and physical exercise and may include information to scholars and families regarding opportunities for recreation and leisure in the community. This course is differentiated for scholars' individual needs and scholars are assessed based on progress towards IEP goals.

WHEN: Determined through the IEP process. Courses can be taken multiple times for credit.

SCHOOL/CODE:

ALL MIDDLE SCHOOLS: PE161S, PE171S, PE181S

HIGH SCHOOL

ENGLISH LANGUAGE ARTS

English Language Arts 20

WHO: Scholars with IEPs who qualify for specially designed instruction in reading and writing who have reading and writing skills at a basic or functional reading level.

WHAT: Intensive explicit reading and writing instruction. Reading instruction is focused on basic reading skills including phonics, decoding, fluency, vocabulary, comprehension and functional reading and writing skills as appropriate. Writing Instruction is focused on production of clear and coherent words and sentences, vocabulary and conventions and functional writing as appropriate. This course is differentiated for scholars' individual needs with focus on the priority common core standards for 2nd grade.

WHEN: Determined through the IEP process. Courses can be taken multiple times for credit.

SCHOOL/CODE:

ALL HIGH SCHOOLS: LA801S, LA802S

English Language Arts 30

WHO: Scholars with IEPs who qualify for specially designed instruction in reading and writing who are readers who have independent reading and writing skills at a minimum of a 2nd grade level.

WHAT: Intensive explicit foundational reading and writing instruction. Reading instruction is focused on foundational reading skills including work attack, fluency, vocabulary and comprehension skills. Writing instruction is focused on production of clear and coherent text in sentences and paragraphs for a variety of purposes, vocabulary, and conventions. This course is differentiated for scholars' individual needs with focus on the priority common core standards for 4th grade.

WHEN: Determined through the IEP process. Courses can be taken multiple times for credit.

SCHOOL/CODE:

ALL HIGH SCHOOLS: LA803S, LA804S

English Language Arts 40

WHO: Scholars with IEPs who qualify for specially designed instruction in reading and writing who have independent reading and writing skills at a minimum of a 4th grade level.

WHAT: Intensive explicit reading and writing instruction in foundational reading skills including phonics, work attack, fluency and comprehension skills. Writing skills including conventions of writing, vocabulary and producing multiple paragraph, clear and coherent writing for a variety of purposes. This course is differentiated for scholars' individual needs with focus ranging from 5th to 6th grade priority common core standards.

WHEN: Determined through the IEP process. Courses can be taken multiple times for credit.

SCHOOL/CODE:
ALL HIGH SCHOOLS: LA805S, LA806S

English Language Arts 50

WHO: Scholars with IEPs who qualify for specially designed instruction in reading and writing who have independent reading and writing skills at minimum of a 6th grade level.

WHAT: Intensive explicit reading and writing instruction in remedial reading skills including work attack, fluency and comprehension skills. Writing skills including command of conventions of writing, vocabulary and producing multiple paragraph, clear and coherent writing for a large variety of purposes, using details, drawing inferences and research skills. This course is differentiated for scholars' individual needs with focus on 8th priority common core standards.

WHEN: Determined through the IEP process. Courses can be taken multiple times for credit.

SCHOOL/CODE:
ALL HIGH SCHOOLS: LA807S, LA808S

MATHEMATICS

Mathematics 20

WHO: Scholars with IEPs who qualify for specially designed instruction in math and have math skills at a basic or functional level.

WHAT: Intensive explicit math instruction in computation fluency, calculation and problem solving. Critical areas of focus including multiplication and division, fractions, arrays, area, decimals, place value and volume. This course is differentiated for scholars' individual needs with focus ranging from 2nd through 4th grade priority common core standards.

WHEN: Determined through the IEP process. Courses can be taken multiple times for credit.

SCHOOL/CODE:
ALL HIGH SCHOOLS: MA420S, MA421S

Mathematics 30

WHO: Scholars with IEPs who qualify for specially designed instruction in math and have math skills at a minimum of a 3rd grade level.

WHAT: Intensive explicit math instruction in computation fluency, calculation and problem solving. Critical areas of focus including conceptual understanding and use of ratio and rate, division of fractions, system of rational numbers including negatives, equations, functions, statistical thinking and analyzing two and three dimensional space and figures. This course is differentiated for scholars' individual needs with focus ranging from 3rd through 6th grade priority common core standards.

WHEN: Determined through the IEP process. Courses can be taken multiple times for credit.

SCHOOL/CODE:
ALL HIGH SCHOOLS: MA430S, MA431S

Mathematics 40

WHO: Scholars with IEPs who qualify for specially designed instruction in math and have math skills at a minimum of a 6th grade level.

WHAT: Intensive explicit math instruction in computation fluency, calculation and problem solving. Critical areas of focus including writing and solving expressions, arithmetic with polynomials and rational fractions, creating equations and reasoning with equations and inequalities. This course is differentiated

for scholars' individual needs with focus on Algebra 1 priority common core standards.

WHEN: Determined through the IEP process. Courses can be taken multiple times for credit.

SCHOOL/CODE:
ALL HIGH SCHOOLS: MA440S, MA441S

Mathematics 50

WHO: Scholars with IEPs who qualify for specially designed instruction in math and have math skills at a minimum of a 9th grade level.

WHAT: Intensive explicit math instruction in computation fluency, calculation and problem solving. Critical areas of focus including writing and solving expressions, arithmetic with polynomials and rational fractions, creating equations and reasoning with equations and inequalities. This course is differentiated for scholars' individual needs with focus on Algebra 1 priority common core standards.

WHEN: Determined through the IEP process. Courses can be taken multiple times for credit.

SCHOOL/CODE:
ALL HIGH SCHOOLS: MA550, MA551

Personal Finance Skills

WHO: 11 and 12th grade scholars with IEPs who qualify for specially designed instruction in math and are not moving on to Algebra 1.

WHAT: Intensive explicit math instruction in personal finance and business math. Critical areas of focus include money management, finance responsibility, number relations, operations, patterns, functions and problem-solving applications. This course is differentiated for scholars' individual needs with focus ranging from 9th to 12th grade common core standards.

WHEN: Determined through the IEP process. Courses can be taken multiple times for credit.

SCHOOL/CODE:
ALL HIGH SCHOOLS: MA451S, MA450S

Special Education Services

SKILLS FOR SCHOOL & SOCIAL SUCCESS

Content Mastery

WHO: Scholars with IEPs can take this course if the IEP team has determined that additional specially-designed instruction in adaptive skills, social-emotional skills, and/or core content is needed. Scholars must have IEP goals that address increased independence and academic success in core content courses, including but not limited to the skills listed below.

WHAT: Explicit instruction in learning strategies, compensation strategies, organizational skills, study skills, self-management skills and self-advocacy skills. This course is differentiated for scholars' individual needs and scholars are assessed based on progress towards IEP goals.

WHEN: Determined through the IEP process. Courses can be taken multiple times for credit.

SCHOOL/CODE:

ALL HIGH SCHOOLS: CN001S, CN002S

Social Skills

WHO: Scholars with IEPs who qualify for specially designed instruction in social, emotional, or behavior skills.

WHAT: Explicit instruction in social, emotional and behavioral skills. These skills may include self-regulation, conflict resolution, conversational skills, social communication, coping skills and problem-solving strategies. This course is differentiated for scholars' individual needs and scholars are assessed based on progress towards IEP goals.

WHEN: Determined through the IEP process. Courses can be taken multiple times for credit.

SCHOOL/CODE:

ALL HIGH SCHOOLS: C0802S, C0801S

LIFE, LEISURE &

SELF-MANAGEMENT SKILLS

High School Personal Management

WHO: Scholars with IEPs who qualify for specially designed instruction in adaptive and/or self-help skills.

WHAT: Explicit instruction in adaptive and self-help skills. The focus of this course is on critical skills necessary for independent living and functioning in a variety of community environments, basic self-care skills necessary to maintain health and personal hygiene and application of functional academic skills needed for independent living. This course is differentiated for scholars' individual needs and scholars are assessed based on progress towards IEP and/or post-secondary goals.

WHEN: Determined through the IEP process. Courses can be taken multiple times for credit.

SCHOOL/CODE:

ALL HIGH SCHOOLS: C0901S, C0902S

College & Career Readiness

WHO: Scholars with IEPs who qualify for specially designed instruction in adaptive, self-help skills, and/or social skills whose goals focus on specific work skills and functioning in classroom, campus work and community settings.

WHAT: Explicit instruction and transition activities focused transition from school to post-secondary, community, and employment settings. Critical skills include dependability, integrity, adaptability, independence, initiative, communication, collaboration skills, safety and personal hygiene. This course may include visits to various employment sites, job shadowing, job sampling and placement in short-term supervised work settings. This course is differentiated for scholars' individual needs and scholars are assessed based on progress towards IEP and transition goals.

WHEN: Determined through the IEP process. Courses can be taken multiple times for credit.

SCHOOL/CODE:

ALL HIGH SCHOOLS: C0804S, C0803S

Physical Education

WHO: Scholars with IEPs who qualify for adapted physical education either as a direct service or as a supplementary service.

WHAT: Explicit instruction in basic physical education concepts. Scholars will acquire the knowledge and skills for movement that provide the foundation for enjoyment and continued social development through physical activity including individual sports and recreational activities, team sports and aerobic sports. This course is differentiated for scholars' individual needs and scholars are assessed based on progress towards IEP goals.

WHEN: Determined through the IEP process. Courses can be taken multiple times for credit.

SCHOOL/CODE:

ALL HIGH SCHOOLS: PE358S, PE359S

High School Leisure and Recreation

WHO: Scholars with IEPs who qualify for specially designed instruction in adaptive/self help skills.

WHAT: This course is designed to provide scholars opportunities to develop lifelong leisure and recreation skills within a variety of environments. The course includes explicit instruction and practice in developing knowledge of games, creative activities, and physical exercise and may include information to scholars and families regarding opportunities for recreation and leisure in the community. This course is differentiated for scholars' individual needs and scholars are assessed based on progress towards IEP goals.

WHEN: Determined through the IEP process. Courses can be taken multiple times for credit.

SCHOOL/CODE:

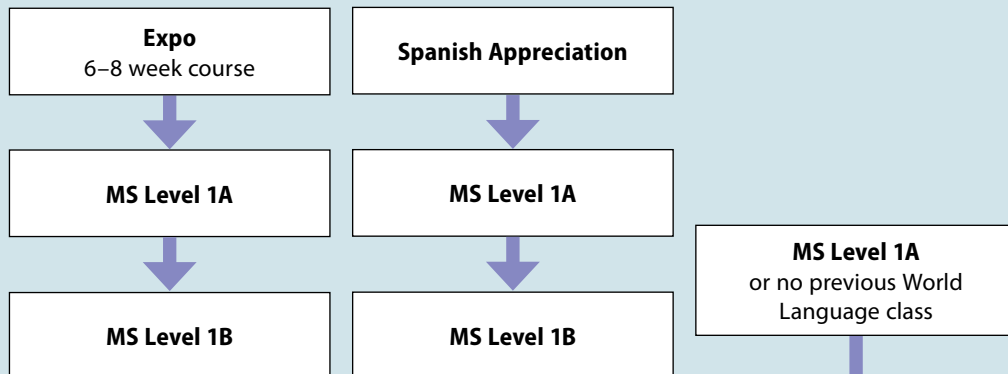
ALL HIGH SCHOOLS : PE362S, PE363S

WORLD LANGUAGES

COURSE SEQUENCE GRADES 6–12

MIDDLE SCHOOL

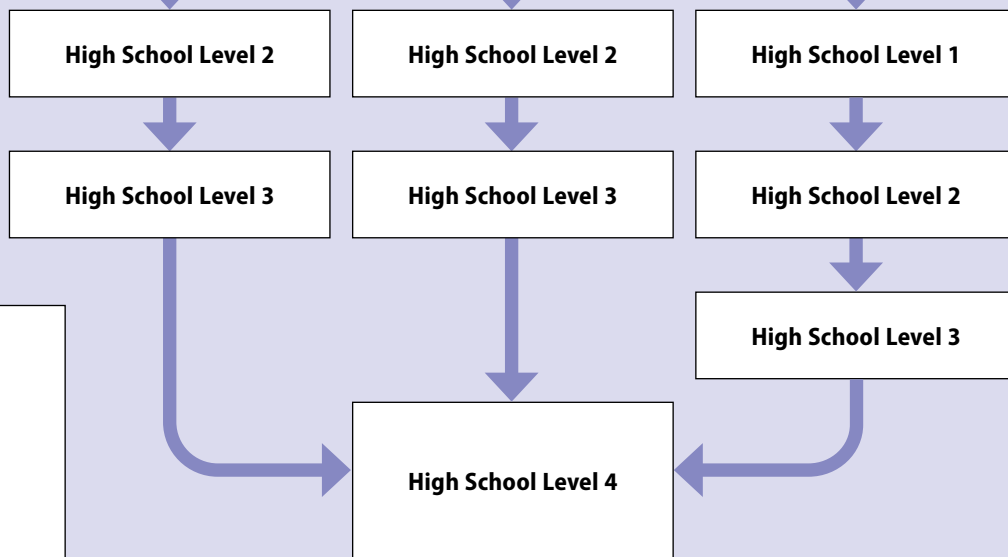
Currently only Spanish is offered at the Middle School level



HIGH SCHOOL

Electives

Each course one credit



Current languages offered at High School level:

- Spanish
- Heritage Spanish
- French
- ASL
- Korean
- Chinese

Not all languages are offered at all locations.

Some World Languages are identified as MYP, Pre-AICE, AICE, or AP depending on the location and level of the language offered. Further information can be found in the catalog descriptions of classes.



World Language

Course availability may change and vary by school. Please contact specific schools for their most up to date list of course offerings.

MIDDLE SCHOOL

Spanish World Language EXPO

WHO: All middle school scholars

WHAT: This course will introduce oral expression, pronunciation, and basic grammar functions.

WHEN: 6–10 week course

SCHOOL/CODE:

TAF: EX521

Chinese World Language EXPO

WHO: All middle school scholars

WHAT: This course will introduce oral expression, pronunciation, and basic grammar functions.

WHEN: 6–10 week course

SCHOOL/CODE:

TAF: EX501

Korean World Language EXPO

WHO: All middle school scholars

WHAT: This course will introduce oral expression, pronunciation, and basic grammar functions.

WHEN: 6–10 week course

SCHOOL/CODE:

TAF: EX531

Korean World Language Level 1

WHO: 8th grade scholars

WHAT: This course will introduce the Korean language, including reading, writing, speaking, and listening. Scholars will also learn Korean culture such as art, music, foods and customs. Scholars will develop their critical thinking skills while comparing and contrasting cultures.

WHEN: One year, 1.0 credit

SCHOOL/CODE:

TAF: FK301, FK302

Spanish Appreciation

WHO: 6th grade scholars

WHAT: This course is designed for 6th grade scholars. Scholars will be introduced to the vocabulary and structure of the language as well as the cultures of the Spanish speaking world.

WHEN: One year

SCHOOL/CODE:

NON-MYP: FS305NC, FS306NC

EVG, LAK: FS305-8NC, FS306-8NC

Spanish World Language Level 1A

WHO: All middle school scholars

WHAT: This course will emphasize comprehension, oral expression, and acceptable pronunciation. In addition, study of basic

grammar and vocabulary is also an integral part of the course.

WHEN: One year, 0.5 credit

SCHOOL/CODE:

ILH, LAK, SAC: FS828, FS829

KLO, EVG: FS828-8, FS829-8

Spanish World Language Level 1B

WHO: Scholars who have completed Spanish World Language Level 1A

WHAT: This course will emphasize comprehension, oral expression, and acceptable pronunciation. In addition, study of basic grammar and vocabulary is also an integral part of the course.

WHEN: One year, 0.5 credit

SCHOOL/CODE:

ILH, LAK, SAC: FS830, FS831

KLO, EVG: FS830-8, FS831-8

Heritage Spanish Level 1

WHO: Scholars with Spanish as a native or heritage language

WHAT: This course will allow scholars to study Spanish formally in an academic setting. Emphasizing language and cultural heritage while acquiring Spanish literacy skills.

WHEN: One year, 0.5 credit

SCHOOL/CODE:

KLO: FS811-8NC, FS812-8NC

HIGH SCHOOL

American Sign Language 1**WHO:** 9–11th grade scholars**COLLEGE CREDIT**

WHAT: In this course, scholars will gain skills to progress toward a career in ASL Sign Language Interpreting. Scholars will learn about the world of deaf and hard of hearing. They will exit the course knowing basic levels of vocabulary, grammatical structure, and conversational skills. Scholars will also gain an awareness of the deaf culture and history, and be introduced to short conversational dialogues in ASL.

WHEN: One year, 1.0 CTE or World Language credit**SCHOOL/CODE:**

DHS, FWHS, TBHS: FL701T, FL702T

American Sign Language 2**WHO:** 10–12th grade scholars

WHAT: Building on skills learned in ASL, SLI 1st Year, scholars will gain more in-depth knowledge and skills. Increased interaction in the deaf community is emphasized.

WHEN: One year, 1.0 CTE or World Language credit**SCHOOL/CODE:**

DHS, FWHS, TBHS: FL703T, FL704T

American Sign Language 3**WHO:** 11 and 12th grade scholars

WHAT: Scholars continuing in the 3rd year program of ASL, SLI learn advanced grammar, vocabulary and usage. Cultural aspects of deaf culture are included, and scholars continue to improve expressive signing skills through interaction with those in the deaf community.

WHEN: One year, 1.0 CTE or World Language credit**SCHOOL/CODE:**

DHS, FWHS, TBHS: FL705T, FL706T

American Sign Language 4**WHO:** 12th grade scholars

WHAT: 4th year scholars continue their study of advanced level grammar, vocabulary and usage. This course also allows scholars to pursue advanced level interpreting skills in preparation for a career as a sign language interpreter. Job shadow and internship opportunities are available for scholars to interact on an advanced level in the deaf community. See instructor for information on college credit availability.

WHEN: One year, 1.0 CTE or World Language credit**SCHOOL/CODE:**

DHS, FWHS, TBHS: FL707T, FL708T

Chinese World Language Level 1**WHO:** 9–12th grade scholars

WHAT: This course will emphasize comprehension, oral expression, and acceptable pronunciation. In addition, study of basic grammar and vocabulary is also an integral part of the course.

WHEN: One year, 1.0 credit**SCHOOL/CODE:**

TAF: FC301, FC302

Chinese World Language Level 2**WHO:** Scholars who have completed Chinese World Language Level 1

WHAT: This course will include a brief review of first year vocabulary, grammar, and usage. The course will extend the study of the world language, solidify the foundation of grammatical structures, and provide cultural enrichment.

WHEN: One year, 1.0 credit**SCHOOL/CODE:**

TAF: FC401, FC402

Chinese World Language Level 3**WHO:** Scholars who have completed Chinese World Language Level 2

WHAT: This course will cover advanced material with a major emphasis on the reading and writing of the language. Scholars will also work on communication, cultural and community understanding, through comparisons and connections across languages.

WHEN: One year, 1.0 credit**SCHOOL/CODE:**

TAF: FC501, FC502

Chinese World Language Level 4**WHO:** Scholars who have completed Chinese World Language Level 3

WHAT: This course will develop scholars' power of expression in both oral and written communication, using authentic texts. Scholars will continue to work on communication, cultural and community understanding, through comparisons and connections across languages.

WHEN: One year, 1.0 credit**SCHOOL/CODE:**

TAF: FC601, FC602

French World Language Level 1**WHO:** 9–12th grade scholars

WHAT: This course will emphasize comprehension, oral expression, and acceptable pronunciation. In addition, study of basic grammar and vocabulary is also an integral part of the course. MYP schools will implement the curriculum framework which comprises of key subject in addition to the critical areas.

WHEN: One year, 1.0 credit**SCHOOL/CODE:**

DHS, TBHS: FF301, FF302

FWHS: FF709B, FF710B

TJHS: FF301M, FF302M

French World Language Level 2**WHO:** Scholars who have completed French World Language Level 1

WHAT: This course will include a brief review of first year vocabulary, grammar, and usage. The course will extend the study of the world language, solidify the foundation of grammatical structures, and provide cultural enrichment. MYP schools will implement the curriculum framework which comprises of key subject in addition to the critical areas.

WHEN: One year, 1.0 credit**SCHOOL/CODE:**

DHS, TBHS: FF401, FF402

FWHS: FF711B, FF712B

TJHS: FF401M, FF402M, FF401X, FF402X

World Languages

French World Language Level 3

WHO: Scholars who have completed French World Language Level 2

WHAT: This course will cover advanced material with a major emphasis on the reading and writing of the language. Scholars will also work on communication, cultural and community understanding, through comparisons and connections across languages. IB schools will implement the curriculum framework which comprises of key subjects in addition to the critical areas. Pre-AICE courses will utilize standards at a mid-intermediate level.

WHEN: One year, 1.0 credit

SCHOOL/CODE:

DHS, TBHS, FWHS: FF501, FF502

FWHS: FF713B, FF714B

TJHS: FF607I, FF608I

French World Language Level 4

WHO: Scholars who have completed French World Language Level 3

WHAT: This course will develop scholars' power of expression in both oral and written communication, using authentic texts. Scholars will continue to work on communication, cultural and community understanding, through comparisons and connections across languages. IB schools will implement the curriculum framework which comprises of key subjects in addition to the critical areas. AICE courses will utilize standards at a high intermediate level.

WHEN: One year, 1.0 credit

SCHOOL/CODE:

FWHS: FF715C, FF716C

TBHS, FWHS: FF601, FF602

TJHS: FF610I, FF611I

French World Language Level 5

WHO: Scholars who have completed French World Language Level 4

WHAT: This course is designed for those scholars who desire an extra year of preparation prior to taking the IB or AP language exam. Scholars will continue to work on communication, cultural and community understanding, through comparisons and connections across languages using authentic texts. IB schools will implement the curriculum framework which comprises of key subjects in addition to the critical areas.

WHEN: One year, 1.0 credit

SCHOOL/CODE:

TJHS: FF614I, FF615I

AP French Language and Culture

WHO: Scholars who have completed French World Language Level 2. Scholars need a foundation of completing 3 years of French before accessing the AP French course.

WHAT: This course is an advanced language course in which scholars acquire proficiencies that expand their cognitive, analytical and communicative skills and prepare for the AP French exam. It uses the three modes of communication (Interpersonal, Interpretive and Presentational) as defined in the Standards for Foreign Language Learning in the 21st Century. The course is designed as an immersion experience requiring the use of French exclusively.

WHEN: One year, 1.0 credit

SCHOOL/CODE:

DHS: FF604A, FF605A

SCHOOL/CODE:

TJHS: FJ401M, FJ402M, FJ401, FJ402

Spanish World Language Level 1

WHO: 9–12th grade scholars

WHAT: This course will emphasize comprehension, oral expression, and acceptable pronunciation. In addition, study of basic grammar and vocabulary is also an integral part of the course. MYP schools will implement the curriculum framework which comprises of key subject in addition to the critical areas.

WHEN: One year, 1.0 credit

SCHOOL/CODE:

DHS, TBHS, FWPA: FS301, FS302

FWHS: FS719B, FS720B

TJHS: FS301M, FS302M

Spanish World Language Level 2

WHO: Scholars who have completed Spanish World Language Level 1

WHAT: This course will include a brief review of first year vocabulary, grammar, and usage. The course will extend the study of the world language, solidify the foundation of grammatical structures, and provide cultural enrichment. MYP schools will implement the curriculum framework which comprises of key subject in addition to the critical areas.

WHEN: One year, 1.0 credit

SCHOOL/CODE:

DHS, TBHS, FWPA: FS401, FS402

FWHS: FS721B, FS722B

TJHS: FS401M, FS402M, FS405MX, FS406MX

Spanish World Language Level 3

WHO: Scholars who have completed Spanish World Language Level 2

WHAT: This course will cover advanced material with a major emphasis on the reading and writing of the language. Scholars will also work on communication, cultural and community understanding, through comparisons and connections across languages. IB schools will implement the curriculum framework which comprises of key subjects in addition to the critical areas. Pre-AICE courses will utilize standards at a mid-intermediate level.

WHEN: One year, 1.0 credit

SCHOOL/CODE:

DHS, TBHS, FWPA, FWHS: FS501, FS502

FWHS: FS723B, FS724B

TJHS: FS610I, FS611I

Spanish World Language Level 4

WHO: Scholars who have completed Spanish World Language Level 3

WHAT: This course will develop scholars' power of expression in both oral and written communication, using authentic texts. Scholars will continue to work on communication, cultural and community understanding, through comparisons and connections across languages. IB schools will implement the curriculum framework which comprises of key subjects in addition to the critical areas. AICE courses will utilize standards at a high intermediate level.

WHEN: One year, 1.0 credit

SCHOOL/CODE:

DHS, TBHS, FWHS: FS601, FS602

FWHS: FS725C, FS726C

TJHS: FS614I, FS615I

Spanish World Language Level 5

WHO: Scholars who have completed Spanish World Language Level 4

WHAT: This course is designed for those scholars who desire an extra year of preparation prior to taking the IB or AP language exam. Scholars will continue to work on communication, cultural and community understanding, through comparisons and connections across languages using authentic texts.

WHEN: One year, 1.0 credit

SCHOOL/CODE:

DHS: FS616, FS617

TJHS: FS616I, FS617I

Heritage Spanish Level 1

WHO: Scholars with Spanish as a native or heritage language

WHAT: This course will allow scholars to study Spanish formally in an academic setting. Emphasizing language and cultural heritage while acquiring Spanish literacy skills. MYP schools will implement the curriculum framework which comprises of key subject in addition to the critical areas.

WHEN: One year, 1.0 credit

SCHOOL/CODE:

DHS, FWH, TBHS: FS618, FS619

TJHS: FS618M, FS619M

Heritage Spanish Level 2

WHO: Scholars who have completed Heritage Spanish Level 1 or have instructor permission

WHAT: This course will extend scholars' Spanish language and literacy proficiency through focused reading and writing using authentic texts and experience that expand to outside content areas allowing scholars to demonstrate proficiency in their native/heritage language. MYP schools will implement the curriculum framework which comprises of key subject in addition to the critical areas.

WHEN: One year, 1.0 credit

SCHOOL/CODE:

DHS, FWHS, TBHS: FS620, FS621

TJHS: FS622M, FS623M

Heritage Spanish Level 3

WHO: Scholars who have completed Heritage Spanish Level 2 or have instructor permission

WHAT: This course will extend scholars' Spanish language and literacy proficiency through focused reading and writing using authentic texts and experiences that connect to outside content areas allowing scholars to demonstrate proficiency in their heritage language. IB schools will implement the curriculum framework which comprises of key subjects in addition to the critical areas.

WHEN: One year, 1.0 credit

SCHOOL/CODE:

FWHS: FS622, FS623

TJHS: FS624I, FS625I

AP Spanish Language and Culture

WHO: Scholars who have completed Heritage Spanish Level 1 or have instructor permission

WHAT: The AP Spanish Language and Culture course emphasizes communication by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish. The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

WHEN: One year, 1.0 credit

SCHOOL/CODE:

DHS, TBHS: FS603A, FS604A

Korean World Language Level 1

WHO: No prerequisites

WHAT: This course will introduce the Korean language, including reading, writing, speaking, and listening. Scholars will also learn Korean culture such as art, music, foods and customs. Scholars will develop their critical thinking skills while comparing and contrasting cultures.

WHEN: One year, 1.0 credit

SCHOOL/CODE:

TAF: FK301, FK302

Korean World Language Level 2

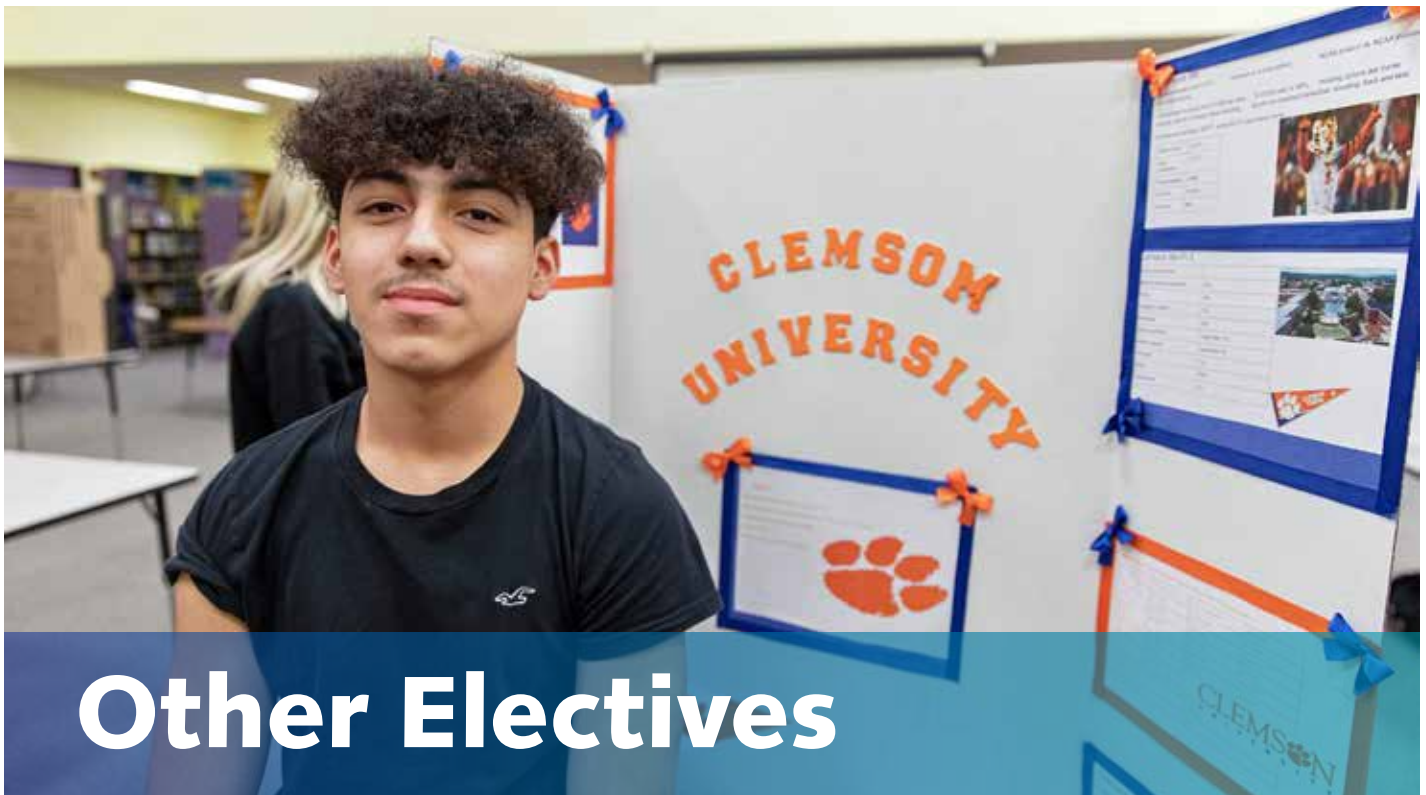
WHO: Scholars who have completed Korean World Language Level 1

WHAT: This course will extend scholars' Korean language and literacy proficiency. Content will include narrative writing, presentational speaking, development of listening and communication, and reading comprehension.

WHEN: One year, 1.0 credit

SCHOOL/CODE:

TAF: FK303, FK304



Other Electives

Course availability may change and vary by school. Please contact specific schools for their most up to date list of course offerings.

MIDDLE SCHOOL

MS Leadership

WHO: All middle school scholars

WHAT: An introductory class designed to provide the essential skills for successful experiences for a servant leader. Course work will involve learning about leadership styles, goal setting, team building, motivation, communication, conflict resolution, managing change and other topics that will help students become effective leaders. This class is great for anyone who wants to learn more about themselves and how they can better serve their peers, school, family and community.

WHEN: One year, 1.0 credit

SCHOOL/CODE:

ILH, LAK, NAU, SAC, SEQ, WDM: LD709
KLO, EVG: LD709-8

FWPS Level Up

WHO: All middle school scholars

WHAT: This course is a course for all scholars to engage in academic extension or intervention in core content.

WHEN: One semester, non-credit course

SCHOOL/CODE:

NAU, WDM, EVG, ILH, KLO, LAK, SAC, SEQ, TAF:
LU600, LU700, LU800

HIGH SCHOOL

Approaches to Learning 10 MYP

WHO: 10th grade scholars

WHAT: The MYP personal project is a student-centered practical exploration in which students consolidate their learning throughout the MYP program. This semester-long project is designed as a semi-independent learning experience. The personal project formally assesses students' ATL skills for self-management, research, communication, critical and creative thinking, and collaboration. The personal project encourages students to practice and strengthen their ATL skills, to connect classroom learning engagements with personal experience, and to develop their own interests for lifelong learning.

WHEN: One year, 1.0 credit

SCHOOL/CODE:

TJHS: AV403M, AV404M

Leadership

WHO: 9–12th grade scholars

WHAT: An introductory class designed to provide the essential skills for successful experiences for a servant leader. Course work will involve learning about leadership styles, goal setting, team building, motivation, communication, conflict resolution, managing change and other topics that will help students become effective leaders. This class is great for anyone who wants to learn more about themselves and how they can better serve their peers, school, family and community. This course is a prerequisite for Advanced Leadership. This class is an elective credit but does not meet the requirement as an elective social studies credit or senior social studies credit.

WHEN: One year, 1.0 credit

SCHOOL/CODE:

DHS, FWHS, TAF, TBHS, TJHS, TRU: LD301, LD302

Advanced Leadership

WHO: 10–12th grade scholars

WHAT: Advanced Leadership is the second level leadership course for students who would like to continue their development as a student leader. This class is mandatory for those intending to be an ASB officer, class officer, or freshmen mentor. The course focuses on the development and implementation of various projects including assemblies, dances, and recognition projects. All members of this course will be involved in mentorship of incoming freshmen as well. After school hours are expected in some instances. This class is an elective credit but does not meet the requirement as an elective social studies credit or senior social studies credit.

WHEN: One year, 1.0 credit

SCHOOL/CODE:

DHS, FWHS, TAF, TBHS, TJHS, TRU: LD501, LD502

Credit Recovery

WHO: 9–12th grade scholars

WHAT: Credit recovery class is an option for scholars in grades 9–12 who have failed Algebra 1 or 2, Geometry, English Language Arts 9, 10, 11, or 12, World History 1 or 2, U.S. History, Senior Social Studies, Biology, Chemistry, Physics, or Health. (Not all IB/AICE courses can be recovered through this method.) Scholars are enrolled in an in-person course where their mentor supports them in taking a customized online course as they earn credit for the specific standards failed. Regular attendance is required as well as the ability to work independently reading and learning from videos with the support of an online teacher and a class mentor. Registration is limited with the approval of the school counselor and scholars can earn up 0.50–1.0 credits per course.

WHEN: Semester, 0.5 credits or one year, 1.0 credit

SCHOOL/CODE:

DHS, FWHS, TBHS, TJHS, FWPA: FE996, FE997



**FEDERAL WAY
PUBLIC SCHOOLS**

| FWPS.ORG

For the most up-to-date course catalog visit
www.fwps.org/CourseCatalog

We would like to thank the members of our Course Catalog Committee, including school counselors, teachers, administrators and central office staff, for contributing their time, expertise and support toward the creation of a comprehensive course catalog for scholars and families in Federal Way Public Schools. Each year this committee reconvenes to make updates, and feedback is very important to improving the quality of this tool.

Please send your feedback to coursecatalog@fwps.org.