Fairbanks North Star Borough School District

# High School Course Catalog

## (Grades 9-12)



# 2026 – 2027

# 2026 – 2027 DISTRICT CALENDAR

## 2026-27 Academic Calendar

WWW.K12NORTHSTAR.ORG • DISTRICT OFFICE: (907) 452-2000 • 520 FIFTH AVE

### JULY
2-3 Schools & District Offices Closed

### AUGUST
11 Teacher Work Day (No School)

12-14 Professional Development (No School)

17 Teacher Work Day (No School)

**18 First Day of School**

### SEPTEMBER
7 Schools & District Offices Closed

17-18 Professional Development (No School)

### OCTOBER
8-9 Parent-Teacher Conferences (No School)

16 End of 1st Quarter (Early Dismissal)

*1st Quarter: 46 Days*

### NOVEMBER
25 Early Dismissal

26-27 Schools & District Offices Closed

### DECEMBER
16-18 Early Dismissal

18 End of 2nd Quarter/ 1st Semester

*2nd Quarter: 43 Days*
*1st Semester: 89 Days*

21-31 Winter Break (Schools Closed)

24-25 District Offices Closed

**JULY 2026**

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

**AUGUST 2026**

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| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

**SEPTEMBER 2026**

| S | M | T | W | T | F | S |
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| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

**OCTOBER 2026**

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
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| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

**NOVEMBER 2026**

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |

**DECEMBER 2026**

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
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| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

**JANUARY 2027**

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
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| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

**FEBRUARY 2027**

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | | | | | | |

**MARCH 2027**

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

**APRIL 2027**

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | |

**MAY 2027**

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

**JUNE 2027**

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

**SYMBOL KEY**

- District Offices Closed
- Early Dismissal
- No School
- Parent-Teacher Conferences (No School)
- Professional Development (No School)
- Teacher Work Day (No School)
- Testing Window

*The Fairbanks North Star Borough School District is an equal employment and educational opportunity institution, as well as a tobacco and nicotine-free learning and work environment.*

### JANUARY
1 Schools & District Offices Closed

4 Teacher Work Day (No School)

5 Professional Development (No School)

18 Schools & District Offices Closed

### FEBRUARY
11-12 Parent-Teacher Conferences (No School)

### MARCH
5 End of 3rd Quarter (Early Dismissal)

*3rd Quarter: 43 Days*

8-12 Spring Break (No School)

11-12 District Offices Closed

29 Statewide Testing Window Begins

### APRIL
23 Schools Closed

30 Early Dismissal
Statewide Testing Window Ends

### MAY
18-20 Early Dismissal

**20 Last Day of School**
End of 4th Quarter/ 2nd Semester

*4th Quarter: 48 Days*
*2nd Semester: 91 Days*

21 Teacher Work Day (No School). Tentative Make-Up Day for Inclement Weather

24-27 Tentative Make-Up Days for Inclement Weather

31 Schools and District Offices Closed

**NUTRITION SERVICES**
(907) 451-1004
*(free & reduced meal application, menus, nutrition, and allergy info)*
**k12northstar.org/food**

**TRANSPORTATION**
Durham Dispatch - (907) 206-7789
*(drop off/pick up issues, late bus, missed stops, lost items, etc.)*
FNSBSD - (907) 452-2000 ext. 4
*(bus stop, route info)*
**k12northstar.org/bus**

*Adopted by School Board: June 3, 2025*

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# INTRODUCTION

Driven by a desire to better prepare graduates for college and careers, the Alaska Department of Education & Early Development, with the support of Alaska educators and stakeholders, created English/Language Arts (ELA), Mathematics, and Science Standards. The more rigorous academic standards clearly outline what students should know and be able to do at each grade level to be globally competitive. The ELA and mathematics standards were adopted by the State Board of Education in June 2012 and the science in 2019. These standards indicate how well students at a particular age are expected to perform in reading, writing, mathematics, and science. The Fairbanks North Star Borough School District (FNSBSD) has made a formal commitment to the standards, and it is reflected in the district's adopted curricula.

The school district's curriculum goal is to provide all students with an excellent educational program that not only meets basic academic needs, but also sets high expectations and provides opportunities for each student to excel and develop individual talents.

This High School Course Catalog lists all courses adopted by the FNSBSD Board of Education. **Not all courses may be offered at a specific school, and students should contact their counselor for a list of courses available at their school.** Those interested in more detailed information may also refer to the comprehensive subject area curriculum guides available in schools, from the Department of Teaching & Learning at the school district's administrative center, or posted on the district's website. Curriculum questions that cannot be answered at the school building level should be referred to the Department of Teaching & Learning.

Curriculum development and revision in the FNSBSD is an ongoing process that involves community, educators, students, the Board Curriculum Committee, and the School Board. Curricular issues of interest to parents, students, and staff may also be addressed by this committee prior to being forwarded to the School Board for adoption.


**Fairbanks North Star Borough School District**
**Department of Teaching & Learning**

Chane Beam
Executive Director of Teaching & Learning

Tara DeVaughn
Secondary Curriculum Coordinator

April Reischke
Program Specialist


**References Key**
A = Alaska Performance Scholarship (APS) Approved
N = National Collegiate Athletic Assoc. (NCAA) Approved
R = Repeatable Courses

# *ART*



## Adopted: April 1, 2025

**IMPORTANT:**

The Alaska Performance Scholarship (APS) and the National Collegiate Athletic Association (NCAA) requirements/approvals **are subject to change without notice**. The information in this catalog is provided as a guideline to assist you in planning. Course descriptions will use the reference keys below to indicate whether a course is approved for APS and/or NCAA. A list of APS approved courses is also included in the appendix of this catalog. **For the current list of APS eligible courses visit the district's website.**

For questions, please contact the Department of Teaching and Learning at (907) 452-2000, ext. 11422.

**References Key**

A = Alaska Performance Scholarship (APS) Approved
N = National Collegiate Athletic Assoc. (NCAA) Approved
R = Repeatable Courses

| | |
|---|---|
| **ADVANCED PLACEMENT ART HISTORY**<br>Course #: AR070/071<br>Grades: 11 - 12<br>Length: Two Semesters<br>Credit: 1<br>(Cross-credited with Social Studies Elective)<br>Prerequisite: Teacher Recommendation<br>Fee: AP exam ($100 approx.) | *AP Art History* is equivalent to a two-semester introductory college course that explores the nature of art, art making, and responses to art. By investigating specific course content of 250 works of art characterized by diverse artistic traditions from prehistory to the present, the course fosters in-depth, holistic understanding of the history of art from a global perspective. Students become active participants in the global art world, engaging with its forms and content. They experience research, discuss, read, and write about art, artists, art making, responses to, and interpretations of art. (AP Exam is strongly encouraged.) **(A)** |
| **ADVANCED PLACEMENT STUDIO ART: 2D DESIGN**<br>Course #: AR028/029<br>Grades: 11-12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: Teacher Recommendation<br>Fee: Required ($40 maximum plus fee for submission of AP portfolio in the spring) | The AP program offers three studio art courses and portfolios: *AP Studio Art 2D Design, AP Studio Art 3D Design,* and *AP Studio Art Drawing*. The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. Students submit portfolios for evaluation at the end of the school year. The *AP Studio Art* program consists of three portfolios (2D Design, 3D Design, and Drawing) corresponding to the most common college foundation courses. Students may choose to submit any or all of the 2D Design, 3D Design, or Drawing portfolios. Students will create a portfolio of work to demonstrate the artistic skills and ideas they have developed, refined, and applied over the course of the year to produce visual compositions. |
| **ADVANCED PLACEMENT STUDIO ART: 3D DESIGN**<br>Course #: AR030/031<br>Grades: 11 - 12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: Teacher Recommendation<br>Fee: Required ($45 maximum plus fee for submission of AP portfolio in the spring) | The AP program offers three studio art courses and portfolios: *AP Studio Art 2D Design, AP Studio Art 3D Design,* and *AP Studio Art Drawing*. The *AP Studio Art* portfolios are designed for students who are seriously interested in the practical experience of art. Students submit portfolios for evaluation at the end of the school year. The AP Studio Art program consists of three portfolios (2D Design, 3D Design, and Drawing) corresponding to the most common college foundation courses. Students may choose to submit any or all of the 2D Design, 3D Design, or Drawing portfolios. Students will create a portfolio of work to demonstrate the artistic skills and ideas they have developed, refined, and applied over the course of the year to produce visual compositions. |
| **ADVANCED PLACEMENT STUDIO ART: DRAWING**<br>Course #: AR005/006<br>Grades: 11 - 12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: Teacher Recommendation<br>Fee: Required ($30 maximum plus fee for submission of AP portfolio in the spring) | The AP program offers three studio art courses and portfolios: *AP Studio Art 2D Design, AP Studio Art 3D Design,* and *AP Studio Art Drawing*. The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. Students submit portfolios for evaluation at the end of the school year. The *AP Studio Art* program consists of three portfolios (2D Design, 3D Design, and Drawing) corresponding to the most common college foundation courses. Students may choose to submit any or all of the 2D Design, 3D Design, or Drawing portfolios. Students will create a portfolio of work to demonstrate the artistic skills and ideas they have developed, refined, and applied over the course of the year to produce visual compositions. |
| **ALASKA NATIVE ARTS: BEGINNING 1A/1B**<br>Course #: AR129/038<br>Grades: 9 - 12<br>Length: One or Two Semesters<br>Credit: 0.5 or 1<br>Prerequisite: None<br>Fee: See Appendix | *Beginning Alaska Native Arts* is designed to introduce students to the arts, histories, and cultures of the indigenous people of Alaska. A balance of studio experiences, technologies, and academic explorations based upon traditional and contemporary art forms make up the central core of this course. Various media, techniques, and processes are explored. Students learn to make critical judgments about their own art and the art of others and are encouraged to relate the beauty and meaning of art to their lives. They are exposed to the historical and contemporary role of Native art forms in Alaska. *Beginning Alaska Native Arts 1B* requires a greater degree of proficiency and higher expectations from students and teacher. |

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| **ALASKA NATIVE ARTS: INTERMEDIATE 1A/1B**<br>Course #: AR015/039<br>Grades: 9 - 12<br>Length: One or Two Semesters<br>Credit: 0.5 or 1<br>Prerequisite: *Alaska Native Arts: Beginning* or Teacher Recommendation<br>Fee: See Appendix | *Intermediate Alaska Native Arts* is for serious students committed to gaining independence, skill, and knowledge in the field. The course further introduces students to the arts, histories, and cultures of the Indigenous people of Alaska. Students may also be introduced to non-Indigenous Alaskan artists. They are expected to apply the elements and principles of art and to their work. Students make critical judgments about their own art and the art of others. Students are exposed to the historical and contemporary role of Alaska Native arts throughout the world, and are encouraged to relate the beauty and meaning of art to their lives. Self-discipline and a willingness to seek new challenges are expected. Media components may be explored and utilized. A safety test may be required before hazardous tools or materials are used. The second semester requires a greater degree of proficiency and higher expectations from students and teacher. |
| **ALASKA NATIVE ARTS: ADVANCED 1A/1B**<br>Course #: AR011/040<br>Grades: 9 - 12<br>Length: One or Two Semesters<br>Credit: 0.5 or 1<br>Prerequisite: *Alaska Native Arts: Intermediate* or Teacher Recommendation<br>Fee: See Appendix | *Advanced Alaska Native Arts* is for serious students committed to gaining independence, skill, and knowledge in the field. The course further introduces students to the arts, histories, and cultures of the Indigenous people of Alaska. Students may also be introduced to non-Indigenous Alaskan artists. They are expected to apply the elements and principles of art to their work. Students make critical judgments about their own art and the art of others. Students are exposed to the historical and contemporary role of Alaska Native arts throughout the world, and are encouraged to relate the beauty and meaning of art to their lives. Self-discipline and a willingness to seek new challenges are expected. The second semester requires a greater degree of proficiency and higher expectations from students and teacher. Media components may be explored and utilized. Tools can be hazardous if used improperly; self-discipline is a must. A safety test must be passed before hazardous tools or materials may be used. |
| **ALASKA STUDIES THROUGH ART & MEDIA**<br>Course #: AR025<br>Grades: 9 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: None<br>Fee: None | *Alaska Studies Through Art & Media* is designed to introduce students to the arts, histories, and cultures of the indigenous people of Alaska, as well as Alaska's journey into statehood and beyond. A balance of studio experiences, technologies, and academic explorations based upon traditional and contemporary art forms make up the central core of this class. Various media, techniques and processes are explored. Students learn to make critical judgments about their own art and the art of others and are encouraged to relate the beauty and meaning of art to their lives. They are exposed to the historical and contemporary role of art in Alaska. This course overviews the political, social, and economic forces have shaped modern day Alaska through an arts lens. Tools can be hazardous if used improperly; self-discipline is a must. A safety test must be passed before hazardous tools or materials may be used. Media components may be explored and utilized. |
| **2D ART, BEGINNING**<br>Course #: AR020<br>Grades: 9 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: None<br>Fee: See Appendix | *Beginning 2D Art* is a foundation for all upper level art classes. This course covers the fundamental skills, knowledge, attitudes, and technology necessary to begin producing and understanding the visual arts. Students learn to create, present, respond, and connect. This course will introduce students to a basic understanding of two-dimensional art through an exploration of drawing, painting, printmaking, and mixed media collage. It teaches the use of elements of art, principles of design, art history, artist research, creative thinking skills, visual culture, and the development of studio attitudes and aptitudes. Media components may be explored and utilized. Portfolio development may be required. |
| **2D ART, INTERMEDIATE**<br>Course #: AR106/107<br>Grades: 9 - 12<br>Length: One or Two Semesters<br>Credit: 0.5 or 1<br>Prerequisite: *2d Art, Beginning* or Teacher Recommendation<br>Fee: See Appendix | *Intermediate 2D Art* is an intermediate level course where students refine their drawing, design, painting, and printmaking skills. A variety of subject matter, materials, and technologies will be used to solve two-dimensional visual problems. Students will continue to create, present, respond, and connect to art in their personal lives. Fall semester will focus on drawing and design skills. Spring semester will focus on painting and printmaking. Portfolio and sketchbook development may be required. Media components may be explored and utilized. Students intending to take *AP Studio Art: Drawing* or *2D Design* are encouraged to take two semesters of *Intermediate 2D Art*. |

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|---|---|
| **2D ART, ADVANCED**<br>Course #: AR111/1111<br>Grades: 9 - 12<br>Length: One or Two Semesters<br>Credit: 0.5 or 1<br>Prerequisite: *Intermediate 2D Art,* or Teacher Recommendation<br>Fee: See Appendix | *Advanced 2D Art* is an advanced level course. Students will build on skills developed in *Beginning 2D Art* and *Intermediate 2D* Art by creating, presenting, responding, and connecting to artistic ideas and personal meaning. Students will continue to develop and refine the practice of studio production and studio thinking. They will continue to use and apply a knowledge of aesthetics and design, art history and culture, and valuing and critiquing. Students at this level will demonstrate a higher level of independent thought, and begin working on a breath of artwork designed to stimulate their creativity and originality. They will explore various media and methods and begin to develop a voice. Students will learn to work in a series in preparation for an *AP* or *Honors Portfolio*. Work in this course will increase in complexity, rigor, and personal expression. Portfolio and Sketchbook development will be required. Media components may be explored and utilized. Students who intend to take *AP Studio Art: Drawing* or *2D* should take two semesters of *Advanced 2D Art*. |
| **3D ART, BEGINNING**<br>Course #: AR021<br>Grades: 9 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: None<br>Fee: See Appendix | *Beginning 3D Art* is a foundation for all upper level 3D art classes. This course covers the fundamental skills, knowledge, attitudes, and technology necessary to begin producing and understanding the visual arts. Students learn to create, present, respond, and connect. This course will introduce students to a basic understanding of three-dimensional art through an exploration of ceramics, sculpture, jewelry, fiber art, and mixed media assemblage. It teaches the use of elements of art, principles of design, art history, artist research, creative thinking skills, visual culture, and the development of studio attitudes and aptitudes. Media components may be explored and utilized. Portfolio development may be required. |
| **3D ART, INTERMEDIATE**<br>Course #: AR109/110<br>Grades: 9 - 12<br>Length: One or Two Semesters<br>Credit: 0.5 or 1<br>Prerequisite: Beginning *3D Art* or Teacher Recommendation<br>Fee: See Appendix | *Intermediate 3D Art* is an intermediate level course where students will refine ceramic, sculpture, jewelry, fiber art, book arts, and assemblage skills. A variety of subject matter, materials, and technologies will be used to solve three-dimensional visual problems. Students will continue to create, present, respond, and connect to art in their personal lives. Fall and spring semester will differ in content. Portfolio and sketchbook development may be required. Media components may be explored and utilized. Students intending to take *AP Studio Art: 3D Design* are encouraged to take two semesters of *Intermediate 3D Art*. |
| **3D ART, ADVANCED**<br>Course #: AR114/1144<br>Grades: 9 - 12<br>Length: One or Two Semesters<br>Credit: 0.5 or 1<br>Prerequisite: *Intermediate 3D Art* or Teacher Recommendation<br>Fee: See Appendix | *Advanced 3D Art* is an advanced level course. Students will build on skills developed in *Beginning* and *Intermediate 3D Art*: creating, presenting, responding, and connecting to artistic ideas and personal meaning. Students will continue to develop and refine the practice of studio production and studio thinking, continue to use and apply a knowledge of aesthetics and design, art history and culture, and valuing and critiquing. Students at this level will demonstrate a higher level of independent thought, and begin working on a breath of artwork designed to stimulate their creativity and originality. They will explore various media and methods and begin to develop a "voice." Students will learn to work in a series in preparation for an *AP* or *Honors Portfolio*. Work in this course will increase in complexity, rigor, and personal expression. Portfolio and sketchbook development will be required. Media components may be explored and utilized. Students who intend to take *AP Studio Portfolio: 3D* should take two semesters of *Advanced 3D Art.* |
| **ART WORKSHOP 1A/1B**<br>Course #: AR046/069<br>Grades: 9 - 12<br>Length: One or Two Semesters<br>Credit: 0.5 or 1<br>Prerequisite: None<br>Fee: See Appendix | *Art Workshop* is a survey of art experiences designed for beginners. Students experiment with a variety of techniques and materials that may include drawing, painting, printmaking, sculpting, digital art, photography, Alaska Native art, fiber, ceramics, collage, or glass mosaics. Students learn to create and critique their own art and the art of others and are encouraged to relate the beauty and meaning of art to their lives. This course stresses the use of the elements and principles of art, the study of artists, the improvement of creative thinking skills, and the process of making informed judgments about art. Students are exposed to the historical and contemporary role of the arts in Alaska, the nation, and the world. Media components may be explored and utilized. |
| **CERAMICS: BEGINNING 1A/1B**<br>Course #: AR130/096<br>Grades: 9 - 12<br>Length: One or Two Semesters<br>Credit: 0.5 or 1<br>Prerequisite: None<br>Fee: See Appendix | *Beginning Ceramics* covers the fundamental skills, knowledge, attitudes, and techniques necessary to begin understanding ceramics. Students learn a variety of hand-building techniques while working with clay and may be introduced to the potter's wheel. They begin to apply design elements and the principles of art. Students learn to critique their own art and the art of others and are encouraged to relate the beauty and meaning of art to their lives. Students are exposed to the historical and contemporary role of ceramics from various cultures throughout the world. Media components may be explored and utilized. |

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| **CERAMICS: INTERMEDIATE 1A/1B**<br>Course #: AR084/097<br>Grades: 9 - 12<br>Length: One or Two Semesters<br>Credit: 0.5 or 1<br>Prerequisite: *Beginning Ceramics* or Teacher Recommendation<br>Fee: See Appendix | *Intermediate Ceramics* is for students committed to gaining independence, skill, and knowledge in the field. Self-discipline and a willingness to seek new challenges are expected. Students continue to make critical judgments about their own art and the art of others. They are exposed to the historical and contemporary role of pottery from various cultures throughout the world and are encouraged to relate the beauty and meaning of art to their lives. *Intermediate Ceramics 1B* requires a greater degree of proficiency and higher expectations from students and teacher. Media components may be explored and utilized. |
| **CERAMICS: ADVANCED 1A/1B**<br>Course #: AR086/098<br>Grades: 9 - 12<br>Length: One or Two Semesters<br>Credit: 0.5 or 1<br>Prerequisite: *Intermediate Ceramics* or Teacher Recommendation<br>Fee: See Appendix | *Advanced Ceramics* is for students seeking a rigorous level of independence, skill, and knowledge in the field. Self-discipline and a willingness to seek new challenges are expected. Students continue to make critical judgments about their own art and the art of others. They are exposed to the historical and contemporary role of pottery from various cultures throughout the world and are encouraged to relate the beauty and meaning of art to their lives. *Advanced Ceramics 1B* requires a greater degree of proficiency and higher expectations from students and teacher. Building towards an AP 3D digital portfolio will be strongly encouraged. Media components may be explored and utilized. |
| **DIGITAL ARTS 1A/1B**<br>Course #: AR088/089<br>Grades: 10 - 12<br>Length: One or Two Semesters<br>Credit: 0.5 or 1<br>Prerequisite: *Studio Art 1A/1B* or Teacher Recommendation<br>Fee: None | *Digital Arts 1A/1B* will explore the diversity of processes and concepts in computer graphic art and design. Students will look at the cutting edge technology, computer art programs, and the visual art. Students will be expected to recognize and critique artistic themes in computer generated art and animation works. Group and individual critiques will be used. Media components may be explored and utilized. |
| **DRAWING & DESIGN 1A/1B**<br>Course #: AR008/099<br>Grades: 11 - 12<br>Length: One or Two Semesters<br>Credit: 0.5 or 1<br>Prerequisite: *Studio Art 1A/1B* or Teacher Recommendation<br>Fee: See Appendix | In *Drawing & Design*, students refine their drawing and design skills. A variety of subject matter, materials, and technologies are used to solve two-dimensional and three-dimensional problems. Students continue to develop critiquing skills and are encouraged to relate the beauty and meaning of art to their lives. They gain an understanding of values, beliefs, ideas, and traditions of various cultures through the study of drawing and design. Drawing & Design 1B requires a greater degree of proficiency. Portfolio development may be required. Media components may be explored and utilized. |
| **FIBER ART: BEGINNING 1A/1B**<br>Course #: AR090/091<br>Grades: 9 - 12<br>Length: One or Two Semesters<br>Credit: 0.5 or 1.0<br>Prerequisite: None<br>Fee: See Appendix | In *Beginning Fiber Art 1A/1B*, students will learn to use various fibers as a medium to produce art. Students learn to create and critique art and are encouraged to relate the beauty and meaning of art to their lives. This course stresses the use of the elements and principles of art, the study of artists, the improvement of creative thinking skills, and the process of learning to make informed judgments about art. Students are exposed to the historical and contemporary role of fiber art in Alaska, the nation, and the world. Students do not need to be proficient in drawing to enroll. Portfolio development may be required. |
| **FIBER ART: INTERMEDIATE 1A/1B**<br>Course #: AR092/093<br>Grades: 9 - 12<br>Length: One or Two Semesters<br>Credit: 0.5 or 1.0<br>Prerequisite: *Beginning Art* or Teacher Recommendation<br>Fee: See Appendix | In *Intermediate Fiber Art 1A/1B*, students will use various fibers as a medium to produce art. Students continue to create and critique art and are encouraged to relate the beauty and meaning of art to their lives. *Intermediate Fiber Art 1A/1B* stresses the use of the elements and principles of art, the study of fiber artists, the improvement of creative thinking skills, and the process of learning to make informed judgements about art. Students are exposed to the historical and contemporary role of fiber art in Alaska, the nation, and the world. Students do not need to be proficient in drawing to enroll. Portfolio development may be required. |

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| **FIBER ART: ADVANCED 1A/1B**<br>Course #: AR094/095<br>Grades: 9 - 12<br>Length: One or Two Semesters<br>Credit: 0.5 or 1.0<br>Prerequisite*: Intermediate Fiber Art 1A/1B* or Teacher Recommendation<br>Fee: See Appendix | In *Advanced Fiber Art 1A/1B*, students will continue to refine the use of various fibers as a medium to produce art. Students continue to create and critique art and are encouraged to relate the beauty and meaning of art to their lives. *Advanced Fiber Art 1A/1B* stresses the use of the elements and principles of art, the study of fiber artists, the improvement of creative thinking skills, and the process of learning to make informed judgments about art. Students are exposed to the historical and contemporary role of fiber art in Alaska, the nation, and the world. Students will exhibit a greater level of proficiency, independence, and self-direction. Students do not need to be proficient in drawing to enroll. Portfolio development may be required. |
| **GEOMETRY ART & DESIGN**<br>Course #: MA225<br>Grades: 9-12<br>Length:One Semester<br>Credit: 0.5<br>Prerequisite: *Algebra I*<br>Fee: None | Taken alongside *Geometry*, this course combines traditional geometry with practical art and design. Students will learn geometric theories and immediately apply them by building shapes, creating intricate line designs, and exploring real-world applications. By connecting math to visual art, architecture, and everyday life, students gain a hands-on understanding of how geometry shapes the world around them.<br><br>***Star of the North Pilot only; offered second semester.** |
| **GRAPHIC DESIGN 1A/1B**<br>Course #: AR115/116<br>Grades: 10 - 12<br>Length: One or Two Semesters<br>Credit: 0.5 or 1<br>Prerequisite*: Studio Art 1A/1B* or Teacher Recommendation<br>Fee: See Appendix | *Graphic Design 1A/1B* is the creative planning and execution of visual communication. This course introduces art intended to communicate information and advertising. The focus is on studying and using layouts and concepts used in the graphic design industry. Analog and digital media will be used. Layout, typography, scanning, and photography are involved in the production of visual communication. Portfolio development may be required. Media components may be explored and utilized. |
| **HONORS ART/ PORTFOLIO DEVELOPMENT 1A/1B**<br>Course #: AR062/117<br>Grades: 9 - 12<br>Length: One or Two Semesters<br>Credit: 0.5 or 1<br>Prerequisite: *Drawing & Design 1A/1B* or Teacher Recommendation<br>Fee: See Appendix | *Honors Art/Portfolio Development 1A/1B* is a course designed for serious art students with a commitment to develop their technical skills in two-dimensional or three-dimensional art. Through supervised study, students will build a portfolio that demonstrates an ability to solve a variety of artistic problems and work with many approaches. Self-discipline and a willingness to seek new challenges are demanded. Students continue to make critical judgments about their own art and the art of others and are encouraged to relate the beauty and meaning of art to their lives. Students are expected to investigate the historical and contemporary role of art throughout the world. This course develops students' understanding of color theory and painting skills. Students explore a variety of painting media, approaches, techniques, surfaces, and technologies. They continue to critique their own art and the art of others. They are encouraged to relate beauty and meaning of art to their lives and to develop an understanding of values, beliefs, ideas, and traditions of various cultures through the study of art. Portfolio development is required. Media components may be explored and utilized. |
| **JEWELRY: BEGINNING 1A/1B**<br>Course #: AR131/118<br>Grades: 10 - 12<br>Length: One or Two Semesters<br>Credit: 0.5 or 1<br>Prerequisite: None<br>Fee: See Appendix | *Beginning Jewelry 1A/1B* covers the fundamental skills, knowledge, attitudes, and technology necessary to begin to understand jewelry. Various jewelry-making processes are explored as students work with different materials and tools. Students learn to make critical judgments about their own art and the art of others and are encouraged to relate the beauty and meaning of art to their lives. They are exposed to the historical and contemporary role of jewelry throughout the world. *Beginning Jewelry 1B* requires a greater degree of proficiency and higher expectations from students and teacher. Tools can be hazardous if used improperly; self-discipline is a must. A safety test must be passed before hazardous tools or materials may be used. Portfolio development may be required. Media components may be explored and utilized. |

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| **JEWELRY: INTERMEDIATE 1A/1B**<br>Course #: AR119/120<br>Grades: 10 - 12<br>Length: One or Two Semesters<br>Credit: 0.5 or 1<br>Prerequisite: *Beginning Jewelry 1A/1B* or Teacher Recommendation<br>Fee: See Appendix | *Intermediate Jewelry* continues to cover the fundamental skills, knowledge, attitudes, and technology necessary to begin to understand jewelry. Various jewelry-making processes are explored as students work with different materials and tools. Students learn to make critical judgments about their own art and the art of others and are encouraged to relate the beauty and meaning of art to their lives. They are exposed to the historical and contemporary role of jewelry throughout the world. *Intermediate Jewelry 1B* requires a greater degree of proficiency and higher expectations from students and teacher. Tools can be hazardous if used improperly; self-discipline is a must. A safety test must be passed before hazardous tools or materials may be used. Portfolio development may be required. Media components may be explored and utilized. |
| **JEWELRY: ADVANCED 1A/1B**<br>Course #: AR072/073<br>Grades: 10 - 12<br>Length: One or Two Semesters<br>Credit: 0.5 or 1<br>Prerequisite: *Intermediate Jewelry 1A/1B* or Teacher Recommendation<br>Fee: See Appendix | *Advanced Jewelry 1A/1B* continues to build on the skills, knowledge, attitudes, and technology necessary to create jewelry. Various jewelry-making processes are explored as students work with different materials and tools. Students learn to make critical judgments about their own art and the art of others and are encouraged to relate the beauty and meaning of art to their lives. They are exposed to the historical and contemporary role of jewelry throughout the world. *Advanced Jewelry 1B* requires a greater degree of proficiency and higher expectations from students and teacher. Tools can be hazardous if used improperly; self-discipline is a must. A safety test must be passed before hazardous tools or materials may be used. Portfolio development may be required. Media components may be explored and utilized. |
| **Painting 1A/2B**<br>Course #: AR023/022<br>Grades: 9 - 12<br>Length: One or Two Semesters<br>Credit: 0.5 or 1<br>Prerequisite: *Studio Art 1A/1B* or Teacher Recommendation<br>Fee: See Appendix | *Painting* develops students' understanding of color theory and painting skills. Students explore a variety of painting media, approaches, techniques, surfaces, and technologies. They continue to critique their own art and the art of others. They are encouraged to related beauty and meaning of art to their lives, and to develop an understanding of values, beliefs, ideas, and traditions of various cultures through the study of art. Portfolio development may be required. Technology may be applied for reference or support. |
| **PHOTOGRAPHY: BEGINNING 1A/1B**<br>Course #: AR121/122<br>Grades: 9 - 12<br>Length: One or Two Semesters<br>Credit: 0.5 or 1<br>Prerequisite: None<br>Fee: See Appendix | *Beginning Photography 1A/1B* covers the fundamental skills, knowledge, attitudes, and techniques necessary to begin to understand the photographic process. Students learn the basic functions of a manual SLR 35mm camera and/or a DSLR camera, how to process black and white film and/or digital images, and print film negatives/positives and/or digital images. Students will learn the elements and principles of art and begin to apply them to their work. Students learn to make critical judgments about their own art and the art of others. Students are exposed to the historical and contemporary role of photography throughout the world and are encouraged to relate the beauty and meaning of photographic art to their lives. Extensive out-of-class work is required to be successful in photography. *Beginning Photography 1B* requires a greater degree of proficiency and higher expectations from students and teacher. Media components may be explored and utilized. |
| **PHOTOGRAPHY: INTERMEDIATE 1A/1B**<br>Course #: AR055/123<br>Grades: 9 - 12<br>Length: One or Two Semesters<br>Credit: 0.5 or 1<br>Prerequisite: *Beginning Photography 1A/1B* or Teacher Recommendation<br>Fee: See Appendix | *Advanced Photography* is for higher level students committed to gaining independence, technical skill, and knowledge in the traditional and digital photographic process. It covers and expands the fundamental skills, knowledge, and techniques necessary to advance in photography. Emphasis will be on refining camera work, composition, visual concepts exposure, development of the negative, and printing skills in black and white or digital photos and the digital process. Students are expected to apply the elements and principles of art to their work. Students make critical judgments about their own art and the art of others. Students are exposed to the historical and contemporary role of photography throughout the world and are encouraged to relate the beauty and meaning of photographic art to their lives. Self-discipline is a must since extensive out-of-class work is required to be successful in photography. *Advanced Photography 1B* requires a greater degree of proficiency and higher expectations from students and teacher. Media components may be explored and utilized. |

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| **PHOTOGRAPHY: ADVANCED 1A/1B**<br>Course #: AR082/124<br>Grades: 9 - 12<br>Length: One or Two Semesters<br>Credit: 0.5 or 1<br>Prerequisite: *Intermediate Photography1A/1B* or Teacher Recommendation<br>Fee: See Appendix | *Advanced Photography* is for higher level students committed to gaining independence, technical skill, and knowledge in the traditional and digital photographic process. It covers and expands the fundamental skills, knowledge, and techniques necessary to advance in photography. Emphasis will be on refining camera work, composition, visual concepts exposure, development of the negative, and printing skills in black and white or digital photos and the digital process. Students are expected to apply the elements and principles of art to their work. Students make critical judgments about their own art and the art of others. Students are exposed to the historical and contemporary role of photography throughout the world and are encouraged to relate the beauty and meaning of photographic art to their lives. Self-discipline is a must since extensive out-of-class work is required to be successful in photography. *Advanced Photography 1B* requires a greater degree of proficiency and higher expectations from students and teacher. Media components may be explored and utilized. |
| **PRINTMAKING 1A/1B**<br>Course #: AR018/125<br>Grades: 9 - 12<br>Length: One or Two Semesters<br>Credit: 0.5 or 1<br>Prerequisite: *Studio Art 1A/1B* or Teacher Recommendation<br>Fee: See Appendix | *Printmaking 1A/1B* is an art of making multiple originals. Students will learn the history of the field and explore various processes such as silk screening, lithography, monoprinting, etching, and woodcuts. This course stresses the use of the elements and principles of art, and the improvement of creative thinking skills. Students continue to make critical judgments about their own art and the art of others and are encouraged to relate the beauty and meaning of art to their lives. Students gain an understanding of values, beliefs, ideas, and traditions of various cultures through the study of printmaking. *Printmaking 1B* requires a greater degree of proficiency and higher expectations from students and teacher. A safety test must be passed before students are allowed to use potentially harmful tools, chemicals, materials, or machinery. Portfolio development may be required. Media components may be explored and utilized. |
| **SCULPTURE 1A/1B**<br>Course #: AR074/126<br>Grades: 9 - 12<br>Length: One or Two Semesters<br>Credit: 0.5 or 1<br>Prerequisite: None<br>Fee: See Appendix | *Sculpture 1A/1B* covers the fundamental skills, knowledge, and technology necessary to begin to understand sculpture. Various sculptural processes are explored, and students work with a variety of materials and tools. Students learn to make critical judgments about their own art and the art of others and are encouraged to relate the beauty and meaning of art to their lives. Students are exposed to the historical and contemporary role of sculpture throughout the world. Sculpture 1B requires a greater degree of proficiency and higher expectations from students and teacher. Tools can be hazardous if used improperly; self-discipline is a must. A safety test must be passed before hazardous tools or materials may be used. Media components may be explored and utilized. |
| **SPECIAL TOPICS IN ART 1A/1B**<br>Course #: AR026/127<br>Grades: 10 - 12<br>Length: One or Two Semesters<br>Credit: 0.5 or 1<br>Prerequisite: *Studio Art 1A/1B* or Teacher Recommendation<br>Fee: See Appendix | *Special Topics in Art* provides serious art students an opportunity to investigate individual interest areas in the visual arts through supervised study. Self-discipline and a willingness to seek new challenges are expected. Students continue to make critical judgments about their own art and the art of others and are encouraged to relate the beauty and meaning of art to their lives. Students are expected to investigate the historical and contemporary role of art throughout the world. Portfolio development is required. Media components may be explored and utilized. |
| **STUDIO ART 1A/1B**<br>Course #: AR001/128<br>Grades: 9 - 12<br>Length: One or Two Semesters<br>Credit: 0.5 or 1<br>Prerequisite: None<br>Fee: See Appendix | *Studio Art 1A/1B* is recommended as a foundation for most other art courses. This primarily two-dimensional course covers fundamental skills, knowledge, attitudes, and technology necessary to begin producing and understanding the visual arts. Students learn to create and critique art and are encouraged to relate the beauty and meaning of art to their lives. This course stresses the use of the elements and principles of art, the study of artists, the improvement of creative thinking skills, and the process of learning to make informed judgments about art. Students are exposed to the historical and contemporary role of the arts in Alaska, the nation, and the world. *Studio Art 1B* requires a greater degree of proficiency and higher expectations from students and teachers. Students do not need to be proficient in drawing to enroll. Portfolio development may be required. Media components may be explored or utilized. |

# CAREER & TECHNICAL EDUCATION

| Cluster Topic | Adoption Dates |
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| Agriculture, Food, & Natural Resources | April 15, 2025 |
| Architecture & Construction | June 4, 2024 |
| Arts, A-V Technology, & Communications | May 7, 2013 & May 13, 2014 |
| Business, Management, & Administration | May 5, 2026 |
| Education & Training | April 15, 2025 |
| Health Sciences | April 3, 2018 |
| Hospitality & Tourism | April 4, 2017 |
| Information Technology | June 7, 2022 |
| Introduction & Capstone | April 4, 2017 |
| Science, Technology, Engineering, & Mathematics<br>STEM Aviation Curriculum | June 4, 2024<br>April 6, 2021 |
| Transportation, Distribution, & Logistics | May 21, 2019 |

**IMPORTANT:**

The Alaska Performance Scholarship (APS) and the National Collegiate Athletic Association (NCAA) requirements/approvals **are subject to change without notice**. The information in this catalog is provided as a guideline to assist you in planning. Course descriptions will use the reference keys below to indicate whether a course is approved for APS and/or NCAA. A list of APS approved courses is also included in the appendix of this catalog. **For the current list of APS eligible courses visit the district's website.**

For questions, please contact the Department of Teaching and Learning at (907) 452-2000, ext. 11422.

**References Key**

A = Alaska Performance Scholarship (APS) Approved
N = National Collegiate Athletic Assoc. (NCAA) Approved
R = Repeatable Courses

# AGRICULTURE, FOOD, & NATURAL RESOURCES

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| **INTRODUCTION TO AGRICULTURE**<br>Course #: CTEAG200<br>Grades: 9 - 12<br>Length: One Semester<br>Credit: 0.5<br>(Cross-credited with Science Elective)<br>Prerequisite: None<br>Fee: None | *Introduction to Agriculture* provides students the opportunity to analyze the importance of agricultural education in a real-world context, integrating Career and Technical Education and Science content standards. Students will have the opportunity to compete in state and national FFA leadership and career proficiency events. Students will also have the opportunity to interact with industry professionals in horticulture, vet science, natural resource management, business and marketing, and climatology. Class time will be divided equally between the classroom and greenhouse.<br><br>**Students will earn CTE elective credit, with the option for Science elective credit, if needed for graduation. (A)** |
| **AGRICULTURE PLANT SCIENCE**<br>Course #: CTEAG201<br>Grades: 10-12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: Introduction to Agriculture<br>Fee: None | Agriculture: Plant Science emphasizes the exploration of plant anatomy, classification, and the essential practices of production and harvesting. Students will apply scientific concepts to real-world agricultural challenges while learning about career opportunities in plant industries, including horticulture, agronomy, nursery or greenhouse management, and commercial and subsistence farming. They will gain insights into the significance of plant production and its effects on individuals, local communities, and the global economy. Students will have the opportunity to participate in FFA through a Supervised Agricultural Experience (SAE) and the Floriculture CDE. **(A)** |
| **AGRICULTURE ANIMAL HEALTH & VETERINARY SCIENCE**<br>Course#: CTEAG202<br>Grades: 10-12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: Intro to Agriculture, Medical Terminology IB or Teacher Recommendation<br>Fee: None | Animal Health & Veterinary Science focuses on the development of essential knowledge and technical skills required for entry into careers within the veterinary science and veterinary medicine fields. Students will engage in hands-on practice to learn to identify unhealthy animals, will learn about disease prevention and treatment, and will learn when to contact a veterinary professional about an unwell animal. By working on real-life case studies, they further enhance their critical thinking skills and gain a deeper understanding of the complex relationships in the animal healthcare industry. Additionally, the course emphasizes the importance of professional ethics, business management, decision-making, and interpersonal communication. Students will have opportunities for experiential learning and leadership through Supervised Agricultural Experience and FFA involvement, including participation in the Alaska FFA Veterinary Science CDE competition, which aims to enhance college and career readiness by offering students chances to build technical knowledge and showcase practical skills within the veterinary science field. **(A)** |
| **AGRICULTURE PRODUCTION MANAGEMENT**<br>Course #: CTEAG203<br>Grades: 10-12<br>Length: One Semester<br>Credit: 05<br>Prerequisite: Intro to Agriculture, Agriculture: Plant Science, Agriculture: Animal Health & Veterinary Science<br>Fee: None | Agriculture: Production Management introduces students to the business management aspects of agriculture. Students will explore topics such as starting a business, financial documents, risk management, and planning. This course integrates math, reading, writing and language, and helps students to apply professional standards to each of these content areas. Students will engage in hands-on activities and real-world scenarios that assist them in developing and improving business and employability skills. Students will investigate local challenges relating to agribusiness and develop individual business plans that address these problems. Additionally, students discover the links between their agribusiness lessons and opportunities for experiential learning and leadership through Supervised Agricultural Experience and FFA involvement. **(A)** |
| **AGRICULTURE FOOD PROCESSING, SAFETY AND MARKETING**<br>Course #: CTEAG204<br>Grades: 10-12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: Intro to Agriculture, Agriculture: Plant Science, Agriculture: Animal Health *=& Veterinary Science<br>Fee: None | Agriculture: Food Processing, Safety, and Marketing is designed to allow students to build content knowledge and technical skills about the food science industry. Students will explore areas such as food safety, food processing, product development, and marketing. Students will participate in problem-solving activities that simulate real-world scenarios. At the end of the semester students will complete a final project that includes developing and marketing an agricultural product. Students will receive food safety training certifications that can be utilized in future careers. Additionally, students will discover the links between their food science lessons and opportunities for experiential learning and leadership through Supervised Agricultural Experience and FFA involvement. **(A)** |

# ARCHITECTURE & CONSTRUCTION

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| **ARCHITECTURAL DRAFTING 1A**<br>Course #: CTEC105<br>Grades: 9 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *Drafting 1A and Drafting 1B*<br>Fee: See Appendix | *Architectural Drafting 1A* exposes students to the basic elements of architectural design, building code, site considerations, and mechanical considerations involved in drafting multiple representations of residential and commercial structures. **(A)** |
| **ARCHITECTURAL DRAFTING 1B**<br>Course #: CTEC106<br>Grades: 9 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *Architectural Drafting 1A*<br>Fee: See Appendix | *Architectural Drafting 1B* continues and completes an introductory in architectural designs and drafting. The students will complete a large project pertaining to design of a residential or commercial building. The design plan will include site plans, elevation drawings, floor plans, and detail drawings. **(A)** |
| **AUTODESK INVENTOR 1A**<br>Course #: CTEC313<br>Grades: 9 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: None<br>Fee: None | *Autodesk Inventor 1A* is a 3D modeling course that develops the skills and knowledge to create drawings, parts, assemblies, and presentations in the computer environment. **(A)** |
| **AUTODESK INVENTOR 1B**<br>Course #: CTEC314<br>Grades: 9 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *Autodesk Inventor 1A*<br>Fee: None | *Autodesk Inventor 1B* is a 3D modeling course that further develops the skills and knowledge to create drawings, parts, assemblies, and presentations in a computer environment. It includes advance part and assembly modeling, as well as an introduction to different Inventor environments such as weldment, sheet metal, design, frame generator and analysis, and the rendering and animation tools. **(A)** |
| **BUILDING TRADES 1A**<br>Course #: CTEC3011<br>Grades: 9 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *Algebra I* (may be concurrently enrolled)<br>Fee: See Appendix | *Building Trades 1A* is designed to introduce students to basic construction craft skills and industry expectations. Shop safety concepts will be emphasized along with the introduction and use of common hand and power tools. There will also be an emphasis on promoting employability skills such as critical thinking/problem-solving, communication skills, and teamwork. These skills will be reinforced through hands-on experiences. **(A)** |
| **BUILDING TRADES 1B**<br>Course #: CTEC3022<br>Grades: 9 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *Building Trades 1A*<br>Fee: See Appendix | *Building Trades 1B* is a continuation of *Building Trades 1A*. This course is designed to introduce students to basic construction craft skills and industry expectations. Shop safety concepts will be emphasized along with the introduction and use of common hand and power tools. There will also be an emphasis on promoting employability skills such as critical thinking/problem-solving, communication skills, and teamwork. These skills will be reinforced through hands-on experiences involving more complex individual and group projects**. (A)** |
| **BUILDING TRADES 2A**<br>Course #: CTEC3033<br>Grades: 10 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *Building Trades 1A/1B* or Teacher Recommendation<br>Fee: See Appendix | *Building Trades 2A* is designed for students who have taken *Building Trades 1A/1B* or equivalent. The course will guide/challenge students toward a greater development of craft skills and knowledge related to the residential and commercial carpentry industry. Students will learn how to construct basic foundations, floors, walls, and common roof systems. Students will also learn how to install doors and windows using a variety of hand and power tools. **(A)** |

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| **BUILDING TRADES 2B**<br>Course #: CTEC3044<br>Grades: 10 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *Building Trades 2A* or Teacher Recommendation<br>Fee: See Appendix | *Building Trades 2B* will guide/challenge students toward a greater development of craft skills and knowledge related to the residential and commercial carpentry industry. Students will learn how to construct basic foundations, floors, walls and common roof systems. Students will also learn how to install doors and windows using a variety of hand and power tools. **(A)** |
| **BUILDING TRADES 3A**<br>Course #: CTEC3055<br>Grades: 11 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *Building Trades 2A/2B* or Teacher Recommendation<br>Fee: See Appendix | *Building Trades 3A* is for students who have successfully completed *Building Trades 2A/2B* and want to continue learning about residential and commercial carpentry. Students will expand their knowledge of building materials and become more proficient interpreting project plans. As the course progresses, students will develop a knowledge of finish carpentry and cabinet making. Students will learn how to build and install a cabinet. **(A)** |
| **BUILDING TRADES 3B**<br>Course #: CTEC3066<br>Grades: 11 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *Building Trades 3A*<br>Fee: See Appendix | *Building Trades 3B* is a continuation of *Building Trades 3A* and for students who want to continue learning about residential and commercial carpentry. Students will expand their knowledge of building materials and become more proficient interpreting project plans. As the course progresses, students will develop a knowledge of finish carpentry and cabinet making. Students will learn how to build and install a cabinet. **(A)** |
| **BUILDING TRADES 4A**<br>Course #:<br>● Period 1 = CTEC3077<br>● Period 2 = CTEC3078 Grades: 12<br>Length: One Semester<br>Credit: 1<br>(Two-period block per semester earning 0.5 math elective and 0.5 CTE credit.)<br>Prerequisite: *Building Trades 3A/3B* or Teacher Recommendation<br>Fee: See Appendix | In *Building Trades 4A*, students will declare a specific trade apprenticeship in which to focus upon throughout the school year. Both student and instructor will determine together a personalized assessment of the student's current knowledge and skills (based off the student's previous three years of study), and plot a direction for successful entry into such post-secondary apprenticeship program. Independent learning assignments which engage the apprenticeship program and local business partners will be utilized along with internet searches and resources. The course will discuss in further detail: building site earth work, soil types, foundational methods, roof rafters, stair calculations, along with enclosure methods and building envelopes. In addition, students will be expected to continue developing their craft skills by designing and building a capstone project. Students may independently choose to obtain other industry certifications or complete those they had previously began.<br><br>**This is a two-period blocked course. Students will earn both 0.5 CTE elective credit and 0.5 Math elective credit for this semester. (A)** |
| **BUILDING TRADES 4B**<br>Course #:<br>● Period 1 = CTEC3088<br>● Period 2 = CTEC3089 Grades: 12<br>Length: One Semester<br>Credit: 1<br>(Two-period block per semester earning 0.5 math elective and 0.5 CTE credit.)<br>Prerequisite: *Building Trades 4B* or Teacher Recommendation<br>Fee: See Appendix | In *Building Trades 4B*, students will continue to declare a specific trade apprenticeship in which to focus upon throughout the school year. Both student and instructor will determine together a personalized assessment of the student's current knowledge and skills (based off the student's previous three years of study) and plot a direction for successful entry into such post-secondary apprenticeship program. Independent learning assignments which engage the apprenticeship program and local business partners will be utilized, along with internet searches and resources. The course will discuss in further detail: building site earth work, soil types, foundational methods, roof rafters, stair calculations, along with enclosure methods and building envelopes. In addition, students will be expected to continue developing their craft skills by designing and building a capstone project. Students may independently choose to obtain other industry certifications or complete those they had previously began.<br><br>**This is a two-period blocked course. Students will earn both 0.5 CTE elective credit and 0.5 Math elective credit for this semester. (A)** |
| **COMPUTER-AIDED DRAFTING (CAD) 1A**<br>Course #: CTEC103<br>Grades: 10 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *Drafting 1A/1B*<br>Fee: See Appendix | *Computer-Aided Drafting 1A* provides an understanding of the features, limitations, and considerations associated with the operation of a computer-based drafting system. Students will gain experience using CAD software and associated plotters, printers, etc. Students will progress in a self-paced curriculum incrementally developing CAD competency as demonstrated by drawings that are produced throughout the course. **(A)** |

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| **COMPUTER-AIDED DRAFTING (CAD) 1B**<br>Course #: CTEC104<br>Grades: 10 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *Computer Aided Drafting 1A*<br>Fee: See Appendix | *Computer-Aided Drafting 1B* emphasizes CAD techniques such as 3D applications, rendering, and working drawings. Projects are self-paced and require a high degree of self-motivation and discipline in order to attain the completion of the course. **(A)** |
| **DRAFTING 1A**<br>Course #: CTEC101<br>Grades: 9 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: None<br>Fee: See Appendix | *Drafting 1A* will introduce students to the basics skills of drafting, including pictorial representations, drawing tools, layout, scale, and introduction to Computer-Assisted Drafting (CAD). The students will focus on illustrating two-dimensional working drawings as well as three-dimensional isometric and oblique drawings, including proper dimensions. This course is a prerequisite to all other drafting courses and provides a foundation for the reading and plans in the construction and manufacturing industry. **(A)** |
| **DRAFTING 1B**<br>Course #: CTEC102<br>Grades: 9 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *Drafting 1A*<br>Fee: See Appendix | *Drafting 1B* is a continuation of Drafting 1A. Students will gain experience and confidence in the use of Computer-Assisted Drafting, illustrating advanced pictorial drawings such as isometric, oblique pictorials, auxiliary views, and perspective drawings. The students will also learn basic architectural drafting skills and use the skills to draw multiple views of a residential home. **(A)** |
| **GEOMETRY IN CONSTRUCTION LAB 1A**<br>Course #: CTEC108<br>Grades: 9 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite:<br>Fee: None | *Geometry in Construction Lab 1A* is designed to introduce students to basic construction craft skills and industry expectations. Shop safety concepts will be emphasized along with the introduction and use of common hand and power tools. There will also be an emphasis on promoting employability skills such as critical thinking/problem-solving, communication skills, and teamwork. These skills will be reinforced through hands-on experiences. This class is taught in conjunction with the *Geometry in Construction* math course. **(A)** |
| **GEOMETRY IN CONSTRUCTION LAB 1B**<br>Course #: CTEC109<br>Grades: 9-12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite:<br>Fee: None | *Geometry in Construction Lab 1B* is a continuation of *Geometry in Construction Lab 1A.* This course is designed to introduce students to basic construction craft skills and industry expectations. Shop safety concepts will be emphasized along with the introduction and use of common hand and power tools. There will also be an emphasis on promoting employability skills such as critical thinking/problem-solving, communication skills, and teamwork. These skills will be reinforced through hands-on experiences involving more complex individual and group projects. This class is taught in conjunction with the *Geometry in Construction* math course. **(A)** |
| **INTRODUCTION TO CABINETMAKING 1A**<br>Course #: CTEC311<br>Grades: 10 - 12<br>Length One Semester<br>Credit: 0.5<br>Prerequisite: *Woods and Advanced Woods*<br>Fee: See Appendix | *Introduction to Cabinetmaking 1A* is an introduction to the materials, tools, and methods used in the cabinetmaking industry. Production techniques and modern hardware will be used as the student fabricates products in order to learn production and installation methods. Standard upper and base cabinetry, as well as custom casework, fixtures, and furniture products often requested by clients will be included. **(A)** |
| **INTRODUCTION TO CABINETMAKING 1B**<br>Course #: CTEC312<br>Grades: 10 - 12<br>Length One Semester<br>Credit: 0.5<br>Prerequisite: *Woods and Advanced Woods*<br>Fee: See Appendix | *Introduction to Cabinetmaking 1B* is an introduction to the materials, tools, and methods used in the cabinetmaking industry. Production techniques and modern hardware will be used as the student fabricates products in order to learn production and installation methods. Standard upper and base cabinetry, as well as custom casework, fixtures, and furniture products often requested by clients will be included. **(A)** |

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| **MATH FOR TRADES & TECHNICAL CAREERS**<br>Course #: MA281/282<br>Grades: 9 - 12<br>Length: Two Semesters<br>Credit: 1<br>(Cross-credited with Math Elective)<br>Prerequisite: None<br>Fee: None | *Math for Trades & Technical Careers* emphasizes the advanced and applied algebraic topics needed for success in industry-based occupations. The course is designed to introduce students to the mathematics used in various trades and apprenticeship programs through a focus on the practical application of mathematics.<br><br>Students are expected to master skills without the use of a calculator, in addition to working with applied problems using manipulatives, calculators, spreadsheets, application software, and specialized technologies. There will be a review of the real number system, fractions, measuring tools, unit conversions, ratios, proportions, percent, plane and solid geometry, systems of equations, trigonometry, and vectors.<br><br>All concepts are applied to industry situations with the goal and focus of preparing for industry entrance exams. **(A)** |
| **METALWORKING**<br>Course #: CTEC4011<br>Grades: 9 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: None<br>Fee: See Appendix | *Metalworking 1A* is a beginning course where students will fabricate small projects using cutting, bending, assembly tools, and welding processes. It explores metals' scientific importance, history of metals, safety in industry (including hand and power tools), and employment opportunities in metalworking. Studies will go over metal production, types, identification, usage, reading/interpreting drawings, and accurate project layout. Students will develop patterns, layout sheet metal projects, cut, bend, and assemble them. **(A)** |
| **TOOLS OF TECHNOLOGY & TRADES**<br>Course #: CTEC107<br>Grade: 9 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: None<br>Fee: None | *Tools of Technology & Trades* is designed to introduce students to the common hand and power tools used throughout the world of technology and building trades. This is a hands-on course, which will equip students with the knowledge and confidence necessary for building projects using wood, metals, and electronics. Individual and group projects will hone craft skills and help prepare students for future challenges in the construction industry. Students will explore the strengths and weaknesses of various joinery and fastening systems, determining which choices to make based upon sound engineering principles. Students will learn the components of a project plan, determine materials, and figure out cost estimates. **(A)** |
| **WELDING 1A**<br>Course #: CTEC501<br>Grades: 9 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: None<br>Fee: See Appendix | *Welding 1A* will follow the guidelines set forth by the American Welding Society for entry-level welder. Throughout the course, safety will be a primary consideration as the students gain basic knowledge of shielded metal arc welding, oxyacetylene welding and cutting, plasma cutting, and electrical tools and equipment. Students will also be introduced to basic shop drawings, welding symbols, and basic visual inspection of welds. **(A)** |
| **WELDING 1B**<br>Course #: CTEC5022<br>Grades: 9 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *Welding 1A*<br>Fee: See Appendix | *Welding 1B* is a continuation of *Welding 1A,* and will follow the guidelines set forth by the American Welding Society for entry-level welder. Throughout the course, safety will be a primary consideration when students continue to use the Shielded Metal Arc Welding, oxyacetylene welding and cutting, plasma cutting, and electrical equipment. Students will also learn to read shop drawings, welding symbols, and advanced visual inspection of welds. They will learn the basics of the Gas Metal Arc Welding process. **(A)** |
| **WELDING 2A**<br>Course #: CTEC5033<br>Grades: 10 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *Welding 1A/1B*<br>Fee: See Appendix | *Welding 2A* is a continuation of *Welding 1B* and will follow the guidelines set forth by the American Welding Society for the entry-level welder. Throughout the course, safety will be a primary consideration when students continue to use Shielded Metal Arc Welding, oxyacetylene welding and cutting, plasma cutting, gas metal arc welding, flux cored arc welding, gas tungsten arc welding, and related electrical equipment. Students will also learn to read shop drawings, welding symbols, and the advanced visual inspection of welds. **(A)** |
| **WELDING 2B**<br>Course #: CTEC5044<br>Grades: 10 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *Welding 2A*<br>Fee: See Appendix | *Welding 2B* is a continuation of *Welding 2A* and will follow the guidelines set forth by the American Welding Society for the entry-level welder. Throughout the course, safety will be a primary consideration when students continue to use Shielded Metal Arc Welding, Oxy Acetylene Welding and Cutting, Plasma Cutting, Gas Metal Arc Welding, Flux-Cored Arc Welding, Gas Tungsten Arc Welding, and related electrical equipment. Students will also learn to read shop drawings, welding symbols, and the advanced visual inspection of welds. **(A)** |
| **WOODS**<br>Course #: CTEC201<br>Grades: 9 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: None<br>Fee: See Appendix | *Woods* is an introduction course to modern day woodworking. Students will acquire a fundamental knowledge in the safe use of hand tools, power equipment, and woodworking procedures. Students will plan, design, select materials, layout, cut, assemble, and finish projects approved by the instructor. Students' projects will increase in difficulty as the semester progresses. **(A)** |

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| **WOODS, ADVANCED**<br>Course #: CTEC202<br>Grades: 9 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *Woods*<br>Fee: See Appendix | *Advanced Woods* is for students who have completed the first course of woodworking. It will aid students interested in the fundamentals of materials, tools, machines, and processes used in building furniture and cabinets. The skills learned in Advanced Woods will help prepare students to be cabinetmakers or finish carpenters. It will also provide experience in using different woods and developing more advanced techniques to build and assemble projects. **(A)** |

# ARTS, A-V TECHNOLOGY & COMMUNICATIONS

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| **BROADCAST JOURNALISM 1A**<br>Course #: CTEM201<br>Grades: 10 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: None<br>Fee: See Appendix | *Broadcast Journalism 1A* features extensive hands-on instruction in producing, shooting, and editing news and feature stories for broadcast audiences. Students will work independently and in small groups to record stories using field and studio cameras, tripods, microphones, and lights. Students will frequently view and critically analyze local and national news features. Basic interviewing and newsgathering techniques are a key component of the course. Students will learn how to prepare effective interview questions, find and contact sources, research background information, script voice-over and anchor narration, and meet strict deadlines. Students will use Adobe Premiere Pro to edit together news features. Students will also work co-dependently to combine and produce media intended for mass distribution and viewer awareness. (This will commonly be done via daily announcements program). **(A)** |
| **BROADCAST JOURNALISM 1B**<br>Course #: CTEM202<br>Grades: 10 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *Broadcast Journalism 1A*<br>Fee: See Appendix | *Broadcast Journalism 1B* builds on skills mastered in Broadcast Journalism 1A. Students will work independently and in small groups to produce, record, and edit news and feature stories for broadcast audiences. Advanced newsgathering techniques will be developed. Field trips to television and production facilities will be offered. Students will independently operate all control room and studio equipment and be familiar with all production jobs. Students will participate the daily broadcast of school announcements. Students will prepare material for larger scale distribution within the community and beyond. Significant out-of-class time may be required for some projects. Students will create a final portfolio of their work. **(A)** |
| **DIGITAL CINEMA 1A**<br>Course #: CTEM103<br>Grades: 10 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *Video Production 1A/1B*<br>Fee: See Appendix | *Digital Cinema 1A* builds on skills mastered in *Video Production 1A/1B* with a focus on the production of videos for public viewing (e.g., video yearbook, short movies). Students will receive instruction on advanced camera techniques, advanced editing software, and scriptwriting. Self-motivation and good time management skills are a must since much of the work is independent in nature. Out-of-class work is required for some projects. **(A)** |
| **DIGITAL CINEMA 1B**<br>Course #: CTEM104<br>Grades: 10 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *Digital Cinema 1A*<br>Fee: See Appendix | *Digital Cinema 1B* builds on skills mastered in *Video Production 1A/1B* and *Digital Cinema Production 1A* with a focus on the production of videos for public viewing (e.g., graduation video, commercials, instructional videos). Students will receive instruction on interviewing skills, fieldwork, and marketing techniques. Career exploration and awareness will be emphasized. Self-motivation and good time management skills are a must since much of the work is independent in nature. Out-of-class work is required for some projects. **(A)** |
| **DIGITAL PHOTOGRAPHY 1A**<br>Course #: CTEM401<br>Grades: 9 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: None<br>Fee: See Appendix | *Digital Photography 1A* introduces students to digital photography and its application in a wide variety of occupations. Students will learn and utilize the concepts of basic photographic composition including rule of thirds, framing, shapes, lines, color, negative space, etc. Students will also gain an understanding of the facets of the exposure triangle: aperture, shutter speed, and ISO. Students will perform beginner to intermediate camera operations while completing assignments. File management including various import and organization methods will be covered. Students will also be introduced to concepts of photo editing using industry appropriate software as well as the aspects of digital image files. Students learn to make critical judgments about their own art and the art of others. **(A)** |
| **DIGITAL PHOTOGRAPHY 1B**<br>Course #: CTEM402<br>Grades: 9 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *Digital Photography 1A*<br>Fee: See Appendix | *Digital Photography 1B* is a continuation and expansion of the skills students learn in *Digital Photography 1A*. Students will learn about the more advanced functions of a digital camera and digital image editing software as they continue to develop their portfolio. Students also prepare and present their photography in a variety of settings and mediums. Finally, students will begin to discover possible careers in photography and what other training and education is required to enter those careers. **(A)** |
| **FOUNDATIONS OF ARTS A/V**<br>(Pilot: Districtwide)<br>Course #: CTEM306P<br>Grades: 9 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: None<br>Fee: See Appendix | *Foundations of Arts A/V* introduces students to the critical skill sets, career outlooks, and technical skills for success in the numerous fields of Arts A/V. This introductory-level course will prepare students for various future endeavors in their study and practice of Arts A/V including equipment operation, computer literacy, introduction to *Adobe Creative Cloud*, and professional practices for Arts A/V careers. This course is meant to provide a solid foundation from which all other courses in the Arts A/V cluster can build upon. **(A)** |

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| **GRAPHIC DESIGN & MULTIMEDIA**<br>Course #: CTEJ107<br>Grades: 10 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: None<br>Fee: See Appendix | *Graphic Design & Multimedia* introduces students to industry-standard graphic design software for use in multimedia projects or presentations. After learning the basic tools and layout of the software, students will use critical thinking to complete practical, career-oriented projects, as they integrate text, graphics and photos into professional presentations, videos or websites. The course will also include a study of the relevant theories involved in modern graphic design. **(A)** |
| **GRAPHIC DESIGN & PUBLISHING**<br>Course #: CTEJ106<br>Grades: 10 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: None<br>Fee: See Appendix | *Graphic Design & Publishing* introduces students to using industry-standard graphic design software for publishing in a physical medium. After learning the basic tools and layout of the software, students will use critical thinking to complete practical, career-oriented projects as they integrate text, graphics and photos into professional publications. The course will also include a study of the relevant theories involved in modern graphic design. **(A)** |
| **LIVE EVENT & SPORTS PRODUCTION 1A/1B**<br>(Pilot: Districtwide)<br>Course #: CTEM304P/305P<br>Grades: 10 - 12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: None<br>Fee: None | *Live Event & Sports Production* is designed to introduce the student to the theory and process of multi-camera video production of small to large-scale demonstrations and productions as well as sporting events. The principles of program design, live audio mixing, camera operation, and directing are covered. The course includes both in-class learning activities and after hours event productions. The in-class component covers logistical and aesthetic concepts that are part of the planning and implementation of live event/sports production. In field productions, students will move through various production roles such as camera operators, technical directors, titles and graphics supervisors, etc. as they become proficient in the skills necessary to capture and distribute live video. **(A)** |
| **VIDEO PRODUCTION 1A**<br>Course #: CTEM101<br>Grades: 9 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: None<br>Fee: See Appendix | *Video Production 1A* consists of extensive hands-on instruction in numerous aspects of video production. Students will view and critically analyze a variety of film and video productions and be able to identify their basic ingredients and how they shape and influence our society and culture. Preproduction techniques, including developing basic scripts and storyboards, will be developed. Students will learn production techniques, including the use of cameras in studio and field production, tripods, lights and microphones. Students will learn postproduction techniques, including non-linear editing, audio integration, title creation and visual effects. Self-motivation and good time management skills are important. Out-of-class work is required for some projects. Students will work alone and in small groups to produce progressively more sophisticated productions throughout the semester. **(A)** |
| **VIDEO PRODUCTION 1B**<br>Course #: CTEM102<br>Grades: 9 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *Video Production 1A*<br>Fee: See Appendix | *Video Production 1B* builds on skills mastered in Video Production 1A. Students will work independently and in small groups to produce, direct, shoot, and edit a variety of broadcast-quality video productions. Potential examples include instructional/how-to videos, music videos, dramas, documentaries and sport highlight videos. Productions should be produced for viewing with use of digital effect, character generators, scale and motion techniques and video and audio layering. Students will have contact with video professionals through guest speakers, field trips and/or job shadows. Out of class work is required on many projects. The course will culminate in a student's development of a digital portfolio featuring their best work from the semester. **(A)** |
| **YEARBOOK PUBLICATIONS A/B**<br>Course #: CTEJX07/08<br>Grades: 10 - 12 (or Teacher Recommendation)<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: *Photography, Graphic Design, Computer Applications, Journalism* and/or *Technical Writing* are strongly suggested, but not required.<br>Fee: None | *Yearbook Publications* will provide students experience in the methods of journalism including experience in design, preparation, production and finances of the school yearbook. Emphasis will be on scheduling and meeting deadlines, designing layouts, photography, and copywriting. This course demands that students demonstrate initiative, accept responsibility, and work independently or as a team. As a participant in this course, students should expect to spend time outside of the normal day gathering material for the final product. This is a progressive skills course that can be repeated for credit with teacher recommendation. **(R)** |

# BUSINESS, MANAGEMENT, & ADMINISTRATION

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| **ACCOUNTING 1A/1B**<br>Course #: MA294/295<br>Grades: 9-12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: None<br>Fee: None | Accounting 1A/1B provides an introduction to the objectives, principles, assumptions, and concepts of financial accounting, which is a specialized branch of accounting that keeps track of a company's financial transactions. Using standardized guidelines, the transactions are recorded, summarized, and presented in a financial report or financial statement, such as an income statement or balance sheet.<br><br>This course focuses on procedures and practices from the accounting cycle through financial statement presentation, with an emphasis on recognizing, valuing, reporting, and disclosing assets, liabilities, and equity. Students will acquire the capability for developing a sound financial basis for accounting. This course presumes no previous accounting knowledge. **(A)** |
| **ACCOUNTING 2A/2B**<br>Course #: MA296/297<br>Grades: 10-12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: Accounting 1A/1B<br>or teacher recommendation<br>Fee: None | Accounting 2A/2B introduces students to the concepts and applications of managerial accounting. Students focus on analysis and recording of various manufacturing costs, cost-volume-profit analysis, preparation of financial statements for a manufacturer, creation of static and flexible budgets and reports, evaluation of capital investments, and various costing systems. **(A)** |
| **ADVANCE PLACEMENT (AP) BUSINESS WITH PERSONAL FINANCE**<br>Course #: CTEJ204/205<br>Grades: 11 & 12<br>Length: Two Semester<br>Credit: 1<br>Prerequisite: Intro to Business or teacher recommendation<br>Fee: None | AP Business with Personal Finance is a yearlong high school business and personal finance course that aligns closely with a college-level introduction to business course. Students explore the business disciplines of entrepreneurship, marketing, finance, accounting, and management through real-world business applications, case studies, and project based learning. In addition, students learn and apply all the National Standards for Personal Financial Education created by the Council for Economic Education and the Jump$tart Coalition for Personal Financial Literacy. **(A)**<br><br>Please visit the College Board AP Central website for more information (http://apcentral.collegeboard.org). |
| **BUSINESS COMMUNICATIONS**<br>Course #: CTEJ202<br>Grades: 10-12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: Intro to Business<br>Fee: None | Business Communications focuses on how employees and management interact with each other and with groups and individuals outside the organization to reach organizational goals, objectives, and activities. This course emphasizes oral, written, and digital communication techniques, and content is designed to encourage exploration of business ethics, teamwork, conflict resolution, and leadership skills. Content standards require the use of presentation and word processing software to create business communications. Standards require proficiency in producing documents and multimedia presentations. **(A)** |
| **BUSINESS AND LEGAL CONCEPTS**<br>Course #: CTEJ203<br>Grades: 10-12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: Intro to Business<br>Fee: None | Business and Legal Concepts emphasizes the ethical and legal dimensions of conducting business. The course focuses on application of ethical concepts, historical events that have shaped business law in the United States, the U.S. court systems, contracts, insurance, and various areas of law that impact business operations. **(A)** |

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| **INTRODUCTION TO BUSINESS**<br>Course #: CTEJ200<br>Grades: 9-12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: None<br>Fee: None | Introduction to Business is a foundational course designed to prepare students for success in business, entrepreneurship, and leadership roles. Students explore fundamental business concepts including entrepreneurship, economics, marketing, finance, management, ethics, and professional communication, with an emphasis on Alaska's unique economic and cultural landscape. The course integrates academic standards and employability skills while aligning instruction with FBLA leadership development and competitive events. **(A)** |
| **STUDENT BUSINESS ENTERPRISE 1A**<br>Course #: CTEJ100<br>Grades: 9 - 12<br>Length: One Semester Credit: 0.5<br>Prerequisite: None<br>Fee: None | This course is the first semester of the business strand of Amped on Algebra and introduces students to foundational business and entrepreneurship concepts through applied algebra. Students examine how algebraic thinking supports real-world business practices, including budgeting, pricing strategies, revenue, expenses, profit and loss, and break-even analysis. Through project-based learning and authentic business scenarios, students strengthen algebraic reasoning, problem-solving, and data analysis skills while developing an understanding of basic business operations. Collaboration, communication, and critical thinking are emphasized as students apply mathematics to practical, real-world decision-making. **(A)** |
| **STUDENT BUSINESS ENTERPRISE 1B**<br>Course #: CTEJ1001<br>Grades: 9 - 12<br>Length: One Semester Credit: 0.5<br>Fee: None | This course is the second semester of the business strand of *Amped on Algebra* and builds on the algebraic and business concepts introduced in Semester 1. Students apply advanced algebraic reasoning to more complex business applications such as forecasting, scaling, financial modeling, interpreting data trends, and evaluating business decisions. Using extended projects and real-world case studies, students analyze data, justify decisions, and communicate results using mathematical evidence. Emphasis is placed on entrepreneurial thinking, financial literacy, and strategic problem-solving, preparing students for further coursework in business, finance, and applied mathematics. **(A)** |
| **STUDENT BUSINESS ENTERPRISE 2A**<br>Course #: CTEJ116<br>Grades: 9 - 12 Length: Two Semesters Credit: 1 Prerequisite: *None*<br>Fee: None | *Student Business Enterprise IIA* is the first semester of a yearlong advanced course that builds on the foundations established in Student Business Entrepreneurship IA and IB, including the quantitative reasoning and applied problem-solving skills developed in *Amped on Algebra*. This course is designed to strengthen upper-level management, leadership, and operational competencies within a student-run business enterprise in the imprinted merchandise industry. For a more in depth course description, please see curriculum documents.**(A)** |
| **STUDENT BUSINESS ENTERPRISE 2B**<br>Course #: CTEJ117<br>Grades: 9 - 12 Length: Two Semesters Credit: 1 Prerequisite: *None*<br>Fee: None | *Student Business Enterprise IIB* is the second semester of a yearlong advanced course embedded within the *Amped on Algebra* program. Building upon the quantitative reasoning, financial literacy, and applied problem-solving skills developed throughout the first semester, this capstone experience moves students from operational management to strategic leadership within the student-run imprinted merchandise enterprise. For a more in depth course description, please see curriculum documents. **(A)** |

# EDUCATION & TRAINING

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| **LEADERSHIP DEVELOPMENT**<br>Course #: CTEED200<br>Grades: 9 - 12<br>Length: One Semesters<br>Credit: 0.5<br>Prerequisite: None<br>Fee: None | Leadership Development is the first course in Educators Rising to prepare students to become educators. Students will develop skills to become reflective, self-aware learners while building capacity as school and community leaders. Focused on the skills and dispositions required to lead, students will explore equity in education and how personal bias influence how they teach and learn. Students will explore their personal values identifying passions, strengths, and challenges to build a career and learning plan. **(A)** |
| **EDUCATIONAL DEVELOPMENT PSYCHOLOGY**<br>Course #: CTEED201<br>Grades; 9-12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: Leadership Development<br>Fee: None | *Educational Development and Psychology* is the second course in the Educators Rising series. Students will explore the development of students across the learning continuum and the importance of understanding students as learners. Students will learn about the diversity of learners in an education system and how educators prepare to meet the needs of all students. Students will explore the role of the educator in developing a classroom of respect that embraces diversity and empowers students. **(A)** |
| **CLASSROOM PLANNING AND MANAGEMENT**<br>Course #: CTEED202<br>Grades: 10-12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: Education Development Psychology<br>Fee: None | *Classroom Planning and Management* is the third course in the Teacher Ed Series. This course focuses on the learning environments that facilitate student growth. Students will explore how educators create an engaging learning environment that provides culturally relevant learning opportunities and the instructional strategies that support students' self-efficacy. Students will develop lesson plans and facilitate instruction in classrooms within their school or community. **(A)** |
| **DEVELOPING PROFESSIONALISM**<br>Course #: CTEED203<br>Grades; 10-12<br>Length: One Semester<br>Credit; 0.5<br>Prerequisite: Classroom Planning and Management<br>Fee: None | *Developing Professionalism* is the fourth and final course in the Educators Rising education pathway series. In this course, a focus is placed on student clinical experiences and the continued development of the education professional. Using reflective practices, students develop and deliver lesson plans that pull together all the elements learned in previous courses. Students will spend time building their professional portfolio and network while developing a learning and career plan. **(A)** |

# HEALTH SCIENCE

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| **BIOMEDICAL INNOVATIONS A** (PLTW)<br>Course #: CTEK133<br>Grades: 11 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *Principles of Biomedical Science A/B*, *Human Body Systems A/B*, *Medical Interventions A/B*, or Teacher Recommendation<br>Fee: None | *Biomedical Innovations A* and *B* is a yearlong Project Lead the Way course for 11th and 12th grade students to design innovative solutions for the health challenges of the 21st century. Students will work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health. In the first semester, students design and plan an independent project based upon interest and career planning. They have the opportunity to work on an independent project with a mentor or advisor from a university, hospital, research institution, or the biomedical industry.<br><br>Project Lead the Way courses require specialized instructor training and the use of PLTW curriculum and materials. This course may not be taught at schools without district approval. Contact CTE and/or Teaching and Learning for more information. **(A)** |
| **BIOMEDICAL INNOVATIONS B** (PLTW)<br>Course #: CTEK134<br>Grades: 11 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *Biomedical Innovations A* or Teacher Recommendation<br>Fee: None | *Biomedical Innovations A* and *B* is a yearlong Project Lead the Way course for 11th and 12th grade students to design innovative solutions for the health challenges of the 21st century. Students will work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health. In the first semester, students design and plan an independent project based upon interest and career planning. They have the opportunity to work on an independent project with a mentor or advisor from a university, hospital, research institution, or the biomedical industry.<br><br>Project Lead the Way courses require specialized instructor training and the use of PLTW curriculum and materials. This course may not be taught at schools without district approval. Contact CTE and/or Teaching and Learning for more information. **(A)** |
| **COSMETOLOGY 1A**<br>Course #: CTE113P<br>Grades: 10-12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: None<br>Fee: See Appendix | This course introduces students to the exciting world of cosmetology and personal care services. Students will learn the basics of hair, skin, and nail care, along with proper sanitation and safety practices used in professional salons. Emphasis is placed on developing foundational technical skills, customer service, and professionalism. This is the first course in the cosmetology pathway and begins the clock hours required towards state licensure. **(A)** |
| **COSMETOLOGY 1B**<br>Course #: CTE114P<br>Grades: 11-12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *Cosmetology 1A*<br>Fee: See Appendix | This course builds upon the foundational cosmetology knowledge and introduces students to intermediate technical skills in hair, skin, and nail services. Students will expand their understanding of salon operations, chemical services, haircutting, styling, and client consultation through guided practice in simulated salon environments. Emphasis is placed on safety, professionalism, communication, and the development of employability skills aligned with state licensure requirements. This course continues the accumulation of clock hours toward state cosmetology licensure. **(A)** |
| **EMERGENCY MEDICAL TECHNICIAN (EMT) 1A**<br>Course #: CTEK120<br>Grade: 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *Introduction to HealthCare Occupations* and *Human Anatomy & Physiology*<br>Fee: See Appendix | *Emergency Medical Technician (EMT) 1A* leads to eligibility for certification as an Alaska Emergency Medical Technician I and as an EMT Basic with the National Registry of Emergency Medical Technicians. Topics included in the course are: roles and responsibilities of the EMT, legal considerations of EMS, respiratory and cardiac emergencies, CPR, practical use of airway adjuncts, bleeding and shock, trauma management, medical emergencies and their management, environmental emergencies, emergency childbirth, pediatric emergencies, geriatric emergencies, exposure to hazardous situations, introduction to hazardous materials, psychiatric emergencies, patient packaging and triage, stabilization and transport of the sick and injured, and communications and report writing. Also included in the course is content from the Alaska EMT Skill Sheets, the Alaska Cold Injuries Guidelines, the Alaska Trauma Guidelines, and certain Alaska Statutes and regulations specifically related to Emergency Medical Services Certification as an EMT-I with the Alaska Department of Health and Social Services requires the successful completion of written and practical examinations for certification. Students must be 18 years old to be certified as an EMT. Student must be a high school graduate and 19 or older to become licensed in Alaska as a Mobile Intensive Care Paramedic. **(A)** |

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| **EMERGENCY MEDICAL TECHNICIAN (EMT) 1B**<br>Course #: CTEK121<br>Grade: 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *Introduction to Healthcare Occupations, Human Anatomy & Physiology,* and *Emergency Medical Technician (EMT) 1A*<br>Fee: See Appendix | This course is a continuation of *EMT 1A* which leads to eligibility for certification as an Alaska Emergency Medical Technician-I and as an EMT-Basic with the National Registry of Emergency Medical Technicians. Topics included in the course are: roles and responsibilities of the EMT, legal considerations of EMS, respiratory and cardiac emergencies, CPR, practical use of airway adjuncts, bleeding and shock, trauma management, medical emergencies and their management, environmental emergencies, emergency childbirth, pediatric emergencies, geriatric emergencies, exposure to hazardous situations, introduction to hazardous materials, psychiatric emergencies, patient packaging and triage, stabilization and transport of the sick and injured and communications and report writing. Also included in the course is content from the Alaska EMT Skill Sheets, the Alaska Cold Injuries Guidelines, the Alaska Trauma Guidelines, and certain Alaska Statutes and regulations specifically related to Emergency Medical Services. Students must be 18 years old to be certified as an EMT. Students must be a high school graduate and 19 or older to become licensed in Alaska as a Mobile Intensive Care Paramedic. **(A)** |
| **EMERGENCY TRAUMA TECHNICIAN (ETT)**<br>Course #: CTEK123<br>Grade: 9 – 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: None<br>Fee: See Appendix | *Emergency Trauma Technician (ETT)* introduces students to emergency medical care for Alaskan first responders, and prepares students for registration as an Emergency Trauma Technician (ETT) with the State of Alaska. Students will learn to provide assessment and care as a first responder to medical emergencies, illnesses or injuries. This level of training is the next step beyond initial first aid and CPR. This is the State of Alaska Health Department course wherein students may earn a certificate after successfully completing an exit exam. This class involves lecture, skills-based labs and case. Throughout the course, personal safety and well-being are stressed. This course includes content from the Alaska ETT Skill Sheets, Alaska Cold Injuries Guidelines, Alaska Trauma Guidelines, Alaska Burn Protocols, and Alaska statutes and regulations related to Emergency Medical Services. This course articulates into courses offered in Emergency Services program of study. To become registered as an ETT, student must be at least 14 years old and have completed all the Alaska ETT requirements. **(A)** |
| **FIRST AID/CPR & HEALTH CAREERS EXPLORATION**<br>Course #: CTEK136<br>Grades: 9 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: None<br>Fee: See Appendix | *First Aid/CPR & Health Careers Exploration* provides an overview of a wide variety of health career related jobs that are essential to the healthcare field. The course emphasizes basic first aid, CPR and AED use. Students will explore various health careers such as sports medicine, firefighting, dispatch and police, veterinary medicine, dental, psychology, optometry, chiropractic, massage therapy, nursing, medicine and forensics. This course will stress personal and interdisciplinary cooperation required to meet patient needs throughout all levels of healthcare. Upon satisfactory completion of the course, the student will be issued first aid and CPR/AED cards. **(A)** |
| **HUMAN ANATOMY & PHYSIOLOGY**<br>Course #: SC005/ 0051<br>Grades: 11 - 12<br>Length: Two Semesters<br>Credit: 1.0<br>(cross-credited with Science)<br>Prerequisite: Teacher recommendation or *Biology* | *Human Anatomy & Physiology* is a course that advanced students will learn about the major organ systems of the human body and how they work together to sustain life and maintain health. Academic skills will focus on independent reading and analysis. Content focus will be on the relationship between the structure (anatomy) of organs and organ systems and the functions (physiology) of those systems. Students will have the opportunity to study how healthy life choices can help to enhance the functioning of those systems; they will also be introduced to the many careers available in the modern health care system. **(A/N)** |
| **HUMAN BEHAVIOR IN HEALTH CARE**<br>Course #: CTEK137<br>Grades: 10 – 12<br>Length: One Semesters<br>Credit: 0.5<br>Prerequisite: *Introduction to Healthcare Occupations*<br>Fee: None | *Human Behavior in Health Care* covers the introduction to and discussion of general concepts in human behavior and specialized psychological issues when dealing with patients and loved ones in healthcare settings. This includes the effects of illness on behavior, effects of traumatic events on health, Maslow's hierarchy of needs, and trends toward holistic care. Students will perform self-evaluations and survey other cultures to allow examination of perceptions, individual biases, beliefs and their impacts on behavior. **(A)** |

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| **HUMAN BODY SYSTEMS A**<br>(PLTW)<br>Course #: CTEK124<br>Grades: 9 – 12<br>Length: One Semesters<br>Credit: 0.5<br>Prerequisite: *Principles of Biomedical Sciences* or *Biology*<br>Fee: None | *Human Body Systems A* and *B* is designed for 9th – 12th grade students interested in Health Science. Students examine the interactions of human body systems as they explore identity, power, movement, protection and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work through interesting real world cases and often play the roles of biomedical professionals to solve medical mysteries**. (A/N)**<br><br>Project Lead the Way courses require specialized instructor training and the use of PLTW curriculum and materials. This course may not be taught at schools without district approval. Contact CTE and/or Teaching and Learning for more information. |
| **HUMAN BODY SYSTEMS B**<br>(PLTW)<br>Course #: CTEK125<br>Grades: 9 – 12<br>Length: One Semesters<br>Credit: 0.5<br>Prerequisite: *Human Body Systems A*<br>Fee: None | *Human Body Systems A* and *B* is designed for 9th – 12th grade students interested in Health Science. Students examine the interactions of human body systems as they explore identity, power, movement, protection and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work through interesting real world cases and often play the roles of biomedical professionals to solve medical mysteries**. (A/N)**<br><br>Project Lead the Way courses require specialized instructor training and the use of PLTW curriculum and materials. This course may not be taught at schools without district approval. Contact CTE and/or Teaching and Learning for more information. |
| **INTRODUCTION TO BASIC PATHOPHYSIOLOGY**<br>Course #: SC043<br>Grades: 11 - 12<br>Length: One Semester<br>Credit: 0.5<br>(cross-credited with CTE Science elective)<br>Prerequisite: Teacher recommendation or *Biology* and *Human Anatomy & Physiology* | *Intro to Basic Pathophysiology* applies knowledge of normal human anatomy and physiology to promote a clear understanding of common disease processes. The course will review basic cellular function, tissue types, and body systems to compare to the body's response to injury or illness. This course is highly recommended for students interested in pursuing a career in health science. **(A/N)** |
| **INTRODUCTION TO EXERCISE SCIENCE & SPORTS MEDICINE 1A**<br>Course #: CTEK110<br>Grades: 11 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *Introduction to Healthcare Occupations, Human Anatomy & Physiology*, or Teacher Recommendation<br>Fee: See Appendix | *Introduction to Exercise Science & Sports Medicine* 1A and 1B is a two-semester course designed to teach students components of sports medicine, including the exploration of therapeutic careers. Students will be able to understand and apply medical terminology and abbreviations, identify the anatomy and physiology of the human body, injury prevention, the healing process, rehabilitation techniques, therapeutic modalities, nutrition, and sports psychology. **(A)** |
| **INTRODUCTION TO EXERCISE SCIENCE & SPORTS MEDICINE 1B**<br>Course #: CTEK111<br>Grades: 11 - 12<br>Length: One Semester<br>Credit: 0.5<br>(Second semester is cross-credited with Science elective).<br>Prerequisite: *Introduction to Exercise Science & Sports Medicine 1A*<br>Fee: None | *Introduction to Exercise Science & Sports Medicine* 1B is a continuation of *Introduction to Exercise Science and Sports Medicine 1A* and is designed to teach students components of sports medicine, including the exploration of therapeutic careers. Students will be able to understand and apply medical terminology and abbreviations, identify the anatomy and physiology of the human body, injury prevention, the healing process, rehabilitation techniques, therapeutic modalities, nutrition, and sports psychology.<br><br>**In the second semester of Introduction to Exercise Science & Sports Medicine (1B) students will earn 0.5 Science elective credit. (A)** |

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| **INTRODUCTION TO FIRE SERVICES 1A**<br>Course #: CTEK126<br>Grade 11 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: One Math Credit and One Science Credit<br>Fee: See Appendix | *Introduction to Fire Services 1A* provides an overview of career opportunities in fire protection and related fields. Topic areas include an introduction to the philosophy and history of fire protection/services, fire departments as part of local government, laws and regulations, affecting fire services, fire service nomenclature, specific fire protection functions, basic fire chemistry and physics, fire protection systems, National Incident Management System (NIMS), Incident Command System, rescue practices, and fire strategy and tactics. **(A)** |
| **INTRODUCTION TO FIRE SERVICES 1B**<br>Course #: CTEK127<br>Grades: 11 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *Introduction to Fires Services 1A*<br>Fee: See Appendix | *Introduction to Fire Services 1B* is a continuation of *Intro to Fire Services 1A*, which provides an overview of career opportunities in fire protection and related fields. Topic areas include an introduction to the philosophy and history of fire protection/services, fire departments as part of local government, laws and regulations, affecting fire services, fire service nomenclature, specific fire protection functions, basic fire chemistry and physics, fire protection systems, National Incident Management system (NIMS), Incident Command System, rescue practices, and fire strategy and tactics. **(A)** |
| **INTRODUCTION TO HEALTHCARE OCCUPATIONS**<br>Course #: CTEK135<br>Grade: 9 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: None<br>Fee: See Appendix | In *Introduction to Healthcare Occupations* students explore a variety of health related careers and a basic overview of the following areas: roles and responsibilities of health care workers, job and educational opportunities, medical terminology, medical math, legal and ethical issues, confidentiality, personal safety and infection control, problem solving, basic medical skills, and anatomy and physiology related to emergency care. **(A)** |
| **LAW & ETHICS FOR HEALTH PROFESSIONALS**<br>Course #: CTEK119<br>Grade: 10 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *Introduction to Healthcare Occupations* or Teacher Recommendation | *Law & Ethics for Health Professionals* is designed to introduce the students to the complex issues the health care profession deals with on a personal, organizational, and systemic level. This course will initiate and encourage discussion of medical law, while taking into consideration the spiritual, ethical, moral, cultural, and personal beliefs of both the medical professional and the clients. **(A)** |
| **MATH IN HEALTHCARE**<br>Course #: MA286<br>Grades: 10 - 12<br>Length: One Semester<br>Credit: 0.5<br>(Cross-credited with Mathematics Elective)<br>Prerequisite: *Algebra I*<br>Fee: None | *Math in Healthcare* provides a practical application of mathematics in health care. This includes arithmetic review, decimals, fractions, percent, ratio, proportion, and metric measurement, and mathematical applications in medical careers, including measurement instruments, graphs, charts, and medication dosage calculations. **(A)** |
| **MEDICAL INTERVENTIONS A** (PLTW)<br>Course #: CTEK131<br>Grade: 10 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: Principles of Biomedical Sciences A/B or Teacher Recommendation<br>Fee: None | *Medical Interventions A* and *B* is a year-long Project Lead the Way course designed for 10th – 12th grade students to investigate a variety of interventions involved in the prevention, diagnosis and treatment of disease as they follow the life of a fictitious family. The course is a "How-To" manual for maintaining overall health and homeostasis in the body. Students explore how to: prevent and fight infection; screen and evaluate the code in human DNA; prevent, diagnose and treat cancer; and prevail when the organs of the body begin to fail. Through these scenarios, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.<br><br>Project Lead the Way courses require specialized instructor training and the use of PLTW curriculum and materials. This course may not be taught at schools without district approval. Contact CTE and/or Teaching and Learning for more information. **(A)** |

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| **MEDICAL INTERVENTIONS B** (PLTW)<br>Course #: CTEK131<br>Grade: 10 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *Medical Interventions A*<br>Fee: None | Medical Interventions A and B is a year-long Project Lead the Way course designed for 10th – 12th grade students to investigate a variety of interventions involved in the prevention, diagnosis and treatment of disease as they follow the life of a fictitious family. The course is a "How-To" manual for maintaining overall health and homeostasis in the body. Students explore how to: prevent and fight infection; screen and evaluate the code in human DNA; prevent, diagnose and treat cancer; and prevail when the organs of the body begin to fail. Through these scenarios, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.<br><br>Project Lead the Way courses require specialized instructor training and the use of PLTW curriculum and materials. This course may not be taught at schools without district approval. Contact CTE and/or Teaching and Learning for more information. **(A)** |
| **MEDICAL TERMINOLOGY 1A**<br>Course #: CTEK102<br>Grades: 10 - 12<br>Length: One Semester<br>Credit: 0.5<br>(Cross-credited with Science Elective)<br>Prerequisite: *Introduction to Healthcare Occupations*<br>Fee: None | *Medical Terminology 1A* introduces the building blocks of medical terminology, including word parts (combining forms, prefixes, and suffixes), how medical terms are formed, anatomical positions and planes, and correct pronunciation of medical terms and how medical terminology applies to human anatomy, physiology, and pathology. Content will be presented by body systems focusing on word construction, common diseases and conditions, surgical procedures, therapeutic treatments, medical record practice, case studies, and careers. **(A)** |
| **MEDICAL TERMINOLOGY 1B**<br>Course #: CTEK103<br>Grades: 10 - 12<br>Length: One Semester<br>Credit: 0.5<br>(Cross-credited with Science Elective)<br>Prerequisite: *Medical Terminology 1A*<br>Fee: None | *Medical Terminology 1B* reviews the building blocks of medical terminology, including word parts (combining forms, prefixes, and suffixes), how medical terms are formed, anatomical positions and planes, and correct pronunciation of medical terms and how medical terminology applies to human anatomy, physiology, and pathology. Content continues where *Medical Terminology 1A* ended on body systems with focus on word construction, common diseases and conditions, surgical procedures, therapeutic treatments, medical record practice, case studies, and careers. **(A)** |
| **NUTRITION IN HEALTH CARE**<br>Course #: CTEK1044<br>Grades: 9 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: None<br>Fee: See Appendix | *Nutrition in Health Care* is an introduction to the scientific principles of nutrition and their relationship to the life cycle. This course will focus on the importance nutrition plays in personal health, and how to objectively evaluate nutritional intake using scientifically sound resources. Students will analyze their own diets, the basic chemistry of nutrients, digestion and assimilation of food, and the relationship of diet to health and/or chronic disease. Coursework will emphasize teamwork, appreciation of cultural diversity, food safety, healthy snack choices, and meal planning in order to take control of the student's diet and health, as well as provide a foundation for a career in healthcare. **(A)** |
| **PHARMACY TECHNICIAN**<br>Course #: CTEK130<br>Grades: 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *Introduction to Healthcare Occupations* or Teacher Recommendation<br>Fee: See Appendix | *Pharmacy Technician* is a one semester course that introduces students to pharmacy practice and the technician's role in various pharmacy settings. The course emphasizes the history of pharmacy, pharmacy law and ethics, pharmacy technology, symbols, dosage forms, and the hundred most frequently prescribed drugs. This course teaches basic pharmacology, the science of medication actions, sources, chemical properties, classification, uses, therapeutic effect, side effects, adverse effects, and routes of administration. Students with an interest in becoming a certified nursing assistant, medical assistant, psychologist, dental technician, nurse, dentist, physician, emergency medical technician, paramedic, pharmacist, and especially a pharmacy technician will find this course beneficial. Students must be 18 years old to take the certification exam and have no felony convictions. **(A)** |
| **PHARMACY TECHNICIAN 1A/1B**<br>(Pilot: Districtwide)<br>Course #: CTEK1301P/ 1302P<br>Grades: 12<br>Length: Two Semesters<br>Credit: 1.0<br>(Second semester is cross-credited with Science elective)<br>Prerequisite: *Introduction to* | *Pharmacy Technician* 1A/1B is a two semester course that introduces students to pharmacy practice and the technician's role in various pharmacy settings. The course emphasizes the history of pharmacy, pharmacy law and ethics, pharmacy technology, symbols, dosage forms, and the hundred most frequently prescribed drugs. This course teaches basic pharmacology, the science of medication actions, sources, chemical properties, classification, uses, therapeutic effect, side effects, adverse effects, and routes of administration. Students with an interest in becoming a certified nursing assistant, medical assistant, psychologist, dental technician, nurse, dentist, physician, emergency medical technician, paramedic, pharmacist, and especially a pharmacy technician will find this course beneficial. Students must be 18 years old to take the certification exam and have no felony convictions. |

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| *Healthcare Occupations* or Teacher Recommendation<br>Fee: See Appendix | **Students earn 0.5 CTE elective credit for the first semester and 0.5 Science elective credit for the second semester. Only the second semester is approved for APS. (A)** |
| **PRINCIPLES OF BIOMEDICAL SCIENCES A**<br>Course #: CTEK114<br>Grades: 9 – 12<br>Length: One Semesters<br>Credit: 0.5<br>Prerequisite: None<br>Fee: None | *Principles of Biomedical Science A* and *B* provide an introduction to the biomedical sciences through hands-on projects and problems. The course investigates the human body systems and various health conditions, including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. It is designed to provide an overview of the Biomedical Sciences program and lay the scientific foundation for subsequent courses. **(A/N)** |
| **PRINCIPLES OF BIOMEDICAL SCIENCES B**<br>Course #: CTEK115<br>Grades: 9 – 12<br>Length: One Semesters<br>Credit: 0.5<br>Prerequisite: *Principles of Biomedical Sciences A*<br>Fee: None | *Principles of Biomedical Science A* and *B* provide an introduction to the biomedical sciences through hands-on projects and problems. The course investigates the human body systems and various health conditions, including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. It is designed to provide an overview of the Biomedical Sciences program and lay the scientific foundation for subsequent courses. **(A/N)** |
| **PROFESSIONALISM IN HEALTHCARE**<br>Course #: CTEK116<br>Grades: 10 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: None<br>Fee: None | *Professionalism in Healthcare* stresses the importance of professional employability skills in health care, including communication skills, good character, **work** ethic, personal image, cultural competence, and career development. **(A)** |

# HOSPITALITY & TOURISM

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| **BAKING BREADS & PASTRIES**<br>Course #: CTEI110<br>Grades: 10 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *Culinary Arts 1A/1B*<br>Fee: See Appendix | In *Baking, Breads, & Pastries*, students go further into baking concepts than the beginning classes of ProStart. The science of baking is covered in detail and students will also learn the core skills required to craft creative adaptations of traditional recipes. Students are required to obtain the A/P2 certification. **(A)** |
| **CATERING & FOOD PRODUCTION 1A**<br>(Pilot: Districtwide)<br>Course #: CTEI111P<br>Grades: 10 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *Culinary Arts 1A* or instructor approval<br>Fee: See Appendix | *Catering and Food Production 1A* focuses on event planning and catering. Students will delve into aspects of menu development, costs, purchasing, production, and service. They will get hands-on, industry experience producing food for consumption by others. Students' attendance and participation is critical for success in this course. Students will be encouraged to identify areas of interest and pursue them in relation to the curriculum. This course operates independent of, but also in support of, ProStart. Crossover between classes is encouraged to provide a well-rounded education/experience. **(A)** |
| **CATERING & FOOD PRODUCTION 1B**<br>(Pilot: Districtwide)<br>Course #: CTEI112P<br>Grades: 10 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *Culinary Arts 1A* or instructor approval<br>Fee: See Appendix | *Catering and Food Production 1B* focuses on event planning and catering. Students will continue to delve into aspects of menu development, costs, purchasing, production, and service. They will get hands-on, industry experience producing food for consumption by others. Students' attendance and participation is critical for success in this course. Students will be encouraged to identify areas of interest and pursue them in relation to the curriculum. This course operates independent of, but also in support of, ProStart. Crossover between classes is encouraged to provide a well-rounded education/experience. **(A)** |
| **CULINARY ARTS 1A**<br>Course #: CTEI103<br>Grades: 9 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: None<br>Fee: See Appendix | *Culinary Arts 1A* is designed for students who are interested in learning how to cook. The course will include the study of simple food preparation techniques in a professional environment (e.g., baking, roasting, sautéing, stir-fry, pastries, salads). Students will learn safe and sanitary food-handling practices, materials organization, workplace safety, food substitutions, conversions, and measuring. Students learn the use of culinary equipment in the workplace environment. Nutrition is taught as healthy food habits are aligned with lab assignments. **(A)** |
| **CULINARY ARTS 1B**<br>Course #: CTEI104<br>Grades: 9 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *Culinary Arts 1A*<br>Fee: See Appendix | *Culinary Arts 1B* is designed for students who are interested in expanding basic cooking skills learned in *Culinary Arts 1A*. The course is offered at a higher level with a vision for food preparation in the industry. An emphasis is placed on meal planning, restaurant management, and service. Students learn skills for stocks, chicken fabrication, specialty desserts and pastries, breads, garnishing and plating techniques, fish, poultry and meat, and international and regional cuisine. Students continue to practice visual organization, industry-based food safety practices, workplace safety, and sustainability. Students are given opportunities for personal exploration in hospitality, food management, and production. **(A)** |
| **FUNDAMENTALS OF HOSPITALITY & TOURISM**<br>Course #: CTEI105<br>Grades: 10 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *Culinary Arts 1A/1B*<br>Fee: None | *Fundamentals of Hospitality & Tourism* introduces students to the skills necessary for success in the hospitality and tourism industry. Students will learn to develop excellent customer service skills, hospitality and tourism terminology, professional correspondence, technical writing, and technology for tourism. Students will become CPR certified. Students practice the mathematical, economic, marketing and sales fundamentals of industry. Students will become SPR certified. Students might continue the course with Work-Based Learning. **(A)** |
| **PROSTART 1A**<br>Course #: CTEI106<br>Grades: 10 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *Culinary Arts 1A/1B* or Teacher Recommendation<br>Fee: See Appendix | In *ProStart 1A*, students will learn the fundamental skills needed to begin a career in the food service industry. This course is an introduction to the foodservice industry, so students will explore topics such as an overview of what is in the foodservice industry, workplace safety, kitchen equipment and soups. **(A)** |

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| **PROSTART 1B**<br>Course #: CTEI109<br>Grades: 10 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *ProStart 1A*<br>Fee: See Appendix | In *ProStart 1B*, students will continue to learn the fundamental skills needed to begin a career in the food service industry. This course continues an introduction to the foodservice industry so students will explore topics such as an overview of what is in the foodservice industry, workplace safety, kitchen equipment and basic food preparation techniques. **(A)** |
| **PROSTART 2A**<br>Course #: CTEI107<br>Grades: 11 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *ProStart 1A/1B*<br>Fee See Appendix | In *ProStart 2A*, students will continue to learn and practice the fundamental skills needed to begin a career in the food service industry. This course continues an introduction to the foodservice industry and will explore topics such as purchasing and inventory, food preparation (e.g., meat, poultry, seafood, stocks sauces). Additionally, students will learn about the business of food service including accounting, tourism, retail, and communication. **(A)** |
| **PROSTART 2B**<br>Course #: CTEI108<br>Grades: 11 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *ProStart 2A*<br>Fee: See Appendix | In *ProStart 2B*, students continue to learn the fundamental skills needed to begin a career in the food service industry. This course further explores the foodservice industry (e.g., restaurants, tourism, global cuisine, public/private sector employment opportunities). Food preparation techniques and skills are mastered (e.g., pastries, baked goods, breads, sauces, menu planning). Students will also practice food management and marketing (e.g., communication, international relations, costing, advertisement, equipment, inventory control, accounting practices, sustainability). **(A)** |

# INFORMATION TECHNOLOGY

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| **COMPUTER ESSENTIALS 1A**<br>Course #: CTEF207<br>Grades: 9 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: None<br>Fee: None | *Computer Essentials 1A* introduces students to coding fundamentals through an approachable, block-based programming language where they will have early success in creating usable apps. As students sharpen their computational thinking skills, they will transition to programming environments that reinforce coding fundamentals by displaying block programming and text-based programming side-by-side. Finally, students will learn the power of text-based programming as they are introduced to the Python® programming language.<br><br>The course engages students in computational thinking practices and collaboration strategies, as well as industry standard tools authentic to how computer science professionals work. Students will learn about professional opportunities in computer science and how computing can be an integral part of all careers today.<br><br>This is a Project Lead the Way (PLTW) course. PLTW courses require specialized instructor training and the use of PLTW curriculum and materials. As such, this course may not be taught at schools without prior district approval. Contact CTE and/or Teaching and Learning for more information. **(A)** |
| **COMPUTER ESSENTIALS 1B**<br>Course #: CTEF208<br>Grades: 9 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *Computer Science Essentials 1A*<br>Fee: None | In *Computer Essentials 1B,* students will continue to learn coding fundamentals through an approachable, block-based programming language where they will have early success in creating usable apps. As students sharpen their computational thinking skills, they will transition to programming environments that reinforce coding fundamentals by displaying block programming and text-based programming side-by-side. Finally, students will learn the power of text-based programming as they are introduced to the Python® programming language.<br><br>The course engages students in computational thinking practices and collaboration strategies, as well as industry standard tools authentic to how computer science professionals work. Students will learn about professional opportunities in computer science, and how computing can be an integral part of all careers today.<br><br>This is a Project Lead the Way (PLTW) course. PLTW courses require specialized instructor training and the use of PLTW curriculum and materials. As such, this course may not be taught at schools without prior district approval. Contact CTE and/or Teaching and Learning for more information. **(A)** |
| **COMPUTER SCIENCE 1A**<br>Course #: CTEF209<br>Grades: 9 - 12<br>Length: One Semester<br>Credit: 0.5<br>(Cross-credited with Mathematics Elective)<br>Prerequisite*: Computer Science Essentials 1A/1B* or *Computer Science Principles 1A/1B,* or permission from Instructor<br>Fee: None | *Computer Science 1A* includes structured lab experiences to engage students in individual or group problem solving. Thus, it includes a substantial lab component in which students design solutions to problems, express their solutions precisely (e.g., in the Java programming language), test their solutions, identify and correct errors, and compare possible solutions.<br><br>This is a Project Lead the Way (PLTW) course. PLTW courses require specialized instructor training and the use of PLTW curriculum and materials. As such, this course may not be taught at schools without prior district approval. Contact CTE and/or Teaching and Learning for more information. **(A/N)** |

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| **COMPUTER SCIENCE 1B**<br>Course #: CTEF210<br>Grades: 9 - 12<br>Length: One Semester<br>Credit: 0.5<br>(Cross-credited with Mathematics Elective)<br>Prerequisite: *Computer Science 1A* or permission from instructor<br>Fee: None | *Computer Science 1B* includes structured lab experiences to engage students in individual or group problem solving. Thus, it includes a substantial lab component in which students design solutions to problems, express their solutions precisely (e.g., in the Java programming language), test their solutions, identify and correct errors, and compare possible solutions. **(A/N)**<br><br>This is a Project Lead the Way (PLTW) course. PLTW courses require specialized instructor training and the use of PLTW curriculum and materials. As such, this course may not be taught at schools without prior district approval. Contact CTE and/or Teaching and Learning for more information. **(A)** |
| **COMPUTER SCIENCE PRINCIPLES 1A**<br>Course #: CTEF211<br>Grades: 9 - 12<br>Length: One Semester<br>Credit: 0.5<br>(Cross-credited with Mathematics Elective)<br>Prerequisite: *Computer Science Essentials 1A/1B* or permission from instructor<br>Fee: None | In *Computer Science Principles 1A*, students will express their creativity through code. They will analyze computing innovations and the impacts it has on their lives, and use abstraction and algorithmic thinking to solve problems and create value for others. Students will also develop, analyze, implement, and test programs developed for a purpose. They will learn to uncover patterns in data, learn how to protect data, and explore how the internet connects the world in which we live. Whether seeking a future career in the growing field of computer science or learning how computer science is transforming all careers, students in *Computer Science Principles 1A* learn the fundamentals of coding, data processing, data security, and automating tasks while learning to contribute to an inclusive, safe, and ethical computing culture. **(A/N)**<br><br>This is a Project Lead the Way (PLTW) course. PLTW courses require specialized instructor training and the use of PLTW curriculum and materials. As such, this course may not be taught at schools without prior district approval. Contact CTE and/or Teaching and Learning for more information. **(A)** |
| **COMPUTER SCIENCE PRINCIPLES 1B**<br>Course #: CTEF212<br>Grades: 9 - 12<br>Length: One Semester<br>Credit: 0.5<br>(Cross-credited with Mathematics Elective)<br>Prerequisite: *Computer Science Principles 1A* or permission from instructor<br>Fee: None | In *Computer Science Principles 1B*, students will continue to express their creativity through code. They will analyze computing innovations and the impacts it has on their lives, and use abstraction and algorithmic thinking to solve problems and create value for others. Students will also develop, analyze, implement, and test programs developed for a purpose. They will learn to uncover patterns in data, learn how to protect data, and explore how the internet connects the world in which we live. Whether seeking a future career in the growing field of computer science or learning how computer science is transforming all careers, students in *Computer Science Principles* learn the fundamentals of coding, data processing, data security, and automating tasks while learning to contribute to an inclusive, safe, and ethical computing culture. **(A/N)**<br><br>This is a Project Lead the Way (PLTW) course. PLTW courses require specialized instructor training and the use of PLTW curriculum and materials. As such, this course may not be taught at schools without prior district approval. Contact CTE and/or Teaching and Learning for more information. |
| **CYBERSECRUTY 1A**<br>Course #: CTEF311<br>Grades: 10 - 12<br>Length: One Semester<br>Credit: 0.5<br>(Cross-credited with Social Studies Elective)<br>Prerequisite: None<br>Fee: None | Students in *Cybersecurity 1A* will learn to identify cybersecurity threats and protect against them. They will learn to detect intrusions and respond to attacks, will begin to examine their own digital footprint and better defend their own personal data, and learn how organizations protect themselves in today's world. Whether students are interested in a future career in the emerging field of cybersecurity, or would like to learn how to defend their own personal data or a company's data, students in *Cybersecurity 1A* will establish an ethical code of conduct while learning to defend data in today's complex cyber world.<br><br>This course helps prepare students for CompTIA's Security+ certification exam. In order to have the FNSBSD instructor sign-off that a student is ready to test, the student must complete semesters 1 and 2 of Cybersecurity.<br><br>This is a Project Lead the Way (PLTW) course. PLTW courses require specialized instructor training and the use of PLTW curriculum and materials. As such, this course may not be taught at schools without prior district approval. Contact CTE and/or Teaching and Learning for more information. **(A)** |

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| **CYBERSECURITY 1B**<br>Course #: CTEF312<br>Grades: 10 - 12<br>Length: One Semester<br>Credit: 0.5<br>(Cross-credited with Social Studies Elective)<br>Prerequisite: *Cybersecurity 1A*<br>Fee: None | Students in *Cybersecurity 1B* will learn to identify cybersecurity threats and protect against them. They will learn to detect intrusions and respond to attacks, will begin to examine their own digital footprint and better defend their own personal data, and learn how organizations protect themselves in today's world. Whether students are interested in a future career in the emerging field of cybersecurity, or would like to learn how to defend their own personal data or a company's data, students in *Cybersecurity 1B* will establish an ethical code of conduct while learning to defend data in today's complex cyber world.<br><br>This course helps prepare students for CompTIA's Security+ certification exam. In order to have the FNSBSD instructor sign-off that a student is ready to test, the student must complete semesters 1 and 2 of Cybersecurity.<br><br>This is a Project Lead the Way (PLTW) course. PLTW courses require specialized instructor training and the use of PLTW curriculum and materials. As such, this course may not be taught at schools without prior district approval. Contact CTE and/or Teaching and Learning for more information. **(A)** |
| **IT NETWORKING 1A**<br>Course #: CTEF305<br>Grades: 9 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite*: Computer Science Essentials 1A/1B* or permission from the instructor<br>Fee: See Appendix | *IT Networking* presents higher-level experience in working with networking hardware, infrastructure, and systems. Students will engage in hands-on labs and activities to design and implement functional networks. They will configure, manage, and maintain essential network devices (such as switches and routers), and learn to segment network traffic. They will learn about various cable technologies, and effective practices for designing and implementing network cabling and infrastructure. Students will also gain experience analyzing existing types of wired and wireless network configurations, implementing network security and protocols, and troubleshooting network problems. This course helps prepare students for CompTIA's Network+ Certification. **(A)** |
| **IT NETWORKING 1B**<br>Course #: CTEF306<br>Grades: 9 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *IT Networking 1A*<br>Fee: See Appendix | This course is designed to prepare students for the CompTIA Network+ (N10-009) certification exam by equipping them with the fundamental knowledge and skills needed to manage, configure, and troubleshoot modern network infrastructure. Students will explore core networking concepts across the seven layers of the OSI model, covering topics such as network topologies, transmission media, and IPv4/IPv6 addressing schemes. The curriculum guides learners through practical network implementation and operations, focusing on the configuration of wired and wireless devices, dynamic routing technologies, switching features like VLANs, and network services such as DHCP and DNS. Additionally, the course emphasizes network security hardening techniques, cloud and virtual-networking concepts, and disaster recovery strategies. By mastering the industry-standard troubleshooting methodology and leveraging essential hardware and software tools, participants will learn to effectively monitor network activity and resolve common connectivity and performance issues. **(A)** |

# INTRODUCTORY & CAPSTONE

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| **CAREERS & EMPLOYABILITY**<br>Course #: CTEJX06<br>Grades: 9 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: None<br>Fee: None | *Careers & Employability* is a college and career ready foundation course that leads students through a process of self-knowledge and career exploration. Students will gain knowledge, skills, attitudes and behaviors necessary for succeeding in the world of work. The student explores "real life" work through observation and/or active participation. Students will appreciate the relationship between education and becoming gainfully employed through self-discovery, goal setting and career planning. Careers & Employability is the introductory course for all career pathways. |
| **INDEPENDENT RESEARCH**<br>Course #:<br>● Agriculture, Food, & Natural Resources CTEB500<br>● Architecture & Construction CTEC510<br>● Arts, A-V Technology, & Communications CTEM610<br>● Health Science CTEK590<br>● Hospitality & Tourism CTEI570<br>● Information Technology CTEF540<br>● Science, Technology, Engineering, & Mathematics (STEM) CTEO630<br>● Transportation, Distribution, & Logistics CTEE530<br>Grades: 10 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: Completion of all course offerings in a specific career cluster and Teacher Recommendation<br>Fee: See Appendix | *Independent Research* is designed to meet the learning needs of students who have completed all the course offerings in a specific career cluster. Students and the teacher will select the area of study in this course. A contract will be developed stating the type of work to be done and listing a timeline to be followed for completion of the work. (R: only if all other CTE pathway options are exhausted.) **(A)** |
| **HIGH SCHOOL INTERNSHIP**<br>Course #: CTEX107<br>Grades: 11 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: None<br>Fee: None | *High School Internship* is a work-based learning/high school course designed to provide an extended educational experience for students who desire to learn technical and industry skills in a specific occupation. Students will apply academic skills as well as skills they have acquired through other learning experiences. Students will be placed in a worksite and will develop a learning plan with their site mentor and the Work-Based Learning instructor. The industry mentor, Work-Based Learning instructor, and student will work in close collaboration to assess the student's progress toward successful completion of the course objectives and mastery of technical/industry skills. **(R – four times only)** |
| **WORK-BASED LEARNING 1**<br>Course #: CTEX108<br>Grades: 11 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: None<br>Fees: None | *Work Based Learning 1 (WBL1)* is designed to prepare students for work experiences through instruction and activities that help students develop attitudes, knowledge, skills, and habits to be a successful employee in a variety of settings. WBL1 experiences allow students to apply classroom theories to practical problems, to explore career options, and pursue personal and professional goals. Introductory WBL1 activities may include industry tours and classroom speakers. Students may be concurrently or subsequently enrolled in some form of capstone experience, such as apprenticeships, internships, service learning, clinical, and practicum experiences for credit.<br><br>Students do **not** have to have a job to take this course. |

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| **WORK-BASED LEARNING 2**<br>Course #: CTEX109<br>Grades: 11 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *Work-Based Learning 1*<br>Fees: None | *Work-Based Learning 2 (WBL2)* is a continuation of building skills developed and introduced in WBL1. Through instruction and activities to prepare students for work experiences, students continue their development of attitudes, knowledge, skills, and habits to be a successful employee in a variety of settings. *WBL2* experiences allow students to apply classroom theories to practical problems, to explore career options, and necessary training/skills to pursue personal and professional goals. Advanced activities may include job shadows and industry-led project-based learning. Students may be concurrently or subsequently enrolled in some form of capstone experience, such as apprenticeships, internships, service, clinical and/or practicum experiences for credit. **(R- one time only)**<br><br>Students do **not** have to have a job to take this course. |
| **WORK EXPERIENCE FOR CREDIT**<br>Course #: CTEX110<br>Grades: 11 - 12<br>Length: One Semester<br>Credit: 0.5 (per 120 hours documented work)<br>Prerequisite: None<br>Fees: None<br><br>Please note**: schools should only use CTEX110 for when students are enrolled in this CTE course at the school** and not when they are receiving credit for work experience only. If students are not enrolled in this CTE class and would like to receive credit for work experience, visit www.k12northstar.org/departments/teaching-learning/parent-student-information/parent-s-guide-to-elementary-curriculum/work-experience-for-credit for the forms. | *Work Experience for Credit* links the student, an employer, and the teacher in a dynamic support partnership. The Cooperative Education program's teacher/coordinator and the on-the-job training (OJT) supervisor share instruction and supervision. In Work Experience for Credit, students are responsible for securing employment to fulfill a training plan. The workspace serves as an extension of the classroom as students work according to an established training plan and receives on-site instruction from business personnel. Students also receive on-site supervision visits from the Work-Based Learning (WBL) teacher/ coordinator. Based on evaluation by the employer and the WBL teacher/coordinator, students will be assigned grades for their worksite. Students may enroll in one class per semesters for up to two credits totals. **(R- total of 2 credits only)**<br><br>**Students must have a job to take this course.** Credit is offered for any paid work where academic and career related skills are being learned.<br><br>Work experience is graded pass/fail; a letter grade is not offered. |

# SCIENCE, TECHNOLOGY, ENGINEERING, & MATHEMATICS

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| **AEROSPACE ENGINEERING (PLTW)**<br>Course #: CTEO9303/ 9304<br>Grades: 10 - 12<br>Length: Two Semesters<br>Credit: 1<br>(Second semester is cross-credited with Science elective.)<br>Prerequisite: Completion of two other STEM courses.<br>Fee: None | *In Aerospace Engineering* students will explore the fundamentals of flight in air and space as they bring concepts to life by designing and testing components related to flight, such as an airfoil, propulsion system, and rockets. They learn orbital mechanic concepts and apply these by creating models using industry-standard software. They also apply aerospace concepts to alternative applications such as wind turbines and parachutes. Students simulate a progression of operations to explore a planet, including creating a map of the terrain with a model satellite and using the map to execute a mission using an autonomous robot.<br><br>**In the first semester, students will earn 0.5 CTE elective credit and in the second semester 0.5 Science elective credit. (A)**<br><br>Project Lead the Way courses require specialized instructor training and the use of PLTW curriculum and materials. This course may not be taught at schools without district approval. Contact CTE and/or Teaching and Learning for more information. |
| **ADVANCED PLACEMENT COMPUTER SCIENCE A**<br>Course #: CTEO258/ 259<br>Grades: 9 - 12<br>Length: Two Semesters<br>Credit: 1<br>(cross-credited with Math elective)<br>Prerequisite: *Computer Programming, Algebra 2,* or teacher recommendation<br>Fee: AP exam approx. $100 | This yearlong course is designed for learners capable of college level work, follows the description put forward by the College Board, and prepares them to take the Advanced Placement exam.<br><br>AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language.<br><br>AP Computer Science A is equivalent to a first-semester, college-level course in computer science.<br><br>**Students will earn 0.5 Math elective credit for both semester 1 and semester 2. Both semesters are approved for APS. (A/N)**<br><br>Please visit the College Board-AP Central website for more information (http://apcentral.collegeboard.com). |
| **CIVIL ENGINEERING & ARCHITECTURE (PLTW)**<br>Course #: CTEO309/ 310<br>Grades: 10 - 12<br>Length: Two Semesters<br>Credit: 1<br>(Second semester is cross-credited with Math elective.)<br>Prerequisite: *Introduction to Engineering and Design* or Teacher Recommendation<br>Fee: None | In *Civil Engineering & Architecture A* students apply what they learn about various aspects of civil engineering to the design and development of a property. Working in teams, students explore hands-on activities and projects to learn the characteristics of civil engineering and architecture. In addition, students use 3D design software to help them design solutions to solve major course projects. Students learn about documenting their project, solving problems and communicating their solutions to their peers and members of the professional community of civil engineering and architecture.<br><br>**Students earn 0.5 CTE elective credit for the first semester and 0.5 math elective credit during the second semester. (A)**<br><br>Project Lead the Way courses require specialized instructor training and the use of PLTW curriculum and materials. This course may not be taught at schools without district approval. Contact CTE and/or Teaching and Learning for more information. |
| **COMPUTER PROGRAMMING**<br>Course #: CTEO232/ 233<br>Grades: 9 - 12<br>Length: Two Semesters<br>Credit: 1<br>(Cross-credited with Math elective)<br>Prerequisite: *Algebra I*, concurrent enrollment in *Algebra 1,* or teacher recommendation.<br>Fee: None | *Computer Programming* is a course designed to introduce basic programming concepts. Students will master concepts including integer arithmetic, basic sorts and searches, and use of data structures. Concepts of object-oriented programming and algorithm design within the syntax of a higher-level language will be introduced.<br><br>**Students will earn 0.5 Math elective credit for both semester 1 and semester 2. Both semesters are approved for APS. (A/N)** |

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| **DIGITAL ELECTRONICS (PLTW)**<br>Course #: CTEO307/ 308<br>Grade: 10 - 12<br>Length: Two Semesters<br>Credit: 1<br>(First semester cross-credited with Math elective and second semester with Science elective)<br>Prerequisite: Completion of *Introduction to Engineering Design* or teacher recommendation; *Algebra II* is recommended (may be concurrently enrolled)<br>Fee: None | *Digital Electronics* is the study of electronic circuits that are used to process and control digital signals. Digital Electronics is the foundation of all modern electronic devices. The major focus of the course is to expose students to the design process of combinational and sequential logic design, teamwork, communication methods, engineering standards and technical documentation. Utilizing the activity-project-problem-based (APPB) teaching and learning pedagogy, students will analyze, design and build digital electronic circuits. While implementing those designs, students will continually hone their interpersonal skills, creative abilities and understanding of the design process.<br><br>**Students will earn 0.5 Math elective credit in semester one and 0.5 Science elective credit in semester two. Both semesters are approved for APS. (A)**<br><br>Project Lead the Way courses require specialized instructor training and the use of PLTW curriculum and materials. This course may not be taught at schools without district approval. Contact CTE and/or Teaching and Learning for more information. |
| **ENGINEERING DESIGN & DEVELOPMENT (PLTW)**<br>Course #: CTEO311/ 312<br>Grades: 12<br>Length: Two Semesters<br>Credit: 1<br>(Second semester cross-credited with Science elective)<br>Prerequisite: Completion of three other STEM courses or Teacher Recommendation<br>Fee: None | *Engineering Design & Development (EDD)* is the capstone course in the PLTW high school engineering program. It is an open-ended engineering research course in which students work in teams to design and develop an original solution to a well-defined and justified open-ended problem by applying an engineering design process.<br><br>Students will perform research to select, define, and justify a problem. After carefully defining the design requirements and creating multiple solution approaches, teams of students select an approach, create, and test their solution prototype. Student teams will present and defend their original solution to an outside panel. While progressing through the engineering design process, students will work closely with experts and will continually hone their organizational, communication, and interpersonal skills, as well as their creative and problem solving abilities and their understanding of the design process.<br><br>Engineering Design and Development is a high school level course that is appropriate for 12th grade students. Since the projects on which students work can vary with student interest and the curriculum focuses on problem solving, EDD is appropriate for students who are interested in any technical career path.<br><br>**Students will earn 0.5 CTE elective credit in the first semester and 0.5 Science elective credit in the second semester. (A)**<br><br>Project Lead the Way courses require specialized instructor training and the use of PLTW curriculum and materials. This course may not be taught at schools without district approval. Contact CTE and/or Teaching and Learning for more information. |
| **INTRODUCTION TO ENGINEERING DESIGN (PLTW)**<br>Course #: CTEO303/ 304<br>Grades: 12<br>Length: Two Semesters<br>Credit: 1<br>(Second semester cross-credited with Math elective)<br>Prerequisite: *Algebra I* (may be concurrently enrolled)<br>Fee: None | *Introduction to Engineering Design* (IED) is a high school engineering course in the PLTW Engineering Program. In IED, students explore engineering tools and apply a common approach to the solution of engineering problems, an engineering design process. Utilizing the activity-project-problem-based (APB) teaching and learning pedagogy, students' progress from completing structured activities to solving open-ended projects and problems that require them to plan, document, communicate, and develop other professional skills.<br><br>Through both individual and collaborative team activities, projects, and problems, students apply systems thinking and consider various aspects of engineering design including material selection, human-centered design, manufacturability, assimilability and sustainability. Students develop skills in technical representation and documentation, especially through 3D computer modeling using a Computer Aided Design (CAD) application. As part of the design process, students produce precise 3D-printed engineering prototypes using an additive manufacturing process. Student-developed testing protocols drive decision-making and iterative design improvements.<br>To inform design and problem solutions addressed in IED, students apply computational methods by developing algorithms, performing statistical analyses, and developing mathematical models. Students build competency in professional engineering practices, including project management, peer review, and environmental impact analysis as part of a collaborative design team. Ethical issues related to professional practice and product development are also presented.<br><br>**Students will earn 0.5 CTE elective credit in the first semester and 0.5 Math elective credit in semester two. (A)**<br><br>Project Lead the Way courses require specialized instructor training and the use of PLTW curriculum and materials. This course may not be taught at schools without district approval. Contact CTE and/or Teaching and Learning for more information. |

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| **PRINCIPLES OF ENGINEERING (PLTW)**<br>Course #: CTEO301/ 302<br>Grades: 9 - 12<br>Length: Two Semesters<br>Credit: 1<br>(Semesters one and two are cross-credited with Science elective)<br>Prerequisite: *Geometry* or teacher approval<br>Fee: None | *Principles of Engineering* (POE) is a high school-level, survey course of engineering with a focus on the physical science nature of engineering. The course exposes students to some of the major concepts that they will encounter in a postsecondary engineering course of study. Students have an opportunity to investigate different engineering and high-tech career options. POE gives students the opportunity to develop skills and understanding of course concepts through activities, projects, and problem-based learning. There are a variety of different team and individual projects that students work to complete by applying the engineering principles learned in this course.<br><br>**Students will earn 0.5 Science elective credit for both semesters one and two. (A/N)**<br><br>Project Lead the Way courses require specialized instructor training and the use of PLTW curriculum and materials. This course may not be taught at schools without district approval. Contact CTE and/or Teaching and Learning for more information. |
| **PRIVATE PILOT GROUND SCHOOL 1A**<br>Course #: CTEE309<br>Grades: 11 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *Algebra I*<br>Fee: See Appendix | *Private Pilot Ground School 1A* will introduce occupations in professional piloting, aviation infrastructure, and aviation maintenance. Students will have the opportunity for field trips, career investigations, and FAA certification testing.<br><br>(In order to have the FNSBSD instructor sign-off that a student is ready to test, the student must complete semesters 1 and 2. FNSBSD recognizes instruction for this license can happen in a variety of ways outside the district, often in shorter duration.) **(A)** |
| **PRIVATE PILOT GROUND SCHOOL 1B**<br>Course #: CTEE310<br>Grades: 11 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *Private Pilot Ground School 1A*<br>Fee: See Appendix | *Private Pilot Ground School 1B is* a continuation of *Private Pilot Ground School 1A* and will introduce occupations in professional piloting, aviation infrastructure, and aviation maintenance. Students will have the opportunity for field trips, career investigations, and FAA certification testing.<br><br>(In order to have the FNSBSD instructor sign-off that a student is ready to test, the student must complete semesters 1 and 2. FNSBSD recognizes instruction for this license can happen in a variety of ways outside the district, often in shorter duration.) **(A)** |

# TRANSPORTATION, DISTRIBUTION, & LOGISTICS

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| **ADVANCED AUTOMOTIVE TECHNOLOGY**<br>Course #: CTEE100/ CTEE1002<br>Grades: 11 - 12<br>Length: Two Semesters (Two-period block per semester)<br>Credit: 2<br>(Semester two is cross-credited with Science elective)<br>Prerequisite: *Basic Automotive Technology 1A/1B* and/or teacher recommendation Fee: See Appendix | *Advanced Automotive Technology* is an advanced course designed for the student that is serious about pursuing a career in the automotive field. The content is rigorous and covers the higher-level task allocations set forth by ASE Education Foundation, and adheres to the Maintenance and Light Repair (MLR) program standards. Upon successful completion of this course, the student will have entry-level technician skills that may allow them to find employment in the automotive trade or continue their education at the post-secondary level.<br><br>**This is a double-blocked course, with two periods per semester. In the first semester, students will earn 1 CTE elective credit (0.5 per period) and 1 Science elective credit in semester two. (A)** |
| **BASIC AUTOMOTIVE TECHNOLOGY 1A**<br>Course #: CTEE101<br>Grades: 10 – 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *Small Engines 2A/B* and/or teacher recommendation<br>Fee: See Appendix | *Basic Automotive Technology 1A* is an introduction to light vehicle transportation. During the course, basic fundamentals about automotive systems and repair are covered for entry into the advanced automotive course. In addition, alternative fuels, labor rates, technical service bulletins, NHSTA recalls, and career information are covered. This course concentrates on tasks covered in the ASE Education Foundation - Maintenance and Light Repair (MLR) Program. **(A)** |
| **BASIC AUTOMOTIVE TECHNOLOGY 1B**<br>Course #: CTEE1012<br>Grades: 10 – 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *Basic Automotive Technology 1A* and/or teacher recommendation Fee: See Appendix | *Basic Automotive Technology 1B* is an introduction to light vehicle transportation. During the course, basic fundamentals about automotive systems and repair are covered for entry into the advanced automotive course. In addition, alternative fuels, labor rates, technical service bulletins, NHSTA recalls, and career information are covered. This course concentrates on tasks covered in the ASE Education Foundation - Maintenance and Light Repair (MLR) Program. **(A)** |
| **COMMERCIAL DRONE PILOT**<br>Course #: CTE0907P/0908P<br>Grades: 10-12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: None<br>Fee: See Appendix | This year-long course introduces students to the safe, legal, and technical operation of drones. Students explore FAA regulations, airspace, weather, aerodynamics, maintenance, and human factors. They also gain hands-on experience with Drone configuration software, simulator training, and real-world drone flight. By the end of the course, students are prepared to take the FAA Part 107 exam and demonstrate professional-level UAS(Unmanned Aerial Systems) skills. **(A)** |
| **DIESEL OPERATIONS & TECHNOLOGY 1A**<br>Course #: CTEE105<br>Grades: 11 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *Basic Automotive Technology 1A/1B* and/or teacher recommendation Fee: See Appendix | *Diesel Operations and Technology 1A* presents students with career, industries, and safety information. Students will explore their interest in operating and repairing diesel equipment in Alaska's construction, mining, and transportation industries. Students will have time to explore careers and identify diesel equipment and uses while understanding requirement for safety in industry. **(A)** |

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| **DIESEL OPERATIONS & TECHNOLOGY 1B**<br>Course #: CTEE106<br>Grades: 11 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *Diesel Operations & Technology 1A* and/or teacher recommendation Fee: See Appendix | In *Diesel Operations & Technology 1B* students will continue to develop their interest, knowledge, and skills in diesel equipment operations, maintenance, and safety, while building on their experiences gained in *Diesel Operations & Technology 1A*.<br><br>Students will learn how to use operator manuals to safely start and shut down typical diesel equipment. Classes will incorporate manufacturer information and OSHA/MSHA safety standards in the classroom and lab.<br><br>Students are introduced to diesel equipment mechanical systems to include: engines, powertrains, hydraulic, electric, and pneumatic systems in the classroom and on equipment. Students will also learn how to develop a preventative maintenance plan and safely perform preventative maintenance on construction equipment. They will also see cold weather operations, precautions, and preventative procedures. Here students will apply their knowledge of personal and industrial safety skills. **(A)** |
| **INTERMEDIATE AUTOMOTIVE TECHNOLOGY I**<br>(Pilot: North Pole High)<br>Course #: CTEE1013P<br>Grades: 10 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: Basic Auto Tech 1B<br>Fee: See Appendix | *Intermediate Automotive Technology 1* is the first of two semesters of an intermediate level course designed for the student that is looking to expand their knowledge of brake systems as well as tires and wheels. This course concentrates on tasks covered in the ASE Education Foundation – Maintenance and Light Repair (MLR) Program and has a prerequisite completion of Basic Automotive Technology 1A or equivalent. **(A)** |
| **INTERMEDIATE AUTOMOTIVE TECHNOLOGY II**<br>(Pilot: North Pole High)<br>Course #: CTEE1014P<br>Grades: 10 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: Intermediate Automotive Technology 1A<br>Fee: See Appendix | *Intermediate Automotive Technology 2* is the second of two semesters of an intermediate level course designed for the student that is looking to expand their knowledge of automotive steering & suspension systems, manual drive train & axles, and automatic transmissions & transaxles. This course concentrates on tasks covered in the ASE Education Foundation – Maintenance and Light Repair (MLR) Program standards and has a prerequisite of Intermediate Automotive Technology 1A or equivalent. **(A)** |
| **INTRODUCTION TO COLLISION REPAIR**<br>Course #: CTEE401<br>Grades: 9 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: None<br>Fee: See Appendix | *Introduction to Collision Repair* is an introduction to the knowledge, attitudes, and practical skills needed to work successfully as a Collision Repair Technician. The importance of basic vehicle and industry knowledge, understanding, entrepreneurship, and business management will be addressed, including reading damage reports, the estimating process, and developing a repair plan. Shop and occupational safety skills, tool care and use, comprehending and complying with requirements concerning ethics, employability skills, legal liability consequences, and insurance implications will be emphasized. **(A)** |
| **NON-STRUCTURAL ANALYSIS & DAMAGE REPAIR 1A**<br>Course #: CTEE402<br>Grades: 10 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *Structural Analysis & Damage Repair 1A/1B* and/or teacher recommendation<br>Fee: See Appendix | *Non-Structural Analysis and Damage Repair 1A* emphasizes reading damage reports and developing a repair plan, choosing from a variety of repair methods, tools, and materials to correctly repair metal and/or plastic materials and panels in modern automobiles. It is designed to cover non-structural straightening techniques, proper tool selection, and use in accordance with vehicle manufacturers' recommendations. **(A)** |

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| **NON-STRUCTURAL ANALYSIS & DAMAGE REPAIR 1B**<br>Course #: CTEE403<br>Grades: 10 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *Non-Structural Analysis & Damage Repair 1A* and/or teacher recommendation Fee: See Appendix | *Non-Structural Analysis & Damage Repair 1B* builds on the skills developed in *Non-Structural Analysis & Damage Repair 1A*, with emphasis on following a repair plan. In addition, this course will focus on body filling, metal finishing, welding, and cutting procedures performed according to manufacturer/industry specifications. **(A)** |
| **PAINTING & REFINISHING 1A**<br>Course #: CTEE408<br>Grades: 10 - 12<br>Length: One Semester (Two-period block with *Plastics & Adhesives 1A*)<br>Credit: 0.5<br>Prerequisite: *Non-Structural Analysis & Damage Repair 1A/1B* and/or teacher recommendation<br>Fee: See Appendix | Students in *Painting and Refinishing 1A* will explore different procedures for surface preparation. They will design a plan that includes the selection and application of appropriate paints and finishes while demonstrating an understanding of shop and occupational safety skills. **(A)**<br><br>Two-period block:<br>● First semester = *Painting & Refinishing 1A* in conjunction with *Plastics & Adhesives 1A*.<br>● Second semester = *Painting & Refinishing 1B* in conjunction with *Plastics & Adhesives 1B*. |
| **PAINTING & REFINISHING 1B**<br>Course #: CTEE409<br>Grades: 10 - 12<br>Length: One Semester (Two-period block with *Plastics & Adhesives 1B*)<br>Credit: 0.5<br>Prerequisite: *Painting & Refinishing 1A* and/or teacher recommendation<br>Fee: See Appendix | *Painting and Refinishing 1B* is designed to provide instruction in the different procedures for applying appropriate paints and finishes. Students will inspect and identify types of finishes and surface conditions. They will develop a plan for refinishing using one paint system from start to finish in conformance with paint system manufacturers specifications and complying with established safety rules established by OSHA, NIOSH, and EPA. **(A)**<br><br>Two-period block:<br>● First semester = *Painting & Refinishing 1A* in conjunction with *Plastics & Adhesives 1A*.<br>● Second semester = *Painting & Refinishing 1B* in conjunction with *Plastics & Adhesives 1B*. |
| **PLASTICS & ADHESIVES 1A**<br>Course #: CTEE406<br>Grades: 10 - 12<br>Length: One Semester (Two-period block with *Painting & Refinishing 1A*)<br>Credit: 0.5<br>Prerequisite: *Non-Structural Analysis & Damage Repair 1A/1B* and/or teacher recommendation<br>Fee: Required ($25 maximum) | *Plastics and Adhesives 1A* introduces students to the identification of automotive plastic parts, reinforced fiberglass parts, and sheet molded compounds (SMC). They will study the selection of adhesives and develop an understanding of adhesive repair methods, tools, and materials. **(A)**<br><br>Two-period block:<br>● First semester = *Painting & Refinishing 1A* in conjunction with *Plastics & Adhesives 1A*.<br>● Second semester = *Painting & Refinishing 1B* in conjunction with *Plastics & Adhesives 1B*. |
| **PLASTICS & ADHESIVES 1B**<br>Course #: CTEE407<br>Grades: 10 - 12<br>Length: One Semester (Two-period block with *Painting & Refinishing 1B*)<br>Credit: 0.5<br>Prerequisite: *Plastics & Adhesives 1A* and/or teacher recommendation<br>Fee: See Appendix | *Plastics and Adhesives 1B* continues the study of automotive plastic parts identification, reinforced fiberglass parts, and sheet molded compounds (SMC). Students will study and evaluate the selection of adhesives and develop an understanding of adhesive repair methods, tools, and materials. **(A)**<br><br>Two-period block:<br>● First semester = *Painting & Refinishing 1A* in conjunction with *Plastics & Adhesives 1A*.<br>● Second semester = *Painting & Refinishing 1B* in conjunction with *Plastics & Adhesives 1B*. |

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| **SMALL ENGINES 1A**<br>Course #: CTEE305<br>Grades: 9 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: None<br>Fee: See Appendix | *Small Engines 1A* covers the principles of small gasoline and diesel engines, safe working habits, employability skills, and environmental concerns related to internal combustion. **(A)** |
| **SMALL ENGINES 1B**<br>Course #: CTEE306<br>Grades: 9 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *Small Engines 1A* and/or teacher recommendation<br>Fee: See Appendix | *Small Engines 1B* is a hands-on course emphasizing tools and equipment used in small engine diagnostics and repair, fuel systems, and electrical systems. **(A)** |
| **SMALL ENGINES 2A**<br>Course #: CTEE307<br>Grades: 9 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *Small Engines 1B* and/or teacher recommendation<br>Fee: See Appendix | *Small Engines 2A* is designed to provide students with a working knowledge of motorcycle and ATV recreational vehicle operation and service. Instruction in major engine systems operation and common engine service techniques is included. **(A)** |
| **SMALL ENGINES 2B**<br>Course #: CTEE308<br>Grades: 9 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *Small Engines 2A* and/or teacher recommendation<br>Fee: See Appendix | *Small Engines 2B* is the last course in the small engine series, and places extra emphasis on preparing students for service writer, maintenance, or mechanic employment at dealerships or independent shops locally or nationally with an EETC two- and four-stroke engine certification. Students are encouraged to participate in SkillsUSA programs and competitions. **(A)** |
| **STRUCTURAL ANALYSIS & DAMAGE REPAIR 1A**<br>Course #: CTEE404<br>Grades: 9 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *Introduction to Collision Repair* and/or teacher recommendation<br>Fee: See Appendix | *Structural Analysis and Damage Repair 1A* is designed to provide instruction in the different procedures for structural damage analysis and repair of vehicle structure. Students will be trained to determine the extent of damage, the methods, and order of repair. They will be introduced to the measuring and pulling of uni-body and frame-type vehicles, and making the repairs in accordance with vehicle manufacturers' recommendations. **(A)** |
| **STRUCTURAL ANALYSIS & DAMAGE REPAIR 1B**<br>Course #: CTEE405<br>Grades: 10 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *Structural Analysis & Damage Repair 1A* and/or teacher recommendation Fee: See Appendix | *Structural Analysis & Damage Repair 1B* builds on the skills developed in *Structural Analysis & Damage Repair 1A* with emphasis on following a repair plan. In addition, this course will focus on body filling, metal finishing, welding, and cutting procedures performed according to manufacturers'/industry specifications. **(A)** |

# ENGLISH LANGUAGE ARTS

**GRADUATION REQUIREMENT: 4 CREDITS (8 SEMESTERS)**



**Grades 9-10, ELL courses, and all English Electives: Adopted April 21, 2020**
**Grades 11-12: Adopted November 17, 2020**

**IMPORTANT:**

The Alaska Performance Scholarship (APS) and the National Collegiate Athletic Association (NCAA) requirements/approvals **are subject to change without notice**. The information in this catalog is provided as a guideline to assist you in planning. Course descriptions will use the reference keys below to indicate whether a course is approved for APS and/or NCAA. A list of APS approved courses is also included in the appendix of this catalog. **For the current list of APS eligible courses visit the district's website.**

For questions, please contact the Department of Teaching and Learning at (907) 452-2000, ext. 11422.

**References Key**
A = Alaska Performance Scholarship (APS) Approved
N = National Collegiate Athletic Assoc. (NCAA) Approved
R = Repeatable Courses

# ENGLISH LANGUAGE ARTS GRADUATION REQUIREMENTS

**Graduation requirements:**

- Four (4) English/language arts credits are required for graduation.
- 11th and 12th grade requirements: one American literature course (0.5 credit), one other upper-division literature course (0.5 credit), one writing-intensive course (0.5 credit), and one English elective (0.5 credit).

| English 9 Options<br>(Two semesters required.) | English 10 Options<br>(Two semesters required.) |
|---|---|
| • English 9 (yearlong)<br>• English 9 Honors (yearlong) | • English 10 (yearlong)<br>• English 10 Honors (yearlong)<br>• AP Seminar/English 10 Honors (yearlong - pilot) |

| American Literature Options<br>(One semester required.) | Upper Division Literature Options<br>(One semester required.) |
|---|---|
| • AP English Language and American Literature<br>• African American Literature<br>• African American Literature Honors<br>• American Literature: Defining Freedom<br>• American Literature: Defining Freedom Honors<br>• American Literature: Shifting Dreams<br>• American Literature: Shifting Dreams Honors<br>• Native American Literature<br>• Native American Literature Honors | • AP Literature and Composition<br>• British Literature<br>• British Literature Honors<br>• Holocaust Literature<br>• Holocaust Literature Honors<br>• Social Themes in Literature<br>• Social Themes in Literature Honors<br>• World Literature<br>• World Literature Honors<br>• Any course from the American literature list |

| Writing-Intensive Options<br>(One semester required.) | English Electives<br>(One semester required.) |
|---|---|
| • AP English Language and American Literature<br>• AP Language and Composition<br>• AP Literature and Composition<br>• Advanced Composition (UAF – Writing 111X)<br>• College Preparatory Composition<br>• Composition and Media Analysis<br>• Creative Nonfiction<br>• Creative Writing I<br>• Creative Writing II<br>• Journalism I<br>• Journalism II<br>• Journalism III<br>• Journalism IV<br>• Professional Writing<br>• Research and Inquiry | • Connections to Language and Literacy<br>• Philosophy and Language<br>• Popular Novels<br>• Reading for Meaning<br>• Speech and Debate<br>• Sports Literature<br>• Technical Drama<br>• Theatre Performance I<br>• Theatre Performance II<br>• Vocabulary Development<br>• Any course from the American literature, additional literature, or writing intensive lists. |

| English Language Learner (ELL) Courses | |
|---|---|
| • Academic Composition and Communications<br>• Career English<br>• Literature and Current Events | • U.S. Culture and Expressions<br>• U.S. English I<br>• U.S. English II |

# ENGLISH LANGUAGE LEARNER (ELL) Pathway

| Each learner's starting level on the continuum is determined on a case-by-case basis, according to the WIDA English Language Proficiency Assessment and ELL certified staff recommendation. | |
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| **WIDA Level*** | **English/Language Arts Courses for ELL Students**<br>All ELL courses are Expressive-Communication Domain Intensive (i.e., Speaking and Writing) and meet the upper-division writing intensive requirement when taken during 11th or 12th grade. |
| 1 | ● Two class periods scheduled concurrently<br>○ U.S. English I (two semesters)<br>○ U.S. Culture and Expressions (two semesters) |
| 2 | ● U.S. English II (two semesters) |
| 3 – 4 | ● Literature and Current Events (two semesters)<br>● ELL English/Language Arts Elective, Grades 11 and 12:<br>○ Academic Composition and Communications (one semester)<br>○ Career English (one semester) |
| 4 – 6 | ● Mainstream general English/Language Arts courses at grade level.<br>○ Placement in grade level English courses; sheltered grade-level English course sections may be taught by ELL certified staff, as needed. |

# ENGLISH 9 OPTIONS

**(The courses below fulfill the English 9 requirement.)**

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| **ENGLISH 9**<br>Course #: EN212/213<br>Grade: 9<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: None<br>~WRITING INTENSIVE~ | *English 9* guides learners towards critical thinking and literacy through a focus on purposeful engagement with diverse informational and literary texts, using organizational strategies to structure formal writing, supporting claims with logical evidence, and practicing purposeful speaking and listening with community members. This course actively cultivates a growth mindset by encouraging learner reflection and ownership, offering choice, and supporting career-readiness. This yearlong course fulfills two semesters of the English 9 requirement. **(A/N)** |
| **ENGLISH 9 HONORS**<br>Course #: EN214/215<br>Grade: 9<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: Teacher Recommendation<br>~WRITING INTENSIVE~ | *English 9 Honors* is designed for advanced readers and writers capable of in-depth analysis, and who have the interest and self-motivation to read and write independently. This class assumes more ability to read and write independently, more time in discussion rather than in supported reading, an increased reading pace, and a higher level of commitment and preparation in and out of class. The expectation of the level of discourse in this class is a heightened one. Learners therefore have an increased level of accountability to their class community in terms of keeping up with reading and other assignments. This course builds critical thinking and literacy through a focus on purposeful engagement with diverse informational and literary texts, using organizational strategies to structure formal writing, supporting claims with logical evidence, and practicing purposeful speaking and listening with community members. This course actively cultivates a growth mindset by encouraging learner reflection and ownership, offering choice, and supporting career-readiness. This yearlong course fulfills two semesters of the English 9 requirement. **(A/N)** |
| **LEVEL UP ENGLISH (9/10 CREDIT RECOVERY)**<br>Course #: EN315<br>Grade: 9-12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: Previously attempted and did not pass English 9 or English 10.<br>~WRITING INTENSIVE~ | *Level Up English* is a personalized approach for learners who have failed a semester of required English 9 or 10 and need to retake the class for credit. This class will meet graduation requirements for either semester of English 9 or English 10 for those learners who have previously failed a semester. Learners will work with the instructor to set goals to bridge gaps in competencies in order to become proficient. *Level Up English* may be repeated for credit with instructor approval. **(R)** |

# ENGLISH 10 OPTIONS

**(The courses below fulfill the English 10 requirement.)**

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| **ADVANCED PLACEMENT SEMINAR/ENGLISH 10 HONORS**<br>(Districtwide Pilot)<br>Course #:<br>English 10 = EN224P/225P<br>Grade: 10<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: *English 9*<br>Fee: AP exam approx. $100<br>~WRITING INTENSIVE~ | *AP Seminar* is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.<br><br>Learners meet all the objectives of English 10 Honors for writing and literature. This course follows the advanced placement course description and uses appropriate materials as set forth by the College Board. The AP exam is strongly encouraged.<br><br>This course fulfills two semesters of the English 10 requirement. Students receive two grades, one with a weighted AP grade and one (the literature period) without. A summer reading list or assignment may be required prior to the course.<br><br>Please visit the College Board-AP Central website for more information http://apcentral.collegeboard.com. **(A/N)** |
| **ENGLISH 10**<br>Course #: EN222/223<br>Grade: 10<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: none<br>~WRITING INTENSIVE~ | *English 10* continues the journey towards mature literacy. Learners will explore diverse literature and informational texts, including both visual and oral, to further develop reading, writing, speaking, listening, research, technological, and media literacy skills. Learners will write for a variety of audiences, write a research paper, and utilize tools to create error-free writing. They will also participate in class discussions, oral presentations, and group projects. This yearlong course fulfills two semesters of the English 10 requirement. **(A/N)** |
| **ENGLISH 10 HONORS**<br>Course #: EN224/225<br>Grade: 10<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: none<br>~WRITING INTENSIVE~ | *English 10 Honors* is designed for advanced readers and writers capable of in-depth analysis, and who have the interest and self-motivation to read and write independently. This class assumes more ability to read and write independently, more time in discussion rather than in supported reading, an increased reading pace, and a higher level of commitment and preparation in and out of class. The expectation of the level of discourse in this class is a heightened one. Therefore, learners have an increased level of accountability to their class community in terms of keeping up with reading and other assignments. This course continues the journey towards mature literacy. Learners will explore diverse literature and informational texts, including both visual and oral, to further develop reading, writing, speaking, listening, research, technological, and media literacy skills. They will write for a variety of audiences, write a research paper, and utilize tools to create error-free writing. Learners will also participate in class discussions, oral presentations, and group projects. This yearlong course fulfills two semesters of the English 10 requirement. **(A/N)** |
| **LEVEL UP ENGLISH (9/10 CREDIT RECOVERY)**<br>Course #: EN315<br>Grade: 9-12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: Previously attempted and did not pass English 9 or English 10.<br>~WRITING INTENSIVE~ | *Level Up English* is a personalized approach for learners who have failed a semester of required English 9 or 10 and need to retake the class for credit. This class will meet graduation requirements for either semester of English 9 or English 10 for those learners who have previously failed a semester. Learners will work with the instructor to set goals to bridge gaps in competencies in order to become proficient. *Level Up English* may be repeated for credit with instructor approval. **(R)** |

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| **PRE-AP ENGLISH 2**<br>(Pilot at WVH)<br>Course #: EN224P1/EN225P2<br>Grade: 10<br>Length: Two Semesters<br>Credit: 1.0<br>Prerequisite: *English 9* | Pre-AP English 1 focuses on reading, writing, and language skills that are relevant to students' current work and essential for students' future to future high school and college coursework.Texts take center stage, preparing students for close, critical reading and analytical writing. The course trains readers to observe small details in a text to arrive at a deeper understanding of the whole. It also trains writers to create complex sentences—building this foundational skill en-route to sophisticated, longer-form analyses **(A)** |

# AMERICAN LITERATURE OPTIONS

**(The courses below fulfill the American literature requirement.)**

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| **ADVANCED PLACEMENT ENGLISH LANGUAGE & AMERICAN LITERATURE**<br>Course #: EN239/240<br>Grades: 11-12<br>Length: Two Semesters<br>Credit: 1.0<br>Prerequisite: *English 10* and teacher recommendation<br>~WRITING INTENSIVE~ | *AP English Language and American Literature* is an accelerated, yearlong course that challenges learners to integrate ideas in American literature with writing and composition. American prose, poetry, and drama are used as vehicles for examining American culture and improving writing skills. Required composition and speeches are challenging and varied, including organized study of the structure of sentences, paragraphs, and large discursive patterns in preparation for the AP English Language and Composition examination.<br><br>This course is designed to provide an opportunity for learners capable of doing college-level work with the possibility of gaining advanced placement and/or credit in college English. The first semester of this course fulfills the American literature graduation requirement, and the second semester fulfills the writing intensive requirement.<br><br>Please see the American Literature course offerings and the College Board – AP Central website for more information (https://apcentral.collegeboard.org). **(A/N)** |
| **AFRICAN AMERICAN LITERATURE**<br>Course #: EN265<br>Grades: 11-12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *English 10* | *African American Literature* is a thematic approach to the study of African American literature. Learners respond to the literature orally, in writing, and in classroom presentations. They will gain an understanding of the African American culture and its relationships and contributions to the mosaic of cultures that make up our world. Learners will learn appreciation for, and tolerance of, their own and others' cultures. Formal literary analysis is required, as well as a variety of other writing experiences. This course fulfills the American Literature requirement. **(A/N)** |
| **AFRICAN AMERICAN LITERATURE HONORS**<br>Course #: EN320<br>Grades: 11-12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *English 10* | *African American Literature Honors* is a thematic approach to the study of African American literature. Learners respond to the literature orally, in writing, and in classroom presentations. They will gain an understanding of the African American culture and its relationships and contributions to the mosaic of cultures that make up our world. Learners will learn appreciation for, and tolerance of, their own and others' cultures. Formal literary analysis is required, as well as a variety of other writing experiences. This course fulfills the American Literature requirement.<br><br>Honors courses are designed for advanced readers and writers capable of in-depth analysis, and who have the interest and self-motivation to read and write independently. This class assumes not only the ability to read and write independently, but also the ability to spend more time in discussion rather than in supported reading (there will be an increased reading pace), as well as a higher level of commitment and preparation in and out of class. The expectation of the level of discourse in this class is a heightened one. Learners, therefore, have an increased level of accountability to their class community in terms of keeping up with reading and other assignments. **(A/N)** |
| **AMERICAN LITERATURE: DEFINING FREEDOM**<br>Course #: EN321<br>Grades: 11-12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *English 10* | *American Literature: Defining Freedom* is an integrated, thematic course allows learners to explore literature in connection with social and cultural themes that define the American understanding of freedom. It combines a survey of diverse American authors with composition. Prose, poetry, and drama written by American authors are used as vehicles for examining and improving writing skills. Formal literary analysis is required, as well as a variety of other writing experiences. This course fulfills the American Literature requirement. **(A/N)** |

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| **AMERICAN LITERATURE: DEFINING FREEDOM HONORS**<br>Course #: EN322<br>Grades: 11-12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *English 10* | *American Literature: Defining Freedom Honors* is an integrated, thematic course allows learners to explore literature in connection with social and cultural themes that define the American understanding of freedom. It combines a survey of diverse American authors with composition. Prose, poetry, and drama written by American authors are used as vehicles for examining and improving writing skills. Formal literary analysis is required, as well as a variety of other writing experiences. This course fulfills the American Literature requirement.<br><br>Honors courses are designed for advanced readers and writers capable of in-depth analysis, and who have the interest and self-motivation to read and write independently. This class assumes not only the ability to read and write independently, but also the ability to spend more time in discussion rather than in supported reading (there will be an increased reading pace), as well as a higher level of commitment and preparation in and out of class. The expectation of the level of discourse in this class is a heightened one. Learners, therefore, have an increased level of accountability to their class community in terms of keeping up with reading and other assignments. **(A/N)** |
| **AMERICAN LITERATURE: SHIFTING DREAMS**<br>Course #: EN323<br>Grades: 11-12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *English 10* | *American Literature: Shifting Dreams* is an integrated, thematic course combines a survey of diverse American authors with composition, and allows learners to explore the changing understanding of the American dream. Prose, poetry, and drama written by American authors are used as vehicles for examining and improving writing skills. Formal literary analysis is required, as well as a variety of other writing experiences. This course fulfills the American Literature requirement. **(A/N)** |
| **AMERICAN LITERATURE: SHIFITING DREAMS HONORS**<br>Course #: EN324<br>Grades: 11-12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *English 10* | *American Literature: Shifting Dreams Honors* is an integrated, thematic course combines a survey of diverse American authors with composition, and allows learners to explore the changing understanding of the American dream. Prose, poetry, and drama written by American authors are used as vehicles for examining and improving writing skills. Formal literary analysis is required, as well as a variety of other writing experiences. This course fulfills the American Literature requirement.<br><br>Honors courses are designed for advanced readers and writers capable of in-depth analysis, and who have the interest and self-motivation to read and write independently. This class assumes not only the ability to read and write independently, but also the ability to spend more time in discussion rather than in supported reading (there will be an increased reading pace), as well as a higher level of commitment and preparation in and out of class. The expectation of the level of discourse in this class is a heightened one. Learners, therefore, have an increased level of accountability to their class community in terms of keeping up with reading and other assignments. **(A/N)** |
| **NATIVE AMERICAN LITERATURE**<br>Course #: EN285<br>Grades: 11-12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *English 10* | *Native American Literature* is a thematic approach to the study of Native American literature. Learners respond to the literature orally, in writing, and in classroom presentations. They will gain an understanding of the Native American culture and its role in, and contribution to, the mosaic of all cultures that make up our world. Learners will learn appreciation for, and tolerance of, their own and others' cultures. Formal literary analysis is required, as well as a variety of other writing experiences. This course fulfills the American Literature requirement. **(A/N)** |
| **NATIVE AMERICAN LITERATURE HONORS**<br>Course #: EN328<br>Grades: 11-12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *English 10* | *Native American Literature Honors* is a thematic approach to the study of Native American literature. Learners respond to the literature orally, in writing, and in classroom presentations. They will gain an understanding of the Native American culture and its role in, and contribution to, the mosaic of all cultures that make up our world. Learners will learn appreciation for, and tolerance of, their own and others' cultures. Formal literary analysis is required, as well as a variety of other writing experiences. This course fulfills the American Literature requirement.<br><br>Honors courses are designed for advanced readers and writers capable of in-depth analysis, and who have the interest and self-motivation to read and write independently. This class assumes not only the ability to read and write independently, but also the ability to spend more time in discussion rather than in supported reading (there will be an increased reading pace), as well as a higher level of commitment and preparation in and out of class. The expectation of the level of discourse in this class is a heightened one. Learners, therefore, have an increased level of accountability to their class community in terms of keeping up with reading and other assignments. **(A/N)** |

# UPPER DIVISION LITERATURE OPTIONS

**(The courses below fulfill the additional literature requirement.)**

**Students may also select any course from the American literature list.**

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| **ADVANCED PLACEMENT LITERATURE & COMPOSITION**<br>Course #: EN252/253<br>Grades: 11-12<br>Length: Two Semesters<br>Credit: 1.0<br>Prerequisite: *English 10* and teacher recommendation<br>~WRITING INTENSIVE~ | *AP Literature and Composition* is a yearlong honors level course for learners of superior work habits and a willingness to be intellectually challenged. It is designed to provide a learning opportunity for those learners capable of doing college level work and the possibility of gaining advanced placement and/or credit in college English, upon successful completion of the AP English Literature and Composition examination. This course provides a comprehensive background in the analysis of literature, and requires a significant amount of independent reading and writing.<br><br>The first semester of this course fulfills one literature requirement, and the second semester fulfills the writing intensive graduation requirement.<br><br>Please visit the College Board-AP Central website for more information (http://apcentral.collegeboard.com). **(A/N)** |
| **BRITISH LITERATURE**<br>Course #: EN325<br>Grades: 11-12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *English 10* | *British Literature* combines a survey of British texts, with an emphasis in formal structured writing. British Literature lays a foundation for understanding modern events, society, and conflict. Canonical British literature and post-colonialist texts are the tools used to analyze the relationship between the past and the present, and to examine contemporary issues related to race, class, and gender. **(A/N)** |
| **BRITISH LITERATURE HONORS**<br>Course #: EN326<br>Grades: 11-12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *English 10* | *British Literature Honors* combines a survey of British texts, with an emphasis in formal structured writing. British Literature lays a foundation for understanding modern events, society, and conflict. Canonical British literature and post-colonialist texts are the tools used to analyze the relationship between the past and the present, and to examine contemporary issues related to race, class, and gender.<br><br>Honors courses are designed for advanced readers and writers capable of in-depth analysis, and who have the interest and self-motivation to read and write independently. This class assumes not only the ability to read and write independently, but also the ability to spend more time in discussion rather than in supported reading (there will be an increased reading pace), as well as a higher level of commitment and preparation in and out of class. The expectation of the level of discourse in this class is a heightened one. Learners, therefore, have an increased level of accountability to their class community in terms of keeping up with reading and other assignments. **(A/N)** |
| **HOLOCAUST LITERATURE**<br>Course #: EN202<br>Grades: 11-12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *English 10* | *Holocaust Literature* is a thematic approach that challenges learners to pull lessons that connect our contemporary era to the history of the Holocaust, teaching awareness and tolerance for other cultures internationally as well as within our own communities. The course continues to build on historic and literary foundations through activities that involve critical thinking and analysis. Learners focus on individual stories and historic content that connect a variety of experiences, allowing learners to 'own' their study of the Holocaust. In giving historical content to literature, it provides clarity and builds better foundations for reference points, thus making a meaningful connection for all learners. Formal literary analysis is required, as well as a variety of other writing experiences. **(A/N)** |

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| **HOLOCAUST LITERATURE HONORS**<br>Course #: EN331<br>Grades: 11-12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *English 10* | *Holocaust Literature Honors* is a thematic approach that challenges learners to pull lessons that connect our contemporary era to the history of the Holocaust, teaching awareness and tolerance for other cultures internationally as well as within our own communities. The course continues to build on historic and literary foundations through activities that involve critical thinking and analysis. Learners focus on individual stories and historic content that connect a variety of experiences, allowing learners to 'own' their study of the Holocaust. In giving historical content to literature, it provides clarity and builds better foundations for reference points, thus making a meaningful connection for all learners. Formal literary analysis is required, as well as a variety of other writing experiences.<br><br>Honors courses are designed for advanced readers and writers capable of in-depth analysis, and who have the interest and self-motivation to read and write independently. This class assumes not only the ability to read and write independently, but also the ability to spend more time in discussion rather than in supported reading (there will be an increased reading pace), as well as a higher level of commitment and preparation in and out of class. The expectation of the level of discourse in this class is a heightened one. Learners, therefore, have an increased level of accountability to their class community in terms of keeping up with reading and other assignments. **(A/N)** |
| **SOCIAL THEMES IN LITERATURE**<br>Course #: EN329<br>Grades: 11-12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *English 10* | *Social Themes in Literature* is a thematic approach to the study of contemporary and historical social issues through a variety of texts, including fiction, nonfiction, poetry, and drama. Learners respond to the texts verbally, in writing, and through classroom presentations. They will read and explore narratives written by and about people who have been historically under-represented in the literary canon (women, Native Americans, African Americans/Africans, Latinx, Asian/Asian Americans and LGBTQ+ peoples). They will gain an understanding of diverse people, experiences, and contributions of the many voices that make up the global community. Learners will also gain a deeper awareness and appreciation for their own and others' cultures. Formal literary analysis is required, as well as a variety of other writing experiences.<br><br>This is a personalized learning course. This class provides a unique opportunity for learners to create their own reading list, which must include one item from fiction, nonfiction, drama or graphic, and poetry. Learners will examine contemporary and historical social issues through diverse perspectives and authors. They are encouraged to choose diverse selections, and may appeal to the teacher to use a different title from the supplemental reading list in the appendix. For more information about book lists, see the ELA curriculum at www.k12northstar.org/Page/8856. **(A/N)** |
| **SOCIAL THEMES IN LITERATURE HONORS**<br>Course #: EN330<br>Grades: 11-12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *English 10* | *Social Themes in Literature Honors* is a thematic approach to the study of contemporary and historical social issues through a variety of texts, including fiction, nonfiction, poetry, and drama. Learners respond to the texts verbally, in writing, and through classroom presentations. They will read and explore narratives written by and about people who have been historically under-represented in the literary canon (women, Native Americans, African Americans/Africans, Latinx, Asian/Asian Americans and LGBTQ+ peoples). They will gain an understanding of diverse people, experiences, and contributions of the many voices that make up the global community. Learners will also gain a deeper awareness and appreciation for their own and others' cultures. Formal literary analysis is required, as well as a variety of other writing experiences.<br><br>This is a personalized learning course. This class provides a unique opportunity for learners to create their own reading list, which must include one item from fiction, nonfiction, drama or graphic, and poetry. Learners will examine contemporary and historical social issues through diverse perspectives and authors. They are encouraged to choose diverse selections, and may appeal to the teacher to use a different title from the supplemental reading list in the appendix. For more information about book lists, see the ELA curriculum at www.k12northstar.org/Page/8856.<br><br>Honors courses are designed for advanced readers and writers capable of in-depth analysis, and who have the interest and self-motivation to read and write independently. This class assumes not only the ability to read and write independently, but also the ability to spend more time in discussion rather than in supported reading (there will be an increased reading pace), as well as a higher level of commitment and preparation in and out of class. The expectation of the level of discourse in this class is a heightened one. Learners, therefore, have an increased level of accountability to their class community in terms of keeping up with reading and other assignments. **(A/N)** |

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| **WORLD LITERATURE**<br>Course #: EN249<br>Grades: 11-12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *English 10* | *World Literature* is an integrated course combines a survey of international authors with composition. Prose, poetry, and drama are used as vehicles for examining culture and important authors outside of our national and cultural boundaries, as well as improving writing skills. Formal literary analysis is required, as well as a variety of other writing experiences. **(A/N)** |
| **WORLD LITERATURE HONORS**<br>Course #: EN250<br>Grades: 11-12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *English 10* | *World Literature Honors* is an integrated course combines a survey of international authors with composition. Prose, poetry, and drama are used as vehicles for examining culture and important authors outside of our national and cultural boundaries, as well as improving writing skills. Formal literary analysis is required, as well as a variety of other writing experiences.<br><br>Honors courses are designed for advanced readers and writers capable of in-depth analysis, and who have the interest and self-motivation to read and write independently. This class assumes not only the ability to read and write independently, but also the ability to spend more time in discussion rather than in supported reading (there will be an increased reading pace), as well as a higher level of commitment and preparation in and out of class. The expectation of the level of discourse in this class is a heightened one. Learners, therefore, have an increased level of accountability to their class community in terms of keeping up with reading and other assignments. **(A/N)** |

# WRITING-INTENSIVE OPTIONS

**(The courses below fulfill the writing-intensive course requirement.)**

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| **ADVANCED COMPOSITION (UAF Writing 111X)**<br>Course #: EN259<br>Grade: 12 or teacher recommendation<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: Successful completion of 11th grade English courses or teacher recommendation. | *Advanced Composition* (UAF - Writing IIIX) is a rigorous experience in writing the various forms of exposition with emphasis on research, synthesis, and critical analysis. It is recommended for learners with better than average ability, especially those who plan to attend college. This course is offered in conjunction with UAF, and learners may purchase credits from UAF for Writing 111X: Writing in Academic Contexts class upon completion of the course. **(A/N)** |
| **ADVANCED PLACEMENT ENGLISH LANGUAGE & AMERICAN LITERATURE**<br>Course #: EN239/240<br>Grades: 11-12<br>Length: Two Semesters<br>Credit: 1.0<br>Prerequisite: *English 10* and teacher recommendation | *AP English Language and American Literature* is an accelerated, yearlong course that challenges learners to integrate ideas in American literature with writing and composition. American prose, poetry, and drama are used as vehicles for examining American culture and improving writing skills. Required composition and speeches are challenging and varied, including organized study of the structure of sentences, paragraphs, and large discursive patterns in preparation for the AP English Language and Composition examination.<br><br>This course is designed to provide an opportunity for learners capable of doing college-level work with the possibility of gaining advanced placement and/or credit in college English. The first semester of this course fulfills the American literature graduation requirement, and the second semester fulfills the writing intensive requirement.<br><br>Please see the American Literature course offerings and the College Board – AP Central website for more information (https://apcentral.collegeboard.org). **(A/N)** |
| **ADVANCED PLACEMENT LANGUAGE & COMPOSITION**<br>Course #: EN260/261<br>Grades: 11-12<br>Length: Two Semesters<br>Credit: 1.0<br>Prerequisite: *English 10* and teacher recommendation | *AP Language and Composition* is a challenging course that provides an intensive experience in analyzing and applying rhetorical strategies and stylistic devices across the standard modes of discourse: narration, exposition, and argumentation. It focuses on effective writing and critical reading. It is designed to provide a learning opportunity for those learners capable of doing college level work, and the possibility of gaining advanced placement and/or credit in college English upon successful completion of the AP English Language and Composition Examination.<br><br>The first semester of this course fulfills the writing intensive graduation requirement, and the second semester fulfills the English elective requirement.<br><br>Please visit the College Board-AP Central website for more information (http://apcentral.collegeboard.com). **(A/N)** |
| **ADVANCED PLACEMENT LITERATURE & COMPOSITION**<br>Course #: EN252/253<br>Grades: 11-12<br>Length: Two Semesters<br>Credit: 1.0<br>Prerequisite: *English 10* and teacher recommendation | *AP Literature and Composition* is a yearlong honors level course for learners of superior work habits and a willingness to be intellectually challenged. It is designed to provide a learning opportunity for those learners capable of doing college level work and the possibility of gaining advanced placement and/or credit in college English, upon successful completion of the AP English Literature and Composition examination. This course provides a comprehensive background in the analysis of literature, and requires a significant amount of independent reading and writing.<br><br>The first semester of this course fulfills one literature requirement, and the second semester fulfills the writing intensive graduation requirement.<br><br>Please visit the College Board-AP Central website for more information (http://apcentral.collegeboard.com). **(A/N)** |

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| **COLLEGE PREPARATORY COMPOSITION**<br>Course #: EN226<br>Grades: 10-12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *English 10* ($10^{th}$ graders require teacher recommendation) | *College Preparatory Composition* prepares learners for college-level writing, with an emphasis on formal expository writing using nonfiction models. Learners are provided with diverse writing experiences, including a formal research paper. This course is highly recommended for 11th and 12th graders who plan to continue a post-high school education. **(A/N)** |
| **COMPOSITION & MEDIA ANALYSIS**<br>Course #: EN201<br>Grades: 11-12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *English 10* | *Composition and Media Analysis* analyzes various types of media through expository and argumentative writing. Learners research and study various types of media. Emphasis is on the implications of the social and economic aspects of the media, including advertising and propaganda. Additionally, learners write compositions about social issues. This course provides a common sense approach to a media-rich society. **(A/N)** |
| **CREATIVE NONFICTION**<br>Course #: EN327<br>Grades: 11-12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *English 10* | *Creative Nonfiction* focuses on writing strategies specific to, but not limited to, crafting narrative nonfiction, memoirs, biographies, travelogues, and historical nonfiction. Learners will translate personal experience and research into effective pieces of creative nonfiction using storytelling strategies for plot development, character arc, etc. **(A/N)** |
| **CREATIVE WRITING I**<br>Course #: EN268<br>Grades: 11-12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *English 10* | *Creative Writing I* emphasizes the development of a creative writer's "toolbox" of techniques based on evaluating published models of creative nonfiction, poetry, fiction, and drama. Learners will practice strategies for finding inspiration, drafting in various genres, accepting and offering meaningful critical feedback, and revising toward a publishable product. **(A/N)** |
| **CREATIVE WRITING II**<br>Course #: EN2681<br>Grades: 11-12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *English 10, Creative Writing I*, and teacher recommendation | *Creative Writing II* is a continuation of *Creative Writing I* for learners who demonstrated the ability and drive to take their writing to the next level with a full-length piece. This class emphasizes the development of a creative writer's "toolbox" of techniques based on evaluating published models of creative nonfiction, poetry, fiction, and drama. Learners will practice strategies for finding inspiration, drafting in various genres, accepting and offering meaningful critical feedback, and revising toward a publishable product. **(A/N)** |
| **JOURNALISM I**<br>Course #: EN281<br>Grades: 10-12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *English 10* (may be concurrently enrolled) | *Journalism I* has a focus on newspaper writing conventions and technology. Learners write stories for publication in the school newspaper, as well as complete other necessary production requirements including photography, page layout, editing, column writing, and other artistic elements. Learners conduct interviews and complete other reporting tasks independently while working with other learners to coordinate and produce the school newspaper. **(A/N)** |
| **JOURNALISM II**<br>Course #: EN282<br>Grades: 10-12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *English 10* (may be concurrently enrolled) and *Journalism I* | *Journalism II* is a continuation of *Journalism I*, with a focus on newspaper writing conventions and technology. Learners write stories for publication in the school newspaper, as well as complete other necessary production requirements, including photography, page layout, editing, column writing, and other artistic elements. Learners conduct interviews and complete other reporting tasks independently while working with other students to coordinate and produce the school newspaper. **(A)** |

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| **JOURNALISM III**<br>Course #: EN283<br>Grades: 11-12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *English 10* and *Journalism II* | *Journalism III* is a continuation of *Journalism II* and emphasize leadership skills from previous journalism class experiences. This will focus on newspaper writing conventions and technology. Learners write stories for publication in the school newspaper, as well as complete other necessary production requirements, including photography, page layout, editing, column writing, and other artistic elements. Learners conduct interviews and complete other reporting tasks independently while working with other students to coordinate and produce the school newspaper. **(A)** |
| **JOURNALISM IV**<br>Course #: EN284<br>Grades: 11-12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *English 10* and *Journalism III* | *Journalism IV* is a continuation of *Journalism III* and emphasize leadership skills from previous journalism class experiences. This will focus on newspaper writing conventions and technology. Learners write stories for publication in the school newspaper, as well as complete other necessary production requirements, including photography, page layout, editing, column writing, and other artistic elements. Learners conduct interviews and complete other reporting tasks independently while working with other students to coordinate and produce the school newspaper. **(A/R)** |
| **PROFESSIONAL WRITING**<br>Course #: EN332<br>Grades: 11-12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *English 10* | *Professional Writing* focuses on written communication skills as they relate to the world of business and technology. Communication and teamwork are emphasized. Technical writing skills include business correspondence, gathering and presenting data, technical documents, and reports. **(A)** |
| **RESEARCH & INQUIRY**<br>Course #: EN204<br>Grade: 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *English 10* | *Research and Inquiry:* The senior project is an integral part of a learner's final year of high school. It integrates knowledge, skills, and concepts from the learner's program of study into one culminating project that benefits the school community, or the community at large. Individual projects are preferred, but group projects may be appropriate if each learner in the group has specific and unique responsibilities. Although the final product may be a joint effort, each presentation must be done separately. **(A/N)** |

# ENGLISH ELECTIVES

**(The courses below fulfill the English elective course requirement.)**

**Students may also select any course from the American literature, additional literature, or writing intensive lists.**

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| **CONNECTIONS TO LANGUAGE AND LITERACY**<br>(Pilot: Districtwide)<br>Course #: EN333P<br>Repeatable up to four times.<br>Grade: 9-12<br>Length: One Semester<br>Prerequisite: Placement determined by teacher recommendation and assessment data. | *Connections to Language and Literacy* is designed to provide instructional support to students who need additional practice and instruction in foundational reading skills. Students will engage in explicit, systematic direct instruction in decoding, word recognition, fluency, comprehension, writing/spelling, and text structures.<br><br>Students may repeat this course as needed, up to four times. Placement is determined by teacher recommendation and assessment data:<br>● Score below the 20th percentile on the most recent MAP reading/language assessment.<br>● Score three or more grade levels below their current grade level on iReady Reading.<br>● One-on-one assessments (contact Teaching and Learning for assessments). **(R)**<br><br>**This course meets the English elective graduation requirement.** |
| **PHILOSOPHY & LANGUAGE**<br>Course #: EN289<br>Grades: 10 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: At least 11th grade standing or teacher recommendation for a 10th grade student. | *Philosophy & Language* provides a brief introduction into the various components of philosophy, along with an analysis of the arguments of key philosophers, to introduce learners to the history of ideas that have shaped thinking. A brief introduction into comparative philosophy gives learners greater understanding of the processes of thinking and reasoning, and an appreciation of how different traditions complement, rather than contradict one another. **(A/N)** |
| **POPULAR NOVELS**<br>Course #: EN290<br>Grades: 10 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: At least 11th grade standing or teacher recommendation for a 10th grade student. | *Popular Novels* is designed for learners who enjoy reading for pleasure and discussing novels with other readers. It is structured around current popular novels of merit, and personalized to improve learner's abilities to analyze various types of media. Learners will hone research and critical thinking skills, improve their expository and argumentative writing skills, and analyze the implications of the social, economic, and/or political aspects of the texts. **(A/N)** |
| **READING FOR MEANING**<br>Course #: EN291<br>Grades: 9 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: Teacher Recommendation | *Reading for Meaning* is designed to help learners develop strategies to effectively read and comprehend literature, content area texts, and other nonfiction to become successful participants in the classroom, as well as the community in which they live. Through guided instruction, learners will develop and apply effective reading strategies to increase reading and, consequently, writing skills. This is a progressive skills class that may be repeated for credit with teacher recommendation. **(R)** |
| **SPEECH & DEBATE**<br>Course #: EN293<br>Grades: 10 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: At least 11th grade standing or teacher recommendation for a 10th grade student. | In *Speech & Debate*, learners will embrace public speaking as performance, communication, and problem-solving. This introductory course will cover a variety of styles of public speaking and formal debate. Emphasis will be on argumentation, logical organization, research, working with others, and being a supportive audience member. Learners will become familiar with these styles through instruction, research, and practice. **(A/N)** |

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| **SPORTS LITERATURE**<br>Course #: EN294<br>Grades: 10 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: At least 11th grade standing or teacher recommendation for a 10th grade student. | In *Sports Literature*, learners will analyze sports in various mediums as a catalyst for examining the influence of sports on individuals and society. They will engage in formal and informal writing, speaking, and listening activities.<br><br>This course fulfills the FNSBSD requirement for an English elective; it does not fulfill the graduation requirement for a literature course. **(A/N)** |
| **TECHNICAL DRAMA**<br>Course #: EN205<br>Grades: 9 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: Teacher Recommendation | *Technical Drama* is designed to introduce learners to the technical aspects of performance: costuming, scenery, lighting, sound and stage design, stage management, house management, and publicity. |
| **THEATRE PERFORMANCE I**<br>Course #: EN297<br>Grades: 9 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: None | *Theatre Performance 1* is a performance-based class designed to introduce learners to the use of performance to express theatre literature. Learners should be aware that some colleges may not accept this performance course as an English course towards entrance requirements. |
| **THEATRE PERFORMANCE II**<br>Course #: EN298<br>Grades: 10 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *Theatre Performance I* or teacher recommendation | *Theatre Performance 2* is an advanced performance-based class. Learners will be expected to perform on a much higher level, and to study challenging theatrical materials in much more depth. Learners should be aware that some colleges may not accept this performance course as an English course towards entrance requirements. **(A)** |
| **VOCABULARY DEVELOPMENT**<br>Course #: EN299<br>Grades: 10 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: At least 11th grade standing or teacher recommendation for a 10th grade student. | *Vocabulary Development* is designed to help learners broaden their vocabulary through word study, examination of Latin roots, etymologies, and verbal practice in a variety of contexts. |

# ENGLISH LANGUAGE LEARNER (ELL) COURSES

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| **ACADEMIC COMPOSITION & COMMUNICATIONS**<br>Course #: EN306/307<br>Grades: 11 - 12<br>Length: One – Two Semesters<br>Credit: 0.5 or 1.0<br>Prerequisite: ELL-Program eligible, Developing or Expanding (WIDA levels 2-3), and instructor recommendation | *Academic Composition and Communications* includes content from both social and academic contexts. It focuses on syntax, continued vocabulary development, reading, listening comprehension, speaking and pronunciation, and writing multi-paragraph compositions that demonstrate organization of ideas, use of a thesis statement, and supportive elements. Intensive grammar instruction that supports academic writing is emphasized. Learners will engage in the exploration of and use of language structures with increasing linguistic complexity, vocabulary that includes more technical language related to the content areas, and communication that is increasingly comprehensible and fluent. This course contributes to the development of skills needed in regular classes.<br><br>ELL Program certified staff recommendation is required, and teaching assignments must be approved through the ELL program.<br><br>This course may fulfill 1-2 semesters of required English credits for Developing to Expanding learners, as determined by the appropriate WIDA English Language Proficiency Assessment. **(A/N)** |
| **CAREER ENGLISH**<br>Course #: EN308<br>Grades: 11 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: ELL-Program eligible and instructor recommendation | *Career English* is an English elective taught exclusively to ELL-identified students. This writing- and speaking-intensive course prepares English learners for success after high school by strengthening skills in both written and spoken communication. Language necessary for negotiating the workplace, avenues for further education, a variety of career-related pathways, and success as a professional is targeted.<br><br>ELL Program certified staff recommendation is required, and teaching assignments must be approved through the ELL program.<br><br>This course may fulfill 1-2 semesters of required English credits for English language learners (ELL). |
| **LITERATURE & CURRENT EVENTS**<br>Course #: EN309/310<br>Grades: 9 - 12<br>Length: One – Two Semesters<br>Credit: 0.5 or 1.0<br>Prerequisite: ELL-Program eligible, Developing or Expanding (WIDA levels 2-3), and instructor recommendation | *Literature and Current Events* integrates an exploration of literature and current event articles that support the content of learners' regular classes and which draw from the rich linguistic and cultural diversity of learners' heritages. Activities strengthen skills in the areas of syntax, continued vocabulary development, reading, listening comprehension, and writing multi-paragraph compositions that demonstrate organization of ideas, use of a thesis statement, and supportive elements. Learners will engage in the exploration of and use of language structures with increasing linguistic complexity, vocabulary that includes more technical language related to the content areas, and communication that is increasingly comprehensible and fluent.<br><br>ELL Program certified staff recommendation is required, and teaching assignments must be approved through the ELL program.<br><br>This course may fulfill 1-2 semesters of required English credits for Developing to Expanding learners, as determined by the appropriate WIDA English Language Proficiency Assessment. **(A/N)** |
| **U.S. CULTURE & EXPRESSIONS**<br>Course #: EN304/305<br>Grades: 9 - 12<br>Length: One – Two Semesters<br>Credit: 0.5 or 1.0<br>Prerequisite: ELL-Program eligible, Entering or Emerging (WIDA levels 1-2), and instructor recommendation | *U.S. Culture and Expressions* is designed to be taken concurrently with U.S. English I, in order to provide WIDA level 1 & 2 learners with an intensive initial environment for English language acquisition. It introduces newcomer learners to cultural values, traditions, and lifestyles in the United States, including the arenas of home, family, school, community, and the work place.<br><br>ELL Program certified staff recommendation is required, and teaching assignments must be approved through the ELL program. **(A/N)** |

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| **U.S. ENGLISH I**<br>Course #: EN208/209<br>Grades: 9 - 12<br>Length: Two Semesters<br>Credit: 1.0<br>Prerequisite: ELL-Program eligible, Entering or Emerging (WIDA levels 1-2), and instructor recommendation | *U.S. English 1* uses research-based strategies to address and meet the second-language acquisition needs of Entering and Emerging (WIDA levels 1 & 2) English learners who have little to no prior knowledge of the English language. The course supports learners as they begin developing English language proficiency, with an emphasis on the phonetic sounds present in the English language, basic vocabulary needed in a school context, and the development of basic interpersonal communicative skills and life-skills. Also introduced are basic grammar skills (including parts of speech), the use of high frequency vocabulary, orientation to United States high school culture and procedures, as well as intentional and discrete focus on the four domains: writing at the sentence level; reading and comprehending simple text in English (both literary as well as expository); listening in context-rich situations and for specific information; and speaking for everyday communication. Delivery of instruction is multi-media, multi-modal, and culturally-appropriate.<br><br>This course is intended to be taken by newcomers concurrently with the class U.S. Culture & Expressions.<br><br>EL Program certified staff recommendation is required, and teaching assignments must be approved through the ELL program.<br><br>This course may fulfill 1-2 semesters of required English credits for Entering to Emerging learners, as determined by the appropriate WIDA English Language Proficiency Assessment. **(A/N)** |
| **U.S. ENGLISH II**<br>Course #: EN218/219<br>Grades: 9 - 12<br>Length: One – Two Semesters<br>Credit: 0.5 or 1.0<br>Prerequisite: ELL-Program eligible, Entering to Emerging (WIDA levels 1-2), and instructor recommendation | *U.S. English 2* uses research-based strategies that support language acquisition to address and meet the needs of Entering and Emerging (WIDA levels 1 & 2) English learners who continue to need instruction at the Emerging level of English Language Development. The goal of this class is to build on foundational language skills to enable learners to use English in accessing increasing amounts of grade level content. Learners will explore literature and informational text to further develop reading, writing, speaking, listening, research, technological, and media literacy skills. These skills include basic grammar skills (including parts of speech), the use of high frequency vocabulary, use of tools to create increasing competency in conventions of standard English, and orientation to United States high school culture and procedures, as well as intentional and discrete focus on the four domains incorporating grade level skills/ competencies and content area vocabulary: writing at the sentence and paragraph level; reading and comprehending simple text in English (both literary as well as expository); listening in context-rich situations and for specific information; and speaking for everyday communication. Learners will also participate in class discussions, oral presentations, and group projects. Delivery of instruction is multi-media, multi-modal, and culturally-appropriate.<br><br>ELL Program certified staff recommendation is required, and teaching assignments must be approved through the ELL program.<br><br>This course may fulfill 1-2 semesters of required English credits for Entering to Emerging learners, as determined by the appropriate WIDA English Language Proficiency Assessment. **(A/N)** |

# HEALTH

**GRADUATION REQUIREMENT: 0.5 CREDIT (1 SEMESTER)**



**Adopted: April 15, 2025**

**IMPORTANT:**

The Alaska Performance Scholarship (APS) and the National Collegiate Athletic Association (NCAA) requirements/approvals **are subject to change without notice**. The information in this catalog is provided as a guideline to assist you in planning. Course descriptions will use the reference keys below to indicate whether a course is approved for APS and/or NCAA. A list of APS approved courses is also included in the appendix of this catalog. **For the current list of APS eligible courses visit the district's website.**

For questions, please contact the Department of Teaching and Learning at (907) 452-2000, ext. 11422.

**References Key**

A = Alaska Performance Scholarship (APS) Approved
N = National Collegiate Athletic Assoc. (NCAA) Approved
R = Repeatable Courses

# HEALTH GRADUATION REQUIREMENTS

One half (0.5) credit (one semester) of Health is required for graduation.

All students must complete the following core course to meet the graduation requirement:

- **Health (grades 9-12, one semester, 0.5 credit)**

# HEALTH OPTIONS

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| **HEALTH**<br>Course #: HL001<br>Grade: 9 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: None | *Health* focuses on the acquisition of accurate health information and the development of healthy attitudes and behavior patterns. Decision-making and goal-setting skills are presented at developmentally appropriate levels. Students will learn content and practice skills through the study of the following nine strands: Fundamentals of Health, Nutritional Health, Healthy Lifestyles, Healthy Relationships, Avoiding Hazardous Substances, Disease and Disorders, Body Systems, Body Systems, Sex and Reproduction, and Hygiene. |

# MATHEMATICS

**GRADUATION REQUIREMENT:**

3 CREDITS (6 SEMESTERS) **in high school** to include:

- 1 credit (two semesters) of *Algebra 1* (or one additional math elective credit if *Algebra 1* was successfully completed in middle school);
- 0.5 credit (one semester) of a statistics course (either *Survey of Math in Society, Introduction to Statistics,* semester two of *Algebra 2,* or *AP Statistics*); and
- 1.5 credits (three semesters) of additional math options.

High school math credit earned in middle school would not satisfy this math graduation requirement. Instead, it would go towards general elective credit needed to graduate.



**Adopted: June 7, 2022**

**IMPORTANT:**

The Alaska Performance Scholarship (APS) and the National Collegiate Athletic Association (NCAA) requirements/approvals **are subject to change without notice**. The information in this catalog is provided as a guideline to assist you in planning. Course descriptions will use the reference keys below to indicate whether a course is approved for APS and/or NCAA. A list of APS approved courses is also included in the appendix of this catalog. **For the current list of APS eligible courses visit the district's website.**

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**References Key**

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# MATHEMATICS GRADUATION REQUIREMENTS

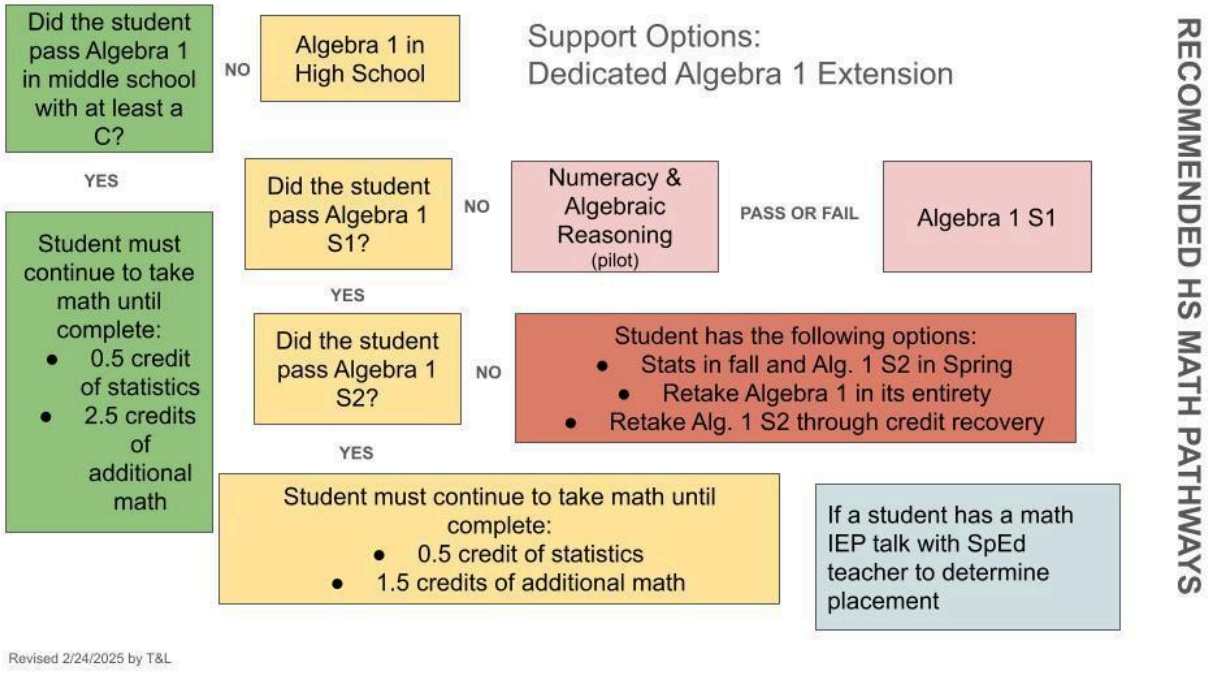
The learner must complete a **total of three credits (six semesters) of math courses in high school** to include:

- 1 credit (two semesters) of *Algebra 1* (or one additional math credit if *Algebra 1* was completed in middle school);
- 0.5 credit (one semester) of a statistics course (either *Survey of Math in Society, Introduction to Statistics,* semester 2 of *Algebra* 2, or *AP Statistics)*; and
- 1.5 credits (three semesters) of additional math options.

High school math credit earned in middle school would not satisfy this math graduation requirement. Instead, it would go towards general elective credit needed to graduate.

| Algebra I Options | Statistics Course Options | Additional Math Options |
|---|---|---|
| ● Algebra I<br>● Amped on Algebra 1 (pilot course) | ● Algebra 2, Semester 2<br>● AP Statistics<br>● Introduction to Statistics<br>● Survey of Math in Society | ● Algebra 2 or Honors<br>● Algebra for Finance 1A/1B<br>● AP Calculus A/B<br>● AP Calculus B/C<br>● AP Computer Science A<br>● AP Computer Science Principles<br>● Computer Programming<br>● Financial Accounting 1A/1B<br>● Geometry or Honors<br>● Managerial Accounting 2A/2B<br>● Math for the Trades & Technical Careers<br>● Numeracy & Algebraic Reasoning (pilot course)<br>● Pre-Calculus<br>● Any course listed under Statistics Course Options.<br>● Any Career and Technical Education (CTE) course that is cross-credited with math credit. |

# RECOMMENDED MATH PATHWAY



# ALGEBRA 1 OPTIONS

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| **ALGEBRA I**<br>Course #: MA201/202<br>Grade: 9-12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: None | *Algebra 1* formalizes and extends the mathematics that students learned in middle school. At the heart of Algebra 1 is the study of functions. Throughout the study of specific functions (notably linear, exponential, and quadratic functions), students will be able to see the structures of functions, to make generalizations about all functions, and to describe the uniqueness of specific functions. Within the study of functions, students will apply properties of numbers and equality to carry out operations within different functions, all with the goal of seeing the applicability of mathematics to describe and model a wide range of natural or man-made events.<br><br>This course fulfills the Algebra 1 graduation requirement. If students have not taken and passed this course in middle school, this is the first course in their high school math pathway. **(A/N)** |
| **AMPED ON ALGEBRA 1**<br>(Pilot: Districtwide )<br>Course #: MA298P/ 299P<br>Grade: 9-12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: None | *Amped on Algebra 1* is a full year of Algebra with a career technical focus, taught in a two block period. Students will learn the same Algebra concepts as a traditional Algebra class, but will apply these concepts to a Student Business Enterprise based in a manufacturing and fabrication. Students will end the year ready for their next math class, with an understanding of what it takes to run a successful business.<br><br>This course fulfills the Algebra 1 graduation requirement. This course is paired with CTE Student Business Enterprise 1A/1B. **(A/N)**<br><br>This course requires specialized instructor training and the use of the program's curriculum and materials. **This course may not be taught at schools without prior district approval**. Contact CTE and/or Teaching and Learning for more information. |

# STATISTICS OPTIONS

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| **ADVANCED PLACEMENT STATISTICS**<br>Course #: MA255/256<br>Grades: 9 - 12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: *Algebra 2*<br>Fee: AP exam approx. $100 | This yearlong course is designed for learners capable of college level work, follows the description put forward by the College Board, and prepares them to take the Advanced Placement exam. AP Statistics introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes evident in the content, skills, and assessment for this course: exploring data, sampling and experimentation, probability and simulation, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.<br><br>AP Statistics is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. Please visit the College Board-AP Central website for more information (http://apcentral.collegeboard.com). **(A/N)** |
| **ALGEBRA 2, SEMESTER 2**<br>Course #: MA205<br>Honors #: MA279<br>Grades: 9 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *Algebra 2,* semester 1 | Algebra 2 continues students' study of functions including polynomial, exponential, rational, and radical functions. They build and interpret functions that model a relationship between two quantities by analyzing key features of the graphs and equations. Students make sense of periodic behavior as they study trigonometric functions and build fluency with values of sine, cosine, and tangent at various angle measures. Equation solving strategies expand to include higher degree polynomials and quadratics over the complex number system and exponential equations using the properties of logarithms. Transformations are included in all units pertaining to functions. (Concurrent enrollment in geometry is an option.)<br><br>**Algebra 2 Honors:**<br>Students will master all of the topics from Algebra 2 listed above, with a variety of additional topics to include an in-depth study of asymptotic behaviors associated with radical and rational functions.<br><br>Semester 2 of Algebra 2 fulfills the statistics graduation requirement (semester one is a prerequisite). Concurrent enrollment in Geometry is an option. **(A/N)** |
| **INTRODUCTION TO STATISTICS**<br>Course #: MA292<br>Grades: 9 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *Algebra 1* or teacher recommendation | *Introduction to Statistics* is a semester-long course that provides an introduction to the topics of statistics and data analysis. Topics include data analysis, probability, simulations, inferential statistics, and techniques of sampling. Students use exploratory methods to identify patterns and make decisions. Emphasis is placed on applications and the use of statistics to solve real-life problems. **(A/N)** |
| **SURVEY OF MATH IN SOCIETY**<br>Course #: MA293<br>Grades: 9-12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *Algebra 1* or teacher recommendation | *Survey of Math in Society* serves students by preparing them for the math on which our society operates. Students will learn the vocabulary behind managing their money and how to estimate the hypothetical future values of their accounts, taking risk into account. They will learn the fundamentals of statistics and probability so they can understand how data is summarized and interpreted. Lastly, students will learn to teach computers to calculate and parse using an object-oriented language (Python recommended). This course is intended to be project/activity driven, rather than test-driven. **(A/N)** |

# ADDITIONAL MATH OPTIONS

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| **ACCOUNTING 1A/1B**<br>Course #: MA294/295<br>Grades: 9-12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: None<br>Fee: None | *Accounting 1A/1B* provides an introduction to the objectives, principles, assumptions, and concepts of financial accounting, which is a specialized branch of accounting that keeps track of a company's financial transactions. Using standardized guidelines, the transactions are recorded, summarized, and presented in a financial report or financial statement, such as an income statement or balance sheet.<br><br>This course focuses on procedures and practices from the accounting cycle through financial statement presentation, with an emphasis on recognizing, valuing, reporting, and disclosing assets, liabilities, and equity. Students will acquire the capability for developing a sound financial basis for accounting. This course presumes no previous accounting knowledge. **(A)** |
| **ACCOUNTING 2A/2B**<br>Course #: MA296/297<br>Grades: 10-12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: *Accounting 1A/1B* or teacher recommendation<br>Fee: None | *Accounting 2A/2B* introduces students to the concepts and applications of managerial accounting. Students focus on analysis and recording of various manufacturing costs, cost-volume-profit analysis, preparation of financial statements for a manufacturer, creation of static and flexible budgets and reports, evaluation of capital investments, and various costing systems. |
| **ADVANCED PLACEMENT CALCULUS AB**<br>Course #: MA249/250<br>Grades: 9-12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: *Pre-Calculus* or teacher recommendation<br>Fee: AP exam approx. $100 | This yearlong course is designed for learners capable of college level work, follows the description put forward by the College Board, and prepares them to take the Advanced Placement exam.<br><br>Both *AP Calculus AB* and *AP Calculus BC* focus on students' understanding of calculus concepts and provide experience with methods and applications. Through the use of big ideas of calculus (e.g., modeling change, approximation and limits, and analysis of functions), each course becomes a cohesive whole, rather than a collection of unrelated topics. Both courses require students to use definitions and theorems to build arguments and justify conclusions.<br><br>The courses feature a multi representational approach to calculus, with concepts, results, and problems expressed graphically, numerically, analytically, and verbally. Exploring connections among these representations builds understanding of how calculus applied limits to develop important ideas, definitions, formulas, and theorems. A sustained emphasis on clear communication of methods, reasoning, justifications, and conclusions is essential. Teachers and students should regularly use technology to reinforce relationships among functions, to confirm written work, to implement experimentation, and to assist in interpreting results.<br><br>*AP Calculus AB* is designed to be the equivalent of a first semester college calculus course devoted to topics in differential and integral calculus. Please visit the College Board-AP Central website for more information (http://apcentral.collegeboard.com). **(A/N)** |
| **ADVANCED PLACEMENT CALCULUS BC**<br>Course #: MA252/253<br>Grades: 9 - 12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: *AP Calculus AB* or equivalent<br>Fee: AP exam approx. $100 | This yearlong course is designed for learners capable of college level work, follows the description put forward by the College Board, and prepares them to take the Advanced Placement exam.<br><br>Both *AP Calculus AB* and *AP Calculus BC* focus on students' understanding of calculus concepts and provide experience with methods and applications. Through the use of big ideas of calculus (e.g., modeling change, approximation and limits, and analysis of functions), each course becomes a cohesive whole, rather than a collection of unrelated topics. Both courses require students to use definitions and theorems to build arguments and justify conclusions.<br><br>The courses feature a multi representational approach to calculus, with concepts, results, and problems expressed graphically, numerically, analytically, and verbally. Exploring connections among these representations builds understanding of how calculus applied limits to develop important ideas, definitions, formulas, and theorems. A sustained emphasis on clear communication of methods, reasoning, justifications, and conclusions is essential. Teachers and students should regularly use technology to reinforce relationships among functions, to confirm written work, to implement experimentation, and to assist in interpreting results.<br><br>*AP Calculus BC* is designed to be the equivalent of both first and second semester college calculus courses. This course applies the content and skills learned in AP Calculus AB to parametrically defined curves, polar curves, and vector-valued functions; develops additional integration techniques and applications; and introduces the topics of sequences and series. Please visit the College Board-AP Central website for more information (http://apcentral.collegeboard.com). **(A/N)** |

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| **ADVANCED PLACEMENT COMPUTER SCIENCE A**<br>Course #: CTEO258/ 259<br>Grades: 9 - 12<br>Length: Two Semesters<br>Credit: 1<br>(cross-credited with Math elective)<br>Prerequisite: *Computer Programming, Algebra 2,* or teacher recommendation<br>Fee: AP exam approx. $100 | This yearlong course is designed for learners capable of college level work, follows the description put forward by the College Board, and prepares them to take the Advanced Placement exam.<br><br>AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language.<br><br>AP Computer Science A is equivalent to a first-semester, college-level course in computer science.<br><br>**Students will earn 0.5 Math elective credit for both semester 1 and semester 2. Both semesters are approved for APS. (A/N)**<br><br>Please visit the College Board-AP Central website for more information (http://apcentral.collegeboard.com). |
| **ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES**<br>Course #: MA290/291<br>Grades: 9-12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: *Algebra 1*<br>Fee: AP exam approx. $100 | This yearlong course is designed for learners capable of college level work, follows the description put forward by the College Board, and prepares them to take the Advanced Placement exam.<br><br>*AP Computer Science Principles* is an introductory college-level computing course that introduces students to the breadth of the field of computer science. Students learn to design and evaluate solutions, and to apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge. Students also explain how computing innovations and computing systems (including the internet) work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical. **(A/N)**<br><br>Please visit the College Board-AP Central website for more information (http://apcentral.collegeboard.com). |
| **ADVANCED PLACEMENT PRE-CALCULUS**<br>(Districtwide Pilot)<br>Course #: MA288P/ 289P<br>Grades: 10-12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: *Geometry* and *Algebra 2*<br>Fee: AP exam approx. $100 | In *AP Pre-Calculus,* students explore everyday situations using mathematical tools and lenses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. They will learn how to observe, explore, and build mathematical meaning from dynamic systems, an important practice for thriving in an ever-changing world. **(A/N)**<br><br>Please visit the College Board-AP Central website for more information (http://apcentral.collegeboard.com). |
| **ALGEBRA 2**<br>Course #: MA204/205<br>Grades: 9 - 12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: *Algebra 1*<br>Fee: None | *Algebra 2* continues students' study of functions including polynomial, exponential, rational, and radical functions. They build and interpret functions that model a relationship between two quantities by analyzing key features of the graphs and equations. Students make sense of periodic behavior as they study trigonometric functions and build fluency with values of sine, cosine, and tangent at various angle measures. Equation solving strategies expand to include higher degree polynomials and quadratics over the complex number system and exponential equations using the properties of logarithms. Transformations are included in all units pertaining to functions.<br><br>Semester 2 of *Algebra 2* fulfills the statistics graduation requirement (semester one is a prerequisite). Concurrent enrollment in Geometry is an option. **(A/N)** |
| **ALGEBRA 2 HONORS**<br>Course #: MA278/279<br>Grades: 9 - 12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: *Algebra 1*<br>Fee: None | Students will master all of the topics from *Algebra 2* (see course description above), with a variety of additional topics to include an in-depth study of asymptotic behaviors associated with radical and rational functions. These additional topics are documented in the adopted curriculum at www.k12northstar.org/Page/8859. **(A/N)** |

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| **ALGEBRA FOR FINANCE 1A/1B**<br>Course #: MA276/277<br>Grades: 9 - 12<br>Length: One or Two Semesters<br>Credit: 0.5 per semester<br>Prerequisite: *Algebra 1*<br>Fee: None | *Algebra for Finance 1A/1B* applies computational skills to real world consumer situations. The content includes: algebra, linear equations and inequalities, graphing, exponential growth, present and future value of money, interest (simple/compound), credit cards (credit scores, finance charges, deferred payments, etc.), mortgages (fees, points, expenses, interest, fixed/adjustable interest rates, balloon payments, etc.), personal budgets, cash management strategies, net worth calculations, debt payoff, tax forms with tax tables, insurance (options, fees, expenses, etc.), retirement plans (savings, IRA's, ROTH, annuities, etc.), and stocks (gains, losses, selling, preferred/common stock, bonds).<br><br>Students can take *Algebra for Finance 1B* without taking *Algebra for Finance 1A*. **(A)** |
| **BUILDING TRADES 4A**<br>Course #:<br>● Period 1 = CTEC3077<br>● Period 2 = CTEC3078<br>Grades: 12<br>Length: One Semester<br>Credit: 1<br>(Two-period block per semester earning 0.5 math elective and 0.5 CTE credit.)<br>Prerequisite: *Building Trades 3A/3B* or Teacher Recommendation<br>Fee: See Appendix | In *Building Trades 4A*, students will declare a specific trade apprenticeship in which to focus upon throughout the school year. Both student and instructor will determine together a personalized assessment of the student's current knowledge and skills (based off the student's previous three years of study), and plot a direction for successful entry into such post-secondary apprenticeship program. Independent learning assignments which engage the apprenticeship program and local business partners will be utilized along with internet searches and resources. The course will discuss in further detail: building site earth work, soil types, foundational methods, roof rafters, stair calculations, along with enclosure methods and building envelopes. In addition, students will be expected to continue developing their craft skills by designing and building a capstone project. Students may independently choose to obtain other industry certifications or complete those they had previously began.<br><br>**This is a two-period blocked course. Students will earn both 0.5 CTE elective credit and 0.5 Math elective credit for this semester. Only period 2 (CTEC3078) is approved for APS. (A)** |
| **BUILDING TRADES 4B**<br>Course #:<br>● Period 1 = CTEC3088<br>● Period 2 = CTEC3089<br>Grades: 12<br>Length: One Semester<br>Credit: 1<br>(Two-period block per semester earning 0.5 math elective and 0.5 CTE credit.)<br>Prerequisite: *Building Trades 4B* or Teacher Recommendation<br>Fee: See Appendix | In *Building Trades 4B*, students will continue to declare a specific trade apprenticeship in which to focus upon throughout the school year. Both student and instructor will determine together a personalized assessment of the student's current knowledge and skills (based off the student's previous three years of study) and plot a direction for successful entry into such post-secondary apprenticeship program. Independent learning assignments which engage the apprenticeship program and local business partners will be utilized, along with internet searches and resources. The course will discuss in further detail: building site earth work, soil types, foundational methods, roof rafters, stair calculations, along with enclosure methods and building envelopes. In addition, students will be expected to continue developing their craft skills by designing and building a capstone project. Students may independently choose to obtain other industry certifications or complete those they had previously began.<br><br>**This is a two-period blocked course. Students will earn both 0.5 CTE elective credit and 0.5 Math elective credit for this semester. Only period 2 (CTEC3089) is approved for APS. (A)** |
| **CIVIL ENGINEERING & ARCHITECTURE (PLTW)**<br>Course #: CTEO309/ 310<br>Grades: 10 - 12<br>Length: Two Semesters<br>Credit: 1<br>(Second semester is cross-credited with CTE STEM.)<br>Prerequisite: *Introduction to Engineering and Design* or Teacher Recommendation<br>Fee: None | In *Civil Engineering & Architecture A* students apply what they learn about various aspects of civil engineering to the design and development of a property. Working in teams, students explore hands-on activities and projects to learn the characteristics of civil engineering and architecture. In addition, students use 3D design software to help them design solutions to solve major course projects. Students learn about documenting their project, solving problems and communicating their solutions to their peers and members of the professional community of civil engineering and architecture.<br><br>**Students earn 0.5 CTE elective credit for the first semester and 0.5 math elective credit during the second semester. Only second semester is approved for APS. (A)**<br><br>Project Lead the Way courses require specialized instructor training and the use of PLTW curriculum and materials. This course may not be taught at schools without district approval. Contact CTE and/or Teaching and Learning for more information. |

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| **COMPUTER PROGRAMMING**<br>Course #: CTEO232/ 233<br>Grades: 9 - 12<br>Length: Two Semesters<br>Credit: 1<br>(Cross-credited with Math elective)<br>Prerequisite: *Algebra I*, concurrent enrollment in *Algebra 1,* or teacher recommendation.<br>Fee: None | *Computer Programming* is a course designed to introduce basic programming concepts. Students will master concepts including integer arithmetic, basic sorts and searches, and use of data structures. Concepts of object-oriented programming and algorithm design within the syntax of a higher-level language will be introduced.<br><br>**Students will earn 0.5 Math elective credit for both semester 1 and semester 2. Both semesters are approved for APS. (A/N)** |
| **COMPUTER SCIENCE 1A**<br>Course #: CTEF209<br>Grades: 9 - 12<br>Length: One Semester<br>Credit: 0.5<br>(Cross-credited with CTE Information Technology)<br>Prerequisite*: Computer Science Essentials 1A/1B* or *Computer Science Principles 1A/1B,* or permission from Instructor<br>Fee: None | *Computer Science 1A* includes structured lab experiences to engage students in individual or group problem solving. Thus, it includes a substantial lab component in which students design solutions to problems, express their solutions precisely (e.g., in the Java programming language), test their solutions, identify and correct errors, and compare possible solutions. **(A/N)**<br><br>This is a Project Lead the Way (PLTW) course. PLTW courses require specialized instructor training and the use of PLTW curriculum and materials. As such, this course may not be taught at schools without prior district approval. Contact CTE and/or Teaching and Learning for more information. |
| **COMPUTER SCIENCE 1B**<br>Course #: CTEF210<br>Grades: 9 - 12<br>Length: One Semester<br>Credit: 0.5<br>(Cross-credited with CTE Information Technology)<br>Prerequisite: *Computer Science 1A* or permission from instructor<br>Fee: None | *Computer Science 1B* includes structured lab experiences to engage students in individual or group problem solving. Thus, it includes a substantial lab component in which students design solutions to problems, express their solutions precisely (e.g., in the Java programming language), test their solutions, identify and correct errors, and compare possible solutions. **(A/N)**<br><br>This is a Project Lead the Way (PLTW) course. PLTW courses require specialized instructor training and the use of PLTW curriculum and materials. As such, this course may not be taught at schools without prior district approval. Contact CTE and/or Teaching and Learning for more information. |
| **COMPUTER SCIENCE PRINCIPLES 1A**<br>Course #: CTEF211<br>Grades: 9 - 12<br>Length: One Semester<br>Credit: 0.5<br>(Cross-credited with CTE Information Technology)<br>Prerequisite: *Computer Science Essentials 1A/1B* or permission from instructor<br>Fee: None | In *Computer Science Principles 1A*, students will express their creativity through code. They will analyze computing innovations and the impacts it has on their lives, and use abstraction and algorithmic thinking to solve problems and create value for others. Students will also develop, analyze, implement, and test programs developed for a purpose. They will learn to uncover patterns in data, learn how to protect data, and explore how the internet connects the world in which we live. Whether seeking a future career in the growing field of computer science or learning how computer science is transforming all careers, students in *Computer Science Principles 1A* learn the fundamentals of coding, data processing, data security, and automating tasks while learning to contribute to an inclusive, safe, and ethical computing culture. **(A/N)**<br><br>This is a Project Lead the Way (PLTW) course. PLTW courses require specialized instructor training and the use of PLTW curriculum and materials. As such, this course may not be taught at schools without prior district approval. Contact CTE and/or Teaching and Learning for more information. |

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| **COMPUTER SCIENCE PRINCIPLES 1B**<br>Course #: CTEF212<br>Grades: 9 - 12<br>Length: One Semester<br>Credit: 0.5<br>(Cross-credited with CTE Information Technology)<br>Prerequisite: *Computer Science Principles 1A* or permission from instructor<br>Fee: None | In *Computer Science Principles 1B*, students will continue to express their creativity through code. They will analyze computing innovations and the impacts it has on their lives, and use abstraction and algorithmic thinking to solve problems and create value for others. Students will also develop, analyze, implement, and test programs developed for a purpose. They will learn to uncover patterns in data, learn how to protect data, and explore how the internet connects the world in which we live. Whether seeking a future career in the growing field of computer science or learning how computer science is transforming all careers, students in *Computer Science Principles* learn the fundamentals of coding, data processing, data security, and automating tasks while learning to contribute to an inclusive, safe, and ethical computing culture. **(A/N)**<br><br>This is a Project Lead the Way (PLTW) course. PLTW courses require specialized instructor training and the use of PLTW curriculum and materials. As such, this course may not be taught at schools without prior district approval. Contact CTE and/or Teaching and Learning for more information. |
| **DIGITAL ELECTRONICS (PLTW)**<br>Course #: CTEO307/ 308<br>Grade: 10 - 12<br>Length: Two Semesters<br>Credit: 1<br>(First semester cross-credited with CTE STEM/ Math elective and second semester with CTE STEM/ Science elective)<br>Prerequisite: Completion of *Introduction to Engineering Design* or teacher recommendation; *Algebra II* is recommended (may be concurrently enrolled)<br>Fee: None | *Digital Electronics* is the study of electronic circuits that are used to process and control digital signals. Digital Electronics is the foundation of all modern electronic devices. The major focus of the course is to expose students to the design process of combinational and sequential logic design, teamwork, communication methods, engineering standards and technical documentation. Utilizing the activity-project-problem-based (APPB) teaching and learning pedagogy, students will analyze, design and build digital electronic circuits. While implementing those designs, students will continually hone their interpersonal skills, creative abilities and understanding of the design process.<br><br>**Students will earn 0.5 Math elective credit in semester one and 0.5 Science elective credit in semester two. Both semesters are approved for APS. (A)**<br><br>Project Lead the Way courses require specialized instructor training and the use of PLTW curriculum and materials. This course may not be taught at schools without district approval. Contact CTE and/or Teaching and Learning for more information. |
| **GEOMETRY**<br>Course #: MA221/222<br>Grades: 9 - 12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: *Algebra I* or teacher recommendation<br>Fee: None | The fundamental purpose of the course in *Geometry* is to formalize and extend students' geometric experiences using more precise definitions and developing careful proofs. In *Geometry*, students take the basic distance and angle-preserving properties of rigid motions and similarity transformations as axiomatic, establish triangle congruence, and similarity criteria, then use them to prove a wide variety of theorems and solve problems involving, for example, triangles, other polygons, and circles.<br><br>Students study geometric measurement and solve problems involving length, area and volume, learning more sophisticated arguments for the circumference, area, and volume formulas that they learned in earlier grades. They use similarity of right triangles with given angle measures to define sine, cosine, and tangent in terms of side ratios. They prove theorems and solve problems about circles, segments, angles, and arcs.<br><br>Throughout the course, students use coordinates to connect geometry with algebra, and engage in mathematical modeling using geometric principles. **(A/N)** |
| **GEOMETRY HONORS**<br>Course #: MA268/269<br>Grades: 9 - 12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: *Algebra I* or teacher recommendation<br>Fee: None | Students will master all of the topics from *Geometry* (see course description above), with a variety of additional topics. These additional topics are documented in the adopted curriculum at www.k12northstar.org/Page/8859. . **(A/N)** |

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| **GEOMETRY IN CONSTRUCTION**<br>(Pilot: NPH )<br>Course #:<br>Semester 1 = MA320P<br>Semester 2 = MA321P<br>Grade: 9-12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: Algebra 1 | *Geometry in Construction* is a full year of Geometry with a career technical focus, taught in a two block period. Students will learn the same concepts as a traditional Geometry class, but will apply these concepts to a student business enterprise. Students will end the year ready for their next math class..<br><br>This course is paired with CTE Student Business Enterprise 2A/2B. **(A/N)**<br><br>This course requires specialized instructor training and the use of the program's curriculum and materials. **This course may not be taught at schools without prior district approval**. Contact CTE and/or Teaching and Learning for more information. |
| **INTRODUCTION TO ENGINEERING DESIGN (PLTW)**<br>Course #: CTEO303/ 304<br>Grades: 12<br>Length: Two Semesters<br>Credit: 1<br>(Second semester cross-credited with CTE STEM)<br>Prerequisite: *Algebra I* (may be concurrently enrolled)<br>Fee: None | *Introduction to Engineering Design* (IED) is a high school engineering course in the PLTW Engineering Program. In IED, students explore engineering tools and apply a common approach to the solution of engineering problems, an engineering design process. Utilizing the activity-project-problem-based (APB) teaching and learning pedagogy, students' progress from completing structured activities to solving open-ended projects and problems that require them to plan, document, communicate, and develop other professional skills.<br><br>Through both individual and collaborative team activities, projects, and problems, students apply systems thinking and consider various aspects of engineering design including material selection, human-centered design, manufacturability, assimilability and sustainability. Students develop skills in technical representation and documentation, especially through 3D computer modeling using a Computer Aided Design (CAD) application. As part of the design process, students produce precise 3D-printed engineering prototypes using an additive manufacturing process. Student-developed testing protocols drive decision-making and iterative design improvements. To inform design and problem solutions addressed in IED, students apply computational methods by developing algorithms, performing statistical analyses, and developing mathematical models. Students build competency in professional engineering practices, including project management, peer review, and environmental impact analysis as part of a collaborative design team. Ethical issues related to professional practice and product development are also presented.<br><br>**Students will earn 0.5 CTE elective credit in the first semester and 0.5 Math elective credit in semester two. Only second semester is approved for APS. (A)**<br><br>Project Lead the Way courses require specialized instructor training and the use of PLTW curriculum and materials. This course may not be taught at schools without district approval. Contact CTE and/or Teaching and Learning for more information. |
| **MATH IN HEALTHCARE**<br>Course #: MA286<br>Grades: 9 - 12<br>Length: One Semester<br>Credit: 0.5<br>(Cross-credited with CTE Health Science)<br>Prerequisite: *Algebra I*<br>Fee: None | *Math in Healthcare* provides practical application of mathematics in healthcare including arithmetic review, decimals, fractions, percent, interest, ratio proportion, metric measurement, mathematical applications in medical measurement instruments, graphs, charts, medications accounting, and office management. **(A)** |
| **MATH FOR TRADES & TECHNICAL CAREERS**<br>Course #: MA281/282<br>Grades: 9 - 12<br>Length: Two Semesters<br>Credit: 1<br>(Cross-credited with CTE Architecture & Construction)<br>Prerequisite: None<br>Fee: None | *Math for Trades & Technical Careers* emphasizes the advanced and applied algebraic topics needed for success in industry-based occupations. The course is designed to introduce students to the mathematics used in various trades and apprenticeship programs through a focus on the practical application of mathematics.<br><br>Students are expected to master skills without the use of a calculator, in addition to working with applied problems using manipulatives, calculators, spreadsheets, application software, and specialized technologies. There will be a review of the real number system, fractions, measuring tools, unit conversions, ratios, proportions, percent, plane and solid geometry, systems of equations, trigonometry, and vectors.<br><br>All concepts are applied to industry situations with the goal and focus of preparing for industry entrance exams. **(A)** |

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| **NUMERACY & ALGEBRAIC REASONING**<br>Course #: MA203P<br>Grades: 9-10<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: None | *Numeracy & Algebraic Reasoning* provides students with the essential mathematical skills and confidence needed to succeed in Algebra 1. The class will incorporate manipulatives and other representational models to help students build both conceptual and procedural understanding. Recognizing that a strong foundation is key, we'll revisit and solidify fundamental numeracy concepts, with a particular focus on mastering fractions. Students will also deepen their understanding of algebraic expressions, equations, inequalities, and graphing. While the core of the course will focus on these critical areas, teachers can also select from optional units to further address specific student needs and interests **(A)** |
| **PRE-CALCULUS**<br>Course #: MA284/283<br>Grades: 10-12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: *Geometry* and *Algebra 2* or teacher recommendation<br>Fee: None | *Pre-Calculus* is the preparation for Calculus. The course approaches topics from a functional point of view, where appropriate, and is designed to strengthen and enhance conceptual understanding and mathematical reasoning used when modeling and solving mathematical and real-world problems. Students will be provided with a rigorous algebraic study of rational, polynomial, exponential and logarithmic functions, radians, degrees, DMS, graphing trigonometric functions, trigonometric identities, and other coordinate systems.<br>**(A/N)** |

# MISCELLANEOUS



**The following courses are electives and their adoption dates vary.**

**IMPORTANT:**

The Alaska Performance Scholarship (APS) and the National Collegiate Athletic Association (NCAA) requirements/approvals **are subject to change without notice**. The information in this catalog is provided as a guideline to assist you in planning. Course descriptions will use the reference keys below to indicate whether a course is approved for APS and/or NCAA. A list of APS approved courses is also included in the appendix of this catalog. **For the current list of APS eligible courses visit the district's website.**

For questions, please contact the Department of Teaching and Learning at (907) 452-2000, ext. 11422.

**References Key**

A = Alaska Performance Scholarship (APS) Approved
N = National Collegiate Athletic Assoc. (NCAA) Approved
R = Repeatable Courses

# AIR FORCE JUNIOR RESERVE OFFICER TRAINING CORPS (AFJROTC)

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| **AF DRILL & CEREMONY**<br>Course #: MS282<br>Grades: 9 - 12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: Concurrently enrolled in one other JROTC or AFJROTC course.<br>Fee: See Appendix | *Air Force Drill Ceremony* includes two blocks of instruction:<br>1) The Drill and Ceremonies manual is used to teach the Drill Curriculum (Cumulative) course by providing an in-depth introduction to drill and ceremonies. The 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 the command voice. Cadets are provided detailed instruction on ceremonial performances and protocol for civilian and military events and have the opportunity to personally learn drill. Though each class will follow an established lesson plan, most of the work is to be hands-on.<br>2) Wellness is an official and integral part of the Air Force Junior ROTC program. It consists of two exercise programs focused upon individual base line improvements with the goal of achieving a national standard as calculated by age and gender. Wellness curriculum is instrumental in developing citizens of character dedicated to serving our nation and communities. The program is provided as a tool to help you develop individualized fitness programs for your cadets. Cadets will be given the opportunity to put into practice the wellness concepts that are taught in Leadership Education 100. Instructors are encouraged to include team sports in order to keep the Wellness Program fun and motivating. Team sports also provide cadets the opportunity to develop leadership skills and build esprit de corps. Wellness is a 36-week program comprised of 19 exercises aimed at developing all muscle groups and providing anaerobic and aerobic intensity through the use of body weight and common objects. **(R)**<br><br>**Student will receive a 0.5 PE credit per semester.** |
| **AFJROTC HONORS SENIOR PROJECT**<br>Course #: MS288/289<br>Grades: 11 - 12<br>Length: One or Two Semesters<br>Credit: 0.5 per semester<br>Prerequisite: Three years of JROTC or Teacher Recommendation<br>Fee: See Appendix | *AFJROTC Honors Senior Project* has three major blocks of instruction:<br>1) Aerospace Science: This culminating (capstone) honors project is designed for cadets to demonstrate essential skills through reading, writing, speaking, production, and/or performance. Skills in analysis, logic, and creativity will also be showcased through successful completion of this project. The Honors Project is primarily targeted for senior cadets. However, it is not uncommon for other academically successful cadets enrolled in Advanced Placement, Honors, or in an International Baccalaureate program to successfully complete this project. In order to retain these cadets in the unit's AFJROTC program and to continue to improve their critical thinking and research skills, selected cadets with demonstrated academic capabilities may also enroll in this class with the Senior AFJROTC Instructor's approval.<br>2) This is the fourth textbook in the Leadership Education series. This course provides exposure to the fundamentals of management. The text contains many leadership topics that will benefit students as well as provide them with some of the necessary skills needed to put into practice what they have learned during their time in AFJROTC. We are confident this course, coupled with what cadets have already learned during their time in AFJROTC, will equip them with the qualities needed to serve in leadership positions within the corps. Throughout the text are many ethical dilemmas, case studies, and role play activities built into the lessons. These activities are based on real life experiences and will allow students the opportunity to practice what they learn by getting involved in discussions and expressing their opinions.<br>3) Wellness is an official and integral part of the Air Force Junior ROTC program. It consists of two exercise programs focused upon individual base line improvements with the goal of achieving a national standard as calculated by age and gender. Wellness curriculum is instrumental in developing citizens of character dedicated to serving our nation and communities. The program is provided as a tool to help you develop individualized fitness programs for your cadets. Cadets will be given the opportunity to put into practice the wellness concepts that are taught in Leadership Education 100. Instructors are encouraged to include team sports in order to keep the Wellness Program fun and motivating. Team sports also provide cadets the opportunity to develop leadership skills and build esprit de corps. Wellness is a 36-week program comprised of 19 exercises and the Presidential Fitness Challenge program aimed at developing all muscles groups and providing anaerobic and aerobic intensity through the use of body weight and common objects. |

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| **AVIATION HISTORY**<br>Course #: MS270/271<br>Grades: 9 - 12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: None<br>Fee: See Appendix | *Aviation History* includes three major blocks of instruction:<br>1) This is the recommended first AS course for all new cadets. It 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 Air Force JROTC 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.<br>2) LE 100 is the component of JROTC leadership education. It is intended for students who are entering the AFJROTC program and beginning their high school studies. It will introduce cadets to history, organization, mission, traditions, goals, and objectives of JROTC for all services. It introduces key military customs and courtesies, how to project a positive attitude, and exam the principles of ethical and moral behavior. It provides strategies for effective note taking and study skills for academic success. Lessons will cover how to be emotionally, mentally, and physically healthy. Avoiding and preventing violence in today's society will also be covered. How to recognize types of bullying and how to advocate for prevention of this type of behavior. It will cover healthy living, physical fitness, and how to make safe, drug-free, and responsible decisions. This textbook will also examine the negative effects of air and water pollution, and how to help keep the environment safe. Cadets will be introduced to civics and<br>our national government, including a historical understanding of the American flag and other important national symbols. The final chapter will also cover how the US Constitution protects our rights and freedoms as American citizens.<br>3) Wellness is an official and integral part of the Air Force Junior ROTC program. It consists of two exercise programs focused upon individual base line improvements with the goal of achieving a national standard as calculated by age and gender. Wellness curriculum is instrumental in developing citizens of character dedicated to serving our nation and communities. The program is provided as a tool to help you develop individualized fitness programs for your cadets. Cadets will be given the opportunity to put into practice the wellness concepts that are taught in Leadership Education 100. Instructors are encouraged to include team sports in order to keep the Wellness Program fun and motivating. Team sports also provide cadets the opportunity to develop leadership skills and build esprit de corps. Wellness is a 36-week program comprised of 19 exercises aimed at developing all muscle groups and providing anaerobic and aerobic intensity through the use of body weight and common objects.<br><br>**This course is offered for the first year of JROTC only.** |

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| **AVIATION HONORS GROUND SCHOOL**<br>Course #: MS284/285<br>Grades: 11 - 12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: *Science of Flight*<br>Fee: See Appendix | *Aviation Honors Ground School* includes three major blocks of instruction:<br>1) This course is the foundation for students interested in receiving a private pilot's license. The material covered is an advanced, more in-depth study of aerospace topics. The intent of the program is to provide AFJROTC an academically challenging course for top achievers in the AFJROTC program. Entry into ground school should be earned by high achievement in other AFJROTC courses and involvement in the cadet corps. When the course is completed students should be prepared to take and pass the Federal Aviation Administration (FAA) written examination per requirement of the Federal Aviation Regulations FAR 61-05 Section 61.3. The Private Pilot Manual is the primary source for initial study and review. The text contains complete and concise explanations of the fundamental concepts and ideas that every private pilot needs to know. The subjects are organized in a logical manner to build upon previously introduced topics. Subjects are often expanded upon through the use of Discovery Insets, which are strategically placed throughout the chapters. Periodically, human factor principles are presented in Human Element Insets to help you understand how your mind and body function while you fly. Throughout the manual, concepts that directly relate to FAA test questions are highlighted by FAA Question Insets. Additionally, you can evaluate your understanding of material introduced in a particular section by completing the associated review questions.<br>2) This is the fourth textbook in the Leadership Education series. This course provides exposure to the fundamentals of management. The text contains many leadership topics that will benefit students as well as provide them with some of the necessary skills needed to put into practice what they have learned during their time in AFJROTC. We are confident this course, coupled with what cadets have already learned during their time in AFJROTC, will equip them with the qualities needed to serve in leadership positions within the corps. Throughout the text are many ethical dilemmas, case studies, and role play activities built into the lessons. These activities are based on real life experiences and will allow students the opportunity to practice what they learn by getting involved in discussions and expressing their opinions.<br>3) Wellness is an official and integral part of the Air Force Junior ROTC program. It consists of two exercise programs focused upon individual base line improvements with the goal of achieving a national standard as calculated by age and gender. Wellness curriculum is instrumental in developing citizens of character dedicated to serving our nation and communities. The program is provided as a tool to help you develop individualized fitness programs for your cadets. Cadets will be given the opportunity to put into practice the wellness concepts that are taught in Leadership Education 100. Instructors are encouraged to include team sports in order to keep the Wellness Program fun and motivating. Team sports also provide cadets the opportunity to develop leadership skills and build esprit de corps. Wellness is a 36-week program comprised of 19 exercises aimed at developing all muscle groups and providing anaerobic and aerobic intensity through the use of body weight and common objects.<br><br>**Second through fourth-year students receive a 0.5 elective credit the first semester and a 0.5 PE credit the second semester.** |

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| **GLOBAL & CULTURAL STUDIES**<br>Course #: MS274/275<br>Grades: 9 - 12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: None<br>Fee: See Appendix | *Global & Cultural Studies* includes three major blocks of instruction:<br>1) This is a customized course about the world's cultures. The course is specifically created for the US Army, Marine Corps, Navy, and Air Force Junior ROTC programs. It introduces students to the world's cultures through the study of world affairs, regional studies, and cultural awareness. The course delves into history, geography, religions, languages, culture, political systems, economics, social issues, environmental concerns, and human rights. It looks at major events and significant figures that have shaped each region. Throughout the course, there are readings, video segments, hands-on activities, other optional activities, technology enrichment, and assessments to guide in the reinforcement of the materials.<br>2) Life Skills and Career Opportunities, Second Edition provides an essential component of leadership education for today's high school students. This course it is designed to prepare students for life after high school in the high-tech, globally oriented, and diverse workplace of the 21st century. Students will learn how to become a more confident financial planner and to save, invest, and spend money wisely, as well as how to avoid the credit trap. They will learn about real-life issues such as understanding contracts, leases, warranties, legal notices, personal bills, practical and money-saving strategies for grocery shopping, apartment selection, and life with roommates. The Holland Interest Inventory and other self-assessments will help them to reveal their attitudes, aptitudes, and personal skills. This self-understanding will allow them to explore career paths and understand requirements that they will need to be successful at work and in life.<br>3) Wellness is an official and integral part of the Air Force Junior ROTC program. It consists of two exercise programs focused upon individual base line improvements with the goal of achieving a national standard as calculated by age and gender. Wellness curriculum is instrumental in developing citizens of character dedicated to serving our nation and communities. The program is provided as a tool to help you develop individualized fitness programs for your cadets. Cadets will be given the opportunity to put into practice the wellness concepts that are taught in Leadership Education 100. Instructors are encouraged to include team sports in order to keep the Wellness Program fun and motivating. Team sports also provide cadets the opportunity to develop leadership skills and build esprit de corps. Wellness is a 36-week program comprised of 19 exercises aimed at developing all muscle groups and providing anaerobic and aerobic intensity through the use of body weight and common objects.<br><br>**Second through fourth-year students receive a 0.5 PE credit the first semester and a 0.5 elective credit the second semester.** |

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| **MANAGEMENT CADET CORPS**<br>Course #: MS280/281<br>**Grades: 10 - 12**<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: None<br>Fee: See Appendix | *Management Cadet Corps* includes three major blocks of instruction:<br>1) AS 400 is intended for 4th year cadets who hold corps management positions. However, if necessary due to low number of 4th year cadets, 3rd year cadets may be placed in corps management positions and enrolled in AS 400. AS 400 is not intended for cadets who do not hold corps management/leadership positions and instructors should ensure only those cadets holding corps management/leadership positions are enrolled in the course. This hands-on experience affords cadets the opportunity to put theories of previous leadership courses into practice. Planning, organizing, coordinating, directing, controlling, and decision-making will be done by cadets. They will put into practice their communication, decision-making, personal-interaction, managerial, and organizational skills. Instructors should keep in mind that since there is no textbook for this course, the course syllabus will be structured so that cadets achieve course objectives by completing corps management activities.<br>2) This is the fourth textbook in the Leadership Education series. This course provides exposure to the fundamentals of management. The text contains many leadership topics that will benefit students as well as provide them with some of the necessary skills needed to put into practice what they have learned during their time in AFJROTC. We are confident this course, coupled with what cadets have already learned during their time in AFJROTC, will equip them with the qualities needed to serve in leadership positions within the corps. Throughout the text are many ethical dilemmas, case studies, and role play activities built into the lessons. These activities are based on real life experiences and will allow students the opportunity to practice what they learn by getting involved in discussions and expressing their opinions.<br>3) Wellness is an official and integral part of the Air Force Junior ROTC program. It consists of two exercise programs focused upon individual base line improvements with the goal of achieving a national standard as calculated by age and gender. Wellness curriculum is instrumental in developing citizens of character dedicated to serving our nation and communities. The program is provided as a tool to help you develop individualized fitness programs for your cadets. Cadets will be given the opportunity to put into practice the wellness concepts that are taught in Leadership Education 100. Instructors are encouraged to include team sports in order to keep the Wellness Program fun and motivating. Team sports also provide cadets the opportunity to develop leadership skills and build esprit de corps. Wellness is a 36-week program comprised of 19 exercises aimed at developing all muscle groups and providing anaerobic and aerobic intensity through the use of body weight and common objects.<br><br>**Second through fourth-year students receive a 0.5 PE credit the first semester and a 0.5 elective credit the second semester.** |
| **SCIENCE OF FLIGHT**<br>Course #: MS272/273<br>Grades: 9 - 12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: None<br>Fee: See Appendix | *Science of Flight* includes three major blocks of instruction:<br>1) The Science of Flight: A Gateway to New Horizons is an introductory course and customized textbook that focuses on how airplanes fly, how weather conditions affect flight, 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.<br>2) Leadership Education 200: Communication, Awareness, and Leadership, Second Edition, is a customized course designed to improve communication, enhance awareness of self and others, and provide fundamentals of leadership and followership. The course focuses on the Air Force Junior Reserve Officer Training Corps (AFJROTC) mission to "develop citizens of character dedicated to serving their nation and community." Woven throughout is the underlying theme of developing personal integrity. The course also emphasizes leadership and values such as service and excellence. This update incorporates 21st century teaching, learning, and skills of critical thinking, communication, collaboration, and creativity.3) Wellness is an official and integral part of the Air Force Junior ROTC program. It consists of two exercise programs focused upon individual base line improvements with the goal of achieving a national standard as calculated by age and gender. Wellness curriculum is instrumental in developing citizens of character dedicated to serving our nation and communities. The program is provided as a tool to help you develop individualized fitness programs for your cadets. Cadets will be given the opportunity to put into practice the wellness concepts that are taught in Leadership Education 100. Instructors are encouraged to include team sports in order to keep the Wellness Program fun and motivating. Team sports also provide cadets the opportunity to develop leadership skills and build esprit de corps. Wellness is a 36-week program comprised of 19 exercises aimed at developing all muscle groups and providing anaerobic and aerobic intensity through the use of body weight and common objects.<br><br>**Second through fourth-year students receive a 0.5 PE credit the first semester and a 0.5 elective credit the second semester.** |

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| **SPACE EXPLORATION**<br>Course #: MS276/277<br>Grades: 9 - 12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: None<br>Fee: See Appendix | *Space Exploration* includes three major blocks of instruction:<br>1) This is a science course that includes the latest information available in space science and space exploration. The course begins with the study of the space environment from the earliest days of interest in astronomy and early ideas of the heavens, through the Renaissance, and on into modern astronomy. It provides an in-depth study of the Earth, Sun, stars, Moon, and solar system, including the terrestrial and the outer planets. It discusses issues critical to travel in the upper atmosphere such as orbits and trajectories unmanned satellites, and space probes. It investigates the importance of entering space and discusses manned and unmanned space flights, focusing on concepts surrounding spaceflight, space vehicles, launch systems, and space missions. The section on manned spaceflight focuses on the Space Shuttle, space stations and beyond, covering milestones in the endeavor to land on the Moon and to safely orbit humans and crafts for temporary and prolonged periods. The course covers the human aspect of spaceflight, focusing on the human experience in space. It also examines the latest advances in space technology, including robotics in space, the Mars Rover, and commercial uses of space.<br>2) Life Skills and Career Opportunities, Second Edition provides an essential component of leadership education for today's high school students. This course it is designed to prepare students for life after high school in the high-tech, globally oriented, and diverse workplace of the 21st century. Students will learn how to become a more confident financial planner and to save, invest, and spend money wisely, as well as how to avoid the credit trap. They will learn about real-life issues such as understanding contracts, leases, warranties, legal notices, personal bills, practical and money-saving strategies for grocery shopping, apartment selection, and life with roommates. The Holland Interest Inventory and other self-assessments will help them to reveal their attitudes, aptitudes, and personal skills. This self-understanding will allow them to explore career paths and understand requirements that they will need to be successful at work and in life.<br>3) Wellness is an official and integral part of the Air Force Junior ROTC program. It consists of two exercise programs focused upon individual base line improvements with the goal of achieving a national standard as calculated by age and gender. Wellness curriculum is instrumental in developing citizens of character dedicated to serving our nation and communities. The program is provided as a tool to help you develop individualized fitness programs for your cadets. Cadets will be given the opportunity to put into practice the wellness concepts that are taught in Leadership Education 100. Instructors are encouraged to include team sports in order to keep the Wellness Program fun and motivating. Team sports also provide cadets the opportunity to develop leadership skills and build esprit de corps. Wellness is a 36-week program comprised of 19 exercises aimed at developing all muscle groups and providing anaerobic and aerobic intensity through the use of body weight and common objects.<br><br>**Second through fourth-year students receive a 0.5 PE credit the first semester and a 0.5 elective credit the second semester.** |
| **SURVIVAL A/B**<br>Course #: MS286/287<br>Grades: 9 - 12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: None<br>Fee: See Appendix | *Survival* includes three major blocks of instruction:<br>1) The Survival text is a synthesis of the basic survival information found in Air Force Regulation 64-4 Survival Training. The survival instruction will provide 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. The information is just as useful to an individual lost hunting or stranded in a snowstorm.<br>2) This is the fourth textbook in the Leadership Education series. This course provides exposure to the fundamentals of management. The text contains many leadership topics that will benefit students as well as provide them with some of the necessary skills needed to put into practice what they have learned during their time in AFJROTC. We are confident this course, coupled with what cadets have already learned during their time in AFJROTC, will equip them with the qualities needed to serve in leadership positions within the corps. Throughout the text are many ethical dilemmas, case studies, and role play activities built into the lessons. These activities are based on real life experiences and will allow students the opportunity to practice what they learn by getting involved in discussions and expressing their opinions.<br>3) Wellness is an official and integral part of the Air Force Junior ROTC program. It consists of two exercise programs focused upon individual base line improvements with the goal of achieving a national standard as calculated by age and gender. Wellness curriculum is instrumental in developing citizens of character dedicated to serving our nation and communities. The program is provided as a tool to help you develop individualized fitness programs for your cadets. Cadets will be given the opportunity to put into practice the wellness concepts that are taught in Leadership Education 100. Instructors are encouraged to include team sports in order to keep the Wellness Program fun and motivating. Team sports also provide cadets the opportunity to develop leadership skills and build esprit de corps. Wellness is a 36-week program comprised of 19 exercises aimed at developing all muscle groups and providing anaerobic and aerobic intensity through the use of body weight and common objects.<br><br>**Second through fourth-year students receive a 0.5 PE credit the first semester and a 0.5 elective credit the second semester.** |

# ARMY JUNIOR RESERVE OFFICER TRAINING CORPS (JROTC)

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| **ARMY DRILL & CEREMONY**<br>Course #: MS108/ 1082<br>Grade: 9-12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: Concurrently enrolled in one other JROTC.<br>Fee: See Appendix | *Army Drill and Ceremonies* introduces cadets to the purpose of drill and to the organization of the Army. **(R)**<br><br>**Student will receive a 0.5 PE credit per semester.** |
| **CADET MARKSMANSHIP PROGRAM**<br>Course #: MS908/MS909<br>Grades: 9-12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: None<br>Fee: See Appendix | *Cadet Marksmanship Program* teaches precision shooting through instruction on archery, safe gun handling, aiming, trigger control, and proper firing techniques in various positions (prone, standing, kneeling). The goal is to develop discipline, concentration, and accuracy while adhering to strict safety protocols from organizations like the Civilian Marksmanship Program (CMP) and the National Rifle Association (NRA), with opportunities to compete locally and nationally. **(R)**<br><br>**Student will receive a 0.5 PE credit per semester.** |
| **LEADERSHIP EDUCATION AND TRAINING I (LET I)**<br>Course #: MS100/101<br>Grades: 9 - 12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: None<br>Fee: See Appendix | *LET I* prepares students for responsible leadership roles while making them aware of their rights, responsibilities, and privileges as American citizens. |
| **LEADERSHIP EDUCATION AND TRAINING II (LET II)**<br>Course #: MS102/103<br>Grades: 10 - 12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: *LET I* and Teacher Recommendation<br>Fee: See Appendix | *LET II* prepares students to plan and take charge, using various leadership roles, positions, and techniques. Students learn that to be a good leader one must learn to be a good follower.<br><br>**Second through fourth-year students receive a 0.5 PE credit the first semester and a 0.5 elective credit the second semester.** |
| **LEADERSHIP EDUCATION AND TRAINING III (LET III)**<br>Course #: MS104/105<br>Grades: 11 - 12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: *LET II* and Teacher Recommendation<br>Fee: See Appendix | In *LET III* students fill the middle leadership positions. They plan and assist with the teaching of LET I students on a one-on-one basis.<br><br>**Second through fourth-year students receive a 0.5 PE credit the first semester and a 0.5 elective credit the second semester.** |
| **LEADERSHIP EDUCATION AND TRAINING IV (LET IV)**<br>Course #: MS106/107<br>Grade: 12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: *LET III* and Teacher Recommendation<br>Fee: See Appendix | In *LET IV* the primary emphasis of this course is placed on the practical application of the cadet's leadership duties and responsibilities within the cadet battalion. Cadets will act as class instructors for selected activities.<br><br>**Second through fourth-year students receive a 0.5 PE credit the first semester and a 0.5 elective credit the second semester.** |

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| **LEADERSHIP EDUCATION AND TRAINING V (LET V)**<br>Course #: MS908/909<br>Grades: 12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: *LET IV* and Teacher Recommendation<br>Fee: See Appendix | *LET V* teaches the value of citizenship, leadership, community service, personal responsibility, and a sense of accomplishment while instilling self-esteem, teamwork, and self-accomplishment.<br><br>**Second through fourth-year students receive a 0.5 PE credit the first semester and a 0.5 elective credit the second semester.** |

# MARINE JUNIOR RESERVE OFFICER TRAINING CORPS (JROTC)

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| **JROTC-MARINE CORP (Level 1)**<br>Course #: MS300/301<br>Grade: 9 - 12<br>Length: Two semesters<br>Credit: 1<br>Fee: See Appendix | The *Marine Corp JROTC* program is a cooperative effort on the part of the Marine Corps and the host school to provide secondary school students with opportunities for total student development. Satisfactory completion of the program can lead to advanced placement credit in the Senior ROTC program or advanced rank in the Armed Forces. |
| **JROTC-MARINE CORP (Level 2)**<br>Course #: MS302/303<br>Grade: 9 - 12<br>Length: Two semesters<br>Credit: 1<br>Prerequisite: *JROTC-Marine Corp Level 1*<br>Fee: See Appendix | The *Marine Corp JROTC* program is a cooperative effort on the part of the Marine Corps and the host school to provide secondary school students with opportunities for total student development. Satisfactory completion of the program can lead to advanced placement credit in the Senior ROTC program or advanced rank in the Armed Forces.<br><br>**Second through fourth-year students receive a 0.5 PE credit the first semester and a 0.5 elective credit the second semester.** |
| **JROTC-MARINE CORP (Level 3)**<br>Course #: MS304/305<br>Grade: 9 - 12<br>Length: Two semesters<br>Credit: 1<br>Prerequisite: *JROTC-Marine Corp Level 2*<br>Fee: See Appendix | The *Marine Corp JROTC* program is a cooperative effort on the part of the Marine Corps and the host school to provide secondary school students with opportunities for total student development. Satisfactory completion of the program can lead to advanced placement credit in the Senior ROTC program or advanced rank in the Armed Forces.<br><br>**Second through fourth-year students receive a 0.5 PE credit the first semester and a 0.5 elective credit the second semester.** |
| **JROTC-MARINE CORP (Level 4)**<br>Course #: MS306/307<br>Grade: 9 - 12<br>Length: Two semesters<br>Credit: 1<br>Prerequisite: *JROTC-Marine Corp Level 3*<br>Fee: See Appendix | The *Marine Corp JROTC* program is a cooperative effort on the part of the Marine Corps and the host school to provide secondary school students with opportunities for total student development. Satisfactory completion of the program can lead to advanced placement credit in the Senior ROTC program or advanced rank in the Armed Forces.<br><br>**Second through fourth-year students receive a 0.5 PE credit the first semester and a 0.5 elective credit the second semester.** |
| **JROTC-MARINE CORPS DRILL & CEREMONY**<br>Course #: MS308<br>Grade: 9-12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: Concurrently enrolled in one other JROTC course.<br>Fee: See Appendix | *JROTC – Marine Corps Drill and Ceremonies* introduces cadets to the purpose of drill and to the organization of the Army. **(R)**<br><br>**Student will receive a 0.5 PE credit per semester.** |

# MISCELLANEOUS ELECTIVE OPTIONS

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| **ACADEMIC SKILLS SUPPORT – ELL**<br>(Pilot: Districtwide)<br>Course #:<br>MS029P (0.5 credit)<br>MS0299P (0.25 credit)<br>Grade: 9 – 12<br>Length: One Semester<br>Credit: MS029P = 0.5<br>MS0299P = 0.25<br>Prerequisite: ELL Program Eligibility & Teacher Recommendation | *Academic Skills Support* is designed for students eligible for English Language Learner (ELL) program services, and who have been recommended for the class by ELL staff. The major goals of this course are to teach skills that are needed in order for students to succeed in an academic setting, and to introduce students to American culture and expectations in school, as well as outside the school system, leading to success after high school graduation. The curriculum and instruction are highly personalized, but small group cooperative learning activities are also utilized. The goal is for students to integrate skills learned into their core academic areas. **(R)** |
| **FRESHMAN SEMINAR**<br>Course #: MS058<br>Grade: 9<br>Length: One Semester<br>Credit: 0.25<br>Prerequisite: Teacher Recommendation | *Freshman Seminar* provides or increases skills necessary for academic and behavioral success throughout high school. |
| **INNOVATION & INQUIRY**<br>(Pilot: Districtwide)<br>Course #: MS040P<br>Grade: 10 – 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: None | *Innovation & Inquiry* allows students time to complete a passion project. Research and presentation are essential skills for students to develop during their time in high school. It integrates knowledge, skills, and concepts into one culminating project that benefits the school community or the community at large. Individual projects are preferred, but group projects may be appropriate if each student in the group has specific and unique responsibilities. Additionally, each student must play a significant and unique role in the presentation of the culminating project. **(R)** |
| **LEADERSHIP**<br>Course #: MS027/028<br>Grades: 9 - 12<br>Length: One or Two Semesters<br>Credit: 0.5 or 1<br>Prerequisite: Teacher recommendation and student interview. | *Leadership* is a course for students interested in becoming leaders within the school, as well as in their community. This is a dynamic and engaging course designed to empower high school students with the knowledge, skills, and values necessary to become effective tutors, mentors, and leaders within their school community. Through a combination of theoretical learning, hands-on experience, and character education, students will develop essential interpersonal, instructional, and leadership skills, enhancing their social-emotional learning and fostering a positive school environment.<br><br>This course may also be used for Student Council business, but students in Student Council are not required to take it and it is not limited to students in Student Council. **(R)** |
| **MEDIATION**<br>Course #: MS924<br>Grades: 9 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: Teacher Recommendation | In *Mediation* students will be trained to be peer mediators. Training includes looking at conflict, understanding peacemaking, the mediation process, creating win-win options, looking at social and cultural diversity, enhancing communication skills, and understanding negotiation. The course also includes self-awareness activities through journaling and Project Adventure activities, and processing issues as a group relating to mediation. |
| **SOCIAL EMOTIONAL LEARNING**<br>Course #: SS033<br>Grades: 9-12 Length: One Semester Credit: 0.5 Prerequisite: None | *Social Emotional Learning* focuses on Casel's 5 core competences of SEL, including self-awareness, self-management, responsible decision making, and relationship skills. **(R)** |
| **SOPHOMORE SEMINAR**<br>Course #: MS059<br>Grades: 10<br>Length: One Semester<br>Credit: 0.25<br>Prerequisite: Teacher Recommendation | *Sophomore Seminar* provides students the opportunity to gain new skills, or increase current skills, necessary for academic and behavioral success throughout high school. **(R)** |

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| **STUDENT SUPPORT PERIOD**<br>Course #: MS700<br>9th grade: MS709<br>10th grade: MS710<br>11th grade: MS711<br>12th grade: MS712<br>Grades 9 – 12<br>Length: Two semesters<br>Credit: 0.25 per semester<br>(Pass/Fail)<br>Prerequisites: None | *Student Support Period (SSP)* provides students the opportunity for academic support as well as enrichment activities to support their learning. Additionally, this course provides schools an avenue for school-wide lessons on such important topics as digital citizenship, bullying, suicide prevention, career exploration, etc. SSP is for student support equally as much as it is for required activities administered by the school. **(R)** |
| **STUDY SKILLS & COMMUNICATION TECHNIQUES**<br>Course #: MS020<br>Grades: 9 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: Teacher or counselor recommendation | *Study Skills & Communication Techniques* develops student study skills strategies, organizational skill strategies, communication skills, and compensatory strategies in a small group setting. The goal is for students to integrate skills learned into their core academic areas. **(R)** |
| **SUCCESS SKILLS**<br>Course #: MS030<br>Grades: 9 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: Teacher or counselor recommendation | *Success Skills* is designed for "at-risk" students who have had difficulties attaining or maintaining academic success in one or more classes throughout the school year or during one semester. The student's primary difficulties are due to insufficient study skills, lack of assignment completion, and poor attendance. Other issues include low motivation, low self-esteem, and inappropriate social skills and behavior. The major goal of this course is to teach the necessary skills that are needed in order for students to succeed in an academic setting. The curriculum and instruction is highly individualized, but small group and cooperative learning activities are also utilized. **(R)** |
| **TRANSITIONS**<br>Course #: MS902<br>Grades: 9 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: Teacher or counselor recommendation | *Transitions* will include asking the students to identify their preferences, skills, and interests as well as to facilitate and organize meetings for their transition planning. Success in postsecondary settings will depend on the student's level of motivation, independence, self-direction, self-advocacy, and academic abilities that will be developed both in this course and throughout their high school career. To contribute to successful transition planning, the student in this course will understand his/her disability including its effect on learning and work; establish realistic goals; present a positive self-image by stressing strengths while understanding the influence of the disability; develop personal qualities such as realistic self-assessment, willingness to take risks, and ability to sustain efforts; develop and use social skills; and identify and access resources that will provide needed support for their goals. |
| **UPPER DIVISION SEMINAR**<br>Course #: MS060<br>Grades: 11-12<br>Length: One Semester<br>Credit: 0.25<br>Prerequisite: Teacher Recommendation | *Upper Division Seminar* provides students the opportunity to gain new skills, or increase current skills, necessary for academic and behavioral success throughout high school. **(R)** |

# STUDENT ASSISTANTS

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| **OFFICE OCCUPATIONS TRAINING LAB**<br>Course #: CTEJX01<br>Grades: 11 - 12<br>Length: One Semester<br>Credit: 0.5 (Graded)<br>Prerequisite: Student Office Assistants | *Office Occupations Training Lab* is a "hands–on" training course that will allow students to develop professional office skills. Students may be assigned to the administrative office or the counseling office. The students will be instructed and graded on their mastery of the technical and human-service skills that all office workers need in order to excel in the highly competitive work environment. **(R – one time only)** |
| **STUDENT CLASSROOM ASSISTANTS**<br>Course #: CTEJX02<br>Grades: 11 - 12<br>Length: One Semester<br>Credit: 0.5 (Pass/Fail)<br>Prerequisite: 2.0 GPA or above, excellent conduct, good attendance, and Teacher Recommendation | *Student Classroom Assistants* is a "hands–on" training course that will allow students to develop basic skills necessary in a particular instructional area. This course promotes student responsibility in job performance and student understanding of the diverse responsibilities, activities, and skills of the teaching profession. **(R – one time only)** |
| **STUDENT LAB/TUTORING ASSISTANTS**<br>Course #: CTEJX09<br>Grades: 11 - 12<br>Length: One Semester<br>Credit: 0.5 (Graded)<br>Prerequisite: 3.0 GPA, excellent conduct and attendance, successful completion of related content and curriculum, and teacher recommendation | *Student Lab/Tutoring Assistant* is a "hands–on" training course that will allow students to develop instructional skills. This course promotes student responsibility in job performance and student understand of the diverse responsibilities, activities, and skills in a classroom or lab setting. Students may assist teachers in working with students who are experiencing academic difficulties in the course. The students will be instructed on the techniques of explaining assignments, tutoring one-on-one, or assisting small groups. Instructional techniques, verbal and non-verbal communications skills will be emphasized. The teacher will identify grading criteria. **(R – one time only)** |
| **STUDENT LIBRARY ASSISTANTS**<br>Course #: CTEJX05<br>Grades: 11 - 12<br>Length: One Semester<br>Credit: 0.5 (Graded)<br>Prerequisite: 2.0 GPA or above, excellent conduct, good attendance, and Librarian Recommendation | *Student Library Assistants* is a "hands–on" training course that will allow students to develop technical library skills. The students will be instructed and graded on their mastery of the technical and human-service skills that all library workers need in order to excel in the highly structured and professional work environment. **(R – one time only)** |
| **STUDENT OFFICE ASSISTANTS**<br>Course #: CTEJX00<br>Grades: 11 - 12<br>Length: One Semester<br>Credit: 0.5 (Pass/Fail)<br>Prerequisite: 2.0 GPA or above, excellent conduct, good attendance and Admin Recommendation | *Student Office Assistants* is a "hands–on" training course that will allow students to develop professional office skills. Students may be assigned to the administrative office, nurses' office or the counseling office. The students will have the opportunity to experience the technical and human-service skills that all office workers need in order to excel in the highly competitive work environment. **(R – one time only)** |

# MUSIC




**Adopted: April 15, 2025**

**IMPORTANT:**

The Alaska Performance Scholarship (APS) and the National Collegiate Athletic Association (NCAA) requirements/approvals **are subject to change without notice**. The information in this catalog is provided as a guideline to assist you in planning. Course descriptions will use the reference keys below to indicate whether a course is approved for APS and/or NCAA. A list of APS approved courses is also included in the appendix of this catalog. **For the current list of APS eligible courses visit the district's website.**

For questions, please contact the Department of Teaching and Learning at (907) 452-2000, ext. 11422.

**References Key**

A = Alaska Performance Scholarship (APS) Approved
N = National Collegiate Athletic Assoc. (NCAA) Approved
R = Repeatable Courses

# ALTERNATE STYLE

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| **ADVANCED ENSEMBLE**<br>Course #: MU018<br>Grades: 9 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: Teacher Recommendation<br>Fee: See Appendix | *Advanced Ensemble* is designed to offer ensemble opportunities that do not fit in the category of band, orchestra, or choir. This could include, but is not limited to guitar ensemble, handbell choir, recorder ensemble, ukulele ensemble, new music ensemble, percussion ensemble, honor band, honor choir, honor orchestra, etc. Students will perform music with emphasis on notation reading or rote learning, according to what is most appropriate for the ensemble. This is a progressive skills class, which may be repeated for credit. **(R)** |
| **BEGINNING GUITAR**<br>Course #: MU070<br>Grades: 9 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: None<br>Fee: See Appendix | *Beginning Guitar* is designed for the students who wish to learn how to play the guitar. Students must supply their own strings, picks, acoustical guitar, and books. The course will spend time on scales, technical exercises, solo and ensemble literature, and appropriate level guitar ensemble literature. **(R)** |
| **INTERMEDIATE GUITAR**<br>Course #: MUS071<br>Grades: 9 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *Beginning Guitar* or Teacher Recommendation<br>Fee: See Appendix | *Intermediate Guitar* is designed for the student who wishes to continue learning to read and play music on the guitar. This is a progressive skills course, which may be repeated for credit. **(R)** |
| **MARIACHI**<br>Course #:<br>Semester 1 = MUS75<br>Semester 2 = MUS77<br>Grades: 9 - 12<br>Length: Two Semester<br>Credit: 1<br>Prerequisite: None<br>Fee: See Appendix | This course is designed for the student with no previous experience on guitar, vihuela, or guitarron. Students will learn and be able to demonstrate a variety of basic Mariachi styles and vocal and instrumental techniques. Students will learn basic note-reading skills. **(R)** |
| **STEEL PAN ENSEMBLE, BEGINNING**<br>Course #: MU073<br>Grades: 9 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: None<br>Fee: See Appendix | *Beginning Steel Pan Ensemble* is designed for students who wish to learn how to play instruments in a steel pan ensemble. The course will spend time on scales, solo and ensemble literature, and appropriate level music written for the steel pan ensemble. This is a progressive skills course, which may be repeated for credit **(R).** |
| **STEEL PAN ENSEMBLE, ADVANCED**<br>Course #: MU074<br>Grades: 9 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: Audition<br>Fee: See Appendix | *Advanced Steel Pan Ensemble* will spend time on scales, etudes, solo and ensemble literature, and appropriate level music written for steel pan ensemble. This group is a performance ensemble and represents the school at public functions and evening performances. This is a progressive skills course, which may be repeated for credit. **(R)** |

# BAND

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| **BEGINNING BAND**<br>Course #: MU039/040<br>Grades: 9 - 12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: None<br>Fee: See Appendix | *Beginning Band* is open to any student with no previous instrumental training or those with less than one year's experience. The instruments taught are restricted to those normally found in band classes. This is a progressive skills course, which may be repeated for credit. **(R)** |
| **CONCERT BAND**<br>Course #: MU034/035<br>Grades: 9 - 12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: Audition or Teacher Recommendation<br>Fee: See Appendix | *Concert Band* is designed for those students who are not ready for the advanced courses, but are past the beginning stage. The course will spend time on technical exercises, scales, etudes, solo, and ensemble literature and appropriate level band literature. This group is a performance ensemble and represents its school at public functions, athletic events, and evening performances. **(R)** |
| **JAZZ BAND**<br>Course #: MU042/043<br>Grades: 9 - 12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: Audition or Teacher Recommendation<br>Fee: See Appendix | *Jazz Band* is a performance ensemble elective designed for the advanced band student. This class gives students the opportunity to experience jazz music, its different styles, and unique creative process. Daily class time is spent on literature with a focus on technique, ensemble skills, and performance etiquette. Students will be required to also be in Symphonic Band, Concert Band, or Chamber Orchestra, unless they play an instrument not commonly found in those ensembles. There will be many opportunities to perform in concerts, at public functions, and to travel to regional and statewide music festivals. Recommended contact time for high school jazz band is 270 minutes per week. This is a progressive skills class, which may be repeated for credit. **(R)** |
| **MODERN BAND**<br>Course #: MU030/0300<br>Grades: 9 - 12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: None<br>Fee: See Appendix | *Modern Band* gives students the opportunity and resources to explore popular musical styles in an authentic, real-world learning environment through faculty facilitators, peer mentors, and self-teaching. Students who take modern band learn the basics of rock band instruments such as drums, bass, guitar, keyboard, as well as new instruments and programs which fall under music technology and production. Performance opportunities for modern band students happen frequently throughout the duration of the class and are comprised of cover songs as well as originals written in class **(R)** |
| **SYMPHONIC BAND**<br>Course #: MU037/038<br>Grades: 9 - 12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: Audition<br>Fee: See Appendix | *Symphonic Band* is designed for the advanced band student. The class will spend time on scales, technical exercises, etudes, solo and ensemble literature, and appropriate level band literature. This group is a performance ensemble and represents its school at public functions, athletic activities, and evening performances. This is a progressive skills class, which may be repeated for credit. **(R)** |

# CHOIR

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| **A CAPPELLA CHOIR**<br>Course #: MU006<br>Grades: 9 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: Audition or Teacher Recommendation<br>Fee: See Appendix | *A Cappella Choir* is a performing vocal ensemble and represents the school at public functions and concerts. A limited amount of time is spent on study of basic vocal technique. The majority of time is spent on concert literature. Concert participation is required as outlined in the course syllabus. **(R)** |
| **CHAMBER CHOIR**<br>Course #: MU010/011<br>Grades: 9 - 12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: Audition or Teacher Recommendation<br>Fee: See Appendix | *Chamber Choir* is a select group of advanced singers and represents the school at public functions and concerts. Students are required to be enrolled in another school music ensemble. Concert participation is required as outlined in the syllabus. Students will develop techniques of enhancement of vocal resonance, including special awareness, and projection of the voice. **(R)** |
| **CONCERT CHOIR**<br>Course #: MU016/017<br>Grades: 9 - 12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: Audition or Teacher Recommendation<br>Fee: See Appendix | *Concert Choir* is a performing vocal ensemble and represents the school at public functions and concerts. A limited amount of time is spent on study of vocal technique. The majority of time is spent on concert literature. Concert participation is required as outlined in the course syllabus. **(R)** |
| **MIXED CHOIR**<br>Course #: MU001/002<br>Grades: 9 - 12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: None<br>Fee: See Appendix | *Mixed Choir* offers instruction in vocal technique and is open to all students. The development of correct posture and technique is stressed and there are opportunities for ensemble singing as students become ready. Performance opportunities may be made available for various audiences as described in the course syllabus. **(R)** |
| **SHOW/JAZZ CHOIR**<br>Course #: MU019<br>Grades: 9 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: Audition or Teacher Recommendation<br>Fee: See Appendix | *Show/ Jazz Choir* is a performance ensemble elective designed for the advanced choir student. This class gives students the opportunity to experience jazz and pop style music: their different styles and unique creative process. Daily class time is spent on literature with a focus on technique, ensemble skills, and performance etiquette. Movement and dance are an integral part of this course. Students will be required to be in a *Concert, Tenor/Bass, Treble Choir*, or another performing ensemble with instructor's permission. There will be many opportunities to perform in concerts, at public functions, and to travel to regional and statewide music festivals. **(R)** |
| **TENOR/BASS CHOIR**<br>Course #: MU007/008<br>Grades: 9 - 12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: Audition or Teacher Recommendation<br>Fee: See Appendix | *Tenor/Bass Choir* is a performing vocal ensemble of tenor and bass voices that represents the school at public functions and concerts. A limited amount of time is spent on studying vocal technique; the majority of time is spent on concert literature. Concert participation is required as outlined in the syllabus. **(R)** |
| **TREBLE CHOIR**<br>Course #: MU004/005<br>Grades: 9 - 12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: Audition or Teacher Recommendation<br>Fee: See Appendix | *Treble Choir* is a performing vocal ensemble and represents the school at public functions and concerts. The development of correct posture and technique is stressed and there are opportunities for ensemble singing as students become ready. Concert participation is required as outlined in the course syllabus. **(R)** |

# MUSIC THEORY

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| **ADVANCED PLACEMENT MUSIC THEORY**<br>Course #: MU064/065<br>Grades: 11 - 12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: Teacher Recommendation<br>Fee: AP exam approx. $100 | *AP Music Theory* corresponds to one or two semesters of a typical introductory college music theory course that covers topics such as musicianship, theory, musical materials, and procedures. Musicianship skills, including dictation and other listening skills, sight singing, and harmony, are considered an important part of the course. Students will develop the ability to recognize, understand, and describe basic materials and processes of tonal music that are heard or presented in a core. Development of aural skills is a primary objective. Performance is also part of the curriculum through the practice of sight singing. Students understand basic concepts and terminology by listening to and performing a wide variety of music. Notational skills, speed, and fluency with basic materials are also emphasized. This course is designed to prepare the student for the Advanced Placement (AP) Music Theory examination. Teacher recommendation is mandatory and students are required to be enrolled in another school music ensemble. (AP exam is strongly encouraged.) |
| **MUSIC APPRECIATION**<br>Course #: MU076<br>Grades: 9 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: Teacher Recommendation<br>Fee: None | *Music Appreciation* will cover listening and discussion of Western music from Ancient World to the Middle Ages to the present. Contents include a discussion of musical concepts, evolution of forms, style and media, and a detailed study of selected works from the concert repertoire. |
| **THEORY OF MUSIC**<br>Course #: MU078<br>Grades: 9 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: Teacher Recommendation<br>Fee: None | *Theory of Music* is designed to develop students' abilities to recognize and understand the basic materials and processes in music. The course offers a solid foundation in intervals, pitch patterns, metric/rhythmic patterns, chords, musical composition, and the terms, rules, regulations that are a part of a basic understanding of music. |

# ORCHESTRA

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| **BEGINNING ORCHESTRA**<br>Course #: MU053/054<br>Grades: 9 - 12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: None<br>Fee: See Appendix | *Beginning Orchestra* offers instruction in violin, viola, cello, and string bass technique and is open to any student with no previous training on these instruments. The development of correct posture and technique will be stressed and there will be opportunities for ensemble playing as students become ready. Performance opportunities may be made available for various audiences as described in the syllabus. Recommended contact time for high school orchestra is at least four times each week during the school day. **(R)** |
| **CHAMBER ORCHESTRA**<br>Course #: MU031/032<br>Grades: 9 - 12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: Audition or Teacher Recommendation<br>Fee: See Appendix | *Chamber Orchestra* is a performing group of string players and represents the school at public functions and concerts. Concert participation is required as outlined in the grading criteria. A limited amount of time is spent on study material. The bulk of the time is spent on concert orchestral literature. Recommended contact time for high school orchestra is at least four times each week during the school day. **(R)** |
| **CONCERT ORCHESTRA**<br>Course #: MU045/046<br>Grades: 9 - 12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: Audition or Teacher Recommendation<br>Fee: See Appendix | *Concert Orchestra* is designed for those students who are not ready for the advanced courses but are past the beginning stage. The course will spend time on technical exercises, as well as some orchestral literature in preparing the students for Chamber Orchestra. Recommended contact time for high school orchestra is at least four times each week during the school day. **(R)** |
| **SYMPHONIC ORCHESTRA**<br>Course #: MU050/051<br>Grades: 9 - 12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: Audition or Teacher Recommendation<br>Fee: See Appendix | *Symphonic Orchestra* is a top-performing group of musicians and represents the school at public functions and concerts. Concert participation is required as outlined in the course syllabus. The group will consist of full string sections with the addition an appropriate number of wind, brass, and percussion players to create a full symphonic orchestra. The wind, brass, and percussion players must be concurrently enrolled in their band program. A limited amount of time is spent on study material. The bulk of the time is spent on symphonic orchestra literature. Recommended contact time for high school orchestra is at least four times each week during the school day. **(R)** |

# PHYSICAL EDUCATION

**GRADUATION REQUIREMENT: 1.5 CREDITS (3 SEMESTERS)**



**Adopted: April 15, 2025**

**IMPORTANT:**

The Alaska Performance Scholarship (APS) and the National Collegiate Athletic Association (NCAA) requirements/approvals **are subject to change without notice**. The information in this catalog is provided as a guideline to assist you in planning. Course descriptions will use the reference keys below to indicate whether a course is approved for APS and/or NCAA. A list of APS approved courses is also included in the appendix of this catalog. **For the current list of APS eligible courses visit the district's website.**

For questions, please contact the Department of Teaching and Learning at (907) 452-2000, ext. 11422.

**References Key**

A = Alaska Performance Scholarship (APS) Approved
N = National Collegiate Athletic Assoc. (NCAA) Approved
R = Repeatable Courses

# PHYSICAL EDUCATION GRADUATION REQUIREMENTS

One and one half (1.5) physical education credits (three semesters) are required for graduation. It is strongly recommended that **students begin their high school fitness experience with *Fundamentals of Physical Education***, as it is a prerequisite for many of the other physical education courses.

## Physical Education Options
**(Three Semesters Required)**

- Fundamentals of Physical Education (strongly recommend students start with this course)
- Fitness: Individual
- Individual/Team
- Outdoor Education
- PE: Weight Training
- PE: Yoga

**Students taking <u>some</u> JROTC courses will receive both elective and PE credit for a yearlong course. See course descriptions for specific details.**

### Application for PE Credit

Students may earn 1/4-credit of the physical education requirement for each full season of participation in approved interscholastic or intramural athletic competition. The total credit earned shall not exceed one-full credit. Contact your school counselor for more information.

# PHYSICAL EDUCATION OPTIONS

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| **FUNDAMENTALS OF PHYSICAL EDUCATION**<br>Course #: PE050<br>Grades: 9 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: None<br>Fee: None | *Fundamentals of Physical Education* is designed to be an introduction to high school physical education. It is strongly recommended that students take this course their 9th grade year because it provides a comprehensive overview of physical education and is a prerequisite for many other physical education courses. Competency is developed in a wide range of activities and students are prepared to make informed decisions about future recreation and fitness pursuits. This PE course will emphasize a positive environment with focus on students developing and exhibiting teamwork and sportsmanship during games and activities. This course includes the instruction of a variety of physical fitness activities from the fitness category and multiple activities from two or more of the following categories: Individual, Team, and Outdoor pursuits. **(R –availability may be limited)** |
| **FITNESS: INDIVIDUAL**<br>Course #: PE055<br>Grades: 9 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *Fundamentals of Physical Education*<br>Fee: None | *Fitness: Individual* is designed to provide students the experience of integrating physical fitness activities toward a lifetime of involvement in physical pursuits. From the categories of Fitness and Individual, students will participate in activities which involve cardiorespiratory and muscular endurance, strength, flexibility, and body composition. This course will emphasize a positive environment with focus on students developing and exhibiting teamwork and sportsmanship during games and activities. Emphasis will be on individual skill development, goal setting, and self-evaluation. Fitness/Individual includes the instruction of a minimum of two (2) Fitness and two (2) Individual activities (see Physical Education Standards for suggested activities). **(R –availability may be limited)** |
| **INDIVIDUAL/TEAM**<br>Course #: PE058<br>Grades: 9 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *Fundamentals of Physical Education*<br>Fee: None | *Individual/Team* is designed to provide students the experience of integrating physical fitness activities toward a lifetime of involvement in physical pursuits. From the categories of Individual and Team, students will participate in activities which involve cardiorespiratory and muscular endurance, strength, flexibility, and body composition. Emphasis will be on both individual and team improvement. This PE course will emphasize a positive environment with focus on students developing and exhibiting teamwork and sportsmanship during games and activities. This course includes the instruction of a minimum of two Individual and two Team activities. **(R –availability may be limited)** |
| **OUTDOOR EDUCATION**<br>Course #: PE061<br>Grades: 9 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *Fundamentals of Physical Education*<br>Fee: None | *Outdoor Education* provides students with the skills and knowledge essential for safety, competence, and confidence in outdoor/ backcountry activities. Hiking, backpacking, fishing, skiing, berry picking, snow machining, and boating are some of the Alaskan outdoor activities in which students may participate. Through adequate preparation, good judgment, competent decision-making, and knowledge of emergency procedures, students can learn how to be survivors instead of statistics. Emphasis in this course will also be placed on skill, social development, safety, rules, strategies, appropriate use and care of equipment, recreational enjoyment, conditioning, and application of outdoor fitness concepts. This course will emphasize a positive environment with focus on students developing and exhibiting teamwork and positive communication skills during games and activities. This course also promotes awareness and appreciation of the cultural, environmental, and experiential values of the outdoors. Outdoor Education includes the instruction of a minimum of four Outdoor Pursuits activities. **(R –availability may be limited)** |
| **PE: WEIGHT TRAINING**<br>Course #: PE064<br>Grades: 9 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *Fundamentals of Physical Education*<br>Fee: None | This physical education course will provide in-depth instruction in weight training. The main focus of the course will be to improve muscular strength and endurance, cardiovascular fitness, and flexibility. This course will emphasize a positive environment with focus on students developing and exhibiting teamwork and sportsmanship during games and activities. Prior to any training, students will learn about safe lifting, weight room safety, and cleaning and disinfecting the instructional space. Focus within the course will also include learning about periodization, the principles of overload and specificity, and determining personal best lifts. Emphasis will be placed on the student's ability to plan for improvement after developing goals and a personal fitness plan. **(R –availability may be limited)** |
| **PE: YOGA**<br>Course #: PE065<br>Grades: 9 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *Fundamentals of Physical Education*<br>Fee: None | *Yoga* is an ancient form of exercise that incorporates a wide variety of styles. It helps to bring balance into the body and mind through physical postures and breathing exercises. Yoga allows one to develop strength, flexibility, and concentration through a variety of challenging poses and movement sequences. Benefits of yoga include enhanced physical, mental, and emotional health. This course will emphasize a positive environment with focus on students developing and exhibiting teamwork and sportsmanship during activities. **(R –availability may be limited)** |

# PE CREDIT: AIR FORCE JUNIOR RESERVE OFFICER TRAINING CORPS (JROTC)

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| **AF DRILL & CEREMONY**<br>Course #: MS282<br>Grades: 9 - 12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: Concurrently enrolled in one other JROTC or AFJROTC course.<br>Fee: See Appendix | *Air Force Drill Ceremony* includes two blocks of instruction:<br>1) The Drill and Ceremonies manual is used to teach the Drill Curriculum (Cumulative) course by providing an in-depth introduction to drill and ceremonies. The 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 the command voice. Cadets are provided detailed instruction on ceremonial performances and protocol for civilian and military events and have the opportunity to personally learn drill. Though each class will follow an established lesson plan, most of the work is to be hands-on.2) Wellness is an official and integral part of the Air Force Junior ROTC program. It consists of two exercise programs focused upon individual base line improvements with the goal of achieving a national standard as calculated by age and gender. Wellness curriculum is instrumental in developing citizens of character dedicated to serving our nation and communities. The program is provided as a tool to help you develop individualized fitness programs for your cadets. Cadets will be given the opportunity to put into practice the wellness concepts that are taught in Leadership Education 100. Instructors are encouraged to include team sports in order to keep the Wellness Program fun and motivating. Team sports also provide cadets the opportunity to develop leadership skills and build esprit de corps. Wellness is a 36-week program comprised of 19 exercises aimed at developing all muscle groups and providing anaerobic and aerobic intensity through the use of body weight and common objects. **(R)**<br><br>**Student will receive a 0.5 PE credit per semester.** |
| **AVIATION HONORS GROUND SCHOOL**<br>Course #: MS284/285<br>Grades: 11 - 12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: *Science of Flight*<br>Fee: See Appendix | *Aviation Honors Ground School* includes three major blocks of instruction:<br>1) This course is the foundation for students interested in receiving a private pilot's license. The material covered is an advanced, more in-depth study of aerospace topics. The intent of the program is to provide AFJROTC an academically challenging course for top achievers in the AFJROTC program. Entry into ground school should be earned by high achievement in other AFJROTC courses and involvement in the cadet corps. When the course is completed students should be prepared to take and pass the Federal Aviation Administration (FAA) written examination per requirement of the Federal Aviation Regulations FAR 61-05 Section 61.3. The Private Pilot Manual is the primary source for initial study and review. The text contains complete and concise explanations of the fundamental concepts and ideas that every private pilot needs to know. The subjects are organized in a logical manner to build upon previously introduced topics. Subjects are often expanded upon through the use of Discovery Insets, which are strategically placed throughout the chapters. Periodically, human factor principles are presented in Human Element Insets to help you understand how your mind and body function while you fly. Throughout the manual, concepts that directly relate to FAA test questions are highlighted by FAA Question Insets. Additionally, you can evaluate your understanding of material introduced in a particular section by completing the associated review questions.<br>2) This is the fourth textbook in the Leadership Education series. This course provides exposure to the fundamentals of management. The text contains many leadership topics that will benefit students as well as provide them with some of the necessary skills needed to put into practice what they have learned during their time in AFJROTC. We are confident this course, coupled with what cadets have already learned during their time in AFJROTC, will equip them with the qualities needed to serve in leadership positions within the corps. Throughout the text are many ethical dilemmas, case studies, and role play activities built into the lessons. These activities are based on real life experiences and will allow students the opportunity to practice what they learn by getting involved in discussions and expressing their opinions.<br>3) Wellness is an official and integral part of the Air Force Junior ROTC program. It consists of two exercise programs focused upon individual base line improvements with the goal of achieving a national standard as calculated by age and gender. Wellness curriculum is instrumental in developing citizens of character dedicated to serving our nation and communities. The program is provided as a tool to help you develop individualized fitness programs for your cadets. Cadets will be given the opportunity to put into practice the wellness concepts that are taught in Leadership Education 100. Instructors are encouraged to include team sports in order to keep the Wellness Program fun and motivating. Team sports also provide cadets the opportunity to develop leadership skills and build esprit de corps. Wellness is a 36-week program comprised of 19 exercises aimed at developing all muscle groups and providing anaerobic and aerobic intensity through the use of body weight and common objects.<br><br>**Second through fourth-year students receive a 0.5 elective credit the first semester and a 0.5 PE credit the second semester.** |

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| **GLOBAL & CULTURAL STUDIES**<br>Course #: MS274/275<br>Grades: 9 - 12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: None<br>Fee: See Appendix | *Global & Cultural Studies* includes three major blocks of instruction:<br>1) This is a customized course about the world's cultures. The course is specifically created for the US Army, Marine Corps, Navy, and Air Force Junior ROTC programs. It introduces students to the world's cultures through the study of world affairs, regional studies, and cultural awareness. The course delves into history, geography, religions, languages, culture, political systems, economics, social issues, environmental concerns, and human rights. It looks at major events and significant figures that have shaped each region. Throughout the course, there are readings, video segments, hands-on activities, other optional activities, technology enrichment, and assessments to guide in the reinforcement of the materials.<br>2) Life Skills and Career Opportunities, Second Edition provides an essential component of leadership education for today's high school students. This course it is designed to prepare students for life after high school in the high-tech, globally oriented, and diverse workplace of the 21st century. Students will learn how to become a more confident financial planner and to save, invest, and spend money wisely, as well as how to avoid the credit trap. They will learn about real-life issues such as understanding contracts, leases, warranties, legal notices, personal bills, practical and money-saving strategies for grocery shopping, apartment selection, and life with roommates. The Holland Interest Inventory and other self-assessments will help them to reveal their attitudes, aptitudes, and personal skills. This self-understanding will allow them to explore career paths and understand requirements that they will need to be successful at work and in life.<br>3) Wellness is an official and integral part of the Air Force Junior ROTC program. It consists of two exercise programs focused upon individual base line improvements with the goal of achieving a national standard as calculated by age and gender. Wellness curriculum is instrumental in developing citizens of character dedicated to serving our nation and communities. The program is provided as a tool to help you develop individualized fitness programs for your cadets. Cadets will be given the opportunity to put into practice the wellness concepts that are taught in Leadership Education 100. Instructors are encouraged to include team sports in order to keep the Wellness Program fun and motivating. Team sports also provide cadets the opportunity to develop leadership skills and build esprit de corps. Wellness is a 36-week program comprised of 19 exercises aimed at developing all muscle groups and providing anaerobic and aerobic intensity through the use of body weight and common objects.<br><br>**Second through fourth-year students receive a 0.5 PE credit the first semester and a 0.5 elective credit the second semester.** |

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| **MANAGEMENT CADET CORPS**<br>Course #: MS280/281<br>**Grades: 10 - 12**<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: None<br>Fee: See Appendix | *Management Cadet Corps* includes three major blocks of instruction:<br>1) AS 400 is intended for 4th year cadets who hold corps management positions. However, if necessary due to low number of 4th year cadets, 3rd year cadets may be placed in corps management positions and enrolled in AS 400. AS 400 is not intended for cadets who do not hold corps management/leadership positions and instructors should ensure only those cadets holding corps management/leadership positions are enrolled in the course. This hands-on experience affords cadets the opportunity to put theories of previous leadership courses into practice. Planning, organizing, coordinating, directing, controlling, and decision-making will be done by cadets. They will put into practice their communication, decision-making, personal-interaction, managerial, and organizational skills. Instructors should keep in mind that since there is no textbook for this course, the course syllabus will be structured so that cadets achieve course objectives by completing corps management activities.<br>2) This is the fourth textbook in the Leadership Education series. This course provides exposure to the fundamentals of management. The text contains many leadership topics that will benefit students as well as provide them with some of the necessary skills needed to put into practice what they have learned during their time in AFJROTC. We are confident this course, coupled with what cadets have already learned during their time in AFJROTC, will equip them with the qualities needed to serve in leadership positions within the corps. Throughout the text are many ethical dilemmas, case studies, and role play activities built into the lessons. These activities are based on real life experiences and will allow students the opportunity to practice what they learn by getting involved in discussions and expressing their opinions.<br>3) Wellness is an official and integral part of the Air Force Junior ROTC program. It consists of two exercise programs focused upon individual base line improvements with the goal of achieving a national standard as calculated by age and gender. Wellness curriculum is instrumental in developing citizens of character dedicated to serving our nation and communities. The program is provided as a tool to help you develop individualized fitness programs for your cadets. Cadets will be given the opportunity to put into practice the wellness concepts that are taught in Leadership Education 100. Instructors are encouraged to include team sports in order to keep the Wellness Program fun and motivating. Team sports also provide cadets the opportunity to develop leadership skills and build esprit de corps. Wellness is a 36-week program comprised of 19 exercises aimed at developing all muscle groups and providing anaerobic and aerobic intensity through the use of body weight and common objects.<br><br>**Second through fourth-year students receive a 0.5 PE credit the first semester and a 0.5 elective credit the second semester.** |
| **SCIENCE OF FLIGHT**<br>Course #: MS272/273<br>Grades: 9 - 12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: None<br>Fee: See Appendix | *Science of Flight* includes three major blocks of instruction:<br>1) The Science of Flight: A Gateway to New Horizons is an introductory course and customized textbook that focuses on how airplanes fly, how weather conditions affect flight, 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.<br>2) Leadership Education 200: Communication, Awareness, and Leadership, Second Edition, is a customized course designed to improve communication, enhance awareness of self and others, and provide fundamentals of leadership and followership. The course focuses on the Air Force Junior Reserve Officer Training Corps (AFJROTC) mission to "develop citizens of character dedicated to serving their nation and community." Woven throughout is the underlying theme of developing personal integrity. The course also emphasizes leadership and values such as service and excellence. This update incorporates 21st century teaching, learning, and skills of critical thinking, communication, collaboration, and creativity.3) Wellness is an official and integral part of the Air Force Junior ROTC program. It consists of two exercise programs focused upon individual base line improvements with the goal of achieving a national standard as calculated by age and gender. Wellness curriculum is instrumental in developing citizens of character dedicated to serving our nation and communities. The program is provided as a tool to help you develop individualized fitness programs for your cadets. Cadets will be given the opportunity to put into practice the wellness concepts that are taught in Leadership Education 100. Instructors are encouraged to include team sports in order to keep the Wellness Program fun and motivating. Team sports also provide cadets the opportunity to develop leadership skills and build esprit de corps. Wellness is a 36-week program comprised of 19 exercises aimed at developing all muscle groups and providing anaerobic and aerobic intensity through the use of body weight and common objects.<br><br>**Second through fourth-year students receive a 0.5 PE credit the first semester and a 0.5 elective credit the second semester.** |

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| **SPACE EXPLORATION**<br>Course #: MS276/277<br>Grades: 9 - 12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: None<br>Fee: See Appendix | *Space Exploration* includes three major blocks of instruction:<br>1) This is a science course that includes the latest information available in space science and space exploration. The course begins with the study of the space environment from the earliest days of interest in astronomy and early ideas of the heavens, through the Renaissance, and on into modern astronomy. It provides an in-depth study of the Earth, Sun, stars, Moon, and solar system, including the terrestrial and the outer planets. It discusses issues critical to travel in the upper atmosphere such as orbits and trajectories unmanned satellites, and space probes. It investigates the importance of entering space and discusses manned and unmanned space flights, focusing on concepts surrounding spaceflight, space vehicles, launch systems, and space missions. The section on manned spaceflight focuses on the Space Shuttle, space stations and beyond, covering milestones in the endeavor to land on the Moon and to safely orbit humans and crafts for temporary and prolonged periods. The course covers the human aspect of spaceflight, focusing on the human experience in space. It also examines the latest advances in space technology, including robotics in space, the Mars Rover, and commercial uses of space.<br>2) Life Skills and Career Opportunities, Second Edition provides an essential component of leadership education for today's high school students. This course it is designed to prepare students for life after high school in the high-tech, globally oriented, and diverse workplace of the 21st century. Students will learn how to become a more confident financial planner and to save, invest, and spend money wisely, as well as how to avoid the credit trap. They will learn about real-life issues such as understanding contracts, leases, warranties, legal notices, personal bills, practical and money-saving strategies for grocery shopping, apartment selection, and life with roommates. The Holland Interest Inventory and other self-assessments will help them to reveal their attitudes, aptitudes, and personal skills. This self-understanding will allow them to explore career paths and understand requirements that they will need to be successful at work and in life.<br>3) Wellness is an official and integral part of the Air Force Junior ROTC program. It consists of two exercise programs focused upon individual base line improvements with the goal of achieving a national standard as calculated by age and gender. Wellness curriculum is instrumental in developing citizens of character dedicated to serving our nation and communities. The program is provided as a tool to help you develop individualized fitness programs for your cadets. Cadets will be given the opportunity to put into practice the wellness concepts that are taught in Leadership Education 100. Instructors are encouraged to include team sports in order to keep the Wellness Program fun and motivating. Team sports also provide cadets the opportunity to develop leadership skills and build esprit de corps. Wellness is a 36-week program comprised of 19 exercises aimed at developing all muscle groups and providing anaerobic and aerobic intensity through the use of body weight and common objects.<br><br>**Second through fourth-year students receive a 0.5 PE credit the first semester and a 0.5 elective credit the second semester.** |
| **SURVIVAL A/B**<br>Course #: MS286/287<br>Grades: 9 - 12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: None<br>Fee: See Appendix | *Survival* includes three major blocks of instruction:<br>1) The Survival text is a synthesis of the basic survival information found in Air Force Regulation 64-4 Survival Training. The survival instruction will provide 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. The information is just as useful to an individual lost hunting or stranded in a snowstorm.<br>2) This is the fourth textbook in the Leadership Education series. This course provides exposure to the fundamentals of management. The text contains many leadership topics that will benefit students as well as provide them with some of the necessary skills needed to put into practice what they have learned during their time in AFJROTC. We are confident this course, coupled with what cadets have already learned during their time in AFJROTC, will equip them with the qualities needed to serve in leadership positions within the corps. Throughout the text are many ethical dilemmas, case studies, and role play activities built into the lessons. These activities are based on real life experiences and will allow students the opportunity to practice what they learn by getting involved in discussions and expressing their opinions.<br>3) Wellness is an official and integral part of the Air Force Junior ROTC program. It consists of two exercise programs focused upon individual base line improvements with the goal of achieving a national standard as calculated by age and gender. Wellness curriculum is instrumental in developing citizens of character dedicated to serving our nation and communities. The program is provided as a tool to help you develop individualized fitness programs for your cadets. Cadets will be given the opportunity to put into practice the wellness concepts that are taught in Leadership Education 100. Instructors are encouraged to include team sports in order to keep the Wellness Program fun and motivating. Team sports also provide cadets the opportunity to develop leadership skills and build esprit de corps. Wellness is a 36-week program comprised of 19 exercises aimed at developing all muscle groups and providing anaerobic and aerobic intensity through the use of body weight and common objects.<br><br>**Second through fourth-year students receive a 0.5 PE credit the first semester and a 0.5 elective credit the second semester.** |

# PE CREDIT: ARMY JUNIOR RESERVE OFFICER TRAINING CORS (JROTC)

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| **ARMY DRILL & CEREMONY**<br>Course #: MS108<br>Grade: 9-12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: Concurrently enrolled in one other JROTC.<br>Fee: See Appendix | *Army Drill and Ceremonies* introduces cadets to the purpose of drill and to the organization of the Army. **(R)**<br><br>**Student will receive a 0.5 PE credit per semester.** |
| **CADET MARKSMANSHIP PROGRAM**<br>Course #: MS908/MS909<br>Grades: 9-12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: None<br>Fee: See Appendix | *Cadet Marksmanship Program* teaches cadets precision shooting through instruction on archery, safe gun handling, aiming, trigger control, and proper firing techniques in various positions (prone, standing, kneeling).<br><br>**Student will receive a 0.5 PE credit per semester.** |
| **LEADERSHIP EDUCATION AND TRAINING II (LET II)**<br>Course #: MS102/103<br>Grades: 10 - 12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: *LET I* and Teacher Recommendation<br>Fee: Required ($20 maximum) | *LET II* prepares students to plan and take charge, using various leadership roles, positions, and techniques. Students learn that to be a good leader one must learn to be a good follower.<br><br>**Second through fourth-year students receive a 0.5 PE credit the first semester and a 0.5 elective credit the second semester.** |
| **LEADERSHIP EDUCATION AND TRAINING III (LET III)**<br>Course #: MS104/105<br>Grades: 11 - 12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: *LET II* and Teacher Recommendation<br>Fee: See Appendix | In *LET III* students fill the middle leadership positions. They plan and assist with the teaching of LET I students on a one-on-one basis.<br><br>**Second through fourth-year students receive a 0.5 PE credit the first semester and a 0.5 elective credit the second semester.** |
| **LEADERSHIP EDUCATION AND TRAINING IV (LET IV)**<br>Course #: MS106/107<br>Grade: 12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: *LET III* and Teacher Recommendation<br>Fee: See Appendix | In *LET IV* the primary emphasis of this course is placed on the practical application of the cadet's leadership duties and responsibilities within the cadet battalion. Cadets will act as class instructors for selected activities.<br><br>**Second through fourth-year students receive a 0.5 PE credit the first semester and a 0.5 elective credit the second semester.** |

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| **LEADERSHIP EDUCATION AND TRAINING V (LET V)**<br>Course #: MS908/909<br>Grades: 12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: *LET IV* and Teacher Recommendation<br>Fee: See Appendix | *LET V* teaches the value of citizenship, leadership, community service, personal responsibility, and a sense of accomplishment while instilling self-esteem, teamwork, and self-accomplishment.<br><br>**Second through fourth-year students receive a 0.5 PE credit the first semester and a 0.5 elective credit the second semester.** |

# PE CREDIT: MARINE JUNIOR RESERVE OFFICER TRAINING CORPS (JROTC)

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| **JROTC-MARINE CORP (Level 2)**<br>Course #: MS302/303<br>Grade: 9 - 12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: *JROTC-Marine Corp Level 1*<br>Fee: See Appendix | The *Marine Corp JROTC* program is a cooperative effort on the part of the Marine Corps and the host school to provide secondary school students with opportunities for total student development. Satisfactory completion of the program can lead to advanced placement credit in the Senior ROTC program or advanced rank in the Armed Forces.<br><br>**Second through fourth-year students receive a 0.5 PE credit the first semester and a 0.5 elective credit the second semester.** |
| **JROTC-MARINE CORP (Level 3)**<br>Course #: MS304/305<br>Grade: 9 - 12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: *JROTC-Marine Corp Level 2*<br>Fee: See Appendix | The *Marine Corp JROTC* program is a cooperative effort on the part of the Marine Corps and the host school to provide secondary school students with opportunities for total student development. Satisfactory completion of the program can lead to advanced placement credit in the Senior ROTC program or advanced rank in the Armed Forces.<br><br>**Second through fourth-year students receive a 0.5 PE credit the first semester and a 0.5 elective credit the second semester.** |
| **JROTC-MARINE CORP (Level 4)**<br>Course #: MS306/307<br>Grade: 9 - 12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: *JROTC-Marine Corp Level 3*<br>Fee: See Appendix | The *Marine Corp JROTC* program is a cooperative effort on the part of the Marine Corps and the host school to provide secondary school students with opportunities for total student development. Satisfactory completion of the program can lead to advanced placement credit in the Senior ROTC program or advanced rank in the Armed Forces.<br><br>**Second through fourth-year students receive a 0.5 PE credit the first semester and a 0.5 elective credit the second semester.** |
| **JROTC-MARINE CORP DRILL & CEREMONY**<br>Course #: MS308<br>Grade: 9-12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: Concurrently enrolled in one other JROTC course.<br>Fee: See Appendix | *JROTC – Marine Corps Drill and Ceremonies* introduces cadets to the purpose of drill and to the organization of the Army. **(R)**<br><br>**Student will receive a 0.5 PE credit per semester.** |

# SCIENCE

**GRADUATION REQUIREMENT: 3 CREDITS (6 SEMESTERS)**



**Adopted: June 4, 2024**

**IMPORTANT:**

The Alaska Performance Scholarship (APS) and the National Collegiate Athletic Association (NCAA) requirements/approvals **are subject to change without notice**. The information in this catalog is provided as a guideline to assist you in planning. Course descriptions will use the reference keys below to indicate whether a course is approved for APS and/or NCAA. A list of APS approved courses is also included in the appendix of this catalog. **For the current list of APS eligible courses visit the district's website.**

For questions, please contact the Department of Teaching and Learning at (907) 452-2000, ext. 11422.

**References Key**

A = Alaska Performance Scholarship (APS) Approved
N = National Collegiate Athletic Assoc. (NCAA) Approved
R = Repeatable Courses

# SCIENCE GRADUATION REQUIREMENTS

**Classes of 2025 – 2027**: Students must complete 1 credit of biological science, 1 credit of physical science, and 1 additional science credit.

**Class of 2028 and beyond**: Students must complete 1 credit of life science, 1 credit of physical science, and 1 science elective credit.

| Life Science Options<br>(Two semesters required.) | Physical Science Options<br>(Two semesters required.) |
|---|---|
| ● Alaska Zoology: Fish and Birds<br>● Alaska Zoology: Mammals<br>● AP Biology<br>● AP Environmental Science (semester 1)<br>● Biology or Honors Biology<br>● Environmental Science (semester 1)<br>● Human Anatomy and Physiology<br>● Marine Science<br>● Wildlife Biology | ● AP Chemistry<br>● AP Environmental Science (semester 2)<br>● AP Physics 1<br>● AP Physics 2<br>● AP Physics C: Mechanics<br>● Chemistry<br>● Earth and Space Science<br>● Environmental Science (semester 2)<br>● Geology<br>● Physical Science<br>● Physics |

| Biological Science Options<br>(Classes of 2025 – 27) | Science Electives<br>(Two semesters required.) |
|---|---|
| ● Biology<br>● Honors Biology<br>● AP Biology<br>● Natural Resources: Biology (no longer adopted)<br>● Principles of Biomedical Sciences (CTE)<br>● Wildlife Biology | ● Astronomy<br>● Forensic Science 1<br>● Forensic Science 2<br>● Introduction to Applied Ethnobotany (pilot: NPH)<br>● Introduction to Basic Pathophysiology<br>● Paleontology<br>● The following Career and Technical Education (CTE) courses:<br>o Advanced Automotive Technology 1B (second semester)<br>o Aerospace Engineering (second semester)<br>o Digital Electronics (second semester)<br>o Engineering Design and Development (second semester)<br>o Introduction to Agriculture (pilot: NPH; Students will earn CTE elective credit, with the option for Science elective credit if needed for graduation.)<br>o Introduction to Exercise Science and Sports Medicine 1B (second semester)<br>o Medical Terminology (semesters 1 and 2)<br>o Pharmacy Technician 1B (second semester)<br>o Principals of Engineering (semesters 1 and 2)<br><br>Note: Any course from the life science or physical science list may be considered a science elective after fulfilling the core graduation requirement. |

# SCIENCE PATHWAY OPTIONS: GRADES 9-12

| Standard Pathway | Advanced Math Pathway | Integrated Pathway | |
|---|---|---|---|
| Biology or<br>Earth & Space Science | Honors Biology or<br>Chemistry** | Environmental Science* | |
| Biology or<br>Chemistry | Chemistry or<br>AP Biology | One Semester of Life Science | One Semester of Physical Science |
| Science Elective | Science Elective | Science Elective | |
| Science Elective | Science Elective | Science Elective | |

*Environmental Science earns 0.5 life science graduation credit and 0.5 physical science graduation credit, this course could be offered as a freshman/introductory science course.
**Successful completion of Algebra 1 prior to HS

# LIFE SCIENCE

**(The courses below fulfill the Life Science graduation requirement.)**

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| **ADVANCED PLACEMENT BIOLOGY**<br>Course #: SC007/008<br>Grades: 11 - 12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: Teacher Recommendation or *Biology* and *Chemistry*<br>Fee: AP exam approx. $100 | *AP Biology* is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions. **(A/N)** |
| **ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE (SEMESTER 1)**<br>Course #: SC040<br>Grades: 11 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: Teacher Recommendation or *Biology and Chemistry*<br>Fee: AP exam approx. $100 | *AP Environmental Science* is designed to engage students with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students 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, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.<br><br>**In semester one students will earn life science credit, and during the second semester they will earn physical science credit. (A/N)** |
| **ALASKA ZOOLOGY: FISH & BIRDS**<br>Course #: SC051<br>Grades: 9 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: Teacher recommendation or *Biology* | *Alaska Zoology: Fish and Birds* explores major Alaskan fish and bird groups. The general anatomy, physiology, and behavioral patterns of the major fish and bird groups found in Alaska are discussed. The course also includes game laws/regulations, and environmental issues including conservation. **(A/N)** |
| **ALASKA ZOOLOGY: MAMMALS**<br>Course #: SC050<br>Grades: 9 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite:Teacher recommendation or *Biology* | *Alaska Zoology: Mammals* explores major Alaskan mammal groups. The general anatomy, physiology, and behavioral patterns of the major Alaskan mammal groups are discussed. The course will also include game laws/regulations, and environmental issues including conservation. **(A/N)** |
| **ALASKA ZOOLOGY:FISH & BIRDS and ALASKA ZOOLOGY: MAMMALS**<br>Course #: SC050/SC051<br>Grades: 9 - 12<br>Length: Year Long<br>Credit: 1<br>Prerequisite: None | *Alaska Zoology: Fish and Birds* explores major Alaskan fish and bird groups. The general anatomy, physiology, and behavioral patterns of the major fish and bird groups found in Alaska are discussed. The course also includes game laws/regulations, and environmental issues including conservation. **(A/N)**<br><br>*Alaska Zoology: Mammals* explores major Alaskan mammal groups. The general anatomy, physiology, and behavioral patterns of the major Alaskan mammal groups are discussed. The course will also include game laws/regulations, and environmental issues including conservation. **(A/N)**<br><br>Star of the North Pilot Only: Year long course earns 0.5 *AK Studies* credit |
| **BIOLOGY**<br>Course #: SC003/004<br>Grades: 9 - 12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: Teacher Recommendation; freshman entry-level class | *Biology* is designed to meet the Life Science requirement for graduation. The academic focus is to develop student reading, writing, processing, and organizational skills. The scientific focus is to improve science vocabulary, scientific observation, inquiry, experimentation, and analysis skills. Safety skills will be stressed each semester. The first semester begins with the study of cells, cell structures and their functions, protein synthesis, genetics, and the study of heredity. Second semester will include evolution, characteristics of multicellular organisms with attention to organs and organ systems, and the diversity of organisms and ecology. **(A/N)** |

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| **BIOLOGY, HONORS**<br>Course #: SC089/090<br>Grades: 9 - 12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: Teacher Recommendation | *Honors Biology* is designed to meet the Life Science requirement for graduation. The academic focus is to develop student reading, writing, processing, and organizational skills. The scientific focus is to improve science vocabulary, scientific observation, inquiry, experimentation, and analysis skills. Safety skills will be stressed each semester. The first semester begins with the study of cells, cell structures and their functions, protein synthesis, genetics, and the study of heredity. Second semester will include evolution, characteristics of multicellular organisms with attention to organs and organ systems, and the diversity of organisms and ecology.<br><br>**Students will master all the topics covered in Biology, along with a variety of additional topics listed in the Science Curriculum. (A/N)** |
| **ENVIRONMENTAL SCIENCE 1A (Semester 1)**<br>Course #: SC091<br>Grades: 9 - 12<br>Length: One Semester Credit: 0.5<br>Prerequisite: Teacher recommendation | In *Environmental Science* students explore systems and the ways in which human systems affect and are affected by environmental systems. Students approach environmental issues by understanding ecological components and human perspectives. Students address bias and misunderstandings to develop their own opinions about environmental issues. This course focuses on climate change, natural resources, pollution, and energy, and uses all fields of sciences to help students form educated opinions and solutions based on evidence about current and future environmental problems facing society.<br><br>**Students will earn life science credit during semester one (1A) and physical science credit during semester two (1B). (A)** |
| **HUMAN ANATOMY & PHYSIOLOGY**<br>Course #: SC005/ 0051<br>Grades: 11 - 12<br>Length: Two Semesters<br>Credit: 1.0<br>(cross-credited with CTE Health Science) Prerequisite: Teacher recommendation or *Biology* | *Human Anatomy & Physiology* is a course that advanced students will learn about the major organ systems of the human body and how they work together to sustain life and maintain health. Academic skills will focus on independent reading and analysis. Content focus will be on the relationship between the structure (anatomy) of organs and organ systems and the functions (physiology) of those systems. Students will have the opportunity to study how healthy life choices can help to enhance the functioning of those systems; they will also be introduced to the many careers available in the modern health care system. **(A/N)** |
| **MARINE SCIENCE**<br>Course #: SC042<br>Grades: 10 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: Teacher recommendation or *Biology* | *Marine Science* explores the adaptation of marine organisms, ecological concepts, and physical processes that structure the marine environment. The course is a study of the environmental impacts of chemistry, geology, and other abiotic conditions and the organisms that live in marine environments. The course also examines human interactions with marine ecosystems and the many careers associated with it. Special attention will be given to students' knowledge of Alaska's marine environment, its importance to indigenous people, local economies, food production, and career possibilities. **(A/N)** |
| **WILDLIFE BIOLOGY**<br>Course #: SC062/ 063<br>Grades: 9 – 12<br>Length: Two Semesters<br>Credit: 1.0<br>Prerequisite: None<br>Fee: None | *Wildlife Biology* is focused on teaching key biological concepts through the study of Alaska wildlife. Through a placed-based lens, students who take this class will learn how to connect local, indigenous, and scientific knowledge together. **(A/N)** |

# PHYSICAL SCIENCE

**(The courses below fulfill the Physical Science graduation requirement.)**

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| **ADVANCED PLACEMENT CHEMISTRY**<br>Course #: SC025/026<br>Grades: 11 - 12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: Teacher Recommendation<br>Fee: AP exam approx. $100 | *AP Chemistry* provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore content such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. **(A/N)** |
| **ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE (SEMESTER 2)**<br>Course #: SC041<br>Grades: 11 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: Teacher Recommendation or *Biology and Chemistry*<br>Fee: AP exam approx. $100 | *AP Environmental Science* is designed to engage students with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students 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, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.<br><br>**In semester one students will earn life science credit, and during the second semester they will earn physical science credit. (A/N)** |
| **ADVANCED PLACEMENT PHYSICS 1**<br>Course #: SC048/049<br>Grades: 11 - 12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: Teacher Recommendation | *AP Physics 1* is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: 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. **(A/N)** |
| **ADVANCED PLACEMENT PHYSICS 2**<br>Course #: SC054/055<br>Grades: 11 - 12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: Teacher Recommendation | *AP Physics 2* is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: fluids; thermodynamics; electrical force, field, and potential; electric circuits; magnetism and electromagnetic induction; geometric and physical optics; and quantum, atomic, and nuclear physics. **(A/N)** |
| **ADVANCED PLACEMENT PHYSICS C: MECHANICS**<br>Course #: SC038/039<br>Grades: 11 - 12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: *Calculus* (may be concurrently enrolled) | *AP Physics C: Mechanics* is a calculus-based, college-level physics course. It covers Kinematics, Newton's laws of motion, work, energy, and power, systems of particles and linear Momentum, circular motion and rotation, oscillations, and gravitation. **(A/N)** |
| **CHEMISTRY**<br>Course #: SC022/023<br>Grades: 10 - 12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: Teacher recommendation or *Algebra I* | *Chemistry* is an introductory, general chemistry course that builds a foundation for college-level chemistry, physics, and biology courses. Students learn about chemical reactions and the structure of matter in order to explain how and why substances react the way they do. Laboratory work and laboratory reporting are an integral part of the course, helping students develop an understanding of the concepts as well as the process of science. **(A/N)** |
| **EARTH & SPACE SCIENCE**<br>Course #: SC060/061<br>Grades: 9 - 12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: None | *Earth & Space Science* is often broken down into five major areas of specialization: geology, astronomy, meteorology, oceanography and environmental science. Geology is the study of the Earth's surface and below. It includes minerals, rocks, the Earth's crust and interior, and the processes that change them. Astronomy is the study of everything beyond Earth's atmosphere. This includes the Earth & moon system, the solar system, the stars, galaxies, galaxy clusters, and the universe. Meteorology is the study of Earth's atmosphere and the weather. Oceanography is the study of the 70% of Earth covered in seawater and its interactions with the rest of the Earth. Environmental science adds life to the mix, and combines all the other categories and how they support life on this planet; so environmental science is "cross disciplinary." **(A/N)** |

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| **ENVIRONMENTAL SCIENCE 1B (Semester 2)**<br>Course #: SC092<br>Grades: 9 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: Teacher recommendation | In *Environmental Science* students explore systems and the ways in which human systems affect and are affected by environmental systems. Students approach environmental issues by understanding ecological components and human perspectives. Students address bias and misunderstandings to develop their own opinions about environmental issues. This course focuses on climate change, natural resources, pollution, and energy, and uses all fields of sciences to help students form educated opinions and solutions based on evidence about current and future environmental problems facing society.<br><br>**Students will earn life science credit during semester one (1A) and physical science credit during semester two (1B). (A)** |
| **GEOLOGY**<br>Course #: SC083<br>Grades: 11 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: Teacher recommendation or one semester of *Chemistry or Physical Science* | *Geology* is designed to provide students with a better understanding of geology; it provides an introduction to current events related to geology, and explore the multiple career pathways in the field. Over the course, students will discuss careers, employment, and current issues related to geology. Geology teaches fundamental science techniques and concepts through an exploration of the world around us. Physical concepts, such as density and heat transfer, will be explored through an in-depth study of rocks, geological formations, minerals, volcanoes, earthquakes, aquifers, groundwater pollutants, glaciers, petroleum and natural gas, metals, and mining. **(A/N)** |
| **PHYSICAL SCIENCE**<br>Course #: SC009/010<br>Grades: 9 - 12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: None | *Physical Science* provides an introduction to the core concepts of physics and chemistry. Laboratory work is an integral part of the inquiry-based learning process, helping students develop an understanding of the concepts as well as the process of science. The first semester provides an introduction to the core concepts of chemistry (matter and its interactions) with little emphasis on mathematics. The second semester includes an exploration of mechanics (motion, forces, and energy), in addition to the development of important process skills. **(A/N)** |
| **PHYSICS**<br>Course #: SC031/032<br>Grades: 10 - 12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: Teacher recommendation or *Algebra 2* (can be taken concurrently) | *Physics* is organized around real world experiences (called storylines) that start with an interesting phenomenon leading students to ask questions that they investigate through hands-on activities, labs, and simulations. When they develop models that explain what is going on, they present their conclusions as a claim that is supported with reasoning from the evidence they collected. The teacher, as facilitator of the student research, can insert any questions that cover an aspect of the topic the students did not think of. **(A/N)** |

# SCIENCE ELECTIVES

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| **ADVANCED AUTOMOTIVE TECHNOLOGY**<br>Course #: CTEE100/ CTEE1002<br>Grades: 11 - 12<br>Length: Two Semesters (Two-period block per semester)<br>Credit: 2<br>(Semester two is cross-credited with CTE elective)<br>Prerequisite: *Basic Automotive Technology 1A/1B* and/or teacher recommendation<br>Fee: See Appendix | *Advanced Automotive Technology* is an advanced course designed for the student that is serious about pursuing a career in the automotive field. The content is rigorous and covers the higher-level task allocations set forth by ASE Education Foundation, and adheres to the Maintenance and Light Repair (MLR) program standards. Upon successful completion of this course, the student will have entry-level technician skills that may allow them to find employment in the automotive trade or continue their education at the post-secondary level.<br><br>**This is a double-blocked course, with two periods per semester. In the first semester, students will earn 1 CTE elective credit (0.5 per period) and 1 Science elective credit in semester two. Only the second semester is approved for APS. (A)** |
| **AEROSPACE ENGINEERING (PLTW)**<br>Course #: CTEO9303/ 9304<br>Grades: 10 - 12<br>Length: Two Semesters<br>Credit: 1<br>(Second semester is cross-credited with Science elective.)<br>Prerequisite: Completion of two other STEM courses.<br>Fee: None | *In Aerospace Engineering* students will explore the fundamentals of flight in air and space as they bring concepts to life by designing and testing components related to flight, such as an airfoil, propulsion system, and rockets. They learn orbital mechanic concepts and apply these by creating models using industry-standard software. They also apply aerospace concepts to alternative applications such as wind turbines and parachutes. Students simulate a progression of operations to explore a planet, including creating a map of the terrain with a model satellite and using the map to execute a mission using an autonomous robot.<br><br>**In the first semester, students will earn 0.5 CTE elective credit and in the second semester 0.5 Science elective credit. Only the second semester is approved for APS. (A)**<br><br>Project Lead the Way courses require specialized instructor training and the use of PLTW curriculum and materials. This course may not be taught at schools without district approval. Contact CTE and/or Teaching and Learning for more information. |
| **ASTRONOMY**<br>Course #: SC058<br>Grades: 10 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: Teacher recommendation or *Geometry* | *Astronomy* is an introductory course, which will educate students about ancient and modern astronomical knowledge and research methods to build a strong foundation for college-level courses in science. Mathematics and science concepts as well as ancient and modern technology will be used to help students explore and understand the universe they live in. Astronomy focuses on historical development of astronomical knowledge, the solar system, and an introduction to modern research methods. Additional topics could include life cycles of stars, properties of star groupings and galaxies, and the use of modern research methods. **(A/N)** |
| **DIGITAL ELECTRONICS (PLTW)**<br>Course #: CTEO307/ 308<br>Grade: 10 - 12<br>Length: Two Semesters<br>Credit: 1<br>(First semester cross-credited with CTE STEM/ Math elective and second semester with CTE STEM/ Science elective)<br>Prerequisite: Completion of *Introduction to Engineering Design* or teacher recommendation; *Algebra II* is recommended (may be concurrently enrolled)<br>Fee: None | *Digital Electronics* is the study of electronic circuits that are used to process and control digital signals. Digital Electronics is the foundation of all modern electronic devices. The major focus of the course is to expose students to the design process of combinational and sequential logic design, teamwork, communication methods, engineering standards and technical documentation. Utilizing the activity-project-problem-based (APPB) teaching and learning pedagogy, students will analyze, design and build digital electronic circuits. While implementing those designs, students will continually hone their interpersonal skills, creative abilities and understanding of the design process.<br><br>**Students will earn 0.5 Math elective credit in semester one and 0.5 Science elective credit in semester two. Both semesters are approved for APS. (A)**<br><br>Project Lead the Way courses require specialized instructor training and the use of PLTW curriculum and materials. This course may not be taught at schools without district approval. Contact CTE and/or Teaching and Learning for more information. |

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| **ENGINEERING DESIGN & DEVELOPMENT (PLTW)**<br>Course #: CTEO311/ 312<br>Grades: 12<br>Length: Two Semesters<br>Credit: 1<br>(Second semester cross-credited with CTE STEM)<br>Prerequisite: Completion of three other STEM courses or Teacher Recommendation<br>Fee: None | *Engineering Design & Development (EDD)* is the capstone course in the PLTW high school engineering program. It is an open-ended engineering research course in which students work in teams to design and develop an original solution to a well-defined and justified open-ended problem by applying an engineering design process.<br><br>Students will perform research to select, define, and justify a problem. After carefully defining the design requirements and creating multiple solution approaches, teams of students select an approach, create, and test their solution prototype. Student teams will present and defend their original solution to an outside panel. While progressing through the engineering design process, students will work closely with experts and will continually hone their organizational, communication, and interpersonal skills, as well as their creative and problem solving abilities and their understanding of the design process.<br><br>Engineering Design and Development is a high school level course that is appropriate for 12th grade students. Since the projects on which students work can vary with student interest and the curriculum focuses on problem solving, EDD is appropriate for students who are interested in any technical career path.<br><br>**Students will earn 0.5 CTE elective credit in the first semester and 0.5 Science elective credit in the second semester. Only second semester is approved for APS. (A)**<br><br>Project Lead the Way courses require specialized instructor training and the use of PLTW curriculum and materials. This course may not be taught at schools without district approval. Contact CTE and/or Teaching and Learning for more information. |
| **FORENSIC SCIENCE 1**<br>Course #: SC011<br>Grades: 11 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: Teacher recommendation or *Biology* and *Chemistry* | *Forensic Science* explores the principles & techniques of science and analyzing crime scene evidence. Emphasis is placed on laboratory techniques, scientific inquiry, communication skills, as well as aspects of the criminal justice system and the admissibility of evidence. Prior knowledge of human genetics and chemistry is preferred. **(A/N)** |
| **FORENSIC SCIENCE 2**<br>Course #: SC013<br>Grades: 11 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: Teacher recommendation or *Forensic Science* and *Geometry* | *Advanced Forensic Science* is intended for the more serious forensic science students. They will build upon their forensic knowledge by investigating advanced forensic science techniques. Students will continue to apply the principles and techniques of science to analyzing crime scene evidence. Emphasis will be placed on both qualitative and quantitative engineering design, as well as aspects of the criminal justice system and the admissibility of evidence. Being familiar with human genetics and chemistry is preferred. **(A/N)** |
| **INTRODUCTION TO AGRICULTURE**<br>Course #: CTEAG200<br>Grades: 9 - 12<br>Length: One Semester<br>Credit: 0.5<br>(Cross-credited with CTE Agriculture)<br>Prerequisite: None<br>Fee: None | *Introduction to Agriculture* provides students the opportunity to analyze the importance of agricultural education in a real-world context, integrating Career and Technical Education and Science content standards. Students will have the opportunity to compete in state and national FFA leadership and career proficiency events. Students will also have the opportunity to interact with industry professionals in horticulture, vet science, natural resource management, business and marketing, and climatology. Class time will be divided equally between the classroom and greenhouse. **(A)**<br><br>**Students will earn CTE elective credit, with the option for Science elective credit if needed for graduation.** |
| **INTRODUCTION TO APPLIED ETHNOBOTANY**<br>(Pilot: NPH)<br>Course #: SC0031P<br>Grades: 11-12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: None<br>Fee: $60 fee if student is applying for UAF credit. | *Introduction to Applied Ethnobotany* is project-centered, community and place-base; Elders co-instruct to provide cultural context and teach traditional ecological knowledge. Hands-on experiential learning resulting from researching, conduction, and documenting an ethnobotanical project will provide a well-rounded, problem-based learning experience that prepares students for future explorations and studies in ethnobotany and related fields. **(A)** |

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| **INTRODUCTION TO BASIC PATHOPHYSIOLOGY**<br>Course #: SC043<br>Grades: 11 - 12<br>Length: One Semester<br>Credit: 0.5<br>(cross-credited with CTE Health Science)<br>Prerequisite: Teacher recommendation or *Biology* and *Human Anatomy & Physiology* | *Intro to Basic Pathophysiology* applies knowledge of normal human anatomy and physiology to promote a clear understanding of common disease processes. The course will review basic cellular function, tissue types, and body systems to compare to the body's response to injury or illness. This course is highly recommended for students interested in pursuing a career in health science. **(A/N)** |
| **INTRODUCTION TO EXERCISE SCIENCE & SPORTS MEDICINE 1B**<br>Course #: CTEK111<br>Grades: 11 - 12<br>Length: One Semester<br>Credit: 0.5<br>(Cross-credited with CTE Health Science).<br>Prerequisite: *Introduction to Exercise Science & Sports Medicine 1A*<br>Fee: None | *Introduction to Exercise Science & Sports Medicine* 1B is a continuation of *Introduction to Exercise Science and Sports Medicine 1A* and is designed to teach students components of sports medicine, including the exploration of therapeutic careers. Students will be able to understand and apply medical terminology and abbreviations, identify the anatomy and physiology of the human body, injury prevention, the healing process, rehabilitation techniques, therapeutic modalities, nutrition, and sports psychology.<br><br>**In the second semester of Introduction to Exercise Science & Sports Medicine (1B) students will earn 0.5 Science elective credit. Only the second semester is approved for APS. (A)** |
| **MEDICAL TERMINOLOGY 1A**<br>Course #: CTEK102<br>Grades: 10 - 12<br>Length: One Semester<br>Credit: 0.5<br>(Cross-credited with CTE Health Science)<br>Prerequisite: *Introduction to Healthcare Occupations*<br>Fee: None | *Medical Terminology 1A* introduces the building blocks of medical terminology, including word parts (combining forms, prefixes, and suffixes), how medical terms are formed, anatomical positions and planes, and correct pronunciation of medical terms and how medical terminology applies to human anatomy, physiology, and pathology. Content will be presented by body systems focusing on word construction, common diseases and conditions, surgical procedures, therapeutic treatments, medical record practice, case studies, and careers. **(A)** |
| **MEDICAL TERMINOLOGY 1B**<br>Course #: CTEK103<br>Grades: 10 - 12<br>Length: One Semester<br>Credit: 0.5<br>(Cross-credited with CTE Health Science)<br>Prerequisite: *Medical Terminology 1A*<br>Fee: None | *Medical Terminology 1B* reviews the building blocks of medical terminology, including word parts (combining forms, prefixes, and suffixes), how medical terms are formed, anatomical positions and planes, and correct pronunciation of medical terms and how medical terminology applies to human anatomy, physiology, and pathology. Content continues where *Medical Terminology 1A* ended on body systems with focus on word construction, common diseases and conditions, surgical procedures, therapeutic treatments, medical record practice, case studies, and careers. **(A)** |
| **PALEONTOLOGY**<br>Course #: SC084<br>Grades: 11 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: Teacher recommendation or *Biology* and *Chemistry* | *Paleontology* is designed to provide students an opportunity to further investigate and describe the temporal and spatial changes in Earth's flora and fauna within the context of geological processes, stratigraphy, and evolution. Another goal of the course is to demonstrate the interdependence of scientific disciplines in any investigation of large-scale patterns and events in the natural world. Consequently, the study of paleontology requires a working knowledge of more than one discipline. The course will be reading intensive with advanced articles on the subject of paleontology. **(A/N)** |

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| **PHARMACY TECHNICIAN 1A/1B**<br>(Pilot: Districtwide)<br>Course #: CTEK1301P/ 1302P<br>Grades: 12<br>Length: Two Semesters<br>Credit: 1.0<br>(Second semester is cross-credited with Science elective)<br>Prerequisite: *Introduction to Healthcare Occupations* or Teacher Recommendation<br>Fee: See Appendix | *Pharmacy Technician* 1A/1B is a two semester course that introduces students to pharmacy practice and the technician's role in various pharmacy settings. The course emphasizes the history of pharmacy, pharmacy law and ethics, pharmacy technology, symbols, dosage forms, and the hundred most frequently prescribed drugs. This course teaches basic pharmacology, the science of medication actions, sources, chemical properties, classification, uses, therapeutic effect, side effects, adverse effects, and routes of administration. Students with an interest in becoming a certified nursing assistant, medical assistant, psychologist, dental technician, nurse, dentist, physician, emergency medical technician, paramedic, pharmacist, and especially a pharmacy technician will find this course beneficial. Students must be 18 years old to take the certification exam and have no felony convictions.<br><br>**Students earn 0.5 CTE elective credit for the first semester and 0.5 Science elective credit for the second semester. Only the second semester is approved for APS. (A)** |
| **PRINCIPLES OF ENGINEERING (PLTW)**<br>Course #: CTEO301/ 302<br>Grades: 9 - 12<br>Length: Two Semesters<br>Credit: 1<br>(Semesters one and two are cross-credited with Science elective)<br>Prerequisite: *Geometry* or teacher approval<br>Fee: None | *Principles of Engineering* (POE) is a high school-level, survey course of engineering with a focus on the physical science nature of engineering. The course exposes students to some of the major concepts that they will encounter in a postsecondary engineering course of study. Students have an opportunity to investigate different engineering and high-tech career options. POE gives students the opportunity to develop skills and understanding of course concepts through activities, projects, and problem-based learning. There are a variety of different team and individual projects that students work to complete by applying the engineering principles learned in this course.<br><br>**Students will earn 0.5 Science elective credit for both semesters one and two. Both semesters are approved for APS. (A/N)**<br><br>Project Lead the Way courses require specialized instructor training and the use of PLTW curriculum and materials. This course may not be taught at schools without district approval. Contact CTE and/or Teaching and Learning for more information. |

# SOCIAL STUDIES

**GRADUATION REQUIREMENT: 3.5 CREDITS (7 SEMESTERS)**



**Adopted: May 5, 2026**

**IMPORTANT:**

The Alaska Performance Scholarship (APS) and the National Collegiate Athletic Association (NCAA) requirements/approvals **are subject to change without notice**. The information in this catalog is provided as a guideline to assist you in planning. Course descriptions will use the reference keys below to indicate whether a course is approved for APS and/or NCAA. A list of APS approved courses is also included in the appendix of this catalog. **For the current list of APS eligible courses visit the district's website.**

For questions, please contact the Department of Teaching and Learning at (907) 452-2000, ext. 11422.

**References Key**

A = Alaska Performance Scholarship (APS) Approved
N = National Collegiate Athletic Assoc. (NCAA) Approved
R = Repeatable Courses

## Social Studies Graduation Requirements

Three and one half (3.5) credits (7 semesters) are required for graduation, to include:

1.0 credit of World Studies

1.0 credit of U.S. Studies

0.5 credit of Alaska Studies, 0.5 credit of Government, 0.5 credit of Economics

| **AK Studies Options**<br>**9th - 12th**<br>**(One semester required)** | **World Studies Options**<br>**9th - 10th**<br>**(Two semester required)** | **U.S. Studies Options**<br>**10th -11th**<br>**(Two semesters required)** | **Government Options**<br>**11th - 12th**<br>**(One semester required)** | **Economics Options**<br>**11th - 12th**<br>**(One semester required)** |
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| Alaska Studies | World History 1<br>World History 2<br>World Geography<br>Global Diplomacy and Model U.N.<br>AP World History 1<br>AP World History 2<br>AP European History 1<br>AP European History 2<br>Comparative Religions<br>AP Comparative Government | U.S. History 1<br>U.S. History 2<br>U.S. History: War & Conflicts 1<br>U.S. History: War & Conflicts 2<br>U.S. Civil Right Experience<br>AP U.S. History 1<br>AP U.S. History 2 | U.S. Government & Civics<br>U.S. Legal Systems<br>AP U.S. Government & Politics | Economics & Financial Literacy<br>AP Macroeconomics<br>AP Microeconomics |

**Social Studies Electives**

*Core courses not taken as graduation requirements may be taken as elective courses*

AP Art History

AP Psychology

Introduction to Anthropology

Psychology

# ALASKA STUDIES

**(The course below fulfills the Alaska Studies requirement.)**

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| **ALASKA STUDIES**<br>Course #: SS029<br>Grades: 9 – 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisites: None | In *Alaska Studies*, learners will become familiar with the historic, economic, political, geographic, and cultural influences on Alaska, and the ways these forces have shaped modern-day Alaskan society. This class emphasizes civics in order to help learners become responsible and engaged citizens.<br><br>This course fulfills the Alaska state history graduation requirement. **(A/N)** |

# ECONOMIC STUDIES

**(The courses below fulfill the Economic Studies requirement.)**

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| **ADVANCED PLACEMENT MACROECONOMICS**<br>Course #: SS046<br>Grade: 11-12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: U.S. History 1 & 2 or teacher recommendation<br>Fee: AP exam approx. $100 | *AP Macroeconomics* is designed for learners capable of college level work, follows the description put forward by the College Board, and prepares them to take the Advanced Placement exam. Learners develop a thorough understanding of the principles of economics that apply to the economy as a whole. This course places primary emphasis on the study of gross domestic product, national income, and price level determination. It also develops learners' familiarity with economic performance measures, economic growth, and international economics.<br><br>A summer reading list or assignments may be required prior to the course. The class follows the advanced placement course description and uses appropriate materials as set forth by the College Board. The AP exam is strongly encouraged.<br><br>Additional skills and expectations:<br>• Willingness to accept and complete a rigorous reading schedule including text, primary sources, and supplemental materials.<br>• Demonstrate advanced proficient writing skills.<br>• Independently analyze literature.<br><br>Please visit the College Board AP Central website for more information (http://apcentral.collegeboard.com). **(A/N)** |
| **ADVANCED PLACEMENT MICROECONOMICS**<br>Course #: SS047<br>Grade: 11-12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: U.S. History 1& 2 or teacher recommendation<br>Fee: AP exam approx. $100 | *AP Microeconomics* is designed for learners capable of college level work, follows the description put forward by the College Board, and prepares them to take the Advanced Placement exam. Learners develop a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the larger economic system. It places primary emphasis on the nature and functions of product markets, and includes the study of factor markets and the role of government in promoting greater efficiency and equity in the economy.<br><br>A summer reading list or assignments may be required prior to the course. The class follows the advanced placement course description and uses appropriate materials as set forth by the College Board. The AP exam is strongly encouraged.<br><br>Additional skills and expectations:<br>• Willingness to accept and complete a rigorous reading schedule including text, primary sources, and supplemental materials.<br>• Demonstrate advanced proficient writing skills.<br>• Independently analyze literature.<br><br>Please visit the College Board AP Central website for more information (http://apcentral.collegeboard.com). **(A/N)** |
| **ECONOMICS & FINANCIAL LITERACY**<br>Course #: SS026<br>Grade: 11-12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: U.S. History 1 & 2 | In *Economics and Financial* Literacy learners will come to understand basic economic theory by evaluating choices made by businesses, individuals, and governments in their world, through the lens of economic thought. They will also be able to practice real life skills, such as budgeting, managing credit, writing a resume, menu planning, filling out tax forms, renting, and furnishing a home**. (A/N)** |

# GOVERNMENT STUDIES

**(The courses below fulfill the Government Studies requirement.)**

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| **ADVANCED PLACEMENT U.S. GOVERNMENT & POLITICS**<br>Course #: SS020<br>Grade: 11-12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: United States History semester 1 (may be concurrent enrolled) or teacher recommendation<br>Fee: AP exam approx. $100 | *AP U.S. Government & Politics* is designed for learners capable of college level work, follows the description put forward by the College Board, and prepares them to take the Advanced Placement exam. In Advanced Placement (AP) United States Government & Politics, learners become knowledgeable about the political structure and function of the government, U.S. political process, issues confronting Americans, and the responsibilities of being active participants in a democratic republic.<br><br>A summer reading list or assignment may be required prior to the course. The class follows the advanced placement course description, and uses appropriate materials as set forth by the College Board. The AP exam is strongly encouraged.<br><br>Additional skills and expectations:<br>• Willingness to accept and complete a rigorous reading schedule including text, primary sources and supplemental materials.<br>• Demonstrate advanced proficient writing skills.<br>• Independently analyze literature.<br><br>Please visit the College Board AP Central website for more information (http://apcentral.collegeboard.com). **(A/N)** |
| **UNITED STATES GOVERNMENT & CIVICS**<br>Course #: SS023<br>Grade: 11-12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: United States History semester 1 (may be concurrently enrolled) | In *United States Government and Civics*, learners become knowledgeable about the founding documents and philosophies that are the foundation of our representative democracy. Learners will examine the political structure and function of the government, United States political processes, issues confronting Americans, and the responsibilities of being an active participant in a representative democracy. They will also learn to identify the influence of media on our political system and public opinion. **(A/N)** |
| **UNITED STATES LEGAL SYSTEMS**<br>Course #: SS037<br>Grade: 11 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: US Studies semester 1 (may be concurrently enrolled) | *United States Legal System* examines the legal system that is a part of American representative democracy process. It is designed to answer such questions as:<br>• What is law?<br>• What is its social function?<br>• How does law work?<br>• What is the political structure of government?<br>• What is the function of the government?<br><br>This course covers topics such as statutes, common law principles, court decisions, and regulatory and constitutional laws dealing with public issues such as education, pollution, highway safety, poverty, civil rights and problems directly concerning youth. The course provides practical information and problem-solving opportunities that develop the knowledge and skills needed to survive in a law-saturated society. **(A/N)** |

# UNITED STATES STUDIES OPTIONS

**(The courses below fulfill the United States Studies requirement.)**

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| **ADVANCED PLACEMENT UNITED STATES HISTORY**<br>Course #: SS016/017<br>Grade: 11<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: Successful completion of two semesters of World Studies or teacher recommendation<br>Fee: AP exam approx. $100 | *AP United States History* is designed for learners capable of college level work, follows the description put forward by the College Board, and prepares learners to take the Advanced Placement exam. Through extensive experience with document-based and free-response essay writing, learners will move beyond the basic skills of historical chronology and comprehension to develop historical analysis and interpretation skills, research capabilities, and issues-analysis and decision-making skills.<br><br>A summer reading list or assignments may be required prior to the course. The class follows the advanced placement course description and uses appropriate materials as set forth by the College Board. The AP exam is strongly encouraged.<br><br>Additional skills and expectations:<br>• Willingness to accept and complete a rigorous reading schedule including text, primary sources, and supplemental materials.<br>• Demonstrate advanced proficient writing skills.<br>• Independently analyze literature.<br>• Demonstrate strong chronological thinking skills.<br>• Capable of historical comprehension, analysis, and interpretation processes.<br><br>Please visit the College Board AP Central website for more information (http://apcentral.collegeboard.com). **(A/N)** |
| **U.S. HISTORY 1**<br>Course #: SS004<br>Grade: 10-11<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *World History* | *Recent U.S. History 1* reviews the foundations of representative democracy before focusing on the people, cultures, issues, and events that shaped the United States from the Reconstruction era to the 1930s. Learners explore the influences and challenges that have shaped our nation. This course emphasizes the role of democratic principles, civic responsibility, and involvement that have guided the United States. **(A/N)** |
| **U.S. HISTORY 2**<br>Course #: SS005<br>Grade: 10-11<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *World History* | *Recent U.S. History 2* focuses on the people, cultures, issues, and events that shaped the United States from the 1930s to the present. Learners explore the influences and challenges that have shaped our nation. This course emphasizes the role of democratic principles, civic responsibility, and involvement that have guided the United States. **(A/N)** |
| **UNITED STATES CIVIL RIGHTS EXPERIENCE**<br>Course #: SS058<br>Grade: 10-11<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: *World History* | In this one-semester course, learners will become familiar with the historical civil rights experiences of various marginalized groups, and the rights these groups gained over time. The learner will understand how the notions of equality under the law and popular sovereignty, articulated in the Declaration of Independence, have expanded throughout history by the actions of the legislative and judicial branches, as well as through grassroots civic engagement. The learner will explore the expansion or contraction of the rights of these various groups in areas such as housing, voting, marriage, property, access to public and private services, education, economics, criminal justice, etc.<br><br>The learner will select one strand to explore throughout the semester, which may be different from what others in the class select. Below are some suggestions, but the list of strands is not limited to this selection.<br>• Women<br>• Indigenous Peoples<br>• Latinos<br>• African Americans<br>• Disabled Persons<br>• LGBTQ<br>• Other marginalized groups<br><br>*U.S. Civil Rights Experience* may be substituted for Recent *United States History 2.* **(A/N)** |

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| **U.S. History: War & Conflicts 1 & 2**<br>Course: SS039/040<br>Grades: 9 - 12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: Two semesters of World Studies or teacher recommendation<br>Fees: None | *U.S History: Wars and Conflicts* explores major wars and conflicts that have shaped the United States, from its colonial origins to the present day. The course analyzes the causes, course, and consequences of these conflicts, examining their impact on American society, politics, and culture. **(A/N)** |

# WORLD STUDIES

**(The courses below fulfill the World Studies requirement.)**

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| **ADVANCED PLACEMENT COMPARATIVE GOVERNMENT & POLITICS**<br>Course #: SS052<br>Grade: 11 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: United States History semester 1 (may be concurrent enrolled) or teacher recommendation<br>Fee: AP exam approx. $100 | *AP Comparative Government & Politics* is designed for learners capable of college-level work, follows the description put forward by the College Board, and prepares them to take the Advanced Placement exam. This course gives learners a basic understanding of the world's diverse political structures and practices, as well as the key political relationship found in all nations. The course encompasses the study of specific countries: Great Britain, France, Russia, China, and either India, Mexico or Nigeria. These countries are included because they are covered in college comparative politics courses, and provide paradigms of different types of political systems. The inclusion of developing nations allows learners to examine the political implications of different levels of economic development.<br><br>A summer reading list or assignments may be required prior to the course.<br><br>Additional skills and expectations:<br>• Willingness to accept and complete a rigorous reading schedule including text, primary sources, and supplemental materials.<br>• Demonstrate advanced proficient writing skills.<br>• Independently analyze literature.<br><br>Please visit the College Board AP Central website for more information (http://apcentral.collegeboard.com). **(A/N)** |
| **ADVANCED PLACEMENT EUROPEAN HISTORY**<br>Course #:<br>Social Studies = SS050/051<br>English 10 = EN228/229<br>Grade: 10<br>Length: Two Semesters (two period block)<br>Credit: 2 (fulfills World Studies and English 10 requirements)<br>Prerequisite: *English 9 Honors* or *English 9* and teacher recommendation<br>Fee: AP exam approx. $100 | *AP European History* is a yearlong course designed for learners capable of college level work, and combines the course work and skills of AP European History with the study of the primary literature relevant to a review of European history. Learner will master the basic skills of historical chronology and comprehension, and will develop historical analysis and interpretation skills, research capabilities, and issues-analysis and decision-making skills through extensive experience with document-based, free-response, and change-over-time essay writing.<br><br>Learners meet all the objectives of English 10 Honors for writing and literature. In addition, they will be prepared for the AP European History exam. This course follows the advanced placement course description and uses appropriate materials as set forth by the College Board. The AP exam is strongly encouraged.<br><br>This course fulfills two semesters of the English 10 requirement and two semesters of the World History requirement. Students receive two grades, one with a weighted AP grade and one (the literature period) without. A summer reading list or assignment may be required prior to the course.<br><br>Additional skills and expectations:<br>• Willingness to accept and complete a rigorous reading schedule including text, primary sources, and supplemental materials.<br>• Demonstrate advanced, proficient, writing skills.<br>• Independently analyze literature.<br>• Demonstrate strong chronological thinking skills.<br>• Capable of historical comprehension, analysis, and interpretation processes.<br><br>Please visit the College Board-AP Central website for more information http://apcentral.collegeboard.com. **(A/N)** |

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| **ADVANCED PLACEMENT WORLD HISTORY**<br>Course #: SS065/066<br>Grade: 10<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite:<br>*English 10 Honors* (concurrently enrolled),<br>*College Preparatory Composition* (concurrently enrolled),<br>or<br>*English 10* and teacher recommendation<br>Fee: AP exam approx. $100 | *AP World History* is a yearlong course designed for learners capable of college level work, follows the description put forward by the College Board, and prepares them to take the Advanced Placement exam. Through extensive experience with document-based, free-response and change-overtime essay writing, learners will combine selective factual knowledge and appropriate analytical skills to better understand the evolution of global processes and interaction with different types of human societies. Learners will master the basic skills of historical chronology and comprehension, and will develop historical analysis and interpretation skills, research capabilities, and issues-analysis and decision-making skills.<br><br>This course fulfills two semesters of the World History requirement. A summer reading list or assignment may be required prior to the course. The class follows the advanced placement course description and uses appropriate materials as set forth by the College Board. The AP exam is strongly encouraged.<br><br>Additional skills and expectations:<br>• Willingness to accept and complete a rigorous reading schedule including text, primary sources, and supplemental materials.<br>• Demonstrate advanced proficient writing skills.<br>• Independently analyze literature.<br>• Demonstrate strong chronological thinking skills.<br>• Capable of historical comprehension, analysis, and interpretation processes.<br><br>Please visit the College Board-AP Central website for more information (http://apcentral.collegeboard.com). **(A/N)** |
| **COMPARATIVE RELIGIONS**<br>Course #: SS035<br>Grades: 9 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: None | *Comparative Religions* studies and compares the major religions existing in the world today. Some focus is directed towards the present, while other study is directed to the historical development of each religion. The major emphasis is on the economic, political, and social influences of these religions on the modern world. Basic areas of study are Buddhism, Christianity, Hinduism, Islam, and Judaism.<br><br>This course may be used as an alternative for World History 1 in order to meet the World Studies requirement**. (A/N)** |
| **GLOBAL DIPLOMACY & MODEL UNITED NATIONS**<br>Course #: SS057<br>Grades: 9 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: None | *Global Diplomacy & Model United Nations (MUN)* is a program that fosters a respect for the complexity of history, study of current events, and diplomatic relations while enhancing learners' critical thinking, writing, research, and public speaking skills. It is designed for learners to study the work of the United Nations, an international body, through cooperation and diplomacy by analyzing its successes as well as failures. They will learn about international relations and multilateral diplomacy while simultaneously learning that the world, and their existence in it, is far more complicated and dynamic than they ever imagined.<br><br>Model UN uses a simulation format to impart content, thus learners gain an understanding by doing. They become learners of international politics by caucusing with allies and participating in debates on resolutions. This program will give learners an opportunity to see themselves as future leaders, and learn how they can collaborate to help solve issues and challenges that affect our planet.<br><br>This course may be used as an alternative for World History 1 or 2 in order to meet the World Studies requirement. For students participating in the Model UN program in the spring, it is highly recommended this course be completed during the fall semester. **(A/N)** |
| **COMPARATIVE RELIGIONS**<br>Course #: SS035<br>Grades: 9 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: None | *Comparative Religions* studies and compares the major religions existing in the world today. Some focus is directed towards the present, while other study is directed to the historical development of each religion. The major emphasis is on the economic, political, and social influences of these religions on the modern world. Basic areas of study are Buddhism, Christianity, Hinduism, Islam, and Judaism.<br><br>This course may be used as an alternative for World History 1 in order to meet the World Studies requirement**. (A/N)** |

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| **GLOBAL DIPLOMACY & MODEL UNITED NATIONS**<br>Course #: SS057<br>Grades: 9 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: None | *Global Diplomacy & Model United Nations (MUN)* is a program that fosters a respect for the complexity of history, study of current events, and diplomatic relations while enhancing learners' critical thinking, writing, research, and public speaking skills. It is designed for learners to study the work of the United Nations, an international body, through cooperation and diplomacy by analyzing its successes as well as failures. They will learn about international relations and multilateral diplomacy while simultaneously learning that the world, and their existence in it, is far more complicated and dynamic than they ever imagined.<br><br>Model UN uses a simulation format to impart content, thus learners gain an understanding by doing. They become learners of international politics by caucusing with allies and participating in debates on resolutions. This program will give learners an opportunity to see themselves as future leaders, and learn how they can collaborate to help solve issues and challenges that affect our planet.<br><br>This course may be used as an alternative for World History 1 or 2 in order to meet the World Studies requirement. For students participating in the Model UN program in the spring, it is highly recommended this course be completed during the fall semester. **(A/N)** |
| **WORLD GEOGRAPHY**<br>Course #: SS030<br>Grades: 9 - 10<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: None | *World Geography* explores the world through various climate, cultural, economic, and political structures. **(A/N)** |
| **WORLD HISTORY 1**<br>Course #: SS001<br>Grades: 9 - 10<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: None | *World History 1* focuses on global developments, from the empires of the classical age and the emergence of the first global age to the rise of absolutism and revolutionary response of the early 19th century. The learner will explore the influences of geography on humans, the creation of civilizations and empires, and the political systems that developed. **(A/N)** |
| **WORLD HISTORY 2**<br>Course #: SS002<br>Grades: 9 - 10<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: None | *World History 2* emphasizes the use of primary sources and critical thinking to look at cause and effect and analysis of historical interpretation. The focus will be on the global impacts of imperialism and industrialization in the 19th century, and the development of a true global society into the 21st century. **(A/N)** |

# SOCIAL STUDIES ELECTIVES

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| **ADVANCED PLACEMENT ART HISTORY**<br>Course #: SS055/056<br>Grades: 11 - 12<br>Length: Two Semesters<br>Credit: 1<br>(Cross-credited with Art Elective)<br>Prerequisite: Teacher Recommendation<br>Fee: Required ($20 maximum plus AP exam approx. $100) | AP Art History gives learners the opportunity to pursue college-level art history studies while still in high school. Learners study history by examining the major forms of artistic expression from prehistoric to contemporary times. This examination of the role of visual art is not taught in a vacuum but within the essential contexts of history, geography, politics, religion, and culture. Learners contemplate the development of civilization, and considering issues such as gender, patronage, functions, and effects of art by studying individual cultures as they are reflected in art history. They learn to look at works of art critically, with intelligence and sensitivity, and to articulate what they see or experience.<br><br>This class follows the advanced placement course description, and uses appropriate materials for art history as set forth by the College Board. The AP exam is strongly encouraged.<br><br>Additional skills and expectations:<br>• Willingness to accept and complete a rigorous reading schedule including text, primary sources, and supplemental materials.<br>• Demonstrate advanced proficient writing skills.<br>• Independently analyze literature.<br><br>Please visit the College Board AP Central website for more information (http://apcentral.collegeboard.com). **(A)** |
| **ADVANCED PLACEMENT PSYCHOLOGY A/B**<br>Course #: SS063/064<br>Grade: 11 - 12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: Teacher recommendation<br>Fee: AP exam approx. $100 | *Advanced Placement (AP) Psychology* gives learners the opportunity to pursue college-level psychology studies while still in high school. Learners will cultivate their understanding of the systematic and scientific study of human behavior and mental processes through inquiry-based investigations. They will explore the biological bases of behavior, sensation and perceptions, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology.<br><br>This class follows the advanced placement course description, and uses appropriate materials as set forth by the College Board. The AP exam is strongly encouraged.<br><br>Additional skills and expectations:<br>• Willingness to accept and complete a rigorous reading schedule including text, primary sources, and supplemental materials.<br>• Demonstrate advanced proficient writing skills.<br>• Independently analyze text.<br><br>Please visit the College Board AP Central website for more information (http://apcentral.collegeboard.com). **(A/N)** |
| **INTRODUCTION TO ANTHROPOLOGY**<br>Course #: SS044<br>Grades: 11 & 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: World Studies & Alaska Studies, or teacher recommendation<br>Fee: None | *Introduction to Anthropology* is a dynamic semester-long course designed for high school students to explore the fascinating study of humanity through time and across cultures. Students will be introduced to the four key subfields of anthropology: biological/physical anthropology, cultural anthropology, linguistic anthropology and archaeology. The course covers a wide range of topics including human evolution, genetic variations, primatology, past civilizations, and contemporary cultural practices. Through an engaging mix of lectures, discussions, and hands-on activities, students will deepen their understanding of how humans have evolved biologically, socially, and culturally. This course is designed to foster critical thinking, inquiry, and creativity, providing students with a deeper appreciation of the human experience across time and space. **(A/N)** |
| **ART HISTORY**<br>(Pilot at Star of the North)<br>Course #: AR009P<br>Grades: 10 - 12<br>Length: One Semester<br>Credit: 0.5<br>Fee: None | *Art History* presents an introductory overview of Western art from the Renaissance to the present, including significant artists spanning from Leonardo da Vinci to Kara Walker. **(A)** |

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| **CYBERSECURITY 1A**<br>Course #: CTEF311<br>Grades: 10 - 12<br>Length: One Semester<br>Credit: 0.5<br>(Cross-credited with CTE Information Technology)<br>Prerequisite*: Computer Essentials 1A/1B* or permission from the instructor<br>Fee: None | Students in *Cybersecurity 1A* will learn to identify cybersecurity threats and protect against them. They will learn to detect intrusions and respond to attacks, will begin to examine their own digital footprint and better defend their own personal data, and learn how organizations protect themselves in today's world. Whether students are interested in a future career in the emerging field of cybersecurity, or would like to learn how to defend their own personal data or a company's data, students in *Cybersecurity 1A* will establish an ethical code of conduct while learning to defend data in today's complex cyber world.<br><br>This course helps prepare students for CompTIA's Security+ certification exam. In order to have the FNSBSD instructor sign-off that a student is ready to test, the student must complete semesters 1 and 2 of Cybersecurity.<br><br>This is a Project Lead the Way (PLTW) course. PLTW courses require specialized instructor training and the use of PLTW curriculum and materials. As such, this course may not be taught at schools without prior district approval. Contact CTE and/or Teaching and Learning for more information. **(A)** |
| **CYBERSECURITY 1B**<br>Course #: CTEF312<br>Grades: 10 - 12<br>Length: One Semester<br>Credit: 0.5<br>(Cross-credited with CTE Information Technology)<br>Prerequisite: *Cybersecurity 1A*<br>Fee: None | Students in *Cybersecurity 1B* will learn to identify cybersecurity threats and protect against them. They will learn to detect intrusions and respond to attacks, will begin to examine their own digital footprint and better defend their own personal data, and learn how organizations protect themselves in today's world. Whether students are interested in a future career in the emerging field of cybersecurity, or would like to learn how to defend their own personal data or a company's data, students in *Cybersecurity 1B* will establish an ethical code of conduct while learning to defend data in today's complex cyber world.<br><br>This course helps prepare students for CompTIA's Security+ certification exam. In order to have the FNSBSD instructor sign-off that a student is ready to test, the student must complete semesters 1 and 2 of Cybersecurity.<br><br>This is a Project Lead the Way (PLTW) course. PLTW courses require specialized instructor training and the use of PLTW curriculum and materials. As such, this course may not be taught at schools without prior district approval. Contact CTE and/or Teaching and Learning for more information. **(A)** |
| **PSYCHOLOGY**<br>Course #: SS041<br>Grades: 10 - 12<br>Length: One Semester<br>Credit: 0.5<br>Prerequisite: None | *Psychology* introduces learners to the systematic and scientific study of the behavior and mental processes of human beings and animals. Learners are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the methods psychologists used to explore the processes involved in normal and abnormal perceptions, thoughts, feelings, and actions. **(A/N)** |

# WORLD LANGUAGES




## Adopted: April 1, 2025

**IMPORTANT:**

The Alaska Performance Scholarship (APS) and the National Collegiate Athletic Association (NCAA) requirements/approvals **are subject to change without notice**. The information in this catalog is provided as a guideline to assist you in planning. Course descriptions will use the reference keys below to indicate whether a course is approved for APS and/or NCAA. A list of APS approved courses is also included in the appendix of this catalog. **For the current list of APS eligible courses visit the district's website.**

For questions, please contact the Department of Teaching and Learning at (907) 452-2000, ext. 11422.

**References Key**

A = Alaska Performance Scholarship (APS) Approved
N = National Collegiate Athletic Assoc. (NCAA) Approved
R = Repeatable Courses

# ALASKAN NATIVE LANGUAGE

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| **GWICH'IN I**<br>Course #: FL073/074<br>Grades: 9 - 12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: None<br>Fee: See Appendix | *Gwich'in I* is a year-long introduction to the Gwich'in language and culture. This course emphasizes vocabulary development and communication in Gwich'in to exchange information in simple terms about everyday experiences. Basic grammar principles are introduced as they apply to the themes studied. **(A/N)** |
| **GWICH'IN II**<br>Course #: FL105/106<br>Grades: 9 - 12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: *Gwich'in I* or Teacher Recommendation<br>Fee: See Appendix | *Gwich'in II* is a year-long course which continues vocabulary development and leads to increasingly advanced communication in Gwich'in. More emphasis is placed on self-expression in Gwich'in, and reading and writing in the language. Students will continue to learn about the history and culture of the Gwich'in-speaking world. Grammar will be introduced and reviewed as it applies to the themes studied. **(A)** |
| **GWICH'IN III**<br>Course #: FL107/108<br>Grades: 9 - 12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: *Gwich'in I* & *II* or Teacher Recommendation<br>Fee: See Appendix | *Gwich'in III* offers an emphasis on the continuing development of communicating in Gwich'in through the skills of listening, speaking, reading, and writing. Students will read short stories, build vocabulary, and develop proficiency-fluency in conversation. Basic grammar elements are reviewed on a more advanced level and incorporated into conversation and composition. Continued study of Gwich'in culture and history are included in this course. **(A)** |
| **GWICH'IN IV**<br>Course #: FL109/110<br>Grades: 9 - 12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: *Gwich'in I – III* or Teacher Recommendation<br>Fee: See Appendix | *Gwich'in IV* is a one to two-year course with a more advanced level of communicating in Gwich'in. Grammar and vocabulary will be reviewed and expanded through the reading of more complex literature, including short novels, poetry, and plays. Emphasis is placed on improvement of writing and speaking skills. Continued study of Gwich'in culture and history are included in this course. **(A)** |
| **Iñupiaq I**<br>Course #: FL111/112<br>Grades: 9 - 12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: None<br>Fee: See Appendix | *Iñupiaq I* provides an introduction to the speech patterns, reading, and writing of the Iñupiaq language and culture. Students will participate in hands-on activities that reflect the culture and values of the Iñupiaq-speaking people. **(A/N)** |
| **Iñupiaq II**<br>Course #: FL113/114<br>Grades: 9 - 12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: *Iñupiaq I*<br>Fee: See Appendix | *Iñupiaq II* provides a continuation of the study of the speech patterns, reading, and writing of the Iñupiaq language and culture. Students will participate in hands-on activities that reflect the culture and values of the Iñupiaq-speaking people. **(A/N)** |
| **KOYUKON I**<br>Course #: FL077/078<br>Grades: 9 - 12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: None<br>Fee: See Appendix | *Koyukon I* provides an introduction to the speech patterns, reading, writing, and culture of the Koyukon language and culture. Students will participate in hands-on activities that reflect the culture and the values of Koyukon-speaking people. **(A/N)** |

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| **KOYUKON II**<br>Course #: FL120/121<br>Grades: 9 - 12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: Koyukon I<br>Fee: See Appendix | *Koyukon II* is a continuation of *Koyukon I* and covers the speech patterns, reading, writing, and culture of the Koyukon language and culture. Students will participate in hands-on activities that reflect the culture and values of the Koyukon-speaking people. **(A/N)** |
| **LOWER TANANA DENE I**<br>Course #: FL122P/123P<br>Grades: 9-12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: None<br>Fee: See Appendix | *Lower Tanana Dene I* provides an introduction to the speech patterns, reading, writing, and culture of the Lower Tanana Dene language and culture. Students will participate in hands-on activities that reflect the culture and values of the Lower-Tanana Dene speaking people. **(A)** |
| **LOWER TANANA DENE II**<br>Course # FL124P/125P<br>Grades: 9-12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: *Lower Tanana Dene I*<br>Fee: See Appendix | *Lower Tanana Dene II* is a continuation of *Lower Tanana Dene II* and covers the speech patterns, reading, writing, and culture of the Lower Tanana Dene language and culture. Students will participate in hands-on activities that reflect the culture and values of the Lower-Tanana Dene speaking people. **(A)** |

# AMERICAN SIGN LANGUAGE

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| **AMERICAN SIGN LANGUAGE I**<br>Course #: FL080/ 081<br>Grades: 9 - 12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: None<br>Fee: See Appendix | *ASL I* is an introductory course designed for students to communicate in ASL in everyday life. Students will use basic ASL grammar, engage in conversations on a variety of topics, work on comprehension skills, and explore the Deaf and hard of hearing culture. **(A/N)** |
| **AMERICAN SIGN LANGUAGE II**<br>Course #: FL083/84<br>Grades: 9 - 12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: ASL I or teacher recommendation<br>Fee: See Appendix | *ASL II* continues to expand communication skills, with more grammar, and a stronger emphasis on communication capabilities. It includes an increased study of cultural, issues affecting the Deaf community. **(A/N)** |
| **AMERICAN SIGN LANGUAGE III**<br>Course #: FL086/87<br>Grades: 9 - 12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: ASL II or teacher recommendation<br>Fee: See Appendix | *ASL III* will emphasize and expand vocabulary from ASL I and ASL II Themes, Grammar, and expressions, and integrate a deeper knowledge of the Deaf culture. There will be increased fluency in ASL as well as the study of Deaf history, literature, and art. **(A/N)** |

# CHINESE LANGUAGE

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| **CHINESE I**<br>Course #: FL070/071<br>Grades: 9 - 12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: None<br>Fee: Required ($20 maximum plus dictionary) | *Chinese I* is a year-long introduction to modern Mandarin Chinese and Chinese culture. This course covers basic skills in listening, speaking, reading and writing, as well as knowledge of Chinese culture and philosophy. Approximately 140 characters are introduced. **(A/N)** |
| **CHINESE II**<br>Course #: FL075/076<br>Grades: 9 - 12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: *Chinese I*<br>Fee: See Appendix | *Chinese II* is a continuation of *Chinese I* to improve communication skills with the emphasis on expanding vocabulary, grammar structures, reading comprehension, and sentence writing ability. Approximately 170 Chinese characters are introduced. **(A/N)** |
| **CHINESE III**<br>Course #: FL066/069<br>Grades: 9 - 12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: *Chinese II*<br>Fee: See Appendix | *Chinese III* emphasizes the continuing development of communication in Chinese through building the skills of listening and speaking, and expanding the ability of reading and writing through learning a variety of topics and genres. Approximately 200 Chinese characters are introduced. **(A)** |
| **CHINESE IV**<br>Course #: FL103/104<br>Grades: 9 - 12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: *Chinese III*<br>Fee: See Appendix | *Chinese IV* is a year-long course that will review, expand, and refine students' Chinese aural/oral capabilities, reading comprehension and fluency, understanding of grammar structures, and paragraph/essay formation abilities. Approximately 240 Chinese characters are introduced. **(A)** |

# FRENCH LANGUAGE

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| **ADVANCED PLACEMENT FRENCH**<br>Course #: FL013/014<br>Grades: 11 – 12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: *French III* or Teacher Recommendation<br>Fee: Required ($20 maximum plus dictionary and AP exam approx. $100) | *AP French* will review and expand grammar and vocabulary use. More complex reading material will be covered including short novels, plays and poetry. More complex writing materials will be covered, including AP level. **(A/N)** |
| **FRENCH I**<br>Course #: FL001/002<br>Grades: 9 - 12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: None<br>Fee: See Appendix | *French I* is an introduction to communicating with French speakers around the world through both speaking and writing. It includes an introduction to the geography and cultures of French speaking countries. **(A/N)** |
| **FRENCH II**<br>Course #: FL004/005<br>Grades: 9 - 12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: *French I*<br>Fee: See Appendix | *French II* continues to expand communication skills, with more grammar and a stronger emphasis on reading and writing. It includes an expanded study of the cultural elements of French speaking countries, as well as French literature. **(A/N)** |
| **FRENCH III**<br>Course #: FL007/008<br>Grades: 9 - 12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: *French II*<br>Fee: See Appendix | *French III* continues to expand communication skills, with more grammar and a stronger emphasis on reading and writing. It includes an expanded study of French literature, art, and history. **(A/N)** |

# JAPANESE LANGUAGE

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| **ADVANCED PLACEMENT JAPANESE**<br>Course #: FL101/102<br>Grade: 12 or Teacher Recommendation<br>Length: 2 Semesters<br>Credit: 1.0<br>Prerequisite: *Japanese III* or Teacher Recommendation<br>Fee: Required ($20 maximum plus dictionary and AP exam approx. $10) | *AP Japanese* is designed for students in their fourth year of Japanese with a plan to take the AP Japanese Exam. In this year-long course, students are expected to review the knowledge of both Japanese language and culture, expand vocabulary and expressions, enhance more communicative skills, and to prepare for the AP Japanese Exam, which requires in-depth study of kanji characters (approximately 250) and sentence structures, as well as computing skills in Japanese. **(A/N)** |
| **JAPANESE I**<br>Course #: FL046/047<br>Grades: 9 - 12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: None<br>Fee: See Appendix | *Japanese I* is an introduction to the pronunciations, speech patterns, writing systems (Hiragana and Katakana), and culture of the Japanese people through various activities. Also included are introductions to pop culture, geography, and history. **(A/N)** |
| **JAPANESE II**<br>Course #: FL049/050<br>Grades: 9 - 12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: *Japanese I* or teacher recommendation<br>Fee: See Appendix | *Japanese II* is a continuation of *Japanese I* with more emphasis on speaking, writing, and understanding of basic grammar. Japanese traditional and pop cultures are explored through projects and films. Approximately fifty kanji characters are introduced. **(A/N)** |
| **JAPANESE III**<br>Course #: FL088/089<br>Grades: 9 - 12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: *Japanese II* or teacher recommendation<br>Fee: See Appendix | *Japanese III* is designed for the students in their third year of Japanese. In this year-long course, students are expected to integrate the knowledge of both Japanese language and culture into the functional communication. The geography of Japan will be extensively discussed using a variety of activities. Approximately 100 kanji characters are introduced. The themes/contents of Japanese I & II will be continually expanded, applied, and reinforced in limited cultural context. **(A/N)** |
| **JAPANESE IV**<br>Course #: FL090/091<br>Grade: 9 – 12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: *Japanese III* or teacher recommendation<br>Fee: See Appendix | *Japanese IV* is designed for the students in their fourth year of Japanese. In this year-long course, students are expected to review the knowledge of both Japanese language and culture, as well as expand vocabulary and expressions to enhance more communicative skills. The history of Japan will be extensively discussed using a variety of activities. Approximately 150 kanji characters are introduced. The themes/contents of Japanese I, II, & III will be continually expanded, applied, and reinforced in more cultural contexts. **(A/N)** |

# RUSSIAN LANGUAGE

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| **RUSSIAN I**<br>Course #: FL052/53<br>Grades: 9 - 12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: None<br>Fee: See Appendix | *Russian I* is an introductory course designed to lay the foundation for students to comprehend and communicate Russian in everyday life. Students will acquire basic grammar, pronunciation, and comprehension skills while exploring a variety of Russian cultural topics. **(A/N)** |
| **RUSSIAN II**<br>Course #: FL093/94<br>Grades: 9 - 12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: *Russian I*<br>Fee: See Appendix | *Russian II* is a continuation of *Russian I*. Students will continue to cover basic grammar, pronunciation, and comprehension skills while exploring a variety of Russian cultural topics. **(A/N)** |

# SPANISH LANGUAGE

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| **ADVANCED PLACEMENT SPANISH**<br>Course #: FL067/068<br>Grades: 11 – 12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: *Spanish III, Spanish IV* or teacher recommendation<br>Fee: Required ($20 maximum plus dictionary and AP exam approx. $100) | *AP Spanish* is a year-long course with a more advanced level of communicating in Spanish, based on College Board approval and outlined material. Precise grammar and vocabulary will be reviewed and expanded through the reading of more complex literature, including short novels, poetry, and plays. Emphasis is placed on higher oral proficiency and adeptness in reading and writing skills. Included is a more complex study of Spanish culture and history. This course is designed for students who plan to take the AP Spanish exam. **(A/N)** |
| **SPANISH I**<br>Course #: FL055/056<br>Grades: 9 - 12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: None<br>Fee: See Appendix | *Spanish I* is an introductory course designed to lay the foundation for students to comprehend and communicate Spanish in everyday life. Students will acquire basic grammar, pronunciation, and comprehension skills while exploring a variety of Spanish cultural topics. **(A/N)** |
| **SPANISH II**<br>Course #: FL058/059<br>Grades: 9 - 12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: *Spanish I* or teacher recommendation<br>Fee: See Appendix | *Spanish II* will more fully develop students' knowledge of grammar rules and pronunciation skills while exploring Spanish culture and history. Students will communicate in the target language on a daily basis as they enhance their understanding of additional Spanish speaking countries. **(A/N)** |
| **SPANISH III**<br>Course #: FL061/062<br>Grades: 9 - 12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: *Spanish II* or teacher recommendation<br>Fee: See Appendix | *Spanish III* emphasizes more extensive communication in the Spanish language. Speaking Spanish is a basic requirement for this class. Emphasis on reading short stories, building vocabulary, and developing fluency in conversation is included. This course will increase study of the Hispanic culture, history, literature, and art. **(A/N)** |
| **SPANISH IV**<br>Course #: FL064/065<br>Grades: 9 - 12<br>Length: Two Semesters<br>Credit: 1<br>Prerequisite: *Spanish III* or teacher recommendation<br>Fee: See Appendix | *Spanish IV* is a year-long course with a more advanced level of communicating in Spanish. Grammar and vocabulary will be reviewed and expanded through the reading of more complex literature, including short novels, poetry, and plays. Emphasis is placed on improvement of reading and writing skills. Included is a more complex study of Spanish culture and history. **(A/N)** |

# *APPENDIX*



# ACT & SAT TEST DATES

**These tests are <u>not</u> offered through the district.**

| ACT Test Dates* |
|---|
| September 19, 2026 |
| October 7, 2026 |
| December 12, 2026 |
| February 27, 2027 |
| April 10, 2027 |
| June 12, 2027 |
| July 10, 2027 |

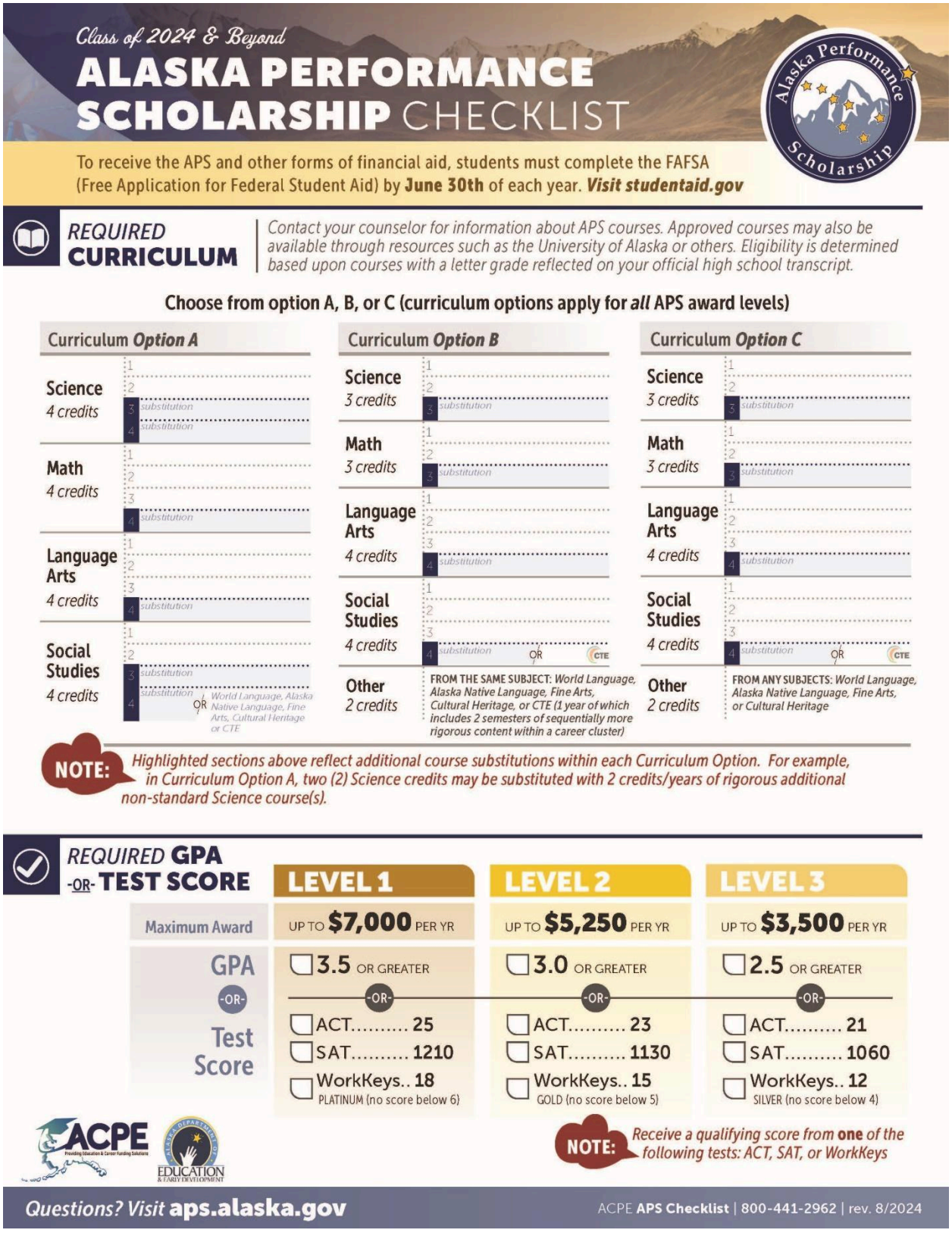
| SAT Test Dates* |
|---|
| August 22, 2026 |
| September 12, 2026 |
| October 3, 2026 |
| November 7, 2026 |
| December 5, 2026 |
| March 6, 2027 |
| May 1, 2027 |
| June 5, 2027 |

*These dates are provided for convenience, but are subject to change. For exact test dates, online registration, and more information go to:

- ACT - http://www.act.org
- SAT - http://www.collegeboard.com

| School | School Code |
|---|---|
| Effie Kokrine Charter School | 020369 |
| Fairbanks BEST | 020287 |
| Golden Heart Academy | 020371 |
| Hutchison High School | 020161 |
| Lathrop High School | 020035 |
| North Pole High School | 020029 |
| Star of the North | 020359 |
| West Valley | 020028 |

# ALASKA PERFORMANCE SCHOLARSHIP CHECKLIST



*Class of 2024 & Beyond*

# ALASKA PERFORMANCE SCHOLARSHIP CHECKLIST

To receive the APS and other forms of financial aid, students must complete the FAFSA (Free Application for Federal Student Aid) by **June 30th** of each year. ***Visit studentaid.gov***

## APS QUALIFYING COURSES

- Only approved courses can be used to complete the required APS curriculum. Eligibility is determined based on courses with a letter grade reflected on your official high school transcript. Each requirement is for a complete unit of credit (can be 1 or more required APS course).
- The State Board of Education & Early Development has published the following approved standard courses. Any course matching the title of standard course with high school rigor can be used to meet APS curriculum requirements.
- Public School Districts may also approve additional courses. Each school district is responsible for providing students with a complete list of APS-qualifying courses.
- Private/Homeschool student APS eligibility is determined by the Department of Education & Early Development (DEED). Submit the *APS Eligibility Determination Application* found in the Private/Homeschool Students section of aps.alaska.gov. Any additional courses used to meet APS requirements must first be approved by DEED.

**Please NOTE:** ***Students in public school districts can select additional courses only from a* list of approved additional courses *provided by their district.***

## WAYS TO ACCESS APPROVED COURSES

Several alternative sources to access approved APS courses are available (such as the University of Alaska or others). In most cases, a fee will be required to enroll in these courses. If you are considering using courses from outside of your school to qualify for the APS, ensure these courses are approved by your district and meet APS requirements.

### SCIENCE
standard courses

- ☐ Physical Science
- ☐ Earth Science
- ☐ Biology
- ☐ Chemistry
- ☐ Physics
- ☐ Marine Biology
- ☐ Anatomy & Physiology

### MATH
standard courses

- ☐ Algebra 1
- ☐ Algebra 2
- ☐ Geometry
- ☐ Trigonometry
- ☐ Pre-calculus
- ☐ Calculus
- ☐ Calculus 2
- ☐ Statistics

### LANGUAGE ARTS
standard courses

- ☐ Composition
- ☐ American Literature
- ☐ World Literature
- ☐ Speech & Debate
- ☐ Advanced Composition
- ☐ Creative Writing
- ☐ British Literature

### SOCIAL STUDIES
standard courses

- ☐ World History
- ☐ American History
- ☐ Geography
- ☐ American Government
- ☐ Civics
- ☐ Economics
- ☐ Alaska History
- ☐ Western Civilization
- ☐ Eastern Civilization
- ☐ Psychology
- ☐ Sociology

## Review Our FAQ –

SEE FREQUENTLY ASKED QUESTIONS REGARDING APS FOR CLASS OF 2024 AND BEYOND AT:
*aps.alaska.gov*

## Reminder –

**Students must complete the FAFSA every year in order to receive the APS.**

***acpe.alaska.gov/alaskafafsacompletion***

**WHAT'S YOUR APS STATUS?** | Check your award eligibility status and track disbursements from the Alaska Student Aid Portal (ASAP). Create account at *acpe.alaska.gov/asap*.

*Questions? Visit* **aps.alaska.gov**

ACPE **APS Checklist** | 800-441-2962 | rev. 8/2024

# APS APPROVED COURSE LIST

**IMPORTANT:** APS approvals are subject to change without notice. This information is provided as a guideline to assist you in planning. Be sure to check current eligibility lists on the district's website. Please contact 452-2000, ext. 11422 with questions.

## Art

Advanced Placement Art History

## Career & Technical Educations

| | | | | | |
|---|---|---|---|---|---|
| Advanced Automotive Technology | Aerospace Engineering | Agriculture Animal Health & Veterinary Science | Agriculture Food Processing, Safety & Marketing | Agriculture Plant Science | Agriculture Production Management |
| AP Business w/Personal Finance | Architectural Drafting 1A/1B | Autodesk Inventor 1A/1B | Baking Breads & Pastries | Basic Automotive Technology 1A/1B | Biomedical Innovations A/B |
| AP Computer Science A | Building Trades 1A/1B, 2A/2B, 3A/3B, & 4A/4B | Business Communications | Business & Legal Concepts | Civil Engineering & Architecture | Computer-Aided Drafting 1A/1B |
| Broadcast Journalism 1A/1B | Computer Programming | Catering & Food Production 1A/1B | Classroom Planning & Management | Culinary Arts 1A/1B | Cybersecurity 1A/1B |
| Computer Essentials 1A/1B | Diesel Operations & Technology 1A/1B | Commercial Drone Pilot | Computer Science Principles 1A/1B | Cosmotology 1A/IB | Drafting 1A/1B |
| Developing Professionalism | Educators for the Future* | Computer Science 1A/1B | Digital Electronics | Digital Photography 1A/1B | First Aid/CPR & Health Careers Exploration Human Body Systems A/B |
| Educational Development Psychology | Fundamentals of Hospitality & Tourism | Digital Cinema 1A/1B | Emergency Trauma Technician | Engineering Design & Development | Intro to Exercise Science & |
| Foundation of Arts A/V | Introduction to Agriculture | Emergency Medical Technician 1A/1B | Graphic Design & Publishing | Human Behavior in Health Care | Sports Medicine 1A/1B |
| Independent Research | Introduction to Business | Graphic Design & Multimedia | Introduction to Collision Repair | Intro to Engineering Design | Math in Healthcare |
| Introduction to Fire Services 1A/1B | IT Networking 1A/1B | Introduction to Cabinetmaking 1A/1B | Leadership Development | Live Events & Sports Production 1A/1B Natural resources: Biology* | Natural Resources: Physical Science* |
| Math for the Trades & Technical Careers | Metalworking | Law & Ethics for Health Professionals | Medical Terminology 1A/1B | Pharmacy Technician 1A/1B | Plastics & Adhesives 1A/1B |
| Non-Structural Analysis & Damage Repair 1A/1B | Nutrition in Healthcare | Medical Interventions A/B | Pharmacy Technician (one semester | Prostart 1A/1B & 2A/2B | Small Engines 1A/1B & 2A/2B |
| Principles of Biomedical Science A/B | Principles of Engineering | Painting & Refinishing 1A/1B | Professionalism in Healthcare | Welding 1A/1B & 2A/2B | Woods |
| | Student Business Enterprise 1A/1B & 2A/2B | Private Pilot Ground School 1A/1B | Video Production 1A/1B | | |
| | Structural Analysis & Damage Repair 1A/1B | Tools of Technology & Trades | | | |

*Course is APS approved, but no longer available in the current curriculum.

North Star College students take courses at the University of Alaska Fairbanks (UAF). Click here for a list of APS status on UAF courses.

| English/Language Arts | | | | | |
|---|---|---|---|---|---|
| Academic Composition & Communications (ELL) | Advanced Composition | African American Literature | African American Literature Honors | American Literature: Defining Freedom | American Literature: Defining Freedom Honors |
| American Literature: Shifting Dreams | American Literature: Shifting Dreams Honors | American Writers* | American Writers Honors* | Analysis of Literature* | |
| AP English Language & American Literature | AP English Language & Literature* | AP European History & Literature (1 credit English 10 & 1 credit World History) | AP Language & Composition | AP Literature & Composition | British Literature |
| British Literature Honors | College Preparatory Composition | Composition* | Composition & Media Analysis | Creative Nonfiction | Creative Writing I |
| Creative Writing II | Early American Literature* | Early American Literature Honors* | Early British Literature* | Early British Literature Honors* | eLearning AP English Language & Composition |
| eLearning AP English Literature & Composition | eLearning Creative Writing | eLearning English 9 & Honors | eLearning English 10 & Honors | eLearning English 11 & Honors | eLearning English 12 & Honors |
| eLearning Media Literacy | eLearning Philosophy & Language | eLearning Reading Skills & Strategies | eLearning Sports Literature | eLearning Writing Skills & Strategies | English 9 & Honors |
| English 10 & Honors | English 11 & Honors | English 12 & Honors | English 11* (equivalent to 0.5 American Literature & 0.5 of another approved APS course) | English 12* (equivalent to 0.5 British Literature and 0.5 of another approved APS course) | Holocaust Literature & Honors |
| Holocaust Studies* | Journalism I | Journalism II | Journalism III | Journalism IV | Journalism: Beginning* |
| Journalism: Advanced A/B* | Journalism: Intermediate* | Literature & Current Events (ELL) | Media Literacy* | Modern American Literature* | Modern American Literature Honors* |
| Literature & Current Events (ELL) | Media Literacy* | Modern American Literature* | Modern American Literature Honors* | Modern British Literature* | Modern British Literature Honors* |
| Modern British Literature* | Modern British Literature Honors* | Research & Inquiry | Senior English* | Shakespeare Classics* | Social Themes in Literature |
| Social Themes in Literature Honors | Speech & Debate | Sports Literature | Survey of British Literature* | Survey of British Literature Honors* | Technical Writing* |
| Theatre Performance II | U.S Culture & Expression (ELL) | U.S. English 1 (ELL) | U.S. English 2 (ELL) | World Literature & Honors | |

| Mathematics | | | | | |
|---|---|---|---|---|---|
| Accounting 1A/1B | Advanced Algebra w/ Financial Applications* | Algebra 1 | Algebra 1 (Two Year Program) Semesters 1.1, 1.2, & 1.3 | Algebra for Finance* | Algebra for Finance 1A/1B |
| Algebra for Financial Applications* | Algebra for Technical Careers* | Algebra 2 | Algebra 2 Honors | Amped on Algebra 1 | AP Calculus AB |

*Course is APS approved, but no longer available in the current curriculum.
North Star College students take courses at the University of Alaska Fairbanks (UAF). Click here for a list of APS status on UAF courses.

| | | | | | |
|---|---|---|---|---|---|
| AP Calculus BC | AP Computer Science A | AP Computer Science B* | AP Computer Science Principles | AP Pre-Calculus (pilot course) | AP Statistics |
| Basic Statistics* (equivalent to Statistics S1) | Building Trades 4A/4B, period 2 | Computer Programming | Computer Science 1A/1B (CTE Course) | Computer Science Principles 1A/1B (CTE) | Discrete Mathematics A / B* |
| eLearning Accounting | eLearning Algebra I | eLearning Algebra II | eLearning AP Calculus AB | eLearning AP Statistics | eLearning Geometry |
| eLearning Precalculus (first semester is an elective; second semester is equivalent to Trigonometry) | eLearning Probability & Statistics | Functions & Analysis* | Geometry | Geometry Honors | Geometry with Trigonometry* |
| Integrated Algebra A* (equivalent to Alg. 1, S1) | Integrated Algebra B* (equivalent to Alg. 1, S2) | Introduction to Digital Engineering* | Introduction to Statistics | Math in Health Care | Math for Trades & Technical Careers |
| Philosophy & Logic* | Post-High School Math Prep (pilot)* | Pre-Calculus | Statistical Analysis in Athletics* | STEM Algebra II (Honors)* | STEM Geometry (Honors)* |
| Survey of Math in Society | Technical Math* | Trigonometry* | | | |

*Course is APS approved, but no longer available in the current curriculum.
North Star College students take courses at the University of Alaska Fairbanks (UAF). Click here for a list of APS status on UAF courses.

| Science | | | | | |
|---|---|---|---|---|---|
| Advanced Automotive Technology, semester 2 | Advanced Forensic Science* | Aerospace Engineering, semester 2 | Alaska Zoology: Fish and Birds | Alaska Zoology: Mammals | AP Biology |
| AP Chemistry | AP Environmental Science | AP Physics 1 | AP Physics 2 | AP Physics C: Mechanics | Astrobiology* |
| Astronomy | Biology | Biotechnology* | Chemistry | Chemistry II* | Chem Tech* |
| Conceptual Physics* | Digital Electronics | Earth and Space Science | eLearning Biology | eLearning Chemistry | eLearning Earth Science |
| eLearning Environmental Science | eLearning Physical Science | eLearning Physics | Engineering Design & Development, semester 2 | Environmental Science | Forensic Science* |
| Forensic Science 1 | Forensic Science 2 | Geology | Honors Biology | Honors Physics* | Human Anatomy & Physiology |
| Intro to Basic Pathophysiology | Intro to Digital Engineering* | Intro to Exercise Science & Sports Medicine 1B, semester 2 | Intro to Applied Ethnobotany (pilot) | Marine Biology* | Marine Science |
| Medical Terminology 1A/1B | Microbiology & Botany* | Natural Resources: Biology* | Natural Resources: Chemistry* | Natural Resources: Earth Science* | Natural Resources: Physical Science* |
| Natural Resources: Physics* | Paleontology | Pharmacy Technician 1B, semester 2 | Physical Science | Physics | Principles of Biomedical Science |
| Principles of Engineering | Principles of Technology I* | Principles of Technology II* | Wildlife Biology | | |

*Course is APS approved, but no longer available in the current curriculum.
North Star College students take courses at the University of Alaska Fairbanks (UAF). Click here for a list of APS status on UAF courses.

| Social Studies | | | | | |
|---|---|---|---|---|---|
| Alaska Studies | American Government* | American Legal Systems* | AP Art History | AP Comparative Government & Politics* | AP European History/ Literature (1 credit English 10 & 1 credit World History) |
| AP Macroeconomics | AP Microeconomics | AP Psychology | AP United States History | AP US Government & Politics | AP World History |
| Art History | Comparative Religions | Current Events and Issues | Diversity in America* | Economics & Financial Literacy | eLearning African American Studies (pilot course) |
| eLearning Alaska Studies | eLearning AP Macroeconomics | eLearning AP Microeconomics | eLearning AP Psychology | eLearning AP U.S. Government & Politics | eLearning AP U.S. History |
| eLearning Geography & World Cultures | eLearning U.S. Global Economics | eLearning Multicultural Studies | eLearning Psychology | eLearning Sociology | eLearning U.S. History Since the Civil War |
| eLearning AP U.S. Government & Politics | eLearning U.S. History Since the Civil War | eLearning World History | General Economics* | Global Diplomacy & Model United Nations | Global Issues |
| Introduction to Anthropology | Media in History | Political Economy 1 | Political Economy 2 | Principles of Economics* | Psychology |
| Recent U.S. History 1 | Recent U.S. History 2 | U.S. Civil Rights Experience | U.S. Government & Civics | U.S. in a Global Economy* | U. S. in a Global Context* |
| U.S. History* | U.S. History: War & Conflicts 1 | U.S. History: War & Conflicts 2 | U.S. Legal Systems | Women's History* | World Geography |
| World History 1 | World History 2 | World History 1 Honors | World History 2 Honors | | |

***According to the Alaska Performance Scholarship (APS) Eligibility Criteria: "Additionally, for the Math & Science Curriculum option only, a foreign language, Alaska Native Language, American Sign Language, cultural heritage, or fine arts course may be substituted for one standard course of social studies." APS courses, including fine arts courses, are determined by each district. The FNSBSD has determined the following courses meet the criteria to*** *substitute for one course or unit of social studies****. One course or unit equals one credit.***

- All Music courses listed in the current FNSBSD Course Catalog.
- All Art courses listed in the current FNSBSD Course Catalog.
- EN205 Technical Drama
- EN297 Theater Performance I
- EN298 Theater Performance II

***Please note the above English course EN 298 may be used to meet either the APS language arts criteria or substitute for social studies in the math & science pathway. In order to substitute for social studies, the change in course code will need to be hand entered under direction of a counselor.***

*Course is APS approved, but no longer available in the current curriculum.

North Star College students take courses at the University of Alaska Fairbanks (UAF). Click here for a list of APS status on UAF courses.

| World Languages | | | | | |
|---|---|---|---|---|---|
| American Sign Language I | American Sign Language II* | American Sign Language III* | AP French | AP German* | AP Japanese |
| AP Latin* | AP Spanish | Chinese I | Chinese II | Chinese III | Chinese IV |
| Chinese Culture | eLearning AP Spanish* | eLearning French I | eLearning French II | eLearning German I | eLearning German II |
| eLearning Latin I | eLearning Latin II | eLearning Mandarin Chinese I | eLearning Mandarin Chinese II | eLearning Spanish I | eLearning Spanish II |
| eLearning Spanish III | French I | French II | French III | French IV | German I* |
| German II* | German III* | German IV* | Gwich'in I | Gwich'in II | Gwich'in III |
| Gwich'in IV | Iñupiaq I | Iñupiaq II | Japanese I | Japanese II | Japanese III |
| Japanese IV | J-Pop Culture | Koyukon I | Latin I* | Latin II* | Latin III* |
| Latin IV/ AP* | Lower Tanana Dene I | Lower Tanana Dene II | Russian I* | Russian II* | Russian III* |
| Spanish I | Spanish II | Spanish III | Spanish IV | Spanish Speaking Countries & Culture | |

*Course is APS approved, but no longer available in the current curriculum.

North Star College students take courses at the University of Alaska Fairbanks (UAF). Click here for a list of APS status on UAF courses.

# COLLEGE & CAREER FAIR

On October 15, 2026 the Fairbanks College and Career Fair will be held at the University of Alaska Fairbanks. School counselors will be sharing information with students as the time nears for the event.

The goal of the College and Career Fair is to provide high school students and families with a wealth of college and career training information, allow them to learn about different institutions, and provide the opportunity for them to ask questions of admissions counselors.

For information on the College and Career Fair, contact your counselor or the Dept. of Teaching and Learning at (907) 452-2000 ext. 11422.

**Check the website for the most up-to-date information.**
https://www.k12northstar.org/departments/teaching-learning/parent-student-information/student-events/college-career-fair-at-uaf

# COURSE FEES

All course fees are standard throughout the Fairbanks North Star Borough School District. If a fee is to be charged, it will be listed below as the maximum allowed each semester.* Per Administrative Regulations 1025, fees shall not be charged for courses that are required for high school graduation, which include math, science, social studies, English, health, and physical education. Some classes may require a deposit (e.g. for a camera) or require specific pieces of equipment (e.g. safety goggles, calculator). If a fee, deposit, or specific piece of equipment is required, the charge will also be listed below.

| AREA | COURSE | FEES/EQPMT |
|---|---|---|
| **Core Exceptions** | Advanced Placement (AP) Courses (All Subjects) | AP Exam Fee |
| | Mathematics Courses | Calculator |
| | Science Courses | Safety Goggles |
| **Art** | Alaska Native Arts: Beginning, Intermediate, & Advanced | $35 |
| | AP Studio Art: 2D Design | $40 + portfolio submission fee |
| | AP Studio Art: 3D Design | $45 + portfolio submission fee |
| | AP Studio Art: Drawing | $30 + portfolio submission fee |
| | 2D Art: Beginning, Intermediate, Advanced | $30 |
| | 3D Art: Beginning, Intermediate, Advanced | $30 |
| | Art Workshop | $30 |
| | Ceramics: Beginning **(revised)** | **$45** |
| | Ceramics: Intermediate & Advanced | $60 |
| | Drawing & Design | $30 |
| | Fiber Art: Beginning, Intermediate, & Advanced | $35 |
| | Graphic Design | $30 |
| | Honors Art: Portfolio Development | $30 |
| | Jewelry: Beginning, Intermediate, & Advanced | $35 |
| | Painting | $30 |
| | Photography: Beginning, Intermediate, & Advanced | $65 + deposit for district camera |
| | Printmaking | $30 |
| | Sculpture | $35 |
| | Special Topics in Art | $30 |
| | Studio Art | $30 |

*** Note: FNSBSD AR1025-G: Student Fees-Family Limit -** *Regardless of financial or economic status, a family whose gross school district receipts exceeds $100 per child or $250 per family in a school year, can have further fees waived upon request and presentation of receipts to the building principal.* **A provision should be in place for those students with financial hardships.**

**** This fee only applies to students using a school district instrument.**

***** Students may need to supply additional supplies determined by school.**

| AREA | COURSE | FEES/EQPMT |
|---|---|---|
| CTE | **Architecture & Construction** | |
| | Architectural Drafting 1A/B | $15 |
| | Building Trades 1A/B, 2A/B, 3A/B, & 4A/B **(revised)** | $25 |
| | Computer-Aided Drafting (CAD) 1A/B | $15 |
| | Drafting 1A/B | $15 |
| | Introduction to Cabinetmaking 1A/B | $20 |
| | Metalworking | $25 |
| | Tools of Technology & Trades | $15 |
| | Welding 1A/B & 2A/B | $35 |
| | Woods | $20 |
| | Woods, Advanced | $20 |
| | **Arts, A-V Technology & Communications** | |
| | Broadcast Journalism 1A/B | $25 |
| | Digital Cinema 1A/B | $25 + deposit for district camera |
| | Digital Photography 1A/B | $60 + deposit for district camera |
| | Foundations of Arts A/V (pilot) | $25 |
| | Graphic Design & Multimedia | $10 |
| | Graphic Design & Publishing | $10 |
| | Video Production 1A/B | $25 + deposit for district camera |
| | **Health Science** | |
| | Cosmetology 1A/1B | $25 |
| | Emergency Medical Technician A/B | $25 |
| | Emergency Trauma Technician | $25 |
| | First Aid/CPR & Health Careers Exploration | $25 |
| | Introduction to Exercise Science & Sports Medicine 1A/1B | $25 |
| | Introduction to Fire Services 1A/1B | $25 |
| | Introduction to Healthcare Occupations | $25 |
| | Nutrition in Healthcare | $10 |
| | Pharmacy Technician | $25 |
| | **Hospitality & Tourism** | |
| | Baking, Breads, & Pastries | $30 |
| | Catering and Food Production 1A/1B | $25 |
| | Culinary Arts 1A/1B | $30 |
| | ProStart 1A/1B & 2A/2B | $30 |
| | **Information Technology** | |
| | IT Networking | $15 |
| | **Introductory & Capstone** | |
| | Independent Research – Arts, A-V Technology, & Communications | $25 |

| | | |
|---|---|---|
| | **Science, Technology, Engineering, & Mathematics (STEM)** | |
| | Private Pilot Ground School 1A/1B | $25 |

*** Note: FNSBSD AR1025-G: Student Fees-Family Limit -** *Regardless of financial or economic status, a family whose gross school district receipts exceeds $100 per child or $250 per family in a school year, can have further fees waived upon request and presentation of receipts to the building principal.* **A provision should be in place for those students with financial hardships.**

**** This fee only applies to students using a school district instrument.**

***** Students may need to supply additional supplies determined by school.**

| AREA | COURSE | FEES/EQPMT |
|---|---|---|
| CTE | **Transportation, Distribution & Logistics** | |
| | Advanced Automotive Technology | $25 |
| | Basic Automotive Technology 1A/1B | $25 |
| | Commercial Drone Pilot | $25 |
| | Diesel Operations & Technology 1A/ | $25 |
| | Intermediate Automotive Technology 1 | $25 |
| | Intermediate Automotive Technology 2 | $25 |
| | Introduction to Collision Repair | $25 |
| | Non-Structural Analysis & Damage 1A/1B | $25 |
| | Painting & Refinishing 1A/1B | $25 |
| | Plastics & Adhesives 1A/1B | $25 |
| | Small Engines 1A/B & 2A/2B | $25 |
| | Structural Analysis & Damage Repair 1A/1B | $25 |
| JROTC | Air Force JROTC – All Courses | $35 |
| | Army JROTC – All Courses | $35 |
| | Marine JROTC – All Courses | $35 |
| Music | Instrument Rental** | $50 |
| | Advanced Ensemble | $40 + Uniform |
| | Beginning Band | $40 + Uniform |
| | Beginning Guitar | $40 + Uniform |
| | Concert Band | $40 + Uniform |
| | Intermediate Guitar | $40 + Uniform |
| | Jazz Band | $40 + Uniform |
| | Mariachi Band | $40 + Uniform |
| | Modern Band | $40 + Uniform |
| | Steel Pan Ensemble, Beginning*** | $40 + Uniform |
| | Steel Pan Ensemble Advanced*** | $40 + Uniform |
| | Symphonic Band | $40 + Uniform |
| | Choir: A Cappella, Chamber, Concert, Mixed, Show/Jazz, Tenor/Bass, and Treble | $40 + Uniform/Cleaning Fee |
| | Orchestra: Beginning, Chamber, Concert, Symphonic | $40 + Uniform/Cleaning Fee |
| Science | Introduction to Applied Ethnobotany (pilot course) (**new** – fee only if applying for UAF credit) | $60 |

| | | |
|---|---|---|
| **World Language** | Chinese, French, Gwich'in, Inupiag, Japanese, Koyukon, Lower Tanana Dene, Russian, & Spanish (all levels) | $20 + Dictionary |

*** Note: FNSBSD AR1025-G: Student Fees-Family Limit -** *Regardless of financial or economic status, a family whose gross school district receipts exceeds $100 per child or $250 per family in a school year, can have further fees waived upon request and presentation of receipts to the building principal.* **A provision should be in place for those students with financial hardships.**

**** This fee only applies to students using a school district instrument.**

***** Students may need to supply additional supplies determined by school.**

# GRADUATION REQUIREMENTS

To receive the regular high school diploma presented by the School Board, students are required to satisfactorily and fully complete a course of study that meets those requirements established by the State Board of Education and the FNSBSD, including completing a minimum of 22.5 credits distributed within the subject areas listed below. They will meet the requirements in the course catalog dated their freshman year.

| Class of 2026 - 2027 | Class of 2028 & Beyond |
|---|---|
| **English (4 Credits, 8 Semesters)** | |
| • English 9 (2 Semesters)<br>• English 10 (2 Semesters)<br>• American Lit (1 Semester)<br>• Other Lit (1 Semester)<br>• Writing Intensive (1 Semester)<br>• English Electives (1 Semester) | • English 9 (2 Semesters)<br>• English 10 (2 Semesters)<br>• American Lit (1 Semester)<br>• Other Lit (1 Semester)<br>• Writing Intensive (1 Semester)<br>• English Electives (1 Semester) |
| **Health (0.5 Credits, 1 Semester)** | |
| • Health (1 Semester) | • Health (1 Semester) |
| **Mathematics (3 Credits, 6 Semesters)** | |
| • Algebra 1 (2 Semesters)<br>• Statistics (1 Semester)<br>• Additional Math (3 Semesters)<br>*Students must earn 3 credits of math* ***in high school**** | • Algebra 1 (2 Semesters)<br>• Statistics (1 Semester)<br>• Additional Math (3 Semesters)<br>• *Students must earn 3 credits of math* ***in high school**** |
| **PE (1.5 Credits, 3 Semesters)** | |
| • PE (3 Semester)<br>*Students may earn ¼ credit of the PE requirement for each full season of participation in approved interscholastic or intramural athletic competition to not exceed 1.0 credits.* | • PE (3 Semester)<br>• *Students may earn ¼ credit of the PE requirement for each full season of participation in approved interscholastic or intramural athletic competition to not exceed 1.0 credits.* |
| **Science (3 Credits, 6 Semesters)** | |
| • Physical Science (2 Semesters)<br>• Biological Science (2 Semesters)<br>• Additional Science (2 Semesters) | • Physical Science (2 Semesters)<br>• Life Science (2 Semesters)<br>• Additional Science (2 Semesters) |
| **Social Studies (3.5 Credits, 7 Semesters)** | |
| • Alaska Studies (1 Semester)<br>• World Studies (2 Semesters)<br>• U.S. Studies (2 Semesters)<br>• Government (1 Semester)<br>• Economics (1 Semester) | • Alaska Studies (1 Semester)<br>• World Studies (2 Semesters)<br>• U.S. Studies (2 Semesters)<br>• Government (1 Semester)<br>• Economics (1 Semester) |
| **General Electives (7 Credits, 14 Semesters)** | |
| **TOTAL CREDITS REQUIRED: 22.5 Credits** | |

Subject areas with graduation requirements that will change in the next four years are highlighted in blue.

**If students successfully complete Algebra 1 in middle school before August 2022 or Geometry in middle school before August 2023, this will count towards the three credits of math required in high school.

# HIGH SCHOOL CLASS STANDINGS

983.5 Class Standings – High School

Purpose

To establish the policy of the School Board on classifying high school students' class standing for consistency across the district and compliance with state statue and regulations as this issue impacts the graduation rate and participation in standardized assessments.

Policy

A high school student's class standing for freshman, sophomore, and junior classification shall be determined by the number of years in high school. The number of years in high school and the number of credits earned shall be used to classify students as seniors.

| Class Standing | Criteria |
|---|---|
| Freshman (9th grade) | A student in his/her first year of high school. |
| Sophomore (10th grade) | A student in his/her second year of high school. |
| Junior (11th grade) | A student in his/her third year of high school. Students who do not earn 16.5 credits by the end of their third year of high school remain classified as juniors. |
| Senior (12th grade) | A student in his/her fourth year or more of high school and has earned 16.5 or more credits. |

Class standing shall be determined at the end of each semester. The administration will draft an administrative regulation to ensure appropriate notice to parents and students of their class standing.

Policy Adopted: July 5, 1983
Policy Revised: February 19, 1991
Policy Revised: December 21, 2004 (change effective August 2005)
Policy Revised: May 1, 2007
Policy Revised: May 6, 2008
Policy Revised: October 9, 2008 (Added AR Reference)

# *ADDITIONAL HIGH SCHOOL CREDIT OPTIONS*

- AHEAD
- Challenging Courses by Exam
- Concurrent Enrollment in FNSBSD and UAF Community & Technical College
- CTE Programs: CNA, Independent Research, Introduction to the Trades, School to Apprenticeship, and CTE Dual Enrollment
- Cross Credit Courses
- eLearning
- North Star College
- Outside Credit
- Physical Education Credit Application or PE Waiver
- Work Experience for Credit

# AHEAD PROGRAM

The Alaska Higher Education Admission Decision program allows qualified high school students to be formally admitted to the University of Alaska Fairbanks as general studies students. AHEAD students are assigned an academic advisor and follow the registration timeline for degree-seeking students.

To qualify, students must have completed three-fourths of their high school core curriculum and have a cumulative 3.0 GPA or higher.

**Goals and Objectives**

- Admit qualified high school students into UAF as concurrently enrolled students (simultaneously enrolled for credit in high school and university courses).
- Provide eligible high school students official UAF admittance (with degree-seeking, freshmen status), thereby enabling students to take advantage of early orientation and registration programs.
- Foster planned, cooperative advising among the high school student, parents, high school counselor and/or teacher, and the UAF AHEAD coordinator.
- Provide local high school students with unique opportunities for enriched scholastic and talent development.

**For more information on the AHEAD program, please contact your school's counselor and visit https://uaf.edu/admissions/apply/highschool/.**

# CHALLENGING COURSES BY EXAM

Fairbanks North Star Borough School District

## Process for Challenging a High School Course by Exam

Students who have completed 8th grade and those entering grades 9-12, who are currently enrolled in the FNSBSD, may challenge courses for high school credits. This option is designed to provide students the opportunity to demonstrate mastery through exam. It is not a process for credit recovery or course retakes. Students may not take a challenge exam for a course they have previously taken, and exams may not be taken more than once.

**Testing Dates:**

Specific testing dates will be scheduled and published at the beginning of each school year, and only select exams will be available. In order not to conflict with instructional time, exams may be administered on a Saturday. **Only core courses and some world languages can be challenged.**

Courses are added as vendors are approved by the Department of Teaching & Learning, in meeting Alaska State Standards which are approved through Alaska Department of Education & Early Development (DEED). Students who have completed 8th grade and students in grades 9-12 may take up to two challenge tests each exam date. Contact the Department of Teaching & Learning (452-2000 ext. 11422) to see if a specific course is available.

| Exam | Exam Date | Start Times | Registration Deadline | Location |
|---|---|---|---|---|
| #1 | **Thursday, July 23, 2026** | 10:00 a.m. | **Friday, July 10, 2026** | FNSBSD Admin Center Teaching & Learning (2nd floor) 520 Fifth Avenue Fairbanks, AK |
| #2 | **Thursday, October 29, 2026** | 10:00 a.m. | **Friday, October 16, 2026** | FNSBSD Admin Center Teaching & Learning (2nd floor) 520 Fifth Avenue, Fairbanks, AK |
| #3 | **Thursday, February 4, 2027** | 10:00 a.m. | **Friday, January 22, 2027** | |
| #4 | **Thursday, July 22, 2027** | 10:00 a.m. | **Friday, July 9, 2027** | FNSBSD Admin Center Teaching & Learning (2nd floor) 520 Fifth Avenue, Fairbanks, AK |

# CONCURRENT ENROLLMENT AT FNSBSD & UAF

High school students enrolled in the FNSBSD have the opportunity to take concurrent UAF Community and Technical College courses as they are available. These classes are offered within the school schedule, but qualify for optional university level credit, as well as district credit towards graduation.

For example, *Advanced Composition* (UAF - Writing IIIX) offers students experience in writing the various forms of exposition with emphasis on research, synthesis, and critical analysis. This course is offered in conjunction with UAF, and learners may purchase credits from UAF for *Writing 111X: Writing in Academic Contexts* upon completion of the course.

Contact your school counselor for more information about concurrent UAF/ CTC enrollment courses.

# CAREER & TECHNICAL EDUCATION (CTE) PROGRAMS

## CTE Dual Credit/ Co-Sponsored

CTE dual credit is a partnership between the UAF Community and Technical College (CTC) and the Fairbanks North Star Borough School District. The program recognizes the high quality of courses that are offered in the high school, and provides students the opportunity to receive university credit for specific high school classes, at a reduced cost.

The dual credit agreements with CTC are reviewed on an annual basis. For agreements for this school year, visit the district's website. Contact your school counselor if you have questions.

## Certified Nursing Assistant (CNA) Program

The Certified Nursing Assistant (CNA) program is offered during the fall and spring semesters, and can lead to State of Alaska Certification as a CNA. This program has a limited number openings each semesters, and interested students must go through the application process.

FNSBSD seniors are welcome to apply. They must have completed or be concurrently enrolled in *Introduction to Healthcare Occupations* or *Principles of Biomedical Sciences*. For more information, visit the district's website. Contact your school counselor if you have questions or are interested in applying to this program.

## Independent Research

CTE Independent Research courses are designed to meet the learning needs of students who have completed all other course offerings in a specific career pathway. The area of study in this course will be selected by the student and instructor. See the Introductory and Capstone section of the CTE courses in this catalog, or contact your school counselor for more information.

| | |
|---|---|
| Agriculture, Food & Natural Resources | CTEB500 |
| Architecture & Construction | CTEC510 |
| Arts, A-V Technology & Communications | CTEM610 |
| Health Science | CTEK590 |
| Hospitality & Tourism | CTEI570 |
| Information Technology | CTEF540 |
| Science, Technology, Engineering & Mathematics | CTEO630 |
| Transportation, Distribution & Logistics | CTEE530 |

## Introduction to the Trades

Students interested in the Introduction to the Trades classes are encourage to apply during their junior and/or senior year of high school. These classes are taught after school at the Fairbanks Pipeline Training Center by expert industry instructors. Students who are accepted into the program will develop industry skills in the class, and will also develop professional skills that are critical for success in the workplace. The industry instructors are evaluating the students on skill development, as well as the ability to take instruction and problem solve. All classes have classroom and hands-on skill development components.

Students may apply for one of the following Introduction to the Trades classes:

- Introduction to Carpentry
- Electrical Academy
- Welding Academy
- Heavy Equipment Maintenance
- Process Technology
- Construction Crafts Laborer Training

For more information, visit the district's website. Contact your school counselor if you have questions or are interested in applying to this program.

## School to Apprenticeship

The School to Apprenticeship (STA) provides high school seniors with the opportunity to gain entry into Federally Registered Apprenticeship programs. The STA program is sponsored by the FNSBSD and one of the following:

- Alaska Carpenters Training Trust
- Alaska Joint Electrical Apprenticeship and Training Trust (AJEATT)
- Plumbers & Pipefitters Local 375

Successful applicants may have the opportunity to become Federally Registered Apprentices once completing the program. As Federally Registered Apprentices, pre-apprentice participants will be expected to conform to the apprentice standards and policies adopted by the apprenticeship program.

More information can be found on the district website. Contact your school counselor if you have questions or are interested in applying to this program.

# CROSS CREDIT COURSES

Designated courses can be used to fill requirements in more than one content area. The credit type in **bold** print is the default credit students will receive unless changed by the school.

| Course Title | Credit Type |
|---|---|
| Advanced Automotive Technology (second semester) | **Science Elective** or<br>CTE Transportation, Distribution, and Logistics |
| Aerospace Engineering (second semester) | **Science Elective** or<br>CTE STEM |
| AP Art History | **Art Elective** or<br>Social Studies Elective |
| AP Computer Science A | **Math Elective** or<br>CTE STEM |
| Civil Engineering & Architecture (second semester) | **Math Elective** or<br>CTE STEM |
| Computer Programming (semesters one and two) | **Math Elective** or<br>CTE STEM |
| Computer Science 1A/1B | **Math Elective** or<br>CTE Information Technology |
| Computer Science Principles 1A/1B | **Math Elective** or<br>CTE Information Technology |
| Cybersecurity 1A/1B | **Social Studies Elective** or<br>CTE Information Technology |
| Digital Electronics (first semester) | **Math Elective** or<br>CTE STEM |
| Digital Electronics (second semester) | **Science Elective** or<br>CTE STEM |
| Engineering Design and Development (second semester) | **Science Elective** or<br>CTE STEM |
| Human Anatomy & Physiology | **Science Elective** or<br>CTE Health Science |
| Introduction to Agriculture (NPH; Students earns CTE elective credit, with the option for Science elective credit if needed for graduation.) | Science Elective or<br>**CTE Agriculture, Food, and Natural Resources** |
| Introduction to Basic Pathophysiology | **Science Elective** or<br>CTE Health Science |
| Introduction to Engineering Design (second semester) | **Math Elective** or<br>CTE STEM |
| Introduction to Applied Ethnobotany | **Science Elective** |
| Introduction to Exercise and Sports Medicine 1B (second semester) | **Science Elective** or<br>CTE Health Science |
| Math in Healthcare | **Math Elective** or<br>CTE Health Science |

| | |
|---|---|
| Math for Trades & Technical Careers | **Math Elective** or<br>CTE Architecture & Construction |
| **Course Title** | **Credit Type** |
| Medical Terminology 1A/1B (semesters one and two) | **Science Elective** or<br>CTE Health Science |
| Pharmacy Technician 1B (second semester) | **Science Elective** or<br>CTE Health Science |
| Principles of Engineering (semesters one and two) | **Science Elective** or<br>CTE STEM |

# E-LEARNING COURSES

FNSBSD is excited to offer eLearing virtual courses for students in grades 9 - 12 for the 2026-2027 school year. Virtual courses provide HS students the opportunity to fill gaps in their schedule, take additional courses or courses not offered at their neighborhood school.

At the secondary level, eLearning is vendor-led instruction mixed with family-supported and independent at-home application and learning. Students will have 24/7 access to asynchronous material. They will engage in learning each school day and will work toward mastery of all standards for their grade level. While students learn at their own pace, due dates and deadlines are provided to help students stay on track. Most of the curriculum is vendor-provided by Edmentum/Apex Learning. High school students are scheduled in an eLab during their school day and MUST test at their school with the eLearning lab tutor.

Online course options may change throughout the school year due to student interest and staffing. Contact your school counselor for a list of available classes. Additional information can be found on the district's website.

# NORTH STAR COLLEGE

North Star College is a middle college partnership with FNSBSD and the University of Alaska Fairbanks for juniors and seniors. All current sophomores or juniors on track for graduation and interested in pursuing college coursework, are invited to apply to North Star College during the application period. Participating students will have the opportunity to earn up to 15 tuition-free credits per semester that will apply towards FNSBSD graduation requirements.

**Eligibility**

Any sophomore or junior on track to graduate with at least a 2.5 GPA is eligible to apply, including students not currently enrolled in the district. UAF classes are on campus, students will remain eligible for student activities at their attendance area FNSBSD school.

**Lottery & Enrollment**

Those who meet qualifications will be selected through a random lottery process. Students who are selected are required to take the mandatory university placement exams upon admission. Students will be enrolled in pre-selected required cohort classes. They will also choose additional classes from a wide selection of courses at UAF. A district school counselor and a university academic advisor will work together to help students select appropriate classes.

If you have any questions, contact your school counselor or the North Star College counselor. For more information about North Star College, visit the district's website.

# OUTSIDE CREDIT REQUEST

Students interested in taking courses outside of the FNSBSD for high school credit may do so with **PRIOR** administrative approval. The student must complete the Outside Credit request form online by going to the district's website; assistance is available from the school counselor.

**The Outside Credit process requires students to get approval prior to taking an Outside Credit course.** The exception (under BP 6146.2) is that middle school students who have taken college credit prior to high school are expected to submit their applications for high school credit consideration **before** the end of the **first semester** of their high school career.

The FNSBSD has approved all University of Alaska Fairbanks' (UAF) courses for high school credit.

The district has also pre-approved courses through the DoWEA Virtual High School, which are available to high school students whose parents are active duty military at Eielson Air Force Base or Fort Wainwright. For more information, visit the district's website.

**Outside Credit requests for pre-approved courses:**

1. Fill out the online Outside Credit request form located on the district's website. This must be done before registering for the class.
2. For courses on the pre-approved list, students may register immediately after filling out the online Outside Credit form and don't have to wait for confirmation from the district that their request is approved. If a student wishes to take a course that is not on the pre-approved list, they should follow the steps listed below.
3. After the course is completed, turn in a transcript with the final grade to the school counselor.

**Outside Credit requests for courses not on the pre-approved lists.**

1. Fill out the online Outside Credit request form located on the district's website.
2. On this online form, provide a link to the course syllabus or give the syllabus to your school counselor. The syllabus should include which topics are covered, materials used, assignments required, grading policy, and instructor's name and credentials.
3. **Students must wait to register for the course until after they receive confirmation from the district that the outside credit request is approved.** Once approved, students may register for the course with the outside vendor.
4. After the course is completed, turn in your transcript with the final grade to your school counselor. (If a PE, music, art, or world language course is taken at an unaccredited institution, instead of a transcript, the instructor needs to provide a letter stating the student passed the class.) If an activity log was a condition placed on the course during approval, then it will need to be signed by the instructor or parent and turned into the school as well.

If you are unable to complete the outside credit request online, a hardcopy of the form is available at your school's counseling office. For more information, view the administration regulation on the next page, or contact your school counselor or the Department of Teaching & Learning at 452-2000 ext. 11282.

# PHYSICAL EDUCATION - APPLICATION FOR ¼ CREDIT

Students may earn ¼ - **credit** of the physical education requirement for each full season of participation in approved interscholastic or intramural athletic competition. The total credit earned shall not exceed one-full credit. Fill out the form on the district's website and submit it to your school counselor.

Ref SBP 984

**ADMINISTRATIVE REGULATION**
**Application to Earn 1/4-Credit of the Physical Education Graduation Requirement**

**For the class of 2024 and beyond:**

Students may earn 1/4-credit of the physical education requirement for each full season of participation in approved interscholastic or intramural athletic competition. The total credit earned shall not exceed one-full credit.

**Directions for the Student:** Please provide the information requested in Part I of this form (including all signatures) and return the form to your counselor. Information will be verified and you will receive an approved copy of the waiver. If you have any questions, please see your counselor.

**Part I**

| Student Name and Student ID # | Current Grade | School |
|---|---|---|
| | | |

List of Approved Interscholastic or Intramural Athletic Activities (check one)

| | | |
|---|---|---|
| ☐ Ballroom Dance | ☐ Flag Football | ☐ Swimming |
| ☐ Baseball | ☐ Football | ☐ Tennis |
| ☐ Basketball | ☐ Hockey | ☐ Track and |
| ☐ Cheerleading | ☐ JROTC** | ☐ Field Volleyball |
| ☐ Cross-country Running | ☐ Rifle Team | ☐ Wrestling |
| ☐ Cross-country Skiing | ☐ Soccer | ☐ |
| ☐ Fencing | ☐ Softball | ☐ |
| | **Activities such as Drill Team after school | ☐ |

Year of Participation:

Signatures:

| Student | Date | Parent | Date | Sponsor/ Coach | Date |
|---|---|---|---|---|---|
| | | | | | |

**Part II: Verification of Participation**

Approval indicated by the following signatures:

Counselor's Signature Date

Signature of Principal/ Designee Date

Revised 5-18-21

Ref SBP 984
Page 1 of 1

Fairbanks North Star Borough School District
520 Fifth Avenue
Fairbanks, AK 99701-4756

# WORK EXPERIENCE FOR CREDIT

## Work Experience for Credit Checklist

Work Experience for Credit is completed outside of regular class hours. A student does not need to register for the credit option in advance, but they must submit the application for credit after the necessary hours are completed. **It is the sole responsibility of the student to ensure requirements are met and submitted according to deadlines.**

**DEADLINES:** This form and accompanying documents must be submitted within the first two weeks of the following semester to be recorded and included with semester grades. (Example, to receive credit for fall semester, documentation must be submitted within the first 2 weeks of the following spring semester). **Graduating seniors** must submit all paperwork at least two weeks **prior to the end** of the semester to be recorded and included with semester grades. Work completed during the summer must be submitted by September 1 of each school year. Completed packets may be submitted early at any point in the semester.

### WORK EXPERIENCE FOR CREDIT HIGH SCHOOL OPTION:

- Students & Parents/Guardians will read and agree to follow the guidelines of the Fairbanks North Star Borough School District's Work Experience for Credit option. The student and parent/guardian understand that it is the student's responsibility to submit his/her work verification logs and required signatures in a timely manner in order to receive credit toward graduation.
- Students & Parents/Guardians understand that this option's credit does not count toward ASAA eligibility.
- Students & Parents/Guardians understand that this option is not a 'class', is not listed in a student schedule, and therefore does not count as a class for the purposes of eligibility.
- Students & Parents/Guardians understand this credit option earning 0.5 credits receives a grade of "PASS" that does not count as a grade for GPA purposes.

**CREDITS:** ***Work Experience for Credit*** is a 0.5 credit elective option available for high school students who work for 120 hours and complete all of the requirements. Students may earn a maximum of 2 credits towards graduation. Students may accumulate hours over multiple terms, as long as the work is continuous; credit is awarded in the semester the work is completed and forms are submitted. Students may repeat *Work Experience for Credit* up to four times, or for a maximum of 2 credits. ***Work Experience for Credit*** **is graded as "pass."**

**In order to have credit posted on a transcript, students should complete the following steps:**

☐ 1. Review the requirements prior to beginning employment.
☐ 2. Check and confirm with the employer that he/ she is willing to sign and verify employment as well as completion of required hours.
☐ 3. Save documentation to submit with request for credit. Keep 1 copy for yourself
   a. Pay stubs or Time sheets
   b. Work logs signed by a supervisor
   c. Supervisor's Work Skills Feedback
☐ 4. Upon completion of 120 hours, fill out the "Request for Elective Credit: Work Experience for Credit" form, attach documentation of hours, complete the Work Log Form, and submit supervisor's work skills feedback.
☐ 5. Submit all documents to your school counseling office.
☐ **6.** It will be up to the student to verify that all requirements are met and documentation is complete. Student should check in with counseling office 1 week after submitting all paperwork.

For more information visit the district's website.

## Work Experience for Credit - Supervisor's Work Skills Feedback

Please evaluate the student below on their work experience with you. There is a separate log that requires the student to keep track of their time worked.

Student Name (Print Legibly):_____ Student ID #:_____

Parent/Guardian's Name (Print Legibly):_____

Employment Location / Job Performed:_____

Supervisor's Name:_____ Phone:_____

Supervisor's Email:_____

*Please check the boxes of where you feel the student is performing*

| Professional Skill | Never | Rarely | Sometimes | Frequently |
|---|---|---|---|---|
| **TEAM MEMBER** Works well with others. Demonstrates good communication skills and encourages other team members. | | | | |
| **RESPONSIBLE** Is a self-starter; sees a task that needs to be done and does it without being asked; follows directions. | | | | |
| **HONESTY/INTEGRITY** Can be trusted to follow the rules, even when the supervisor isn't present; keeps their word. | | | | |
| **DEPENDABILITY/FOLLOW-THROUGH** Works diligently to complete tasks; alerts supervisor to problems or delays. | | | | |
| **GOOD ATTENDANCE/ON-TIME** Can be depended to be at work unless he/she has a good reason, like an illness; is on time to begin work. | | | | |
| **ACCURACY OF WORK** Is careful and avoids mistakes and, if he/she makes one, alerts the supervisor and fixes the mistake; pays attention to details | | | | |

**Supervisor Signature**_____**Date**_____

**Student Signature**_____**Date**_____

**Parent/ Guardian Signature**_____**Date**_____ ☐ Student is 18+

# Work Experience for Credit – Work Log

**Instructions:** Students must obtain a job and complete this log sheet to indicate the hours worked towards the 120-hour minimum for 0.5 credits. Students may repeat the experience to earn a maximum of 2 credits. **The responsibility of securing all the documentation and applying for the credit falls solely on the student.**

*Only include weeks in which hours were worked. Additional pages may be added as necessary.

| Week of: | Hours worked | | | | | | Weekly Total |
|---|---|---|---|---|---|---|---|
| | Mon | Tues | Wed | Thurs | Fri | Sat / Sun | |
| *Example: 3-26-18* | *2* | | *2* | | | *8* | *12* |
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| | | | | | | | |
| | | | | | Total: | | |

By signing this log, the Supervisor is verifying the student's total hours worked on this log.

Supervisor's Name (Please print)_____

Supervisor's Signature_____Date:_____

By signing this log, the student verifies the accuracy of the logged hours worked.

Student's Name (Please print) _____

Student ID#_____

Student's Signature _____Date:_____

By signing this log, the parent/guardian verifies the accuracy of the logged hours worked.

Parent/Guardian's Name (Print Legibly) _____

Parent/Guardian's Signature _____ ☐ Student is 18+

# Work Experience for Credit – Request for Elective Credit

**INSTRUCTIONS:** High School students wishing to request 0.5 – 2.0 elective credits under *Work Experience For Credit* must submit this completed form and attach all the appropriate documents as listed. All requirements must be completed to earn this high school credit option. Work Experience for Credit is graded Pass/Fail.

**DEADLINES:** This form and accompanying documents must be submitted within the first two weeks of the following semester to be recorded and included with semester grades. (Example, to receive credit for fall semester, documentation must be submitted within the first 2 weeks of the following spring semester). **Graduating seniors** must submit all paperwork at least two weeks **prior to the end** of the semester to be recorded and included with semester grades. Work completed during the summer must be submitted by September 1 of each school year. Completed packets may be submitted early at any point in the semester.

☐ Obtain all required signatures

- Student Signature
- Supervisor Signature
- Parent Signature

☐ Attach proof of 120 hours of continuous work experience (pay stubs, time sheets, etc.).

☐ Complete and attach the Work Log form

☐ Complete and attach the Supervisor's Work Skills Feedback form

Student's Name (Print Legibly) _____

ID#_____ Current Grade Level_____

Student's Email_____

Student's Cell or home phone number_____

Place of Employment_____

Supervisor's Name_____

Supervisor's Contact information:

Phone: (  ) _____ - _____ Email: _____

Student Name (Print Legibly): _____ Student ID #:_____

**Proof attached**

☐ Pay stubs or Time Sheets ☐ Work log signed by supervisor

☐ Supervisor's Work Skills Feedback Form Signed ☐ Other _____

Total Number of hours worked_____

Request completed during: School Year (i.e. 18-19 SY) _____

☐ Fall Semester ☐ Spring Semester ☐ Summer Semester

Have you previously earned Credit for Work? ☐ Yes ☐ No

If so, how much credit have you earned to date? _____

By signing below, the student and parent/guardian verifies:

- They have read and agree to follow the guidelines of the Fairbanks North Star Borough School District's Work Experience for Credit option. The student and parent/guardian understand that it is the student's responsibility to submit his/her work verification logs and required signatures in a timely manner in order to receive credit toward graduation.
- They understand that this option's credit does not count toward ASAA eligibility.
- They understand that this option is not a 'class', is not listed in a student schedule, and therefore does not count as a class for the purposes of eligibility.
- This credit earning 0.5 credits receives a grade of "PASS" that does not count as a grade for GPA purposes.

**Student Signature**_____Date_____

**Parent/**
**Guardian Signature**_____Date_____ ☐ Student is 18+

***School Section Only**

**Student received the following grade: ☐ Pass ☐ Fail**

**Student received _____ credits (maximum of 2.0 credits) Credit Code: X10**

**School Counselor**
**Signature**_____**Date**_____

**School Principal Signature**
_____**Date**_____

**Page 2 of 2**

# PUBLIC NOTICE OF NON-DISCRIMINATION

Fairbanks North Star Borough School District

## Notice of Non-Discrimination

The Board is committed to a policy of nondiscrimination in relation to race, ethnicity, color, religion, creed, sex, age, national origin, physical or mental disability, genetic information, marital status, changes in marital status, pregnancy, parenthood, sexual orientation, gender identity, disabled veterans, or other eligible veterans, or any other basis of discrimination prohibited by local, state, or federal law, except where a bona fide requirement may lawfully disqualify an individual. This policy will prevail in all matters concerning staff, students, contractors, the public, educational facilities, programs, services and activities, and individuals with whom the district does business.

It is the policy of the Fairbanks North Star Borough School District to maintain a learning and work environment that is free of harassment. The school district prohibits all forms of harassment.

Harassment includes but is not limited to any verbal, nonverbal, written, or physical conduct, or electronic communication relating to race, ethnicity, color, religion, creed, sex, age, national origin, physical or mental disability, genetic information, marital status, changes in marital status, pregnancy, parenthood, sexual orientation, gender identity, disabled veterans, or other eligible veterans, that is sufficiently severe, pervasive, or persistent that it substantially interferes with or limits an individual's work, academic, athletic or activity performance or creates an intimidating, hostile, or offensive work or academic environment.

Allegations of harassment must be reported immediately to the building principal, a supervisor, Student EEO Specialist, or Employee Relations Specialist. Allegations of harassment will be promptly, fairly, and thoroughly investigated. Violations of this policy will be subject to appropriate action, including discipline up to, and including expulsion from school or termination of employment.

Some forms of sexual harassment will warrant an investigation under Title IX. Such forms are outlined in School Board Policy 131.2.

Retaliation against a person alleging harassment or participating in an investigation of alleged harassment is prohibited. The school district shall promptly, fairly, and thoroughly investigate all reported allegations of retaliation and take appropriate action.

**Reference:** www.k12northstar.org **August 2024**







The Fairbanks North Star Borough School District is an equal employment and educational opportunity institution, as well as a tobacco and nicotine-free learning and work environment.

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Fairbanks North Star Borough School District
520 Fifth Avenue
Fairbanks, AK 99701