Post Falls School District Course Syllabus

School: Post Falls High School

Course title and description: General Psychology: A survey course that provides and overview of the major areas in the field of psychology	**Teacher name and contact information:** Paul Childs - paul.childs@sd273.com

Suggested student supplies:
Notebook, writing materials

Board-approved curriculum and supplemental resources:
Prentice Hall: Psychology, Second Edition

Standards covered:
Content Standard 1: Development of psychology as an empirical science

1.1 Define psychology as a discipline and identify its goals as a science.

1.2 Describe the emergence of psychology as a scientific discipline.

1.3 Describe perspectives employed to understand behavior and mental processes.

1.4 Explain how psychology evolved as a scientific discipline.

Content Standard 2: Major subfields within psychology
Students are able to

2.1 Discuss the value of both basic and applied psychological research with human and non-human animals.

2.2 Describe the major subfields of psychology.

2.3 Identify the important role psychology plays in benefiting society and improving people's lives.

Standard Area: Research Methods, Measurement, and Statistics

Content Standards With Performance Standards
Content Standard 1: Research methods and measurements used to study behavior and mental processes
Students are able to (performance standards):

1.1 Describe the scientific method and its role in psychology.

Reviewed 08/14/2025

1.2 Describe and compare a variety of quantitative (e.g., surveys, correlations, experiments) and qualitative (e.g., interviews, narratives, focus groups) research methods.

1.3 Define systematic procedures used to improve the validity of research findings, such as external validity.

1.4 Discuss how and why psychologists use non-human animals in research.

Content Standard 2: Ethical issues in research with human and non-human animals
Students are able to (performance standards):

2.1 Identify ethical standards psychologists must address regarding research with human participants.

2.2 Identify ethical guidelines psychologists must address regarding research with non-human animals.

Content Standard 3: Basic concepts of data analysis
Students are able to (performance standards):

3.1 Define descriptive statistics and explain how they are used by psychological scientists.

3.2 Define forms of qualitative data and explain how they are used by psychological scientists.

3.3 Define correlation coefficients and explain their appropriate interpretation.

3.4 Interpret graphical representations of data as used in both quantitative and qualitative methods.

3.5 Explain other statistical concepts, such as statistical significance and effect size.

3.6 Explain how validity and reliability of observations and measurements relate to data analysis.

Biopsychological Domain

Standards Area: Biological Bases of Behavior

Content Standards

After concluding this unit, students understand:

1. Structure and function of the nervous system in human and non-human animals

2. Structure and function of the endocrine system

3. The interaction between biological factors and experience

4. Methods and issues related to biological advances

Content Standards With Performance Standards
Content Standard 1: Structure and function of the nervous system in human and non-human animals
Students are able to (performance standards):

1.1 Identify the major divisions and subdivisions of the human nervous system.

1.2 Identify the parts of the neuron and describe the basic process of neural transmission.

1.3 Differentiate between the structures and functions of the various parts of the central nervous system.

1.4 Describe lateralization of brain functions.

1.5 Discuss the mechanisms of, and the importance of, plasticity of the nervous system.

Content Standard 2: Structure and function of the endocrine system
Students are able to (performance standards):

2.1 Describe how the endocrine glands are linked to the nervous system.

2.2 Describe the effects of hormones on behavior and mental processes.

2.3 Describe hormone effects on the immune system.

Content Standard 3: The interaction between biological factors and experience
Students are able to (performance standards):

3.1 Describe concepts in genetic transmission.

3.2 Describe the interactive effects of heredity and environment.

3.3 Explain how evolved tendencies influence behavior.

Content Standard 4: Methods and issues related to biological advances
Students are able to (performance standards):

4.1 Identify tools used to study the nervous system.

4.2 Describe advances made in neuroscience.

4.3 Discuss issues related to scientific advances in neuroscience and genetics.

Standard Area: Sensation and Perception

Content Standards

After concluding this unit, students understand:

1. The processes of sensation and perception

2. The capabilities and limitations of sensory processes

3. Interaction of the person and the environment in determining perception

Content Standards With Performance Standards

Content Standard 1: The processes of sensation and perception
Students are able to (performance standards):

1.1 Discuss processes of sensation and perception and how they interact.

1.2 Explain the concepts of threshold and adaptation.

Content Standard 2: The capabilities and limitations of sensory processes
Students are able to (performance standards):

2.1 List forms of physical energy for which humans and non-human animals do and do not have sensory receptors.

2.2 Describe the visual sensory system.

2.3 Describe the auditory sensory system.

2.4 Describe other sensory systems, such as olfaction, gustation, and somesthesis (e.g., skin senses, kinesthesis, and vestibular sense).

Content Standard 3: Interaction of the person and the environment in determining perception
Students are able to (performance standards):

3.1 Explain Gestalt principles of perception.

3.2 Describe binocular and monocular depth cues.

3.3 Describe the importance of perceptual constancies.

3.4 Describe perceptual illusions.

3.5 Describe the nature of attention.

3.6 Explain how experiences and expectations influence perception.

Standard Area: Consciousness

Content Standards

After concluding this unit, students understand:

1. The relationship between conscious and unconscious processes

2. Characteristics of sleep and theories that explain why we sleep and dream

3. Categories of psychoactive drugs and their effects

4. Other states of consciousness

Content Standards With Performance Standards

Content Standard 1: The relationship between conscious and unconscious processes
Students are able to (performance standards)

1.1 Identify states of consciousness.

1.2 Distinguish between processing which is conscious (i.e., explicit) and other processing which happens without conscious awareness (i.e., implicit).

Content Standard 2: Characteristics of sleep and theories that explain why we sleep and dream
Students are able to (performance standards)

2.1 Describe the circadian rhythm and its relation to sleep.

2.2 Describe the sleep cycle.

2.3 Compare theories about the functions of sleep.

2.4 Describe types of sleep disorders.

2.5 Compare theories about the functions of dreams.

Content Standard 3: Categories of psychoactive drugs and their effects
Students are able to (performance standards):

3.1 Characterize the major categories of psychoactive drugs and their effects.

3.2 Describe how psychoactive drugs act at the synaptic level.

3.3 Evaluate the biological and psychological effects of psychoactive drugs.

3.4 Explain how culture and expectations influence the use and experience of drugs.

Content Standard 4: Other states of consciousness
Students are able to (performance standards)

4.1 Describe meditation and relaxation and their effects.

4.2 Describe hypnosis and controversies surrounding its nature and use.

4.3 Describe flow states.

Development and Learning Domain

Standard Area: Life Span Development

Content Standards

After concluding this unit, students understand:

1. Methods and issues in life span development

2. Theories of life span development

3. Prenatal development and the newborn

4. Infancy (i.e., the first two years of life)

5. Childhood

6. Adolescence

7. Adulthood and aging

Content Standards With Performance Standards
Content Standard 1: Methods and issues in life span development
Students are able to (performance standards):

1.1 Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development.

1.2 Explain issues of continuity/discontinuity and stability/change.

1.3 Distinguish methods used to study development.

1.4 Describe the role of sensitive and critical periods in development.

1.5 Discuss issues related to the end of life.

Content Standard 2: Theories of life span development
Students are able to (performance standards):

2.1 Discuss theories of cognitive development.

2.2 Discuss theories of moral development.

2.3 Discuss theories of social development.

Content Standard 3: Prenatal development and the newborn
Students are able to (performance standards):

3.1 Describe physical development from conception through birth and identify influences on prenatal development.

3.2 Describe newborns' reflexes, temperament, and abilities.

Content Standard 4: Infancy (i.e., the first two years of life)
Students are able to (performance standards):

4.1 Describe physical and motor development.

4.2 Describe how infant perceptual abilities and intelligence develop.

4.3 Describe the development of attachment and the role of the caregiver.

4.4 Describe the development of communication and language.

Content Standard 5: Childhood
Students are able to (performance standards):

5.1 Describe physical and motor development.

5.2 Describe how memory and thinking ability develops.

5.3 Describe social, cultural, and emotional development through childhood.

Content Standard 6: Adolescence
Students are able to (performance standards):

6.1 Identify major physical changes.

6.2 Describe the development of reasoning and morality.

6.3 Describe identity formation.

6.4 Discuss the role of family and peers in adolescent development.

Content Standard 7: Adulthood and aging
Students are able to (performance standards):

7.1 Identify major physical changes associated with adulthood and aging.

7.2 Describe cognitive changes in adulthood and aging.

7.3 Discuss social, cultural, and emotional issues in aging.

Standard Area: Learning

Content Standards

After concluding this unit, students understand:

1. Classical conditioning

2. Operant conditioning

3. Observational and cognitive learning

Content Standards With Performance Standards
Content Standard 1: Classical conditioning
Students are able to (performance standards):

1.1 Describe the principles of classical conditioning.

1.2 Describe clinical and experimental examples of classical conditioning.

1.3 Apply classical conditioning to everyday life.

Content Standard 2: Operant conditioning
Students are able to (performance standards):

2.1 Describe the Law of Effect.

2.2 Describe the principles of operant conditioning.

2.3 Describe clinical and experimental examples of operant conditioning.

2.4 Apply operant conditioning to everyday life.

Content Standard 3: Observational and cognitive learning
Students are able to (performance standards):

3.1 Describe the principles of observational and cognitive learning.

3.2 Apply observational and cognitive learning to everyday life.

Standard Area: Language Development

Content Standards

After concluding this unit, students understand:

1. Structural features of language

2. Theories and developmental stages of language acquisition

3. Language and the brain

Content Standards With Performance Standards
Content Standard 1: Structural features of language
Students are able to (performance standards):

1.1 Describe the structure and function of language.

1.2 Discuss the relationship between language and thought.

Content Standard 2: Theories and developmental stages of language acquisition
Students are able to (performance standards):

2.1 Explain the process of language acquisition.

2.2 Discuss how acquisition of a second language can affect language development and possibly other cognitive processes.

2.3 Evaluate the theories of language acquisition.

Content Standard 3: Language and the brain
Students are able to (performance standards):

3.1 Identify the brain structures associated with language.

3.2 Discuss how damage to the brain may affect language.

Sociocultural Context Domain

Standard Area: Social Interactions

Content Standards

After concluding this unit, students understand:

1. Social cognition

2. Social influence

3. Social relations

Content Standards With Performance Standards
Content Standard 1: Social cognition
Students are able to (performance standards):

1.1 Describe attributional explanations of behavior.

1.2 Describe the relationship between attitudes (implicit and explicit) and behavior.

1.3 Identify persuasive methods used to change attitudes.

Content Standard 2 : Social influence
Students are able to (performance standards):

2.1 Describe the power of the situation.

2.2 Describe effects of others' presence on individuals' behavior.

2.3 Describe how group dynamics influence behavior.

2.4 Discuss how an individual influences group behavior.

Content Standard 3: Social relations

Students are able to (performance standards):

3.1 Discuss the nature and effects of stereotyping, prejudice, and discrimination.

3.2 Describe determinants of prosocial behavior.

3.3 Discuss influences upon aggression and conflict.

3.4 Discuss factors influencing attraction and relationships.

Standard Area: Sociocultural Diversity

Content Standards

After concluding this unit, students understand:

1. Social and cultural diversity

2. Diversity among individuals

Content Standards With Performance Standards
Content Standard 1: Social and cultural diversity
Students are able to (performance standards):

1.1 Define culture and diversity.

1.2 Identify how cultures change over time and vary within nations as well as internationally.

1.3 Discuss the relationship between culture and conceptions of self and identity.

1.4 Discuss psychological research examining race and ethnicity.

1.5 Discuss psychological research examining socioeconomic status.

1.6 Discuss how privilege and social power structures relate to stereotypes, prejudice, and discrimination.

Content Standard 2: Diversity among individuals
Students are able to (performance standards):

2.1 Discuss psychological research examining gender identity.

2.2 Discuss psychological research examining diversity in sexual orientation.

2.3 Compare and contrast gender identity and sexual orientation.

2.4 Discuss psychological research examining gender similarities and differences and the impact of gender discrimination.

2.5 Discuss the psychological research on gender and how the roles of women and men in societies are

perceived.

2.6 Examine how perspectives affect stereotypes and treatment of minority and majority groups in society.

2.7 Discuss psychological research examining differences in individual cognitive and physical abilities.

Cognition Domain

Standard Area: Memory

Content Standards

After concluding this unit, students understand:

1. Encoding of memory

2. Storage of memory

3. Retrieval of memory

Content Standards With Performance Standards
Content Standard 1: Encoding of memory
Students are able to (performance standards):

1.1 Identify factors that influence encoding.

1.2 Characterize the difference between shallow (surface) and deep (elaborate) processing.

1.3 Discuss strategies for improving the encoding of memory.

Cont ent Standard 2: Storage of memory
Students are able to (performance standards):

2.1 Describe the differences between working memory and long-term memory.

2.2 Identify and explain biological processes related to how memory is stored.

2.3 Discuss types of memory and memory disorders (e.g., amnesias, dementias).

2.4 Discuss strategies for improving the storage of memories.

Content Standard 3: Retrieval of memory
Students are able to (performance standards):

3.1 Analyze the importance of retrieval cues in memory.

3.2 Explain the role that interference plays in retrieval.

3.3 Discuss the factors influencing how memories are retrieved.

3.4. Explain how memories can be malleable.

3.5 Discuss strategies for improving the retrieval of memories.

Standard Area: Thinking

Content Standards

After concluding this unit, students understand:

1. Basic elements comprising thought

2. Obstacles related to thought

Content Standards With Performance Standards
Content Standard 1: Basic elements comprising thought
Students are able to (performance standards):

1.1 Define cognitive processes involved in understanding information.

1.2 Define processes involved in problem solving and decision making.

1.3 Discuss non-human problem-solving abilities.

Content Standard 2: Obstacles related to thought
Students are able to (performance standards):

2.1 Describe obstacles to problem solving.

2.2 Describe obstacles to decision making.

2.3 Describe obstacles to making good judgments.

Standard Area: Intelligence

Content Standards

After concluding this unit, students understand:

1. Perspectives on intelligence

2. Assessment of intelligence

3. Issues in intelligence

Content Standards With Performance Standards
Content Standard 1: Perspectives on intelligence

Students are able to (performance standards):

1.1 Discuss intelligence as a general factor.

1.2 Discuss alternative conceptualizations of intelligence.

1.3 Describe the extremes of intelligence.

Content Standard 2: Assessment of intelligence
Students are able to (performance standards):

2.1 Discuss the history of intelligence testing, including historical use and misuse in the context of fairness.

2.2 Identify current methods of assessing human abilities.

2.3 Identify measures of and data on reliability and validity for intelligence test scores.

Content Standard 3: Issues in intelligence
Students are able to (performance standards):

3.1 Discuss issues related to the consequences of intelligence testing.

3.2 Discuss the influences of biological, cultural, and environmental factors on intelligence.

Individual Variation Domain

Standard Area: Motivation

Content Standards

After concluding this unit, students understand:

1. Perspectives on motivation

2. Domains of motivated behavior in humans and non-human animals

Content Standards With Performance Standards
Content Standard 1: Perspectives on motivation
Students are able to (performance standards):

1.1 Explain biologically based theories of motivation.

1.2 Explain cognitively based theories of motivation.

1.3 Explain humanistic theories of motivation.

1.4 Explain the role of culture in human motivation.

Content Standard 2: Domains of motivated behavior in humans and non-human animals
Students are able to (performance standards):

2.1 Discuss eating behavior.

2.2 Discuss sexual behavior and orientation.

2.3 Discuss achievement motivation.

2.4 Discuss other ways in which humans and non-human animals are motivated.

Standard Area: Emotion

Content Standards

After concluding this unit, students understand:

1. Perspectives on emotion

2. Emotional interpretation and expression

3. Domains of emotional behavior

Content Standards With Performance Standards
Content Standard 1: Perspectives on emotion
Students are able to (performance standards):

1.1 Explain the biological and cognitive components of emotion.

1.2 Discuss psychological research on basic human emotions.

1.3 Differentiate among theories of emotional experience.

Content Standard 2: Emotional interpretation and expression
Students are able to (performance standards):

2.1 Explain how biological factors influence emotional interpretation and expression.

2.2 Explain how culture and gender influence emotional interpretation and expression.

2.3 Explain how other environmental factors influence emotional interpretation and expression.

Content Standard 3: Domains of emotional behavior
Students are able to (performance standards):

3.1 Identify biological and environmental influences on the expression and experience of negative emotions, such as fear.

3.2 Identify biological and environmental influences on the expression and experience of positive emotions, such as happiness.

Standard Area: Personality

Content Standards

After concluding this unit, students understand:

1. Perspectives on personality

2. Assessment of personality

3. Issues in personality

Content Standards With Performance Standards
Content Standard 1: Perspectives on personality
Students are able to (performance standards):

1.1 Evaluate psychodynamic theories.

1.2 Evaluate trait theories.

1.3 Evaluate humanistic theories.

1.4 Evaluate social-cognitive theories.

Content Standard 2: Assessment of personality
Students are able to (performance standards):

2.1 Differentiate personality assessment techniques.

2.2 Discuss the reliability and validity of personality assessment techniques.

Content Standard 3: Issues in personality
Students are able to (performance standards):

3.1 Discuss biological and situational influences.

3.2 Discuss stability and change.

3.3 Discuss connections to health and work.

3.4 Discuss self-concept.

3.5 Analyze how individualistic and collectivistic cultural perspectives relate to personality.

Standards Area: Psychological Disorders

Content Standards

After concluding this unit, students understand:

1. Perspectives on abnormal behavior

2. Categories of psychological disorders

Content Standards With Performance Standards
Content Standard 1: Perspectives on abnormal behavior
Students are able to (performance standards):

1.1 Define psychologically abnormal behavior.

1.2 Describe historical and cross-cultural views of abnormality.

1.3 Describe major models of abnormality.

1.4 Discuss how stigma relates to abnormal behavior.

1.5 Discuss the impact of psychological disorders on the individual, family, and society.

Content Standard 2: Categories of psychological disorders
Students are able to (performance standards):

2.1 Describe the classification of psychological disorders.

2.2 Discuss the challenges associated with diagnosis.

2.3 Describe symptoms and causes of major categories of psychological disorders (including schizophrenic, mood, anxiety, and personality disorders).

2.4 Evaluate how different factors influence an individual's experience of psychological disorders.

Applications of Psychological Science Domain

Standard Area: Treatment of Psychological Disorders

Content Standards

After concluding this unit, students understand:

1. Perspectives on treatment

2. Categories of treatment and types of treatment providers

3. Legal, ethical, and professional issues in the treatment of psychological disorders

Content Standards With Performance Standards
Content Standard 1: Perspectives on treatment
Students are able to (performance standards):

1.1 Explain how psychological treatments have changed over time and among cultures.

1.2 Match methods of treatment to psychological perspectives.

1.3 Explain why psychologists use a variety of treatment options.

Content Standard 2: Categories of treatment and types of treatment providers
Students are able to (performance standards):

2.1 Identify biomedical treatments.

2.2 Identify psychological treatments.

2.3 Describe appropriate treatments for different age groups.

2.4 Evaluate the efficacy of treatments for particular disorders.

2.5 Identify other factors that improve the efficacy of treatment.

2.6 Identify treatment providers for psychological disorders and the training required for each.

Content Standard 3: Legal, ethical, and professional issues in the treatment of psychological disorders
Students are able to (performance standards):

3.1 Identify ethical challenges involved in delivery of treatment.

3.2 Identify national and local resources available to support individuals with psychological disorders and their families (e.g., NAMI and support groups).

Standard Area: Health

Content Standards

After concluding this unit, students understand:

1. Stress and coping

2. Behaviors and attitudes that promote health

Content Standards With Performance Standards
Content Standard 1: Stress and coping
Students are able to (performance standards):

1.1 Define stress as a psychophysiological reaction.

1.2 Identify and explain potential sources of stress.

1.3 Explain physiological and psychological consequences for health.

1.4 Identify and explain physiological, cognitive, and behavioral strategies to deal with stress.

Content Standard 2: Behaviors and attitudes that promote health
Students are able to (performance standards):

2.1 Identify ways to promote mental health and physical fitness.

2.2 Describe the characteristics of and factors that promote resilience and optimism.

2.3 Distinguish between effective and ineffective means of dealing with stressors and other health issues.

Standard Area: Vocational Applications

Content Standard

Content Standards With Performance Standards
Content Standard 1: Career options
Students are able to (performance standards):

1.1 Identify careers in psychological science and practice.

1.2 Identify careers related to psychology.

Content Standard 2: Educational requirements
Students are able to (performance standards):

2.1 Identify degree requirements for psychologists and psychology-related careers.

2.2 Identify resources to help select psychology programs for further study.

Content Standard 3: Vocational applications of psychological science

3.1 Discuss ways in which psychological science addresses domestic and global issues.

3.2 Identify careers in psychological science that have evolved as a result of domestic and global issues.

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:
Yes
No

If yes, grades are weighted as follows:

Other information:

Respect is the most important expectation.

Students should be prepared to discuss material on a daily basis.

Food and drink is not allowed. (Except water)

No cell phones, electronic devices, or headphones allowed in class.

Use of electronic devices during testing will be considered cheating.

Late work due to an unexcused absence will not be accepted.

Late work due to an excuse absence will have a due date of one day for each excused absence.

Students are expected to be prepared to positively participate each and every day.

Students can make up tests and quizzes for an excused absence.

The school's tardy policy will be in effect.

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls High School

Course title and description:

Basic Geometry:

The purpose of this course is to provide specialized academic instruction for special education students. They will be exposed to concepts within Geometry. This includes, Perimeter, area, volume and coordinate planes.

• Lessons are composed of two parts: one part to develop understanding of math concepts, and one part to apply those concepts in problem-solving situations.
• The development of key concepts is spread across the program to provide more time with each concept.
• Ongoing practice with math skills is part of every lesson.

Teacher name and contact information:

Adam Raab
Email: adam.raab@sd273.com

Suggested student supplies:

Pencil, Notebook, Calculator

Board-approved curriculum and supplemental resources:

Walch Mathematics Power Basics: Geometry

Chalkboard Publishing 10 Minute Warm - ups

Standards covered:

Semester	Standards
1	CCSS.Math.Content.HSG.CO.A.1 CCSS.Math.Content.HSG.CO.A.2 CCSS.Math.Content.HSG.CO.A.3 CCSS.Math.Content.HSG.CO.A.4 CCSS.Math.Content.HSG.CO.A.5 CCSS.Math.Content.HSG.CO.B.6 CCSS.Math.Content.HSG.CO.B

	.7 CCSS.Math.Content.HSG.CO.B .8 CCSS.Math.Content.HSG.CO.C. 9 CCSS.Math.Content.HSG.CO.C. 10 CCSS.Math.Content.HSG.CO.C. 11 CCSS.Math.Content.HSG.CO.D .12 CCSS.Math.Content.HSG.CO.D .13 CCSS.Math.Content.HSG.C.A.1 CCSS.Math.Content.HSG.C.A.2 CCSS.Math.Content.HSG.C.A.3 CCSS.Math.Content.HSG.C.A.4 CCSS.Math.Content.HSG.C.B.5 CCSS.Math.Content.HSG.GMD .A.1 CCSS.Math.Content.HSG.GMD .A.2 CCSS.Math.Content.HSG.GMD .A.3 CCSS.Math.Content.HSG.GMD .B.4
2	CCSS.Math.Content.HSG.SRT. A.1 CCSS.Math.Content.HSG.SRT. A.2 CCSS.Math.Content.HSG.SRT. A.3 CCSS.Math.Content.HSG.SRT. B.4 CCSS.Math.Content.HSG.SRT. B.5 CCSS.Math.Content.HSG.SRT. C.6 CCSS.Math.Content.HSG.SRT. C.7 CCSS.Math.Content.HSG.SRT. C.8 CCSS.Math.Content.HSG.SRT. D.9 CCSS.Math.Content.HSG.SRT. D.10 CCSS.Math.Content.HSG.SRT. D.11 CCSS.Math.Content.HSF.LE.A. 1 CCSS.Math.Content.HSF.LE.A. 2 CCSS.Math.Content.HSF.LE.A. 3 CCSS.Math.Content.HSF.LE.A.

	4 CCSS.Math.Content.HSF.LE.B.5 CCSS.Math.Content.HSA.REI.A.1 CCSS.Math.Content.HSA.REI.A.2 CCSS.Math.Content.HSA.REI.B.3 CCSS.Math.Content.HSA.REI.B.4 CCSS.Math.Content.HSA.REI.C.5 CCSS.Math.Content.HSA.REI.C.6 CCSS.Math.Content.HSA.REI.C.7 CCSS.Math.Content.HSA.REI.C.8 CCSS.Math.Content.HSA.REI.C.9 CCSS.Math.Content.HSA.REI.D.10 CCSS.Math.Content.HSA.REI.D.11 CCSS.Math.Content.HSA.REI.D.12

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:
Yes
No

If yes, grades are weighted as follows:

Other information: I will accept all late work from the SAME quarter.
Grade Breakdown:
Tests - 25%
Quizzes - 15%
Classwork - 30%
Project - 20%
Final - 10%.

Classroom Expectations & Policies

1. Seating & Physical Environment

- All students must remain seated at their assigned desks and/or seat for the entire hour-long period.
- Sitting, lounging, or gathering on the floor, counters, or other non-traditional spaces is strictly prohibited.

2. Device & Cell Phone Policy

Cell phone privileges are strictly conditional based on academic standing and effort. **No cell phones are allowed to be out, visible, or used for browsing/texting for:**

- Any student who has a **C- or lower** showing in their Skyward account.
- Any student who currently has **outstanding, incomplete, or missing work** in any of their classes.

3. Music & Headphones

Students may listen to music regardless of their academic standing, provided they adhere to these strict criteria:

- **Out of Sight:** The phone must remain completely hidden (e.g., in a pocket, backpack, or binder) at all times.
- **Connection:** Audio must be accessed via Bluetooth headphones paired to the hidden phone, or plugged directly into a Chromebook.
- **Volume:** Volume must be completely silent to peers and staff.
- **No Distractions:** Selecting or changing music must not become a visual distraction; the device must stay away.
- I, _____ (students name) along with my parent(s) have read and understand the expectations outlined within this Geometry class syllabus.

Student Signature: _____

Parent Signature: _____

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)

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relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment

I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School:

Course title and description: Government - A course of comparative governments, representative democracy, civil rights, citizenship, political parties and the three branches of our government (legislative, judicial and executive). The second semester will deal with state and local government.	**Teacher name and contact information:** Paul Childs - paul.childs@sd273.com Jeremy Zender - jeremy.zender@sd273.com Stuart Gossler-Green - Stuart.Gossler-green@sd273.com

Suggested student supplies:

Chromebooks will be assigned to students.

Notebook, writing materials

Board-approved curriculum and supplemental resources:
Magruder's American Government, Prentice Hall

Standards covered:
Based on the Idaho Content Standards for K-12 Social Studies, here is a bulleted list of the required standards for an American Government class:

9-12.GOV.1: Influences on the American Founding (e.g., Locke, Montesquieu, Roman republicanism).

9-12.GOV.2: The Declaration of Independence and its definition of government.

9-12.GOV.3: Reasons for and effects of the Articles of Confederation.

9-12.GOV.4: Compromises of the Constitutional Convention (e.g., Great Compromise, Three-Fifths Compromise).

9-12.GOV.5: Arguments of the Federalists and Anti-Federalists.

9-12.GOV.6: Principles of the Preamble, including popular sovereignty.

9-12.GOV.7: Limited government, checks and balances, separation of powers, and federalism within the Constitution.

9-12.GOV.8: The structure of the Constitution and the amendment process.

9-12.GOV.9: The Bill of Rights and its role in limiting government power.

9-12.GOV.10: The definition and relationship between a democracy and a republic.

9-12.GOV.12: Expectations of a citizen or resident (e.g., being informed, obeying the law).

9-12.GOV.13: Rights and obligations of citizens.

9-12.GOV.14: The importance of voting.

9-12.GOV.15: The role and evolution of political parties.

9-12.GOV.16: Ways citizens participate in the political process (e.g., campaigning, lobbying).

9-12.GOV.17: Requirements for natural-born citizenship.

9-12.GOV.20: The legislative branch (Congress) and the 17th Amendment.

9-12.GOV.21: The process of a bill becoming a law.

9-12.GOV.22: The executive branch (Presidency) and the 25th Amendment.

9-12.GOV.23: The Electoral College.

9-12.GOV.24: The judicial branch and the jurisdiction of the Supreme Court.

9-12.GOV.25: Judicial philosophies (e.g., activism vs. originalism).

9-12.GOV.26: The functions and relationships between federal, state, and local governments.

9-12.GOV.27: The organization and powers of Idaho's state and local governments.

Required Civics Test
Idaho Code § 33-1602: Requires students to pass the U.S. Civics Test with a score of 70% or higher to graduate.

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:
Yes
No

Other information:
Respect is the most important expectation.

Food and drinks are allowed, but clean up your mess.

No cell phones, electronic devices, or headphones
The use of electronic devices during tests will be considered cheating.
No gaming, movie watching, or social media is allowed.

Late work due to an unexcused absence will not be accepted or will be marked down.
Late work due to an excused absence will be accepted for full credit. The make-up assignment may be the same as the original or an alternative of comparable value. This is at the teacher's discretion.

Students can make up tests and quizzes for an excused absence.

The school's tardy policy will be in effect.
Students are required to pass Gov. I and Gov. II to graduate.

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls High School

Course title and description: Guitar This course is designed to teach the basics of the acoustic guitar. Students will learn to read chords, notated rhythms, pitch, and strumming patterns. Students will also explore different styles of guitar playing such as classical, folk, jazz and rock. Students do not need their own guitar, but it is strongly recommended. (No electric guitars).	**Teacher name and contact information:** Joel Sandford joel.sandford@sd273.com (208)-773-0581

Suggested student supplies:
Notebook/Binder
Pencil

Board-approved curriculum and supplemental resources:
Provided Guitar
H.O.T. Guitar Method
Lead Guitar Method

This course utilizes a variety of curricular resources, including materials curated from reputable educational websites, teacher-developed content, and supplemental tools that support the learning goals outlined in the syllabus. Every effort is made to ensure these resources are aligned with grade-level standards and are appropriate for classroom use.

Standards covered:
4-5.MU:GM.2.2, 4-5.MU:GM.2.3, 4-5.MU:GM3.2,

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:
Yes
No

If yes, grades are weighted as follows:

Daily Performance:	30%
Class Assignments:	15%
Playing Tests:	40%
EOCA:	15%

Reviewed 08/14/2025

Other information:

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: PFHS

Course title and description: HEALTH

Health Education is a required course designed to help all students acquire the information needed to make good decisions about their health now and in the future. There will be an emphasis on lifestyle factors that students can control **now** helping to enhance their emotional, social, and physical well being throughout their life. In addition, students will research information to survey major health topics.

Teacher name and contact information:

Craig Kent- craig.kent@sd273.com
Michele Bektic- michele.bektic@sd273.com
Lauren Whitney (Paven)- lauren.paven@sd273.com
Luke Roberts- luke.roberts@sd273.com
Amy Robertson- amy.robertson@sd273.com
Tanner Brooks -tanner.brooks@sd273.com
Brian Etchison - brian.etchison@sd273.com

Suggested student supplies:

Health Notebook
Pencil

Board-approved curriculum and supplemental resources: Glencoe Health Text Book, Apples and Banana Education curriculum, National and Government Health sites. This course utilizes a variety of curricular resources, including materials curated from reputable educational websites, teacher-developed content, and supplemental tools that support the learning goals outlined in the syllabus. Every effort is made to ensure these resources are aligned with grade-level standards and are appropriate for classroom use.

Standards covered: Standards for this course are set by the Idaho Department of Education and can be found at https://boardofed.idaho.gov/resources/health-approved-april-17-2009/ (Grades 9-12 begins on pg.14)
Health Standards: 9-12.H.1-6, 9-12.H.2.1-6, 9-12.H.3.1-5, 9-12.H.4.1-4, 9-12.H.5.1-7, 9-12.H.6.1-4, 9-12.H.7.1-5, 9-12.H.8.1-4

Students will

1. Be able to understand, explain and demonstrate healthy strategies in dealing with physical, mental and emotional health issues.
2. Understand and develop a fitness plan
3. Understand the importance of nutrition and exercise as it relates to disease prevention.
4. Develop prevention strategies pertaining to non-communicable and communicable disease.
5. Understand the long and short term consequences of alcohol, tobacco, and drug use.
6. Practice refusal skills as a means of coping with peer pressure associated with substance abuse and relationships.
7. Recognize how social media can impact personal and community health.
8. Understand the reproductive system-what is its function, what are problems that can happen, how to protect it.Evaluate the psychological, social, emotional, and physical implications of risk behaviors associated with sexual activity.
9. Understand the important elements of first aid and learn Hands Only CPR

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).
Grades in this course are weighted:

Yes
X-No

Reviewed 08/14/2025

Other information:

Cell Phone Policy

At specific times cell phones may be used, but only during permitted time authorized by the instructor. Otherwise, cell phones shall remain put away IN BACKPACKS. Any cell phone seen out during classwork time will follow into the process of 1) Warning 2) The student will turn their phone into the office to be picked up at the end of the school day. Any recurring offenses will result in an office referral.

Late and Absent Work Policy

The majority of assignments are designed to be completed during each class period. The expectation is students will be working on assignments *during* class time given. Late work will be accepted until the end of the unit, but for reduced credit. Please note *Students who submit late work will lose additional credit if they did not finish the assignment in the class time given because of poor time management. Exception: If a student is absent, they will have the same number of days as the time of the absence to make up for any missed work.

Please sign and return below this dotted line ----------

Health Syllabus: I have read and understand the syllabus

Student Name (Print) _____ Class Period _____
Parent Signature _____ Date _____

Reviewed 08/14/2025

Return this page to your teacher.

Student Name: _____

Course: **Health** _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls High School

Course title and description:	**Teacher name and contact information:**
Honors Earth and Space Science- The course will contain significant levels of reading, writing, statistical analysis, evidence collection, and research. Expect to spend about 2-4 hours on these tasks outside of class per week. This class will be taught in the perspective of inquiry based learning; participation, presentation, and debate are critical components of this course.	Corey Neal corey.neal@sd273.com

Suggested student supplies:

- Writing utensil(s)-pen, pencil, etc.
- Access to the Internet

Board-approved curriculum and supplemental resources:
This course will be taught using the *HMH: Dimensions* textbook and curriculum. The textbook is available in class or online. ***Some assignments will be turned in on google classroom, and some must be done in person. It will ALWAYS be on the whiteboard in the front of the room-.*** Some time each week will need to be devoted to these activities and will require some online access. If this is not possible (library, before or after school, friends/relatives house) arrangements must be made before the assignment is due.

Standards covered:
Topics for Honors Earth and Space Science

Semester 1

Quarter 1- Connectivity of Earth's Systems- Chapters 1, 2, and 9

*Standards: HS-ESS2-2, HS-ESS2-3, HS-ESS2-4, HS-ESS2-5, HS-ESS2-6, HS-ESS2-7, HS-ESS3-5, HS-ESS3-6

Quarter 2- Space and the Universe- Chapters 4 and 5

*Standards: HS-ESS1-1, HS-ESS1-2, HS-ESS1-3, HS-ESS1-4, HS-ESS1-6, HS-ESS2-4

Semester 2

Quarter 3 - Geologic Processes- Chapters 6, 7, and 10

*Standards: HS-ESS1-5, HS-ESS2-1, HS-ESS2-2, HS-ESS2-3, HS-ESS2-5, HS-ESS2-7, HS-ESS3-1, HS-ESS3-5

Quarter 4 - Natural Resources- Chapters 3, 8, and 11

*Standards: HS-ESS2-5, HS-ESS3-1, HS-ESS3-2, HS-ESS3-3, HS-ESS3-4, HS-ESS3-6, HS-ESS1-2, HS-ESS1-3

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:

Yes
No

If yes, grades are weighted as follows:

- Can you explain it? (Classwork)- 15% of final grade; In person
- Notes (Homework)- 10% of final grade; In person
- Labs- 10% of final grade; Some online, some in person
- Participation- 10% of final grade; weekly on Thursdays
- Tests and Quizzes- 30% of final grade; Weekly (quiz) and at the end of each chapter (Test)
- Semester Projects- 10% of final grade; 2, one per quarter
- Semester Final Exam- 15% of final grade; semester

Other information:

Cell Phone Policy: There will be ABSOLUTELY NO PHONES OR HEADPHONES ALLOWED DURING TIMES ONCE YOU ENTER THE CLASSROOM as per school policy.

AI Policy: The emergence of artificial intelligence has created a new space that is rapidly changing how students and teachers interact in the classroom. It is my goal to let students use new technology as much as possible, but there is a limit to what I expect from AI. I aim to be clear what I expect but this can change if new technology presents an issue, and this list can change if that occurs.

Acceptable uses of Artificial Intelligence	Unacceptable uses of Artificial Intelligence
Generating images for projects	Generating text responses
Asking for clarification	Formula solving tools
Getting help on a formula or vocabulary word	Copy and pasting directly from an AI source
	Passing off AI responses as your own work

Make-up and Late Work Policy:

Labs/Notes/Can you explain it?

- THERE ARE NO MAKEUPS OR LATE WORK ACCEPTED IN THESE CATEGORIES (Few exceptions)
- It is expected that your student knows that these will be done every week regardless of circumstance.
- Obvious expectations and considerations will be given, but remember this, “It is better to be proactive, than reactive”. If you tell me before it is due, I am much more likely to consider the situation than if it is after the due date.
- Google classroom will record when you turn it in, so make sure you have hit “submit” when you are finished so you don’t risk it being marked “Late”

Quiz Make-ups

- Quizzes are done during the weekend and there will be no makeup unless it is arranged before.
- You can take the quiz as often as you want while it is open
- Once the quiz closes it will NOT reopen

Test Corrections

- There are no test corrections in this course

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls High School

Course title and description: History of Rock and Roll

This course will examine 50 years of world history and culture through the lens of Rock and Roll music. Students will explore the development of rock and roll through each decade and the cultural, political and societal influences that not only helped shape the music, but came to define specific eras in World and American History. This course seeks to balance understanding the development and significance of Rock & Roll in its historical and social environment while maintaining a focus on listening to the music as the main mode of understanding.

Teacher name and contact information:

Joel Sandford
joel.sandford@sd273.com
(208)-773-0581

Suggested student supplies:
Notebook/Binder
Pencil/Pen

Board-approved curriculum and supplemental resources:

This course utilizes a variety of curricular resources, including materials curated from reputable educational websites, teacher-developed content, and supplemental tools that support the learning goals outlined in the syllabus. Every effort is made to ensure these resources are aligned with grade-level standards and are appropriate for classroom use.

Standards covered:

6-12.MU:GM.4.1, 6-12.MU:GM.5.1, 6-12.MU:GM.5.2,

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:
Yes
No

If yes, grades are weighted as follows:

Daily Performance:	15%
Assignments:	15%
Quizzes	20%
Tests	30%
Final:	20%

Reviewed 08/14/2025

Other information:

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls

Course title and description:	**Teacher name and contact information:**
Honors Algebra II	Jessica Smart jessica.smart@sd273.com

Suggested student supplies:

Notebook, Writing Utensils, Scientific Calculator

Board-approved curriculum and supplemental resources:

Pearson's Algebra 2 Common Core

Standards covered:

Chapter 1: A-SSE.B.3, N-4N.B.3 prep, N-Q.A.2, A-SSE.A.1, A-CED.A.1, A-CED.A.4
Chapter 2: F-IF.A.1, F-IF.A.2,A-CED.A.2, F-IF.C.9,F-IF.B.4, F-BF.B.3
Chapter 3: A-CED.A.2, A-REI.C.6,A-REI.D.12,A-CED.A.3,A-REI.C.8
Chapter 4: F-BF.B.3, A-CED.A.1, F-IF.B.4, F-IF.B.6, A-CED.A.2, F-IF.C.8, F-IF.C.9, F-IF.B.5, A-SSE.A.2, A-CED.A.1, A-REI.B.4b, N-CN.A.1, N-CN.A.2, N-CN-C.7, N-CN.C.8, A-CED.A.3, A-REI.C.7, A-REI.D.11
Chapter 5: F-IF-C.7c, A-SSE.A.1a, A-APR.B.3, A-REI.D.11, A-SSE.A.2, A-APR.B.2, A-APR.A.1, N-CN.C.7, N-CN.C.8, N-CN.C.9, A-APR.C.5.
Chapter 6: A-SSE.A.2, N-RN.A.2, A-REI.A.2, F-BF.A.1b, F-BF.B.4a, F-IF.C.7b, F-IF.C
Chapter 7: F-IF.C.7e, A-SSE.A.1b, A-CED.A.2, F-IF.C.8, F-BF.A.1b, F-BF.B.4a, F-IF.C.9, F-IF.A.4, F-LE.A.4, A-REI.D.11
Chapter 8: A-CED.A.2, F-BF.B.3, F-IF.C.7d, F-Bf.A.1b, A-SSE.A.2, A-SSE.A.1b, A-APR.D.7, A-APR.D.7
Chapter 9: A-SSE.B.4, F-IF.A.3, A-SSE.B.4
Chapter 10: G-GPE-A.1, G-GPE-A.2, G-GPE-A.3
Chapter 11: S-CP.8.9, S-IC.A.2, S.CP.B.7, S-CP.B.6, S-MD.B.6
Chapter 12: N-VM.C.8, N-VM.C.10, N-VM.C.6, N-VM.C.7, N-VM.C.12, G-CO.A.5, G-CO.A.2, N-VM.B.5a, N-VM.A.2, N-VM.A.3
Chapter 13: F-IF.B.4, F-TF.B.5, F-TF.A.2, F-TF.A.1, F-IF.C.7e
Chapter 14: F-TF.C.8, F-TF.B.6, G-SRT.C.6, G-SRT.D.9, G-SRT.D.11, G-SRT.D.10, F-TF.C.9

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:

- ~~Yes~~
- No

If yes, grades are weighted as follows: .5 percentage points added because it it is an honors class

Reviewed 08/13/2025

Other information:

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls High School

Course title and description:	**Teacher names and contact information:**
Honors Biology This course is a college prep Biology class that demands a greater in-depth study and performance from selected high achievement students. Students receive an extra .5 added to their G.P.A.	Mr. McKain joshua.mckain@sd273.com

Suggested student supplies:

Strongly suggested: pencils, composition book/notebook, folders/binders, highlighters
Other supplies to consider: colored pencils, 3x5 cards, sticky notes

Board-approved curriculum and supplemental resources:

HMH Science Dimensions - Biology

Standards covered:

HS-LS-1.1, HS-LS-1.2, HS-LS-1.3, HS-LS-1.4, HS-LS-1.5, HS-LS-1.6, HS-LS-1.7, HS-LS-2.1, HS-LS-2.2, HS-LS-2.3, HS-LS-2.4, HS-LS-2.5, HS-LS-2.6, HS-LS-2.7, HS-LS-3.1, HS-LS-3.2, HS-LS-3.3, HS-LS-4.1, HS-LS-4.2, HS-LS-4.3, HS-LS-4.4, HS-LS-4.5

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:
- Yes
- No

If yes, grades are weighted as follows:
- Tests: 50%
- Labs/Projects: 15%
- Classwork: 5%
- Final Exam: 20%
- Project 10%

Reviewed 08/14/2025

Other information:

Topics Covered:

Quarter 1:

Topic 1 - Introduction to Biology - Characteristics of life, levels of organization, homeostasis (Chapters 1 and 2)

Topic 2 - Cells - Carbon compounds, cell structures, cell types, tissues (Chapter 1)

Topic 3 - Cell Division - Cell cycle, mitosis, cell differentiation (Chapter 5)

Quarter 2:

Topic 4 - Matter and Energy in Living Systems - ATP, photosynthesis, cellular respiration (Chapter 3)

Topic 5 - Structure and Function of DNA - DNA structure and replication, protein synthesis, gene expression and regulation (Chapter 6)

Quarter 3:

Topic 6 - Genetics and Heredity - Meiosis, heredity, traits and probability, mutations, diversity of life (Chapter 7)

Topic 7 - Evolution - Theory of Natural Selection, evidence of evolution, changes in species, evolution of behavior (Chapter 8 and 9)

Quarter 4:

Topic 8 - Ecology and Human Impacts on the Environment - movement of energy and matter in ecosystems, population ecology, human impacts on the environment

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls High School

Course title and description:	**Teacher name and contact information:**
This honors class deals with various types of writing including narrative, creative and research-based, as well as the advanced study of composition. An in-depth examination of short stories and their elements, as well as the novel, Shakespearean drama, Greek poetry, and non-fiction will also be included. Students receive an extra .5 added to their GPA.	Kenzie Lewis kenzie.lewis@sd273.com

Suggested student supplies:

- Notebook
- Pencil/pen
- Highlighters
- HMH: Into Literature Grade 9 Textbook
    - Students will receive a paper copy of their textbook. Students can also access their book online through the following link. Their login credentials are the same as their school Chromebook login credentials. https://www.hmhco.com

Board-approved curriculum and supplemental resources:

HMH English Curriculum including HMH approved novels

Standards covered:

Reading Comprehension (RC) 1-6
Vocabulary Development (VD) 1-3
Research (RS) 1-2
Writing (RW) 1-7
Oral and Digital Communications Strand (ODC) 1-8
Grammar and Conventions (GU) 1-3

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:

Yes
No

If yes, grades are weighted as follows:

Reviewed 08/14/2025

Other information:

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls High School

Course title and description:	**Teacher name and contact information:**
Honors English II	Chris Johnson chris.johnson@sd273.com Megan Frison megan.frison@sd273.com

Suggested student supplies:

Paper, writing utensils, notebook, folder or binder.

Board-approved curriculum and supplemental resources:

HMH English Curriculum including HMH approved novels

Standards covered: 10th Idaho State Standards

Reading Comprehension (RC) 1-6
Vocabulary Development (VD) 1-3
Word Building (WB) 1-3
Research (RS) 1-2
Range of Writing (RW) 1-7
Oral and Digital Communications Strand (ODC) 1-8
Grammar and Conventions (GU) 1-3

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:
Yes
No

If yes, grades are weighted as follows:
Students will receive +.5 percentage points to their overall grade because it is an honors level class.

Reviewed 08/14/2025

Other information:

This course includes further study of short stories, fiction, drama, novels, poetry, and non-fiction. Further focus on research skills and essay writing will be included. Vocabulary, grammar, and writing format skills will be emphasized.

Reviewed 08/14/2025

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

Post Falls High School

Honors Geometry A more rigorous course than Geometry intended to better prepare students for college level mathematics. The objective of this course is to build on existing algebraic skills as well as to introduce and stress the importance of deductive reasoning in studying and applying the basic structures of plane geometry. Students receive an extra .5 added to their G.P.A.	**Teacher name and contact information:** Steve Palmer steve.palmer@sd273.com (208) 773-0581 ext. 6220

Suggested student supplies:
Geometry textbook, classroom set
Ruled &/or graph paper for assignments
Pencils &/or pens (black only on quiz/tests)
Compass & protractor for constructions
Scientific calculator (provided if student does not have)
Notebook for taking notes
Colored pens for notes/homework/correcting

Board-approved curriculum and supplemental resources: Pearson Geometry Common Core textbook

Standards covered: G-CO.A.1 G-CO.D.12 N-Q.A.1 G-GPE.B.6 G.CO.C9 G-CO . A.1 G-CO.C.9 G-CO. C.10 G-CO. D. 12 G.CO.D.13 G-GPE.B.5 G-MG.A.3 G-CO.D.12 G-CO.D.13 G-SRT.B.5 G-CO.C.9 G-CO.C.10 G-CO. D.12 G-SRT. B.5 G-C.A.3 G-CO.C.11 G-SRT.B.5 G-GPE.B.4 G-GPE.B.7 G-SRT.B.4 G-SRT.B.5 G-GPE.B.4 G-CO.D.12 G-SRT. B. 4 G-SRT.C.7 G-SRT.C.8 G-SRT.D.10 G-SRT.D.11 G-MG.A.1 G-CO. A.2 G-CO.A.4 G-CO.A.5 G-CO.B.6 G-CO.B.7 G-CO.B.8 G-SRT.A.2 G-SRT.A.3 G-CO.A.1 G-CO.D.13 G-SRT.D.9 G-C.A.1 G-C.B.5 G-GPE.B.7 G-MG.A.1 G-GMD. A.1 G-GMD.A.3 G-GMD.B.4 G-MG.A.1 G-MG.A.2 G-C.A.2 G-C.A.3 G-C.A.4 G-GPE.A.1 G-GMD.B.4 S-CP.A.1 S-CP.A.2 S-CP.A.3 S-CP.A.4 S-CP.A.5 S-CP.B.6 S-CP.B.7 S-CP.B.8 S-CP.B.9 S-MD.B.6 S-MD.B.7

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:
Yes
No

If yes, grades are weighted as follows: Students receive an extra .5 added to their G.P.A

Instruction for this course will take place primarily in the classroom. Chrome books and school grounds will be used occasionally. Assignments not completed in the classroom become homework, and students are expected to have them completed the next day. Students needing additional assistance are encouraged to make arrangements to see me half an hour before or after school. In the event that I am unavailable, students are welcome to seek help from other math instructors as well as online. Useful online websites include youtube.com and khanacademy.org.

Students will learn the material through practice, discussion and application. Daily work provides an opportunity to master skills. Handouts will be utilized when text material needs to be enhanced. Opportunities to ask questions, to discuss, and to review concepts will occur frequently. Projects, tasks and tests allow students to demonstrate their abilities to apply concepts individually.

Reviewed 08/14/2025

Scores below 73% do not represent mastery. One test retake is offered per semester. At the end of Semester 1, students with an overall grade below 73% will transfer to regular Geometry.

Cell Phones/Electronic Devices should not cause a distraction in class. Devices must be out of sight during class. Any device used during class will result in confiscation of the device for the remainder of the day.

Grading:

Grades will be calculated as follows: 50% tests & projects, 20% quizzes, 15% assignments & tasks, 15% final exam. Student grades may be checked regularly after the first two weeks of each semester at www.pfsd.com using the link "Skyward Family/Student Access" on the left.

Grading Categories:

Tests: One per unit, 100 points each. Semester finals are cumulative. One chapter test may be retaken each semester. The new test score will replace the old test score.

Quizzes: One or two per week, 10-50 points each. Retakes are available during the current unit. A retake grade replaces the old quiz score. Once the unit test is given, the quiz grades are locked in.

Assignments: Checked daily or weekly, worth 3 points each day based on completeness, and recorded on the Homework Record Sheet. Weekly Homework quiz and entry tasks on the back of the Homework Record. **No late work will be accepted**, with the exception of excused absences! Work from prearranged absences and school activities is due the day of return.

Excused Absences and late work:

*You are allowed one school day per day of excused absence to turn in work. Assignments may be obtained from the students' HW Record, Google Classroom, or by email.

*You must copy missed class notes and warm-ups from another student or Google Classroom.

*Missed quizzes and tests must be taken upon return or scheduled to be taken outside of class. They must be completed within the number of school days you were absent.

**Failure to meet this timeline will result in a zero for the missing grade(s).

Unexcused Absences/Truancies: A zero will be recorded for any missed work, including tests.

Classroom Expectations:

All students will:

…adhere to the policies set by Post Falls High School, as stated in the student handbook.

…be open to mathematical growth and learning.

…follow the Golden Rule: **Respect!** yourself as well as others.

…use class time productively.

…join **Google Classroom** using **code**: 6bhiyewh

Failure to meet Classroom Expectations will result in:

Communication between the teacher and student, &/or Detention assigned to the student, &/or Parent Contact, &/or Referral to administration

Rewards:

*Each student's lowest homework score will be removed at the end of each semester.

*Each student's lowest quiz score will be removed at the end of each semester.

*Extra credit assignments may be given once per chapter.

*Extra credit if you save & turn this syllabus in with you with 2nd semester EOCA.

Reviewed 08/14/2025

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School:

Course title and description: Honors Government - A course of comparative governments, representative democracy, civil rights, citizenship, political parties and the three branches of our government (legislative, judicial and executive). Second semester will deal with state and local government.	**Teacher name and contact information:** Paul Childs - paul.childs@sd273.com

Suggested student supplies:

Chromebooks will be assigned to students.

Notebook, writing materials

Board-approved curriculum and supplemental resources:
Government in America: AP Edition 15th Edition, Pearson

Standards covered:
Based on the Idaho Content Standards for K-12 Social Studies, here is a bulleted list of the required standards for an American Government class:

9-12.GOV.1: Influences on the American Founding (e.g., Locke, Montesquieu, Roman republicanism).

9-12.GOV.2: The Declaration of Independence and its definition of government.

9-12.GOV.3: Reasons for and effects of the Articles of Confederation.

9-12.GOV.4: Compromises of the Constitutional Convention (e.g., Great Compromise, Three-Fifths Compromise).

9-12.GOV.5: Arguments of the Federalists and Anti-Federalists.

9-12.GOV.6: Principles of the Preamble, including popular sovereignty.

9-12.GOV.7: Limited government, checks and balances, separation of powers, and federalism within the Constitution.

9-12.GOV.8: The structure of the Constitution and the amendment process.

9-12.GOV.9: The Bill of Rights and its role in limiting government power.

9-12.GOV.10: The definition and relationship between a democracy and a republic.

9-12.GOV.12: Expectations of a citizen or resident (e.g., being informed, obeying the law).

9-12.GOV.13: Rights and obligations of citizens.

9-12.GOV.14: The importance of voting.

9-12.GOV.15: The role and evolution of political parties.

9-12.GOV.16: Ways citizens participate in the political process (e.g., campaigning, lobbying).

9-12.GOV.17: Requirements for natural-born citizenship.

9-12.GOV.20: The legislative branch (Congress) and the 17th Amendment.

9-12.GOV.21: The process of a bill becoming a law.

9-12.GOV.22: The executive branch (Presidency) and the 25th Amendment.

9-12.GOV.23: The Electoral College.

9-12.GOV.24: The judicial branch and the jurisdiction of the Supreme Court.

9-12.GOV.25: Judicial philosophies (e.g., activism vs. originalism).

9-12.GOV.26: The functions and relationships between federal, state, and local governments.

9-12.GOV.27: The organization and powers of Idaho's state and local governments.

Required Civics Test
Idaho Code § 33-1602: Requires students to pass the U.S. Citizenship Test with a score of 70% or higher to graduate.

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:
Yes
No

If yes, grades are weighted as follows:

Other information:
Respect is the most important expectation.

Food and drinks are allowed, but clean up your mess.

No cell phones, electronic devices, or headphones during lectures, group work, or testing.

The use of electronic devices during tests will be considered cheating.

No gaming, movie watching, or social media is allowed.

Late work due to an unexcused absence will not be accepted or will be marked down.

Late work due to an excused absence will be accepted for full credit. The make-up assignment may be the same as the original or an alternative of comparable value. This is at the teacher's discretion.

Students can make up tests and quizzes for an excused absence.

The school's tardy policy will be in effect.

Students are required to pass Gov. I and Gov. II to graduate.

Students are required to pass the U.S. Citizenship Test with a 70% or higher to graduate from PFHS. This test will be offered in class.

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
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Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls

Course title and description:	**Teacher name and contact information:**
Integrated 2 Concepts covered from the Algebra 1, Geometry and Algebra 2 Curriculum.	Kirk Hartzell kirk.hartzell@sd273.com

Suggested student supplies:

Notebook, calculator, and writing utensils

Board-approved curriculum and supplemental resources:

PFHS Developed curriculum and KUTA-supporting software

Standards covered: Algebra – Seeing Structure in Expressions A.SSE.A.1, A.SSE.B.3; Arithmetic w/ Polynomials and Rational Expressions A.APR.A.1; Creating Equations A.CED.A.2-4; Reasoning with Equations and Inequalities A.REI.A., A.REI.B.3, A.REI.C.6; Functions – Interpreting FunctionsF.IF.B.6, F.IF.C.7; Building Functions F.BF.A.1; Linear, Quadratics, and Exponentials F.LE.A.2; Geometry – Congruence G.CO.B.7; Similarity, Right Triangle, and Trigonometry G.SRT.A.2, G.SRT.C.6; Measurement and Dimensions G.GMD.A.3

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:
No

Other information:

Reviewed 08/13/2025

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
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Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls

Course title and description:	**Teacher name and contact information:**
Integrated Math I Concepts covered from the Algebra 1 and Geometry	Blaine Bennett Blaine.bennett@sd273.com

Suggested student supplies:

Notebook, calculator, and writing utensils

Board-approved curriculum and supplemental resources:

PFHS Developed curriculum and KUTA-supporting software

Standards covered: Algebra – Seeing Structure in Expressions A.SSE.A.1, A.SSE.B.3; Arithmetic w/ Polynomials and Rational Expressions A.APR.A.1; Creating Equations A.CED.A.2-4; Reasoning with Equations and Inequalities A.REI.A., A.REI.B.3, A.REI.C.6; Functions – Interpreting FunctionsF.IF.B.6, F.IF.C.7; Building Functions F.BF.A.1; Linear, Quadratics, and Exponentials F.LE.A.2; Geometry – Congruence G.CO.B.7; Similarity, Right Triangle, and Trigonometry G.SRT.A.2, G.SRT.C.6; Measurement and Dimensions G.GMD.A.3

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:
No

Other information:

Reviewed 08/13/2025

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
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Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls

Course title and description:	**Teacher name and contact information:**
Integrated One - Math Concepts covered from the Algebra 1 and Geometry	Blaine Bennett Blaine.bennett@sd273.com

Suggested student supplies:

Notebook, calculator, and writing utensils

Board-approved curriculum and supplemental resources:

PFHS Developed curriculum and KUTA-supporting software

Standards covered: Algebra – Seeing Structure in Expressions A.SSE.A.1, A.SSE.B.3; Arithmetic w/ Polynomials and Rational Expressions A.APR.A.1; Creating Equations A.CED.A.2-4; Reasoning with Equations and Inequalities A.REI.A., A.REI.B.3, A.REI.C.6; Functions – Interpreting FunctionsF.IF.B.6, F.IF.C.7; Building Functions F.BF.A.1; Linear, Quadratics, and Exponentials F.LE.A.2; Geometry – Congruence G.CO.B.7; Similarity, Right Triangle, and Trigonometry G.SRT.A.2, G.SRT.C.6; Measurement and Dimensions G.GMD.A.3

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:
No

Reviewed 08/13/2026

Other information:

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls High School

Course title and description: Introduction to Agriculture: A course surveying a wide array of topics within the agricultural industry, exposing students to the many and varied types of agriculture and livestock career opportunities and to those in related fields (such as natural resources). This course serves to introduce students to the agricultural field, providing them an opportunity to identify an area for continued study or to determine that their interest lies elsewhere. They often focus on developing communication skills, business principles, and leadership skills.	**Teacher name and contact information:** Instructor: Brandon Hoxie Email: brandon.hoxie@sd273.com Phone Extension: 6177

Suggested student supplies: Notebook or binder, pen and pencil

Board-approved curriculum and supplemental resources: This course utilizes a variety of curricular resources, including materials curated from reputable educational websites, teacher-developed content, and supplemental tools that support the learning goals outlined in the syllabus. Every effort is made to ensure these resources are aligned with grade-level standards and are appropriate for classroom use.
If you have any questions about the materials being used or would like to review them in more detail, please feel free to contact me to schedule a meeting. I welcome the opportunity to discuss the curriculum and support your child's learning experience.

Standards covered: AG LEADERSHIP AND COMMUNICATIONS
PROGRAM STANDARDS: 1.1.1, 1.1.2, 1.2.1, 1.2.2, 1.2.3, 1.2.4, 2.1.1, 2.1.2, 2.1.3, 2.1.4, 3.1.1, 3.1.2, 3.1.3, 3.1.4, 4.1.1 4.1.2, 4.1.3, 4.1.4, 4.1.5, 4.2.1, 4.2.2, 4.2.3, 5.1.1, 5.1.2, 5.1.3, 5.1.4, 6.1.1, 6.1.2, 6.1.3, 6.1.4

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:
Yes
No

Reviewed 08/14/2025

Other information:
Classroom Expectations

Always conduct yourself in a safe and responsible manner, absolutely no horse play, throwing things, using tools in a manner that they were not intended for.
Show up on time
Respect equipment, facility, each other.
Absolutely no profanity
Cell phones should be left in backpacks and silenced
Work should be turned in on time and complete.
Everyone cleans up…everyday
No food or drink except a reusable water bottle with a lid.

FFA
The FFA is the Career and Technical Student Organization that is associated with all agriculture classes. It is considered to be intra-curricular, meaning it is a part of the program's curriculum. Students are strongly encouraged to become a member. Membership includes additional opportunities for travel and competition. If you have any questions please contact me.

AET
AET is an essential tool for managing student Work-Based Learning (WBL), which includes Supervised Agricultural Experiences (SAEs), experiential learning records, classroom projects, and overall program documentation. Students will be required to track their experiences on a regular basis.

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls High School

Course title and description:	**Teacher name and contact information:**
Introduction to Speech and Communication This class is an introductory speech and communications class designed to help the student develop effective skills: interpersonal (one-to-one), small group, oral interpretation (reading), and public speaking situations. Course content will include written assignments and written tests, oral presentations, and a communication portfolio.	Jared McDougall, jared.mcdougall@sd273.com Yvette Tremblay, yvette.tremblay@sd273.com

Suggested student supplies:

Writing utensil, notecards, lined paper, folder for assignments and notes

Board-approved curriculum and supplemental resources:

Messages that Matter: Public Speaking for the Information Age (2016)

Standards covered:
9/10.RC-3
9/10.RC-6
9/10.VD-1
9/10.VD-2
9/10.RS-1
9/10.W-3
9/10.W-5
9/10.W-6
9/10.W-7
9/10.ODC-1
9/10.ODC-2
9/10.ODC-3
9/10.ODC-4
9/10.ODC-6
9/10.ODC-8
9/10.GC-1i
9/10.GC-1j
9/10.GC-3

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:
Yes
No

If yes, grades are weighted as follows:

- Student performance on speeches/quizzes/tests: 15%
- In-class and homework assignments: 15%
- Informative and persuasive research projects: 60%
- Written final exam: 10%

Other information:

Speech Presentation Policy: Students will be required to submit all paperwork for the speech on the designated day, with the understanding that everyone in the class has equal time to prepare and everyone should be ready to deliver the speech on the due date, although time constraints do not permit everyone to deliver speeches the same day.

If a student elects not to give his/her speech on the day his/her name comes up, he/she will be given the opportunity to give the speech the next day for 50% of the earned score. If the missed speech is not given the second day, a zero will be given for the delivery portion of the score. Students who have been absent on the day their names came up will be asked to deliver the speech the next class day, although their score will be counted as a zero if the absence is later determined to have been unexcused.

Any student speech material/ performance deemed inappropriate for the classroom setting will automatically receive zero points as well as corresponding disciplinary action.

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls High School

Course title and description:	**Teacher name and contact information:**
Introduction to Theatre Theatre Basics is an elective class for the beginning actor, technician, and general theatre-maker. This semester will introduce theatre history, pantomime, stage movement, improvisation, scene work, and monologues, as well as basic presentation and performance skills. One day each week will be dedicated to technical theatre skills and occupations. Students may also participate in theatre club, fall or spring plays, or district and state drama tournaments, but these are not required.	Jared McDougall, jared.mcdougall@sd273.com

Suggested student supplies:

Writing utensil, highlighter, folder for assignments and notes, copy of script(s) (handed out in class)

Board-approved curriculum and supplemental resources:

This course utilizes a variety of curricular resources, including materials curated from reputable educational websites, teacher-developed content, and supplemental tools that support the learning goals outlined in the syllabus. Every effort is made to ensure these resources are aligned with grade-level standards and are appropriate for classroom use.

If you have any questions about the materials being used or would like to review them in more detail, please feel free to contact me to schedule a meeting. I welcome the opportunity to discuss the curriculum and support your child's learning experience.

Standards covered:

HS1.TH.1.1
HS2.TH.1.1
HS3.TH.1.1
HS1.TH.2.1
HS2.TH.2.1
HS3.TH.2.1
HS1.TH.3.1
HS1.TH.3.2
HS3.TH.3.2
HS1.TH.4.1
HS2.TH.4.1
HS1.TH.5.1
HS3.TH.5.1

Reviewed 08/14/2025

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:

Yes
No

If yes, grades are weighted as follows:

- Daily work: 35%
- Performances: 40%
- Participation: 15%
- Final Assessment: 10%

Other information:

Participation: This is a participation-based class! Students are expected to show up every day to class prepared and ready to do the work and have fun. Not only will lack of participation and attendance affect their grade, but it also negatively affects their peers and collaborators.

In-Class Performances: As this is a participation-based theatre course, students will be expected to memorize text and perform it in front of their peers. Non-verbal and improvised performances will also need to be rehearsed and ready to perform.

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls High School

Course title and description: Jazz Band This class is for the instrumental musician who wishes to gain experience in all areas of jazz, including swing, blues and Latin styles. You must participate in 3 major concerts, two or more jazz festivals, pep band, and other community events. Students must be enrolled in Wind Ensemble or Symphonic Band. Special arrangements must be discussed with instructor if student cannot enroll in one of the above courses. This course meets at 6:45 AM.	**Teacher name and contact information:** Joel Sandford joel.sandford@sd273.com (208)-773-0581

Suggested student supplies:
Personal Instrument and related accessories
Folder/Binder with plastic inserts and divider
Pencils

Board-approved curriculum and supplemental resources:
This course utilizes a variety of curricular resources, including materials curated from reputable educational websites, teacher-developed content, and supplemental tools that support the learning goals outlined in the syllabus. Every effort is made to ensure these resources are aligned with grade-level standards and are appropriate for classroom use.

Standards covered:
L2.MU:E.1.1, L2.MU:E1.2, L2.MU:E.1.3,
L3.MU:E.2.1, L3.MU:E.3.1, L3.MU:E.3.2, L3.MU:E.3.3, L3.MU:E.5.1, L3.MU:E.5.2,
L4.MU:E.2.1, L4.MU:E.3.1, L4.MU:E.3.2, L4.MU:E.3.3, L4.MU:E.5.1, L4.MU:E.5.2,

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:
Yes
No

If yes, grades are weighted as follows:

Daily Performance:	25%
Playing Tests/ Assignments:	15%
Performances:	45%
EOCA:	10%
Performance Final:	10%

Reviewed 08/14/2025

Other information:
Wind Ensemble is a Co-Curricular class, which means that there are curricular expectations that extend beyond the classroom. This can and will include required afterschool rehearsals as well as performances. Participation in Jazz Band includes participation in the PFHS Basketball Band as well. Students are expected to attend all scheduled events.

Reviewed 08/14/2025

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls High School

Course title and description: Link-Leadership	**Teacher name and contact information:** Ryan Wood ryan.wood@sd273.com

Suggested student supplies:
Notebook, writing utensil, calendar

Board-approved curriculum and supplemental resources: Link Crew Class Curriculum.

Standards covered:

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:
Yes
No

If yes, grades are weighted as follows:

Other information: This class has a team building component and focuses on aiding the freshmen at PFHS feel more connected and involved at PFHS. Not only do we work on team building curriculum, we also organize and promote all social events for the freshmen class. We also promote unity throughout the school and community by leading charity work and other functions for our student body and staff. Leadership in a variety of ways are emphasized through this course that allows for first hand practice.

Reviewed 08/14/2025

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
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Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

University of Idaho
Dual Credit Program

Math 170 | Calculus I

Mr. Macklin Warrington
Post Falls High School
Post Falls, Idaho
Email: macklin.warrington@sd273.com
Phone: 208-773-0581 ext. 6216
Google Classroom Code: u566x7dv
I will try to respond back within 24 hours

Michael Love
University of Idaho Faculty Liaison
Email: mlove@uidaho.edu
Phone: (208)885-7709

TERM: Yearlong CREDIT HOURS: 4 COURSE FORMAT: Face to Face instruction, M-F
PREREQUISITES: Completion of Precalculus (C+ or better grade)
TEXTBOOK: Calculus of a Single Variable, 10 Edition. Larson/Edwards. ISBN-13: 978-1-285-06028-6

COURSE DESCRIPTION

This course covers functions, limits, continuity, differentiation, integration, and their applications. Students taking this course should have successfully completed (C+ or higher) a Precalculus course. Primarily for students pursuing a degree or career in engineering, mathematics, science or computer science. Four credits will be available through the University of Idaho for Calculus I (MATH 170); students will be given more information about dual credit as it becomes available.

Classroom Expectations

1. Come to class prepared.
2. Be respectful to others.
3. Cheating will not be tolerated. Students will be given a zero on the assignment/assessment and parents/administration will be notified.
4. In order to maintain a positive learning environment, **cell phones/electronic devices** should not be a distraction and will be taken away if they interfere with classroom learning.
5. Food/drinks should not be in the classroom.
6. Participate in Google Classroom

ASSIGNMENTS

Learning Outcomes

· The student will have a conceptual understanding of the basic notions of calculus – limit, derivative, and integral – and be able to interpret these appropriately in graphical settings.
· The student will be able to use standard techniques to compute limits, derivatives, and integrals, particularly the differentiation rules and the technique of integration by substitution.
· The student will understand the definition of the derivative as a limit of difference quotients, and also the definition of the definite integral as a limit of Riemann sums.
· The student will be able to apply derivatives and integrals appropriately in application problems to compute rates of change, areas, and volumes.

University of Idaho
Dual Credit Program

Learning Activities / Assignments

Student learning activities include daily assignments, investigative labs, quizzes, exams, classroom participation and discussion, and an end of course assessment (final exam).

GRADING

Student grades will be posted on the Skyward system, located on the district website www.pfsd.com and updated weekly. Students should monitor their progress and speak to Mr. Warrington if questions arise. Students may request a printed progress report at any time from your teacher.

Course Work	Percent of Final Grade
Homework	10%
Quizzes/Group Tasks/Labs	30%
Unit Exams	40%
Semester Final Exams	20%
TOTAL	**100%**

Homework

We will be having homework daily. It is vital to the class that you understand the homework. If you are struggling with the homework and don't understand it completely, that is a sign that you may need to come in for some extra help. Late homework will only be accepted up to one week after the original due date; any work submitted past this one-week window will receive a zero.

Extra Help: Students can come in for help before or after school. You may ask via email or Google Classroom. **Please do not hesitate to contact me with any questions. There are no dumb questions!**

QUIZZES

We will be having quizzes weekly or biweekly. If you plan on being gone on the day of the quiz, you need to let Mr. Warrington know before hand and set up a time to make it up. If a student misses a quiz, they will have two weeks to make it up, once the two weeks is up, they will earn no credit. One quiz will be drop at the end of the semester. To utilize extended time on tests and quizzes, all assignments for the current unit must be fully completed and turned in. If any assignments from that section are missing by the test date, the assessment must be finished within the standard class period.

There will also be homework quizzes that will happen randomly. These quizzes will cover concepts on the homework. They will be one to four questions. Students can retake these homework quizzes once. If a student misses a quiz, they will have two weeks to make it up, once the two weeks is up, they will earn no credit. Retakes have to happen within the two weeks window.

University of Idaho
Dual Credit Program

Tests

We will be having a test after every chapter. For some chapters, we will be having practice tests that will count as a small percentage of your test grade. If a student misses a test, they will have two weeks to make it up, once the two weeks is up, they will earn no credit. To utilize extended time on tests and quizzes, all assignments for the current unit must be fully completed and turned in. If any assignments from that section are missing by the test date, the assessment must be finished within the standard class period.

Weekly Participation

Weekly participation accounts for no more than 2% of your overall course grade and includes both a group bonus and an individual grade. Each week, the class starts with 4 extra credit points; every time classroom equipment is left out, a student is on a cell phone, or disruptive behavior occurs, the entire class loses 1 extra credit point. Additionally, students maintain an individual participation grade each week. If a student is personally caught using a cell phone, failing to put away equipment, or engaging in inappropriate behavior, they will lose points directly from their individual participation grade.

Hall Passes

It is desirable for students not to leave the classroom. Teacher will limit the number of times that students leave so as not to interrupt the learning environment.

Important College Information:

In order to advance to the next level, students must have a minimum of 70 percent to pass individual courses. To be more successful in the next level, students should try to achieve 80 percent or higher in individual courses. A GPA less than 2.0 indicates unsatisfactory progress and may be placed on academic probation.

Grade Standards:

A (90 - 100 percent): pass course
B (80 - 89 percent): pass course
C (70 - 79 percent): pass course
D (60 - 69 percent): must repeat course
F (Below 60 percent): must repeat course

The high school grade may be recorded as a numerical grade while the university grade will be recorded as a letter grade only. **High school and university grades may differ from each other, depending on your teacher's and/or high school's grading policies.**

Final grades are posted in MyUI

Academic Integrity

"Please note that Dual Credit students are held to the same student standards found in the University of Idaho, Student Code of Conduct, which can be viewed at https://www.uidaho.edu/student-affairs/dean-of-students/student conduct/student-code-of-conduct. Definitions of cheating, plagiarism and other forms of academic dishonesty, as well as, policies and procedures for handling such cases are included."

University of Idaho
Dual Credit Program

Dual Credit Policies

Dates and Deadlines

Adding or Dropping Courses: To drop or withdraw from a course, dual credit students must submit a request through DualEnroll. The high school counselor will approve or deny the request; if approved, it will be processed through MyUI. Students must confirm all course changes by logging on to MyUI—MyUI is the official record.

- A "drop" is when a student unenrolls from a course within the posted drop/add period and does not receive a "W" (withdrawal from course). A dropped course is not transcripted.
- A "withdrawal" is when a student unenrolls from a course after the posted drop/add. A grade of "W" will be transcripted. This will not affect the student's college grade point average; however, they should check their high school's policy on how a "W" affects their high school grade point average and eligibility for participating in high school activities and programs.
- If a student withdraws or fails to earn credit for a course paid for by Advanced Opportunities, they must subsequently pay for a similar course to be eligible for further Advanced Opportunities funding.

Center for Disability Access and Resources (CDAR)

The University of Idaho is committed to ensuring an accessible learning environment where course or instructional content are usable by all students and faculty. If you believe that you require disability-related academic adjustments for this class (including pregnancy-related disabilities), please contact Center for Disability Access and Resources (CDAR) to discuss eligibility. A current accommodation letter from CDAR is required before any modifications, above and beyond what is otherwise available for all other students in this class will be provided. Please be advised that disability-related academic adjustments are not retroactive. CDAR is located at the Bruce Pitman Building, Suite 127. The phone number is 208-885-6307 and e-mail is cdar@uidaho.edu. For a complete listing of services and current business hours visit Center for Disability Access and Resources

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Help and Resources

The University of Idaho provides student support to ensure a successful learning experience. The Dual Credit Website contains information about the Dual Credit program at the University of Idaho.

MyUI contains official University of Idaho student records. MyUI is the site students use to access student account/billing information, verify enrollment, and grades.

VandalMail is the official University of Idaho email service. Students should check their account on a regular basis or forward to your regular checked e-mail account.

Canvas is the University of Idaho's course management system. Please ask your instructor if your course requires you to login to Canvas.

Course Evaluations: Student evaluation of teaching has two purposes: To assist individual instructors in improving their own teaching; and to assist academic administrators in counseling instructors about their teaching. Student evaluations are carefully weighed as a factor in judging the teaching component in tenure, promotion, and salary determinations. Click here to access your student dashboard to see course evaluation status for any class you are enrolled in.

Library Help: The library website has many databases that will help you find relevant and reliable books, articles, images, and more. Do not hesitate to contact a librarian for research assistance.

- UIDAHO Library
- UIDAHO Library (Off Campus)

University of Idaho
Dual Credit Program

- Help – Reference Services

Technology Help: The U of I Student Technology Center provides many technology-related services to students.

- PHONE: 208-885-HELP (208-885-4357)
- support@uidaho.edu
- Office of Information Technology

Return this page to your teacher.

Student Name: _____

Course: Math 170 Calculus

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
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Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- ☐ Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- ☐ No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Parent/Guardian Email: _____

Parent/Guardian Phone Number: _____

Post Falls School District Course Syllabus

School: Post Falls High School

Course title and description:	**Teacher name and contact information:**
Microsoft 1 This dual credit Microsoft Applications course provides high school students with comprehensive training in essential Microsoft Office tools, including Word, Excel, PowerPoint, and more.	Megan Lemon Room 207 (208)773-0581 ex. 6207

Suggested student supplies:
Access to the internet or Microsoft at home.

Board-approved curriculum and supplemental resources:
This course is offered as dual credit through North Idaho College and uses the college's curriculum. The curriculum is McGraw-Hill SIMnet CAOTs 164, 120, 130, and 150.

Standards covered:
2024 Administrative Services Program Standards:
1.0, 1.1, 1.1.1, 1.1.2, 1.1.3, 2.0, 2.1, 2.1.1, 2.1.2, 2.1.3, 3.0, 3.1, 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.1.7, 3.1.8, 3.2, 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.6, 3.2.7, 3.3, 3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.3.5, 3.3.6, 3.4, 3.4.1, 3.4.2, 3.4.3, 3.4.4, 3.4.5, 3.4.6, 3.4.7

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:
Yes
No

If yes, grades are weighted as follows:
Classwork: 90%
Final: 10%

Other information:

Reviewed 08/14/2025

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
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Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls High School

Course title and description:	**Teacher name and contact information:**
Microsoft 2 This dual credit Microsoft Applications course provides high school students with comprehensive training in essential Microsoft Office tools, including Word, Outlook, and more.	Megan Lemon Room 207 (208)773-0581 ex. 6207

Suggested student supplies:
Access to the internet or Microsoft at home.

Board-approved curriculum and supplemental resources:
This course is offered as dual credit through North Idaho College and uses the college's curriculum. The curriculum is McGraw-Hill SIMnet CAOTs 166, 121, 122, and 115.

Standards covered:
2024 Administrative Services Program Standards:
1.0, 1.1, 1.1.1, 1.1.2, 1.1.3, 2.0, 2.1, 2.1.1, 2.1.2, 2.1.3, 3.0, 3.1, 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.1.7, 3.1.8, 3.2, 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.6, 3.2.7, 3.3, 3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.3.5, 3.3.6, 3.4, 3.4.1, 3.4.2, 3.4.3, 3.4.4, 3.4.5, 3.4.6, 3.4.7

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:
Yes
No

If yes, grades are weighted as follows:
Classwork: 90%
Final: 10%

Other information:

Reviewed 08/14/2025

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls High School

Course title and description:	**Teacher name and contact information:**
Microsoft 3 This dual credit Microsoft Applications course provides high school students with comprehensive training in essential Microsoft Office tools, including Excel, Access, and more.	Megan Lemon Room 207 (208)773-0581 ex. 6207

Suggested student supplies:
Access to the internet or Microsoft at home.

Board-approved curriculum and supplemental resources:
This course is offered as dual credit through North Idaho College and uses the college's curriculum. The curriculum is McGraw-Hill SIMnet CAOTs 131, 132, and 140.

Standards covered:
2024 Administrative Services Program Standards:
1.0, 1.1, 1.1.1, 1.1.2, 1.1.3, 2.0, 2.1, 2.1.1, 2.1.2, 2.1.3, 3.0, 3.1, 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.1.7, 3.1.8, 3.2, 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.6, 3.2.7, 3.3, 3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.3.5, 3.3.6, 3.4, 3.4.1, 3.4.2, 3.4.3, 3.4.4, 3.4.5, 3.4.6, 3.4.7

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Grades in this course are weighted:
Yes
No

If yes, grades are weighted as follows:
Classwork: 90%
Final: 10%

Other information:

Reviewed 08/14/2025

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
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Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls

Course title and description:	**Teacher name and contact information:**
Money Management The purpose of this course is to empower students with knowledge and application of basic financial principles based off of Dave Ramsey curriculum so that they can make sound financial decisions for life.	Ryan Vordahl ryan.vordahl@sd273.com

Suggested student supplies:

Access to the internet

Board-approved curriculum and supplemental resources: ISEE Course - 121013

Foundations In Personal Finance
Ramsey Education, Fourth edition

Stukent - Personal Finance

Standards covered:

This curriculum follows state standards for Financial Literacy from Idaho State Board of Education and satisfies Idaho House Bill 92
https://www.sde.idaho.gov/mastery-ed/files/competencies/Idaho-Competencies-Financial-Literacy.pdf

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:

- Yes
- ~~No~~

If yes, grades are weighted as follows:

Other information:
High school student can take, this two-semester course will include how to prepare themselves for the job market, how taxes impact their lives, how to create and use a budget, how to build wealth, the pros and cons of home ownership versus renting, how credit can have both positive and negative effects, how financial institutions work, the different types of insurance. Students will also learn about investing in stocks, bonds, and mutual funds, as well as how to save money and why it is important to save money—among other topics. Basic math and algebraic operations as well as statistical procedures are used to analyze and solve realistic business and money management problems.

Reviewed 08/13/2025

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Student Name: _____

Course: _____

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Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

University of Idaho
Dual Credit Program

SPAN 201 Intermediate Spanish I

High School Course Name: Honors Spanish 3

Gabe Lawson
Post Falls High School
Email: gabe.lawson@sd273.com
Phone: 208-773-0581 Ext. 6128
I will respond to your emails within 24 hours.

Ana Alcocer
University of Idaho Faculty Liaison
Email: ana@uidaho.edu
Phone: 208-885-7073

Term: Fall - Yearlong

Credit Hours: 4

Course Format: Face to Face

Prerequisites: SPAN 102

Textbook: Auténtico 3, Savvas Learning Company. Each student will be given access to our online Savvas account.

Course Description

Spanish 201 is designed for students with intermediate Spanish language skills and concludes the departmental two-year sequence of required courses (101 and 102). In this class, you will develop and enhance your speaking, writing, reading and, listening abilities; trough task-based activities, communicatively oriented exercises and grammar-focused drills. Students will practice their reading skills by working with literary texts from different cultural contexts and develop their oral as well as written skills in form of presentations and compositions. Students will also be exposed to audio/video programs to practice and enhance their listening comprehension skills. Spanish 201 covers chapters 1 through 10 of the *Realidades 3* textbook. I am here to help you progress to your full potential in Spanish so please feel free to send me an email to discuss any problem or difficulty you may be experiencing in the course.

Assignments

The University of Idaho has 5 learning outcomes for undergraduate education, which express the desired attributes of an educated person: http://www.uidaho.edu/learningoutcomes.

1. Learn and integrate
2. Think and create
3. Communicate
4. Clarify purpose and perspective
5. Practice citizenship

Alongside these University learning outcomes, the Department of Modern Languages & Cultures has 3 learning outcomes, which describe the types of knowledge and skills that students should acquire through their work in MLC courses:

1. **Communicative proficiency:**

• By the end of SPAN 201, students will be able to communicate in intermediate Spanish. Students will be able

to communicate and have discussions using various verb tenses and situations using an extensive vocabulary. Students should feel comfortable communicating in the present, progressive, and past tenses as well as be able to give commands and properly use the subjunctive form.

- *Aligned with University Learning outcomes: 1. Learn and Integrate, 2. Think and create, 3. Communicate*

2. Cultural understanding and acquisition of knowledge:

Students will gain a greater understanding of and appreciation for Latin American and Iberian culture, particularly in terms of geography, demography, and the vast differences in culture that are present in Latin America and Spain. Students will also gain knowledge of the influence of Latin American and Spanish cultures on North American society.

- *Aligned with University Learning outcomes: 1. Learn and Integrate, 2. Think and create, 4. Clarify purpose and perspective, 5. Practice citizenship.*

3. Analytical ability:

Students will create basic original thoughts in Spanish. Students will gain knowledge of the structure of Spanish and will therefore be able to use the vocabulary learned to form new thoughts and basic sentences. This ability will grow as students become more and more familiar with Spanish structure and verb tenses.

- *Aligned with University Learning outcomes: 1. Learn and Integrate, 2. Think and create, 3. Communicate, 4. Clarify purpose and perspective*

Learning Activities / Assignments: Provide a range of student learning activities and evaluative methods appropriate for the goals of your course, such as quizzes, essays, take-home exams, writing, individual/group projects, discussions, etc.—each of which will measure aspects of the learning outcomes.

COURSE CONTENT/CURRICULUM

Time	Topics
Quarter 1 **Para empezar, Chapters 1 & 2**	Daily life, present tense verbs, reflexive verbs, special days, verbs like gustar, possessive adjectives, hiking, weather, irregular preterite tense verbs, athletic and academic competition, the imperfect tense, art, preterite vs. imperfect, estar + participle, music, dance, drama, ser and estar, verbs with special meaning in the preterite and imperfect.
Quarter 2 **Chapters 3, 4 and 5**	Health, affirmative tú commands, Ud. and Uds. commands, exercise, the subjunctive, personality traits, friendship, subjunctive, por and para, interpersonal relationships, nosotros commands, possessive pronouns, jobs, the present perfect, the past perfect, volunteer work, the present perfect subjunctive, demonstrative adjectives and pronouns.

Quarter 3
Chapters 6, 7 & 8

Professions, the future, the future of probability, technology, the future perfect, direct and indirect object pronouns, archeological terms, the present and past subjunctive with expressions of doubt, myths and legends, ancient beliefs, the subjunctive in adverbial clauses, the architecture and history of Spain, the conditional, Spain in the Americas, family heritage, the past subjunctive with si clauses.

Quarter 4
Chapters 9 & 10

Environmental issues, present subjunctive with conjunctions, relative pronouns, endangered animals, rights and responsibilities, the passive voice, the present vs. the past subjunctive, government, the past perfect subjunctive, the conditional perfect.

Grading

Course Work	Percent of Final Grade
Homework, Classwork	20%
Exams, Quizzes, Projects and Papers	65%
Final Exam	15%
TOTAL	**100%**

Important:

In order to advance to the next level, students must have a minimum of 70 percent to pass individual courses. To be more successful in the next level, students should try to achieve 80 percent or higher in individual courses. A GPA less than 2.0 indicates unsatisfactory progress and may be placed on academic probation.

Grade Standards:

A (90 - 100 percent): pass course
B (80 - 89 percent): pass course
C (70 - 79 percent): pass course
D (60 - 69 percent): must repeat course
F (Below 60 percent): must repeat course

The Dual Credit High School Grade is recorded as a numerical grade on a 100-point scale. The Dual Credit University Grade is recorded as a letter grade only.

Final grades are posted in Vandal Web.

University of Idaho
Dual Credit Program

Academic Integrity

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"Please note that Dual Credit students are held to the same student standards found in the University of Idaho, Student Code of Conduct, which can be viewed at https://www.uidaho.edu/student-affairs/dean-of-students/student-conduct/student-code-of-conduct. Definitions of cheating, plagiarism and other forms of academic dishonesty, as well as, policies and procedures for handling such cases are included."

Dual Credit Policies

Dates and Deadlines

Adding or Dropping Courses: To drop or withdraw from a course, dual credit students must submit a request through DualEnroll. The high school counselor will approve or deny the request; if approved, it will be processed through MyUI. Students must confirm all course changes by logging on to MyUI—MyUI is the official record.

- A "drop" is when a student unenrolls from a course within the posted drop/add period and does not receive a "W" (withdrawal from course). A dropped course is not transcripted.
- A "withdrawal" is when a student unenrolls from a course after the posted drop/add. A grade of "W" will be transcripted. This will not affect the student's college grade point average; however, they should check their high school's policy on how a "W" affects their high school grade point average and eligibility for participating in high school activities and programs.
- If a student withdraws or fails to earn credit for a course paid for by Advanced Opportunities, they must subsequently pay for a similar course to be eligible for further Advanced Opportunities funding.

Center for Disability Access and Resources (CDAR)

The University of Idaho is committed to ensuring an accessible learning environment where course or instructional content are usable by all students and faculty. If you believe that you require disability-related academic adjustments for this class (including pregnancy-related disabilities), please contact Center for Disability Access and Resources (CDAR) to discuss eligibility. A current accommodation letter from CDAR is required before any modifications, above and beyond what is otherwise available for all other students in this class will be provided. Please be advised that disability-related academic adjustments are not retroactive. CDAR is located at the Bruce Pitman Building, Suite 127. The phone number is 208-885-6307 and e-mail is cdar@uidaho.edu. For a complete listing of services and current business hours visit Center for Disability Access and Resources

University of Idaho
Dual Credit Program

Help and Resources

The University of Idaho provides student support to ensure a successful learning experience. The Dual Credit Website contains information about the Dual Credit program at the University of Idaho.

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VandalMail is the official University of Idaho email service. Students should check their account on a regular basis or forward to your regular checked e-mail account.

Canvas is the University of Idaho's course management system. Please ask your instructor if your course requires you to login to Canvas.

Course Evaluations: Student evaluation of teaching has two purposes: To assist individual instructors in improving their own teaching; and to assist academic administrators in counseling instructors about their teaching. Student evaluations are carefully weighed as a factor in judging the teaching component in tenure, promotion, and salary determinations. Click here to access your student dashboard to see course evaluation status for any class you are enrolled in.

Library Help: The library website has many databases that will help you find relevant and reliable books, articles, images, and more. Do not hesitate to contact a librarian for research assistance.

- UIDAHO Library
- UIDAHO Library (Off Campus)
- Help – Reference Services

Technology Help: The U of I Student Technology Center provides many technology-related services to students.

- PHONE: 208-885-HELP (208-885-4357)
- support@uidaho.edu
- Office of Information Technology

University of Idaho
Dual Credit Program

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
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Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

☐ Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
☐ No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

University of Idaho
Dual Credit Program

SPAN 202 Intermediate Spanish II

High School Course Name: Honors Spanish 4

Gabe Lawson
Post Falls High School
Post Falls
Email: glawson@sd273.com
Phone: 208-773-0581 Ext. 6128
I will respond to your emails within 24 hours.

Ana Alcocer
University of Idaho Faculty Liaison
Email: ana@uidaho.edu
Phone: 208-885-7073

Term: Fall - Yearlong

Credit Hours: 4

Course Format: Face to Face

Prerequisites: SPAN 201

Textbook: Realidades 4, Savvas Learning Company. Each student will be given access to our online Savvas account.

Course Description

Spanish 202 is designed for students with intermediate Spanish language skills and concludes the departmental two-year sequence of required courses (101, 102 and 201). Drawing on the skills acquired in the previous courses, the class balances linguistic comprehension and language production. Students will practice their reading skills by working with literary texts from different cultural contexts and develop their oral as well as written skills in form of presentations and compositions. Students will also be exposed to audio/video programs to practice and enhance their listening comprehension skills. Spanish 202 covers chapters 1 through 10 of the *Realidades 4* textbook. I am here to help you progress to your full potential in Spanish so please feel free to send me an email to discuss any problem or difficulty you may be experiencing in the course.

Assignments

The University of Idaho has 5 learning outcomes for undergraduate education, which express the desired attributes of an educated person: http://www.uidaho.edu/learningoutcomes.

1. Learn and integrate
2. Think and create
3. Communicate
4. Clarify purpose and perspective
5. Practice citizenship

Alongside these University learning outcomes, the Department of Modern Languages & Cultures has 3 learning outcomes, which describe the types of knowledge and skills that students should acquire through their work in MLC courses:

1. **Communicative proficiency:**

• By the end of SPAN 202, students will be able to understand the main point of spoken and written Spanish on familiar topics, including some radio or TV reports and literary texts. They will be able to speak and write with simple, connected sentences, to express personal opinions or feelings, to give simple explanations, and to narrate a story or the plot of a book or film. They will be comfortable communicating in a variety of verb tenses.

• Aligned with University learning outcomes: 2 - Think and create; and 3 - Communicate.

2. **Cultural understanding and acquisition of knowledge:**

• Through the readings and videos, they will encounter in SPAN 202, students will gain knowledge of some significant aspects of Spaniard and Latin-American cultures. Students will think critically about the history, geography, and demography of Spanish speaking countries, in connection and in comparison, with those of the United States.

• Aligned with University learning outcomes: 1 - Learn and integrate; 2 - Think and create; 4 - Clarify purpose and perspective; and 5 - Practice citizenship.

3. **Analytical ability:**

• In relation to linguistic analysis, students will begin to acquire skill in formulating original thoughts in Spanish. They will use knowledge of basic structures and learned vocabulary to form new sentences that express original ideas. In relation to cultural analysis, students will gain ability to draw connections between cultural values and assumptions, and the readings and films they will study in SPAN 202.

• Aligned with University learning outcomes: 1 - Learn and integrate; 2 - Think and create; 3 - Communicate; 4 – Clarify purpose and perspective; and 5 - Practice citizenship.

Learning Activities / Assignments: Provide a range of student learning activities and evaluative methods appropriate for the goals of your course, such as quizzes, essays, take-home exams, writing, individual/group projects, discussions, etc.—each of which will measure aspects of the learning outcomes.

COURSE CONTENT/CURRICULUM

CALENDARIO - Español 4 (202)

Cuatrimestre 1: septiembre a noviembre

Capítulo 1 – Esas modas que van y vienen

Grammar Focus- Preterite and Imperfect Tense

Capítulo 2 – La tecnología y el progreso

Grammar Focus- Ser, Estar, and Haber. The future tense, the subjunctive in noun clauses

Capítulo 3 – Los derechos humanos

Grammar Focus- Indirect commands, direct and indirect object pronouns and the personal a, gustar and similar verbs.

Cuatrimestre 2: noviembre a enero

Capítulo 4 – El individuo y la personalidad

Grammar Focus- Reflexive construction, agreement, form and position of adjectives, the participle and the present perfect indicative and subjunctive.

Capítulo 5 – Las relaciones personales

Grammar Focus- Subjunctive vs. Indicative in adjective clauses, the future perfect and pluperfect tense, comparisons with nouns, adjectives, verbs, and adverbs; superlatives.

Capítulo 6 – El mundo del espectáculo

Grammar Focus – Subjunctive vs. Indicative in adverbial clauses. Formal and informal commands. Subjunctive with ojalá, tal vez, and quizá(s).

Cuatrimestre 3: enero a marzo

Capítulo 7 – La diversidad humana

Grammar Focus – Hacer and desde in time expressions. Por y para. Verbs that require a preposition before an infinitive.

Capítulo 8 – Las artes culinarias y la nutrición

Grammar Focus – The imperfect subjunctive. The conditional and conditional perfect.

Capítulo 9 – Nuestra compleja sociedad

Grammar Focus – The pluperfect subjunctive. Uses of se with impersonal and passive constructions. Indefinite and negative expressions.

Cuatrimestre 4: marzo a junio

Capítulo 10 – El empleo y la economía

Grammar Focus – Indirect speech. The relative pronouns que, quien, and lo que, and the relative adjective cuyo/a(s). The relative pronouns el/la cual and los/las cuales.

Capítulo 11 - El tiempo libre

Grammar Focus – Sequence of tenses with the subjunctive. Uses of definite and indefinite articles. Uses of the infinitive and the –ing(-ndo) form of the verb.

Capítulo 12 – Temas que no pasan de moda

Grammar Focus – Se for unplanned events. The passive voice. Diminutives and augmentatives.

Grading

Additional information the instructor would like to add from the Dual Credit High School. All sections/Tables can be edited to meet your needs. **Keep & Edit or Erase.**

Course Work	Percent of Final Grade
Homework, Classwork	20%
Exams, Quizzes, Projects and Papers	65%
Final Exam	15%
TOTAL	**100%**

Important:

In order to advance to the next level, students must have a minimum of 70 percent to pass individual courses. To be more successful in the next level, students should try to achieve 80 percent or higher in individual courses. A GPA less than 2.0 indicates unsatisfactory progress and may be placed on academic probation.

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- UIDAHO Library (Off Campus)
- Help – Reference Services

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- PHONE: 208-885-HELP (208-885-4357)
- support@uidaho.edu
- Office of Information Technology

University of Idaho
Dual Credit Program

Return this page to your teacher.

Student Name: _____

Course: _____

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- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

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☐ No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls High School

Course title and description:	**Teacher name and contact information:**
PE Basketball: Physical Education basketball is an activity based class where students will play basketball for the entire class period on a daily basis. Games will consist of 5v5 full court or a series of 3v3 half court games in the Arena.	Mr. Williamson jeffrey.williamson@sd273.com Mrs. Whitney lauren.whitney@sd273.com

Suggested student supplies:

School appropriate athletic attire (shirts and shorts) are required as well as proper athletic footwear. No crocs, slides, flip flops, etc.

Board-approved curriculum and supplemental resources:

This course utilizes a variety of curricular resources, including materials curated from reputable educational websites, teacher-developed content, and supplemental tools that support the learning goals outlined in the syllabus. Every effort is made to ensure these resources are aligned with grade-level standards and are appropriate for classroom use.

Standards covered:
9-12.PE.1.1.1, 9-12.PE.2.1.2, 9-12.PE.2.1.3, 9-12.PE.3.1.2, 9-12.PE.4.1.1, 9-12.PE.4.1.2, 9-12.PE.4.1.3, 9-12.PE.4.1.4, 9-12.PE.5.1.1, 9-12.PE.5.1.3,

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:
Yes
No

If yes, grades are weighted as follows:

Grading Policy:
- Preparedness, preparation, acceptable behavior, and adherence to class protocols in all class activities are required to earn daily points - doing the bare minimum, or less than you are capable of is not acceptable!
- Students who are absent will lose points for the day, but will have the opportunity to make a portion of those points up.
- Students will earn up to 5 points per day, and only school related activities or non-participation with a doctor's note will be considered excused.
- Makeup assignments will be given by the teacher and must be completed within 5 days after absence.
- Only 9 absences can be made up using google classroom. To earn points for any additional absence (beyond 9) an appointment with your teacher is required.

Other information:
Students will:
- Create teams and keep their own score during the games
- Assess, call their own fouls, and officiate themselves during the games
- Resolve disagreements using appropriate and accepted basketball solutions

Typical Daily Routine:
- Change in locker rooms, then attendance
- 5 minute dynamic/functional warmup as a class
- Students divide into teams, keep score, and officiate themselves
- Winning team stays on the court

Class Policies, Rules, & Expectations:
- No phones or electronic devices (ear buds) during the class period
- Zero tolerance for intentionally sabotaging the integrity of the game (half court shots, cherry picking, excessive fouls, not following basketball rules, etc.)
- Students are expected to give maximum effort during games - participation is essential (no sitting out)
- Students must respect classmates and others at all times. Listen when others are talking.

Locker Rooms & Behavior:
- Students have the option to check out & use a locker in the locker room
- All backpacks and personal items must be stored in the locker room during class, even if the student has elected to not check out a locker.
- No loitering (hanging out) in the locker rooms! Get in, change, get out!

Please Sign & Return

I agree to and understand all of the above rules and regulations as outlined by this course description. I will follow these rules and regulations while participating in Physical Education (PE) Basketball. I understand that compliance is necessary for my safety and the safety of others. I acknowledge that if I do not comply, I may be removed from participation in this course.

Student Name (print): _____

Student Signature: _____

Parent/Guardian Name (print): _____

Parent/Guardian Signature: _____

Date: _____

Reviewed 08/14/2025

Return this page to your teacher.

Student Name: _____

Course: Physical Education (PE) Basketball

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls High School

Course title and description: Physical Education. This course provides students with a comprehensive understanding of the importance of physical activity and its positive impact on overall health and well-being. We'll explore how regular exercise benefits the physical, mental, and social aspects of our lives. The class will focus on developing fundamental skills in a wide variety of sports and team-based activities. These sports include but are not limited to; basketball, volleyball, tennis, pickleball, badminton, softball, etc.	**Teacher name and contact information:** **Mr. Brooks:** tanner.brooks@sd273.com **Mrs. Bektic:** michele.bektic@sd273.com **Mr. Etchison:** brian.etchison@sd273.com **Mr. Williamson:** jeff.williamson@sd273.com

Suggested student supplies:

Appropriate Athletic Attire: This is the most crucial item. Students will need to change into clothes specifically for PE each day. This includes:

- A non-restrictive T-Shirt
- Shorts or Athletic Sweatpants
- Athletic, Closed-toe shoe
- Deodorant
- NO HATS

Other things to have: Waterbottle

Board-approved curriculum and supplemental resources:

This course utilizes a variety of curricular resources, including materials curated from reputable educational websites, teacher-developed content, and supplemental tools that support the learning goals outlined in the syllabus. Every effort is made to ensure these resources are aligned with grade-level standards and are appropriate for classroom use.

Standards covered:

9-12.PE.1.1.1
9-12.PE.2.1.2
9-12.PE.2.1.3
9-12.PE.4.1.1

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:

Yes
No

ABSENCES

- Only 9 absences can be made up using google classroom. To earn points for any additional absence (beyond 9) an appointment with your teacher is required.

Reviewed 08/14/2025

Other information:
Equipment Rules:
Handle with care: Treat all equipment as if it's your own. Don't throw, kick, or slam equipment unless the activity specifically requires it.
Use as instructed: Only use equipment for its intended purpose and in the manner demonstrated by your teacher. For example, don't use volleyball to play dodgeball.
Don't damage or modify: Avoid writing on, cutting, or otherwise altering any equipment. If you notice a piece of equipment is broken, tell the teacher immediately so it can be fixed or replaced.

If these rules are not followed, you will not be able to use the equipment.

Makeup Forms:
When you are absent. Fill in the spreadsheet that is on Google Classroom. **You will need to complete 40 minutes per class missed.** If there is no adult listed on the spreadsheet, the make-up points will not count.

Typical PE Week

(What does it look like?)

Monday - Friday

1. Dress
2. Warm Up
3. Fitness Activity/Exercises
4. Group Activity
5. Clean up and change in locker room

Group Activities Include:

Flag Football, Soccer, Wiffle Ball, Ultimate, Yard Games, Basketball, Volleyball, Badminton, Pickleball, Spike Ball, Softball, etc.

Semester long fitness-based exercises include:

Cardiovascular Endurance, Muscular Strength, Muscular Endurance, Speed, & Agility Activities

POST FALLS HIGH SCHOOL FITNESS STANDARDS

NI= Needs Improvement 5 pts
HZ=Health Zone 10pts
AD= Advance Zone 15pts

GIRLS

SIT-UPS				PUSH-UPS				PACER			
Age	NI	HZ	AD	Age	NI	HZ	AD	Age	NI	HZ	AD
15	↓ 34	35 - 44	45 ↑	15	↓ 6	7 - 19	20 ↑	15	↓ 22	23-49	50 ↑
16+	↓ 34	35 - 49	50 ↑	16+	↓ 6	7 - 24	25 ↑	16+	↓ 26	27-59	60 ↑

BOYS

SIT-UPS				PUSH-UPS				PACER			
Age	NI	HZ	AD	Age	NI	HZ	AD	Age	NI	HZ	AD
15	↓ 34	35 - 49	50 ↑	15	↓ 9	10 - 29	30 ↑	15	↓ 22	23-49	50 ↑
16+	↓ 39	40 - 54	55 ↑	16+	↓ 14	15 - 34	35 ↑	16+	↓ 28	29-69	70 ↑

Reviewed 08/14/2025

Return this page to your teacher.

I agree to and understand all of the above rules and regulations as outlined by this course description. I will follow these rules and regulations while participating in Physical Education. *I understand that compliance is necessary for my safety and the safety of others.* I acknowledge that if I do not comply, I may be removed from participation in this course.

Student Name (please print)	**Student Signature**	**Date**
Parent Name (please print)	**Parent Signature**	**Date**
Email Address (PARENT)	**Phone Number (PARENT)**	

Reviewed 08/14/2025

Return this page to your teacher.

Student Name: _____

Course: **PHYSICAL EDUCATION**

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls High School

Course title and description: PE Volleyball: Physical Education volleyball is an activity based class where students will do skill and athletic development and play various competitive games of volleyball, for the entire class period on a daily basis.	**Teacher name and contact information:** Michele Bektic michele.bektic@sd273.com

Suggested student supplies:

School appropriate **athletic attire** (shirts and shorts) are required as well as **proper athletic footwear**. No crocs, slides, etc.

Board-approved curriculum and supplemental resources:

This course utilizes a variety of curricular resources, including materials curated from reputable educational websites, teacher-developed content, and supplemental tools that support the learning goals outlined in the syllabus. Every effort is made to ensure these resources are aligned with grade-level standards and are appropriate for classroom use.

Standards covered:
9-12.PE.1.1.1, 9-12.PE.2.1.2, 9-12.PE.2.1.3, 9-12.PE.3.1.2, 9-12.PE.4.1.1, 9-12.PE.4.1.2, 9-12.PE.4.1.3, 9-12.PE.4.1.4, 9-12.PE.5.1.1, 9-12.PE.5.1.3,

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:
Yes
No

If yes, grades are weighted as follows:

Grading Policy:
- Preparedness, preparation, acceptable behavior, and adherence to class protocols in all class activities are required to earn daily points - doing the bare minimum, or less than you are capable of is not acceptable!
- Students who are absent will lose points for the day, but will have the opportunity to make a portion of those points up.
- Students will earn up to 5 points per day, and only school related activities or non-participation with a doctor's note will be considered excused.
- Makeup assignments will be given by the teacher and must be completed within 5 days after absence.
- Only 9 absences can be made up using google classroom. To earn points for any additional absence (beyond 9) an appointment with your teacher is required.

Other information:
Students will:
- Improve volleyball skills and techniques.
- Apply strategies, rules and game concepts.
- Develop volleyball-specific fitness.
- Demonstrate teamwork, communication, and sportsmanship.
- Assess, make their own calls, and officiate themselves during the games
- Resolve disagreements using appropriate and accepted volleyball solutions.

Typical Daily Routine:
- Change in locker rooms, then attendance,
- 10 minute dynamic/functional warmup as a class,
- 20 minute skill challenge,
- 25 minute Game/Application
- Students divide into teams, keep score, and officiate themselves
- Winning team stays on the court

Class Policies, Rules, & Expectations:
- No phones or electronic devices (ear buds) during the class period
- Zero tolerance for intentional sabotage of the game (half court shots, cherry picking, excessive fouls, not following basketball rules, etc.)
- Students are expected to give maximum effort during games - participation is essential (no sitting out)
- Students must respect classmates and others at all times. Listen when others are talking.

Locker Rooms & Behavior:
- Students have the option to check out & use a locker in the locker room
- All backpacks and personal items must be stored in the locker room during class, even if the student has elected to not check out a locker.
- No loitering (hanging out) in the locker rooms! Get in, change, get out!

Please Sign & Return

I agree to and understand all of the above rules and regulations as outlined by this course description. I will follow these rules and regulations while participating in Physical Education (PE) Basketball. I understand that compliance is necessary for my safety and the safety of others. I acknowledge that if I do not comply, I may be removed from participation in this course.

Student Name (print): _____

Student Signature: _____

Parent/Guardian Name (print): _____

Parent/Guardian Signature: _____

Date: _____

Reviewed 08/14/2025

Return this page to your teacher.

Student Name: _____

Course: Physical Education (PE) Volleyball

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Applied Science Syllabus 2026-2027

Instructor: Mrs. Kara Peha
Email: kara.peha@sd273.com
Phone #: (208)773-0581 EXT. 6224
Room: 224
Prep. Period: 4th Period
Office Hours: Before School, After School, and during 2nd lunch

Course Description: Applied Sciences is a junior/senior level course in science bringing in a variety of topics from all three branches of the natural sciences. Curriculum topics include: Earth and Space Sciences, Life Sciences, as well as the Physical Sciences. The Applied Science class is limited to students that are recommended by staff.

Classroom Expectations: **RESPECT and BE KIND** to yourself and others in class. Come **PREPARED** to class with all materials needed to be successful in the course. All school policies found in your student handbook will be upheld in this classroom. **FOOD, HATS, AND CELL PHONES ARE NOT ALLOWED IN THIS CLASSROOM.**

In order to ensure academic success, students using cell phones or earbuds/headphones will not be permitted in this classroom. If a prohibited electronic device is used, (this includes cell phones and earbuds/headphones) you will be asked to go to the office to surrender the device to the in-house supervisor where they can be picked up at the end of the day, per the student handbook.

Standards Covered:

HS-PSC-1.1 Develop models to describe the atomic composition of simple molecules and extended structures.

HS-PSC-1.3 Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrostatic forces between particles.

HS-LS-1.3 Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.

HS-PSC-2.3 Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.

HS-PSC-2.1 Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.

HS-PSC-3.3 Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative positions of particles (objects).

HS-PSC-3.4 Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.

HS-PSP-1.1 Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.

HS-PSP-1.2 Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system.

HS-PSP-1.3 Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.
HS-ESS-3.3 Illustrate relationships among management of natural resources, the sustainability of human populations, and biodiversity.

HS-ESS-2.7 Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth.

HS-LS-4.1 Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.

HS-PSP-3.5 Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy.

HS-PSP-3.2 Evaluate questions about the advantages of using digital transmission and storage of information.

Grading Policy:

- **<u>The gradebook is broken down according to the following categories:</u>**
  - **Classwork**—20% of final grade
  - **Labs/Projects**—30% of final grade
  - **Tests and Quizzes**—40% of final grade
  - **Semester Final Exam**—10% of final grade
    - **NOTE**: Qumlativ is where you are going to receive the most accurate and up to date information for your grade. DO NOT pay attention to the grade in google classroom because I do not post all assignments on google classroom.

<u>Homework/Assignments Policy</u>:

All assignments are due on the date which is listed when the assignment is assigned. If the assignment is turned in after the date then the assignments will receive a 30% deduction. All assignments will need to be turned in before the end of the unit to receive any credit. **I do not assign homework for students to complete at home. Students will be given time in class to complete work. However, if assignments are not completed during the given class time, students will be expected to complete it at home.**

We will be using a combination of Google Classroom and hard copies to complete assignments.

- **Google classroom:** Students will have access to most things on google classroom. This includes the slides I use for notes, major projects, some daily assignments, videos, review activities for tests, and access to websites we use in class. **I DO NOT POST ALL ASSIGNMENTS OR LABS ON GOOGLE CLASSROOM.** If you miss a day of class you will need to make sure to the teacher to make sure you receive all assignments and materials missed during your absence.

<u>Extra Credit Opportunities</u>: Extra credit is given after every unit test. For students to receive extra credit they need to complete the entire front and back of the extra credit assignment.

<u>Make-Up and Late Work Policy</u>:

- **<u>Absences</u>:** It is **YOUR responsibility** to check google classroom or with the teacher to make up for missing work. You will have **1 extra day per missed day** to make up work. Keep in mind that all assignments need to be completed before the end of the unit that we are working on.
- **<u>Quiz or Test Make-Ups</u>**: You must come before or after school or schedule a time with the teacher to complete a quiz or test. Quizzes and tests that are missed due to absences will receive a zero in the gradebook until the student comes in to complete the test or quiz. Quizzes and tests can be retaken for a better score, but students must complete a review assignment before retaking a test or quiz.
  - **Cheating:** there is a zero-tolerance policy for cheating. Any cheating that occurs on a test will result in a zero and parents will be notified.
- **<u>Late/Missing Assignments</u>**:
  - Throughout the unit, assignments not turned in by a student will be **marked as missing and receive a zero** in Skyward. Once a student has turned in the assignment and it has been graded a date will be added to the comments section to indicate when the assignment was graded.
  - **Late/missing assignments must be turned in by the end of the unit** and will be given a deduction of a 30% deduction if the assignment is not turned in on the given due date. Once the unit has been completed, assignments from that unit will no longer be accepted.

Extra Help: If you need extra help throughout the school year please come to office hours. You can also contact me through email at kara.peha@sd273.com. If you do email me, please make sure to put your full name in the email and be specific about the help you need. **Note**: I do not check my email after 4:30 pm on school days. I try to respond to emails within 24 hours on the weekdays and 48 on the weekends. Depending on the question in your email, I may also ask you to come see me for us to have a face-to-face conversation.

Lab Safety: In this class students will be completing hands-on activities and labs. In these labs and activities there will be times when we will be using laboratory equipment, chemicals, and other items that can be dangerous if not used properly. To keep everyone safe in the classroom the following rules and procedure must be followed. If a student does not follow the safety rules, then it will result in the student not being able to participate in the lab and will be asked to complete an alternative assignment.

General Safety Rules:

- Follow all instructions carefully. If you do not understand a direction or part of a procedure, **ASK YOUR TEACHER BEFORE MOVING ON IN THE ACTIVITY.**
- Be responsible! Horseplay, and pranks will not be tolerated.
- Keep the area you are working in clutter free.
- Clean up your lab area when you have completed the lab.
- Report any broken equipment, accidents, or injuries to the teacher **IMMEDIATELY.**
- Know the locations and operating procedures of all safety equipment including safety showers, sinks, first aid kits, and fire extinguishers
- Dress properly—avoid loose or baggy clothing, tie back hair, and wear closed toed shoes
- **NO FOOD OR DRINK IN THE LAB.**

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls High School

Course title and description:	**Teacher name and contact information:**
Applied Sciences Applied Sciences is a junior/senior level course in science bringing in a variety of topics from all three branches of the natural sciences. Curriculum topics include: Earth and Space Sciences, Life Sciences, as well as the Physical Sciences. The Applied Science class is limited to students that are recommended by staff.	Emily Sarha (208) 773-0581 ext. 6209 emily.sarha@sd273.com

Suggested student supplies:

- 3 ring binder
- calculator

Board-approved curriculum and supplemental resources:

- OpenSciEd

Standards covered:

HS-PSC-1.1 Develop models to describe the atomic composition of simple molecules and extended structures.

HS-PSC-1.3 Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrostatic forces between particles.

HS-LS-1.3 Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.

HS-PSC-2.3 Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.

HS-PSC-2.1 Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.

HS-PSC-3.3 Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative positions of particles (objects).

HS-PSC-3.4 Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.

HS-PSP-1.1 Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.

HS-PSP-1.2 Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system.

HS-PSP-1.3 Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.

HS-ESS-3.3 Illustrate relationships among management of natural resources, the sustainability of human populations, and biodiversity.

HS-ESS-2.7 Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth.

HS-LS-4.1 Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.

HS-PSP-3.5 Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy.

HS-PSP-3.2 Evaluate questions about the advantages of using digital transmission and storage of information.

Reviewed 08/14/2025

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:

Yes
No

- ➔ Grades are based on a total point system.
- ➔ Late homework will not be accepted after the unit assessment has been given.
- ➔ Late projects are worth 50% of the graded value.
- ➔ You may re-take any unit assessment one time.

Other information:

Absent?

- All daily work can be turned in until the day the class takes the assessment.
- Labs must be made up within 1 week.

The Applied Science website will be your go-to spot if you're missing homework papers, catching up on class notes, or looking for extra help resources.

Reviewed 08/14/2025

Return this page to Ms. Sarha.

Student Name: _____

Course: **Applied Science**

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls High School

Course title and description:	**Teacher name and contact information:**
Chemistry in the Community A chemistry lab oriented curriculum designed to focus on chemistry related technological issues of today. The issues serve as a basis for the introduction of major concepts: i.e. vocabulary, thinking skills, equations and lab techniques expected in any introductory chemistry course.	Emily Sarha (208) 773-0581 ext. 6209 emily.sarha@sd273.com

Suggested student supplies:

- 3 ring binder
- calculator

Board-approved curriculum and supplemental resources:

- Living by Chemistry, second edition

Standards covered:

HS-PSC-1.1 Develop models to describe the atomic composition of simple molecules and extended structures.

HS-PSC-1.2 Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.

HS-PSC-1.3 Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrostatic forces between particles.

HS-PSC-1.4 Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and the various modes of radioactive decay.

HS-PSC-1.5 Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.

HS-PSC-2.1 Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.

HS-PSC-2.2 Develop a model to illustrate that the energy transferred during an exothermic or endothermic chemical reaction is based on the bond energy difference between bonds broken (absorption of energy) and bonds formed (release of energy).

HS-PSC-2.3 Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.

HS-PSC-2.4 Use mathematical representations to support the claim that the number and type of atoms, and therefore mass, are conserved during a chemical reaction.

HS-PSC-3.3 Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative positions of particles (objects).

HS-PSC-3.5 Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).

HS-PSP-1.6 Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.

HS-LS-1.6 Construct an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.

HS-LS-1.2 Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.

Reviewed 08/14/2025

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:

Yes
No

- ➔ Grades are based on a total point system.
- ➔ Late homework will not be accepted after the unit assessment has been given.
- ➔ Late projects are worth 50% of the graded value.
- ➔ You may re-take any unit assessment one time.

Other information:

Absent?

- All daily work can be turned in until the day the class takes the assessment.
- Labs must be made up within 1 week.

The Chem Com website will be your go-to spot if you're missing homework papers, catching up on class notes, or looking for extra help resources.

Reviewed 08/14/2025

Return this page to Ms. Sarha.

Student Name: _____

Course: **Chemistry in the Community**

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls High School

Course title and description: Creative Writing I In a workshop-style setting, students will examine and discuss different elements of creative writing by 20th-21st century artists of their choice. Students will get a chance to explore various genres with their own writing including lyrics, poetry, short stories, screenplays and chapters and will be encouraged to apply mechanics of the writing process to create publishable writing. There are various genres that will be focused on throughout the semester including but not limited to, **Non-Fiction, Fairytales, Fantasy, and Adventure**. By the end of the semester, students will have a final journal that showcases their best work.	**Teacher name and contact information:** Kiara Hauck ● kiara.hauck@sd273.com

Suggested student supplies:

1. Notebook that is only for the class. (Students will be turning the notebook in)
2. A binder (2”) (This is for the Portfolio Project)
3. Highlighters
4. Paper
5. Pencils
6. Eraser

Board-approved curriculum and supplemental resources:

This course utilizes a variety of curricular resources, including materials curated from reputable educational websites, teacher-developed content, and supplemental tools that support the learning goals outlined in the syllabus. Every effort is made to ensure these resources are aligned with grade-level standards and are appropriate for classroom use.

If you have any questions about the materials being used or would like to review them in more detail, please feel free to contact me to schedule a meeting. I welcome the opportunity to discuss the curriculum and support your child’s learning experience.

Standards covered:

Reading Comprehension Strand 9/10 & 11/12.RC
Text Complexity (TC) 1-5
Nonfiction Text (NF) 6
Vocabulary Development Strand VD
Word Building (WB)1-2
Academic Vocabulary (AV) 3
Research Strand 9/10 & 11/12.RS 1-2
Writing Strand 9/10 &11/12.W
Range of Writing (RW) 1-6

Reviewed 08/14/2025

Handwriting and Keyboarding (HWK) 7
Oral and Digital Communications Strand 09/10 & 11/12.ODC
Oral Communication (OC) 1-4
Digital Communications (DC) 5-8
Grammar and Conventions Strand 09/10 & 11/12.GC
Grammar and Usage (GU) 1
Mechanics (M) 2-3

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:
Yes
No

- 50% Projects
- 15% Class Participation
- 25% Classwork
- 10% Final

Other information:

Plagiarism Policy: Plagiarism is defined as the act of presenting other people's ideas and writings as one's own and/or not giving credit to the original source(s). Students who cheat on tests and/or assignments, or aid another who is, will receive a zero. Consequences of plagiarism: 1st offense, student receives a zero on the assignment. 2nd offense, student receives an 'F' in the course. This rule applies to all classes providing credit for graduation.

Plagiarism Policy with AI: Generally speaking, students are not permitted to use artificial intelligence (AI) writing tools to generate their work for this class. This includes tools that generate text, outlines, or other writing components. There are few exceptions. If you are unsure whether or not you are permitted to use an AI tool for a specific purpose, please ask for clarification. ***Any work that is generated by an AI tool and submitted for a graded assignment will be considered plagiarism.*** This includes work that is only partially generated by AI. **I reserve the right to require students to provide evidence of their own work on all graded assignments. This may include providing a copy of their original notes, outlines, or drafts.** I believe that AI can be a valuable tool for writers, but it is important to use it responsibly. AI tools are not a substitute for critical thinking and creativity.

Late work Policy:

The late work policy for this class is after the assigned due date, students can still turn in assignments within the current unit for up to 50%. This means if the unit is over then the students will not be able to make up the work.

Students can make up points for an assignment if they turn it in on time **completed**.

Cell Phone/Headphone Policy:

Cell phones will not be allowed in class unless the teacher says otherwise. If a student is caught with their cell phone out when they are not supposed to then the student will turn the cell phone into the office.

Reviewed 08/14/2025

Headphones are not allowed to be in during the class, unless students have been given permission. Students will be asked once to put it away and after that they will be sent to the office. This is to allow the students to clearly hear the lesson or instruction from the teacher. This also allows students to actively participate in group discussions.

Pacing of the class:

This class is fast paced. We build off of what we learned the day before, so missing a day can be a problem. If a student misses a day or multiple days please check Google Classroom for the material. If the student cannot find what they are looking for please email the teacher.

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Reviewed 08/14/2025

Post Falls School District Course Syllabus

School: Post Falls High School

Course title and description: Creative Writing I In a workshop-style setting, students will examine and discuss different elements of creative writing by 20th-21st century artists of their choice. Students will get a chance to explore various genres with their own writing including lyrics, poetry, short stories, screenplays and chapters and will be encouraged to apply mechanics of the writing process to create publishable writing. There are various genres that will be focused on throughout the semester including but not limited to, **Poetry, Gothic, Science Fiction, Dystopian/Post-Apocalyptic, and Screenwriting**. By the end of the semester, students will have a final journal that showcases their best work.	**Teacher name and contact information:** Kiara Hauck ● kiara.hauck@sd273.com

Suggested student supplies:

1. Notebook that is only for the class. (Students will be turning the notebook in)
2. A binder (2”) (This is for the Portfolio Project)
3. Highlighters
4. Paper
5. Pencils
6. Eraser

Board-approved curriculum and supplemental resources:

This course utilizes a variety of curricular resources, including materials curated from reputable educational websites, teacher-developed content, and supplemental tools that support the learning goals outlined in the syllabus. Every effort is made to ensure these resources are aligned with grade-level standards and are appropriate for classroom use.

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Standards covered:

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Text Complexity (TC) 1-5
Nonfiction Text (NF) 6
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Reviewed 08/14/2025

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Oral Communication (OC) 1-4
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Grammar and Usage (GU) 1
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Grades in this course are weighted:
Yes
No

- 50% Projects
- 15% Class Participation
- 25% Classwork
- 10% Final

Other information:

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Return this page to your teacher.

Reviewed 08/14/2025

Student Name: _____

Course: _____

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- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

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Parent/Guardian Acknowledgment
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Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls

Course title and description:	**Teacher name and contact information:**
Digital Design	Gabe Lawson gabe.lawson@sd273.com

Suggested student supplies:

Notebook and writing utensils, sd card and camera if you own one

Board-approved curriculum and supplemental resources:

This course utilizes a variety of curricular resources, including materials curated from reputable educational websites, teacher-developed content, and supplemental tools that support the learning goals outlined in the syllabus. Every effort is made to ensure these resources are aligned with grade-level standards and are appropriate for classroom use.

If you have any questions about the materials being used or would like to review them in more detail, please feel free to contact me to schedule a meeting. I welcome the opportunity to discuss the curriculum and support your child's learning experience.

Standards covered:

Performance Standard 1.1: Elements of Design

1.1.1. Identify, analyze, and implement the application of color, line, shape, texture, size, and value in design.

Performance Standard 1.4: Principles and Elements of Design to Layout

1.4.1. Apply effective use of negative space, composition, message structure, graphics, etc., to graphic works.

1.4.3. Utilize rule of thirds, simplicity, and/or complexity, etc. in layout.

CONTENT STANDARD 3.0: DIGITAL MEDIA PRODUCTION EQUIPMENT

Performance Standard 3.1: Camera Operation and Techniques

3.1.1 Select, operate and exhibit correct use of video cameras for project specifications.

3.1.2 Demonstrate the functions and uses of camera mounting devices (e.g. tripods, Steadicam, monopods, etc.).

3.1.3 Demonstrate types of camera angles and movements.

3.1.4 Demonstrate an understanding of the rule of thirds.

3.1.5 Demonstrate different shot compositions (e.g. medium shot, close up, long shot, etc.).

3.1.6 Demonstrate shot flow including sequencing and continuity.

3.1.7 Demonstrate understanding of white balance settings.

3.1.8 Connect various pieces of camera equipment using proper cables and/or adaptors.

Performance Standard 3.3: Proper Lighting Techniques

3.3.1 Identify and explain the use of basic lighting equipment.

3.3.2 Demonstrate one, two and three point lighting techniques.

3.3.3 Utilize various light sources (e.g. natural light, reflectors, portable lights, etc.).

3.3.4 Explain and demonstrate the use of lighting techniques in creating composition, visual continuity,

mood, and color temperature.
Performance Standard 5.1: Portfolio Development
5.1.1. Develop portfolio that include various types of media, i.e. video, print, web, or graphic Design.
Performance Standard 7.2: Image Creation and Manipulation
7.2.2. Use a variety of devices and media to import/download photos, images, and other digital media content.
7.2.4. Apply nondestructive image editing techniques such as layering and masking.
7.2.5. Practice using different selection tools and techniques to manipulate images.
Performance Standard 7.3: Media Outputs
7.3.1. Use appropriate resolution, compression, and file formats for various media outputs including web, video, audio, and print.
7.3.2. Incorporate appropriate current industry standard color modes in graphic works (e.g., RGB, HEX, LAB, CMYK and Pantone), and explain how they relate to HSB.
7.3.3. Understand the difference between gray scale, spot color, and process colors.
Performance Standard 8.1: Industry Terminology and Roles
8.1.1. Knowledge of the terminology used in the video industry.
8.1.2. Understand the roles and responsibilities of the digital video industry.
Video Standards
Performance Standard 8.1: Industry Terminology and Roles
8.1.1. Knowledge of the terminology used in the video industry.
8.1.2. Understand the roles and responsibilities of the digital video industry.
Performance Standard 8.3: Pre-Production and Planning
8.3.1. Demonstrate consistent and logical naming conventions and document filing skills.
8.3.2. Demonstrate storyboard design and implementation.
8.3.3. Identify the goal of the video.
8.3.4. Develop, read, write, and understand a script.
8.3.5. Determining the right format for the content e.g. promo, PSA, documentary.
Performance Standard 8.4: Production
8.4.1. Preparing and scouting a location.
8.4.2. Identify how to implement film theory i.e. knowing the type of shots and why you need those kinds of shots.
8.4.3. Understand how and when to use lighting.
8.4.4. Understand how to produce quality audio.
Performance Standard 8.5: Post Production
8.5.1. Produce video: import video, edit video, sound, music, visual effects, and motion graphics.
8.5.2. Export video: choose appropriate file format for display medium.
8.5.3. Demonstrate editing techniques that present continuity, emphasis and pace.

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:
- Yes
- ~~No~~

If yes, grades are weighted as follows: .5 percentage points added because it it is an honors class

Other information:

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
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Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls High School

Course title and description:	**Teacher name and contact information:**
HONORS ENGLISH III This honors course advances the development of the essay, the study and practice of writing introductions and conclusions, the analysis and development of persuasive arguments, and the investigation and writing of various research applications and projects. A literary analysis and historical examination of American literature will be emphasized. Students receive an extra .5 added to their G.P.A.	**Cherise Hensley-Jenkins** ● cherise.hensley-jenkins@sd273.com

Suggested student supplies:

1. Writing utensils (pens and pencils)
2. A binder/folder
3. A notebook
4. Lined Paper
5. Highlighters

Board-approved curriculum and supplemental resources:

HMH-Into Literature

Standards covered:

Reading Comprehension Strand 11/12.RC
Text Complexity (TC)
1. Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the lower end of the grades 11–12 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.) Volume of Reading to Build Knowledge (V)
2. Regularly engage in a volume of reading, texts independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary. Textual Evidence (TE)
3. Draw and cite strong and thorough evidence from grade-level texts to support claims and inferences, attending to important distinctions authors make and how those are supported, as well as any gaps or inconsistencies in accounts offered. Reading Fluency (RF)
4. Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in Resource Reference). Literature (L)
5. Use evidence from literature to demonstrate understanding of grade-level texts.
5a. Compare the development of a universal theme over the course of two texts, including how it emerges and is shaped and refined by specific details in each.
5b. Evaluate the choices authors make regarding how to develop and relate several elements of literary texts, including how the characters are introduced and developed, and how the action is ordered.
5c. Evaluate how authors structure texts to distinguish what is directly stated in a text from what is really

meant, including satire, sarcasm, irony, and understatement.
5d. Relate literary works and their authors' points of view to the political events and seminal ideas of their eras.
5e. Compare and contrast how works of literary or cultural significance, including myths and traditional stories, draw on similar themes, patterns of events, or character types.

Nonfiction Text (NF)

6. Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
6a. Compare texts that express similar central ideas and analyze in detail how their development and treatment of the topic compares over the course of the two texts; provide accurate summaries of how key events or ideas develop.
6b. Evaluate various explanations of concepts and ideas and determine which explanation best accords with textual evidence, noting discrepancies among sources.
6c. Evaluate the effectiveness of the structure(s) and rhetorical devices authors use in their exposition or argument, including whether the structure helps make points clear, convincing, and engaging.
6d. Analyze the hypotheses, data, analysis, and conclusions in an argument, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
6e. Evaluate the premises and purposes in works of public advocacy.

Vocabulary Development Strand 11/12.VD

Word Building (WB)

1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
1a. Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence or a sentence within a paragraph) as a clue to the meaning of a word or phrase.
1b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., symbol, symbolism, symbolic, symbolize).
1c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), print or digital, to find the pronunciation of a grade-level word and determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
1d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
2. Determine how words and phrases provide meaning and nuance to texts.
2a. Use Greek, Latin, and Norse mythology, and other works often alluded to in American and world literature to understand the meaning of words or phrases (e.g., "narcissistic" from the myth of Narcissus and Echo).
2b. Analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how FDR explored different ideas regarding freedom in his "Four Freedoms" speech).
2c. Analyze nuances in the meaning of words with similar denotations (e.g., aggressive, assertive, forceful, domineering).
2d. Analyze the impact of specific word choices on the effectiveness of the message's meaning and the tone of the text.

Academic Vocabulary (AV)

3. Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.

Research Strand 11/12.RS

Inquiry Process to Build, Present, and Use Knowledge (IP)

1. Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating multiple interlocking research questions that span the field of inquiry in time and scope; gathering relevant information efficiently from a variety of authoritative sources, as well as from direct observation, interviews, and surveys; making distinctions about the strengths and limitations of each source in terms of the task, purpose, and audience, noting any discrepancies among the data; and

following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.

Deep Reading on Topics to Build Knowledge (DR)
2. Read a series of texts independently, with peers, or with modest support, organized around a variety of conceptually related topics to build knowledge about the world.

Writing Strand 11/12.W

Range of Writing (RW)
1. Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry etc.
2. Write arguments that support well-defined points of view that establish the significance of the claim(s) and distinguish those claim(s) from alternate or opposing claims with persuasive evidence and clear reasoning; point out the strengths and limitations of each claim in a manner that anticipates the audience's knowledge level, concerns, and values; and provide a concluding section that articulates the implications, or the significance, of the argument presented.
3&4. (Teachers can include informational and narrative writing at their discretion.)
5. Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre, and in which ideas, concepts, and other information build on one another; include formatting and graphics to support the purpose, aid in comprehension, and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion and clarify the relationships between and among ideas and concepts.
6. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on reframing points to address specific purposes or needs of the audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)

Handwriting and Keyboarding (HWK)
7. Write by hand or with technology to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Oral and Digital Communications Strand 11/12.ODC
Oral Communication (OC)
1. Engage in collaborative discussions about grade-level topics and texts with peers by promoting civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and ideas of several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional information is required to deepen the investigation or complete the task.
2. Analyze how visual and sound techniques or design (such as special effects, camera angles, and music) carry or influence messages in various media.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
4. Present information, findings, and supporting evidence orally, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning; ensure alternative or opposing perspectives are addressed; and the organization, development, substance, and style are appropriate to the purpose, audience, and a range of formal and informal tasks.

Digital Communications (DC)
5. Demonstrate the responsible and ethical use of information and communication technologies by distinguishing between kinds of information that should and should not be publicly shared and describing the consequences of a poor decision.
6. Integrate multiple sources of information presented in diverse digital media to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

7. Analyze multiple interpretations of a text (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.
8. Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence, and to add interest.

Grammar and Conventions Strand 11/12.GC
Grammar and Usage (GU)
1. Demonstrate command of the conventions of English grammar and usage when writing or speaking.
1a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed. 57
1b. Use a variety of sentence structures, including compound and compound-complex sentences with effective coordination and subordination of ideas and parallel, repetitive, and analogous sentence structures.
1c. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the writing type.
1d. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.
1e. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation, and distinguish where informal discourse is more appropriate.

Mechanics (M)
2. Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.
2a. Reflect appropriate manuscript requirements in writing, including correct use of seriation (headings and subheadings).
3. Spell correctly, consulting reference materials to check as needed.

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:
Yes
No

If yes, grades are weighted as follows:

- **TESTS / PROJECTS**: 50%
- **CLASSWORK / QUIZ / HW**: 25%
- **FINAL EXAM**: 15%
- **PARTICIPATION**: 10%

Other information:

Plagiarism Policy: Plagiarism is defined as the act of presenting other people's ideas and writings as one's own and/or not giving credit to the original source(s). Students who cheat on tests and/or assignments, or aid another who is, will receive a zero. Consequences of plagiarism: 1st offense, student receives a zero on the assignment. 2nd offense, student receives an 'F' in the course. This rule applies to all classes providing credit for graduation.

Plagiarism Policy with AI: Generally speaking, students are not permitted to use artificial intelligence (AI) writing tools to generate their work for this class. This includes tools that generate text, outlines, or other writing components. There are few exceptions. If you are unsure whether you are permitted to use an AI tool for a specific

purpose, please request clarification. ***Any work that is generated by an AI tool and submitted for a graded assignment will be considered plagiarism.*** This includes work that is only partially generated by AI. **I reserve the right to require students to provide evidence of their own work on all graded assignments. This may include providing a copy of their original notes, outlines, or drafts.** AI can be a valuable tool for writers, but it is important to use it responsibly. AI tools are not a substitute for one's own critical thinking and creativity.

Late Work Policy:

In the job market, turning in important work after a deadline is not acceptable. It won't be acceptable in this classroom either.

Late work will be given half credit the day after it's due. There will be no credit for assignments turned in over a day late.

Students with excused absences can make up points for an assignment according to the rules covered in the student handbook.

Cell Phone/Headphone Policy:

Cell phones are often a distraction from the learning environment and can hinder academic success. Unless permission is given ahead of time, ALL phones must be silenced and put away. Failure to comply will result in a referral to the office.

*Parents who need to reach a student in case of emergency, please call the office and your message will be forwarded to our classroom immediately.

Headphones are also not allowed to be in during class, unless students have been given permission. This is to allow students to clearly hear the lesson or instruction from the teacher and to actively participate in group discussions with their peers.

Pacing of the class:

This class is fast-paced, and students will be expected to complete readings at home in order to come to class prepared to discuss the material. While we do cover many of the same texts that English III encounters, honors students are expected to perform much deeper analysis and complete more challenging coursework in relation to those readings. We also emphasize proper grammar/punctuation usage and preparation for college entrance exams like the SAT.

Potential Readings for Honors English III

Units	***Readings***
Junior Research Project The purpose of this research project is to persuade your audience that you know how to solve an issue/problem that plagues society. In order to do this, you will have to become an expert on your issue. You will have to research the issue and understand a few dynamics, including: ● **The history**: how did it get to this point? ● **The causes**: what is creating the issue in the first place? ● **The effects**: how is the issue impacting people, society, the planet? ● **Possible solutions**: what solutions have been tried or have been proposed?	Scholarly, peer-reviewed articles on a student's chosen and approved research topic. Students will be required to use the latest scientific research to support their analysis of the issue and will cite this evidence properly in MLA in their paper.
Unit 1: ***Foundation and Encounters*** <u>Essential Questions:</u> ● *What connects people to certain places?* ● *What values and beliefs shape who we are?* ● *What does it mean to be a stranger in a strange land?* ● *What happens when cultures collide?* **LONG READ**: *The Crucible* by Arthur Miller	● "The World on Turtle's Back" by Iroquois Storytellers ● "Balboa" by Sabrina Murray ● "A Desperate Trek Across America" by Andres Resendez ● "New Orleans" by Joy Harjo ● "Coming of Age in the Dawn Land" by Charles Mann ● Excerpt from *Of Plymouth Plantation* ● Excerpt from "Sinners in the Hands of an Angry God" by Jonathan Edwards ● "Upon the Burning of Our House" by Anne Bradstreet ● "World, in hounding me…" by Sor Juana Ines de la Cruz
Unit 2: ***Building a Democracy*** <u>Essential Questions:</u> ● *What does oppression look like?* ● *How do we gain our freedom?* ● *How can we share power and build alliances?* ● *How do we reach our goals?*	● Declaration of Independence ● "A Soldier for the Crown" by Charles Johnson ● Excerpt from "Lean In" by Sheryl Sandberg ● "Letter to John Adams" by Abigail Adams ● "Speech to Virginia Convention" by Patrick Henry ● "One Today" by Richard Blanco

Reviewed 08/14/2025

Unit 3: ***The Individual and Society*** <u>Essential Questions:</u> ● *How can we be true to ourselves?* ● *How do we relate to the world around us?* ● *What do we secretly fear?* ● *When should we stop and reflect on our lives?*	● Excerpts from "Song of Myself" by Walt Whitman ● Poems by Emily Dickinson ● Excerpts from *Walden* by Henry David Thoreau ● Excerpts from *Last Child in the Woods* by Richard Louv ● Excerpts from "Self-Reliance" by Ralph Waldo Emerson ● "The Minister's Black Veil" by Nathaniel Hawthorne ● "The Fall of the House of Usher" by Edgar Allan Poe ● "The Feather Pillow" by Horacio Quiroga ● "Cask of Amontillado" by Edgar Allan Poe ● "The Raven" by Edgar Allan Poe ● "A Rose for Emily" by William Faulkner

SEMESTER TWO: NOVEL STUDIES and LITERARY CRITICAL ANALYSIS
 	
Unit 4 :
The Quest for Freedom
 	
<u>Essential Questions:</u>
● *When is self-determination possible?*
● *What causes divisions between people?*
● *How do we respond to death?*
● *What is the price of progress?*
	● Literary Critical Analysis: Formalist, Biographical, Historical, Cultural, Archetypal, Post-colonial, Psychoanalytical, Gender, Marxist, Readers-Response, etc.
	● Group Analysis of Fairy Tales / Children's Stories- Students choose their own
	● "The Story of an Hour" by Kate Chopin
	
	● **NOVEL STUDY:** *Fahrenheit 451* by Ray Bradbury
	
	● "An Occurrence at Owl Creek Bridge" by Ambrose Bierce
	● "To My Old Master" by Jourdon Anderson
	● Letter to Sarah Ballou by Sullivan Ballou
	● "Imagine the Angles of Bread" by Martin Espada
	● "The Yellow Wallpaper" by Charlotte Perkins Gilman
	● Spirituals (Coded Language)
	  ○ "Go Down, Moses"
	  ○ "Follow the Drinking Gourd"
	  ○ "Swing Low, Sweet Chariot"

Unit 5: ***America Transformed*** Essential Questions: ● *How much do we control our lives?* ● *Why do humans cause harm?* ● *What are the consequences of change?* ● *What makes a place unique?*	● "To Build a Fire" by Jack London ● "The Lowest Animal" by Mark Twain ● Excerpt from *The Jungle* by Upton Sinclair ● "The Men in the Storm" by Stephen Crane ● "A Journey" by Edith Wharton ● "Chicago" by Carl Sandburg ● Novel study and analysis ● **NOVEL STUDY**: *The Great Gatsby* by F. Scott Fitzgerald
Unit 6: ***Modern and Contemporary Voices*** Essential Questions: ● *How do we deal with rejection or isolation?* ● *Can anyone achieve the American Dream?* ● *When should personal integrity come before civic duty?* ● *What would we do if there were no limits?*	● "The Latin Deli" by Judith Ortiz Cofer ● Poetry by Marianne Moore ● "The Universe as Primal Scream" Tracy Smith ● "First Verse" by Tim Seibles ● Poems of the Harlem Renaissance ● "YouTube Stars Stress Out, Just Like the Rest of Us" by Neda Ulaby ● "Social Media: More Good Than Bad" by Timothy Brewer" ● Speech on the Vietnam War, 1967" by Martin Luther King, Jr. ● "Ambush" by Tim O'Brien ● **LIT CIRCLE NOVEL STUDY:** *They Called Us Enemy* by George Takei *or Picture Bride* by Yoshiko Uchida ● **NOVEL STUDY:** *The Secret Life of Bees* by Sue Monk Kidd or *The Things They Carried* by Tim O'Brien

Second Semester Novel Studies and Literary Analysis

Reading Groups: Students will operate in small groups that change with each novel, and each student will be responsible for analyzing a different component of that novel. Group discussions will happen almost daily regarding the reading, so coming to class prepared will be vital.

Lit Circles: Literature circles are student-choice reading groups, where students can choose which book to read and which groupmates fit that choice.

Literary Analysis: In preparation for the type of literary analysis they will face in college, students will also choose which lens perspective they will use to analyze readings and get practice with deeper-level examinations of texts.

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus
School: Post Falls High School

WORLD HISTORY
This course will explore historical themes that transcend time and culture, bridging humanity and creating a complex world. Emphasis will be placed on eight historical themes. These themes include - rise of civilization, trade and economic systems, science technology and the environment, religious and ethical systems, power and authority, empire building, revolution, and conflict and change. Each theme unit will include a study of geography, arts and culture, primary sources, and modern connections. Students will engage in exploratory projects, narrative writing based on historical events, and presentations to further his/her experience in studying the historical theme. Students will be able to show how common themes bridge the world as one and how differences in time, culture, and politics change the outcome of these themes.

Teacher name and contact information:

Matthew Gunderson - matt.gunderson@sd273.com

Suggested student supplies:

- Pen
- Pencil
- Paper
- Color pencils
- Notebook
- Wired headphones

Board-approved curriculum and supplemental resources:

HMH Modern World History Textbook (Copyright 2018)

Standards covered:

1. Goal 1.7: Trace how natural resources and technological advances have shaped human civilization.
2. Goal 1.8: Build an understanding of the cultural and social development of human civilization.
3. Goal 1.9: Identify the role of religion in the development of human civilization.
4. Goal 2.1: Analyze the spatial organizations of people, places, and environment on the earth's surface.
5. Goal 2.3: Trace the migration and settlement of human populations on the earth's surface.
6. Goal 2.4: Analyze the human and physical characteristics of different places and regions.
7. Goal 2.5: Explain how geography enables people to comprehend the relationships between people, places, and environments over time.
8. Goal 3.1: Explain basic economic concepts.
9. Goal 3.2: Identify different influences on economic systems.
10. Goal 4.4: Build an understanding of the evolution of democracy.
11. Goal 5.1: Build an understanding of multiple perspectives and global interdependence.

Grading:

Grades will be assigned based on the following scale:
A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:
Yes
No

Grades are weighted as follows:

- Classwork and Projects - 50%
- Tests and Quizzes - 30%
- Participation - 10%
- Final Exam - 10%.

Reviewed 08/14/2025

Other information:

Rules and General Expectations

1. Respect yourself and others at all times.
2. Ask for and accept help
3. Do your work and turn it in, making sure to have academic integrity
4. Follow Directions
5. Take care of class materials such as Chromebooks

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls High School

Course title and description: **Plant and Soil Science:** A course designed to examine the importance of plant cell structure, functions of cells, plant processes, nonvascular plants, vascular plants, roots, stems, leaves, flowers and reproduction of plants.Topics include soils, plants, plant ID, and plant pests.	**Teacher name and contact information:** **Instructor**: Brandon Hoxie **Email**: brandon.hoxie@sd273.com **Phone Extension**: 6177

Suggested student supplies: Notebook, pen or pencil

Board-approved curriculum and supplemental resources: This course utilizes a variety of curricular resources, including materials curated from reputable educational websites, teacher-developed content, and supplemental tools that support the learning goals outlined in the syllabus. Every effort is made to ensure these resources are aligned with grade-level standards and are appropriate for classroom use.

If you have any questions about the materials being used or would like to review them in more detail, please feel free to contact me to schedule a meeting. I welcome the opportunity to discuss the curriculum and support your child's learning experience.

Standards covered: Plant and Soil Program Standards:1.1.3 , 2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 3.2.1, 3.2.2, 3.2.3, 3.2.4, 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.5, 4.1.6, 4.1.7, 4.1.8, 4.4.1, 4.4.2, 4.4.3, 5.1.1, 5.1.2, 5.1.3, 5.2.1, 5.2.2,

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:

Yes
No

If yes, grades are weighted as follows:

Reviewed 08/14/2025

Other information:
Classroom Expectations

Always conduct yourself in a safe and responsible manner, absolutely no horse play, throwing things, using tools in a manner that they were not intended for.
Show up on time
Respect equipment, facility, each other.
Absolutely no profanity
Cell phones should be left in backpacks and silenced
Work should be turned in on time and complete.
Everyone cleans up…everyday
No food or drink except a reusable water bottle with a lid.

FFA
The FFA is the Career and Technical Student Organization that is associated with all agriculture classes. It is considered to be intra-curricular, meaning it is a part of the program's curriculum. Students are strongly encouraged to become a member. Membership includes additional opportunities for travel and competition. If you have any questions please contact me.

Reviewed 08/14/2025

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls

Course title and description:	**Teacher name and contact information:**
Special Education English B (10)	Megan Spencer megan.spencer@sd273.com

Suggested student supplies:

Notebook and writing utensils

Board-approved curriculum and supplemental resources:

HMH English Curriculum Including HMH Approved Novels
Into Literature Grade 10
Study Sync - Grade 10

This course utilizes a variety of curricular resources, including materials curated from reputable educational websites, teacher-developed content, and supplemental tools that support the learning goals outlined in the syllabus. Every effort is made to ensure these resources are aligned with grade-level standards and are appropriate for classroom use.

Standards covered: Reading Comprehension 9/10 RC.1-6, Vocabulary Development 9/10 VD.1-3, Research Strand 9/10 RS. 1-2, Writing Strand 9/10 W. 1-7, Oral and Digital Communication 9/10 ODC. 1-8, Grammar and Conventions 9/10 GC. 1-3.

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:

- ~~Yes~~
- No

If yes, grades are weighted as follows: .5 percentage points added because it it is an honors class

Other information:

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
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- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

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Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls

Course title and description:	**Teacher name and contact information:**
Special Education English C (11)	Megan Spencer megan.spencer@sd273.com

Suggested student supplies:

Notebook and writing utensils

Board-approved curriculum and supplemental resources:

HMH English Curriculum Including HMH Approved Novels
Into Literature Grade 11
Novels - Grade 11 approved by the State of Idaho and HMH

This course utilizes a variety of curricular resources, including materials curated from reputable educational websites, teacher-developed content, and supplemental tools that support the learning goals outlined in the syllabus. Every effort is made to ensure these resources are aligned with grade-level standards and are appropriate for classroom use.

Standards covered: Reading Comprehension 11/12 RC.1-6, Vocabulary Development 11/12 VD.1-3, Research Strand 11/12 RS. 1-2, Writing Strand 11/12 W. 1-7, Oral and Digital Communication 11/12 ODC. 1-8, Grammar and Conventions 11/12 GC. 1-3.

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:

- ~~Yes~~
- No

If yes, grades are weighted as follows: .5 percentage points added because it it is an honors class

Other information:

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

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Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

University of Idaho
Dual Credit Program

MATH 1143 | Precalculus 1: College Algebra

High School Course Name: Honors PreCalculus

Rita Shaber
Post Falls High School
Post Falls, Idaho 83854
Email: rita.shaber@sd273.com
Phone: (208)773-0581 ext.6222

Theresa Allen
University of Idaho Faculty Liaison
Email: tmallen@uidaho.edu
Phone: (208)885-7709

Year: 2025-26 **Term:** Yearlong **Credit Hours:** 3 semester credits **Course Format:** Face to Face

Prerequisites: Teacher recommendation, at least a "C" in Algebra 2, Honors Algebra 2, or Trig/Stats

Textbook/Supplies: Precalculus with Limits - A Graphing Approach, by Ron Larson, Sixth Edition (pdf version available on Google Classroom), pencil, paper, scientific or graphing calculator

Course Description

The primary purpose of Honors PreCalculus is to improve your skills and competency in Algebra so that you will be successful in Calculus, other math courses required for your college major, and any other courses that use mathematics. Another goal is to help you develop your mathematical learning skills so that you will be more confident in your future mathematical courses.

This course introduces the concept and examples of real functions. Topics include: definition, domain and range of a function; composition and inverse of functions, transformations; linear, quadratic and higher degree polynomials; rational, exponential and logarithmic functions; representations (formulas, graphs) and applications.

Assignments

Learning Outcomes - After completing Math 1143 Honors PreCalculus, the students will be able to:

- Solve linear equations, quadratic equations, equations that are quadratic in form, rational equations, exponential equations, and logarithmic equations.
- Solve polynomial and rational inequalities
- Determine the domain of polynomial functions, rational functions, root functions, exponential functions, and logarithmic functions
- Understand the concept of composite functions, one-to-one functions, and inverse functions
- Use synthetic division, the remainder theorem, the factor theorem, the fundamental theorem of algebra, and the intermediate value theorem to determine the zeros of polynomial functions
- Sketch the graphs of basic functions using transformations including polynomial functions, root functions, absolute value functions, rational functions, exponential functions, & logarithmic functions
- Use critical thinking skills to solve word problems which include maximizing/minimizing problems in economics, physics, and geometry

Learning Activities / Assignments: Student learning activities include quizzes, assignments, tasks, exams, writing, projects, and discussions.

Extra Help: Students are encouraged to come in before school, during 2nd lunch, or after school to get extra help when challenged by a topic.

University of Idaho
Dual Credit Program

Unexcused Absences & Tardies: Students will follow the policies stated in the PFHS Student Handbook.

Join Google Classroom: 1ST hour - okkxhj5a, 3RD hour - 5etaimwq, 4TH hour - tgqm62h4

Classroom Expectations - All students will…

- adhere to the policies set by PFHS, as stated in the student handbook
- be open to mathematical growth and learning
- follow the Golden Rule: RESPECT yourself and others
- come to class prepared
- use class time productively - cell phones should not be a distraction or will be sent to the office

Excused absences & late work: It is the student's responsibility to check with the teacher and Google Classroom for missing work, and to follow the school's make-up period (1 day absent = 1 day makeup). Students should be prepared to make up a missed quiz or test on the day he/she returns, unless otherwise arranged with the teacher. Unexcused late work will not be accepted.

Grading

PFHS Semester Grading:
Tests: 50%
Quizzes: 20%
Work: 10%
Final Exam: 20%

PFSD Grading Scale:
A=93-100, A-=90-92.9
B+=87-89.9, B=83-86.9, B-=80-82.9
C+=77-79.9, C=73-76.9, C-=70-72.9
D+=67-69.9, D=63-66.9, D-=60-62.9
F=0-59.9

UofI Grading Standards:
90-100% = A (pass course)
80-89% = B (pass course)
70-79% = C (pass course)
60-69% = D (must repeat course)
0-59% = F (must repeat course)

Grades will be posted on Skyward on the district website and updated each week. Students may request a printed progress report from Mrs. Shaber at any time.

University of Idaho grade will be calculated from the average of the student's Semester 1 and 2 grades.

Important College Information:

In order to advance to the next level, students must have a minimum of 70 percent to pass individual courses. To be more successful in the next level, students should try to achieve 80 percent or higher in individual courses. A GPA less than 2.0 indicates unsatisfactory progress and student may be placed on academic probation.

The Dual Credit high school grade is recorded as a numerical grade on a 100-point scale. The Dual Credit University grade is recorded as a letter grade only. **High school and university grades may differ from each other, depending on your teacher's and/or high school's grading policies.**

Final grades are posted in MyUI.

Academic Integrity

"Please note that Dual Credit students are held to the same student standards found in the University of Idaho, Student Code of Conduct, which can be viewed at

https://www.uidaho.edu/student-affairs/dean-of-students/student- conduct/student-code-of-conduct. Definitions of cheating, plagiarism and other forms of academic dishonesty, as well as, policies and procedures for handling such cases are included."

Dual Credit Policies

Dates and Deadline

Adding or Dropping Courses: Dual credit students **must add, drop, or withdrawal from a course through DualEnroll.** Any course drop or withdrawal requests must be approved by a high school counselor.

To drop or withdraw from a course, students must submit a request through DualEnroll. The high school counselor will approve or deny the request; if approved, it will be processed through MyUI. Students must confirm all course changes by logging on to MyUI—MyUI is the official record.

- A "drop" is when students are taken out of a course within the posted drop/add period and do not receive a grade of W (withdrawal from course). A dropped course is not transcripted.
- A "withdrawal" is when students are taken out of a course after the posted drop/add period (some instructors may withdraw students for nonattendance). A grade of "W" will be transcripted. This will not affect the student's college grade point average; however, they should check their high school's policy on how a "W" affects their high school grade point average and eligibility for participating in high school activities and programs.
- If students withdraw or fail to earn credit for a course paid for by Advanced Opportunities, they must subsequently pay for a similar course to be eligible for further Advanced Opportunities funding.

Center for Disability Access and Resources (CDAR)

The University of Idaho is committed to ensuring an accessible learning environment where course or instructional content are usable by all students and faculty. If you believe that you require disability-related academic adjustments for this class (including pregnancy-related disabilities), please contact Center for Disability Access and Resources (CDAR) to discuss eligibility. A current accommodation letter from CDAR is required before any modifications, above and beyond what is otherwise available for all other students in this class will be provided. Please be advised that disability-related academic adjustments are not retroactive. CDAR is located at the Bruce Pitman Building, Suite 127. The phone number is 208-885-6307 and e-mail is cdar@uidaho.edu. For a complete listing of services and current business hours visit https://www.uidaho.edu/cdar

Help and Resources

The University of Idaho provides student support to ensure a successful learning experience. The Dual Credit Website contains information about the Dual Credit program at the University of Idaho.

MyUI contains your official University of Idaho student records. MyUI is the site students use to access student account/billing information, verify enrollment, and grades.

VandalMail is the official University of Idaho email service. Students should check their account on a regular basis or forward to your regular checked e-mail account.

University of Idaho
Dual Credit Program

Canvas is the University of Idaho's course management system. Please ask your instructor if your course requires you to login to Canvas.

Course Evaluations: Student evaluation of teaching has two purposes: To assist individual instructors in improving their own teaching; and to assist academic administrators in counseling instructors about their teaching. Student evaluations are carefully weighed as a factor in judging the teaching component in tenure, promotion, and salary determinations. Click here to access your student dashboard to see course evaluation status for any class you are enrolled in.

Library Help: The library website has many databases that will help you find relevant and reliable books, articles, images, and more. Do not hesitate to contact a librarian for research assistance.

- UIDAHO Library
- UIDAHO Library (Off Campus)
- Help – Reference Services

Technology Help: The U of I Student Technology Center provides many technology-related services to students.

- PHONE: 208-885-HELP (208-885-4357)
- support@uidaho.edu
- https://www.uidaho.edu/its/stc

University of Idaho
Dual Credit Program

Return this page to your teacher.

Student Name: _____

Course: Math 1143 & 1144 PreCalculus

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- ☐ Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- ☐ No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Parent/Guardian Email: _____

Parent/Guardian Phone Number: _____

University of Idaho
Dual Credit Program

MATH 1144 | Precalculus 2: Trigonometry

High School Course Name: Honors PreCalculus

Rita Shaber
Post Falls High School
Post Falls, Idaho 83854
Email: rita.shaber@sd273.com
Phone: (208)773-0581 ext.6222

Theresa Allen
University of Idaho Faculty Liaison
Email: tmallen@uidaho.edu
Phone: 208-885-7709 (Microsoft Teams)

Year: 2025-26 **Term:** Yearlong **Credit Hours:** 1 semester credit **Course Format:** Face to Face

Prerequisites: Sufficient score on SAT, ACT, or math placement test. Students may qualify by enrolling concurrently in MATH 1143. In high school, this corresponds to having already taken Algebra 2 with a grade of A or B.

Textbook/Supplies: Precalculus with Limits - A Graphing Approach, by Ron Larson, Sixth Edition (pdf version available on Google Classroom), pencil, paper

Course Description

Goals of the course: The primary purpose of Trigonometry is to improve your skills and competency in trigonometry to prepare you for calculus. Another goal is to help you develop your mathematical learning skills so that you will be more confident in future mathematical courses.

Assignments

LEARNING OUTCOMES: After completing Math 1144, the student should be able to do the following <u>without</u> the use of a calculator:

- Understand the right triangle definitions of the trigonometric functions
- Understand the unit circle definitions of the trigonometric functions
- Evaluate trigonometric functions of angles belonging to the $\frac{\pi}{3}$, $\frac{\pi}{4}$, $\frac{\pi}{6}$ families
- Sketch the graph of functions of the form $y = A\,sin(Bx + C) + D$ and $y = A\,cos(Bx + C) + D$
- Understand the graph of the tangent function and its properties
- Understand the graph of the cosecant and secant functions and their properties
- Understand the graphs of the inverse sine function, inverse cosine function, and inverse tangent function
- Evaluate expressions involving inverse trigonometric functions
- Verify trigonometric identities
- Solve trigonometric equations

Learning Activities / Assignments: Student learning activities include quizzes, assignments, tasks, exams, writing, projects, and discussions.

Extra Help: Students are encouraged to come in before school, during 2nd lunch, or after school to get extra help when challenged by a topic.

Unexcused Absences & Tardies: Students will follow the policies stated in the PFHS Student Handbook.

Join Google Classroom: 1ST hour - okkxhj5a, 3RD hour - 5etaimwq, 4TH hour - tgqm62h4

University of Idaho
Dual Credit Program

Classroom Expectations - All students will…

- adhere to the policies set by PFHS, as stated in the student handbook
- be open to mathematical growth and learning
- follow the Golden Rule: RESPECT yourself and others
- come to class prepared
- use class time productively - cell phones should not be a distraction or will be sent to the office

Excused absences & late work: It is the student's responsibility to check with the teacher and Google Classroom for missing work, and to follow the school's make-up period (1 day absent = 1 day makeup). Students should be prepared to make up a missed quiz or test on the day he/she returns, unless otherwise arranged with the teacher. Unexcused late work will not be accepted.

Grading

PFHS Semester Grading:	PFSD Grading Scale:	Uofl Grading Standards:
Tests: 50%	A=93-100, A-=90-92.9	90-100% = A (pass course)
Quizzes: 20%	B+=87-89.9, B=83-86.9, B-=80-82.9	80-89% = B (pass course)
Work: 10%	C+=77-79.9, C=73-76.9, C-=70-72.9	70-79% = C (pass course)
Final Exam: 20%	D+=67-69.9, D=63-66.9, D-=60-62.9	60-69% = D (must repeat course)
	F=0-59.9	0-59% = F (must repeat course)

Grades will be posted on Skyward on the district website and updated each week. Students may request a printed progress report from Mrs. Shaber at any time.

University of Idaho grade will be calculated from the average of the student's Semester 1 and 2 grades.

Important College Information:

In order to advance to the next level, students must have a minimum of 70 percent to pass individual courses. To be more successful in the next level, students should try to achieve 80 percent or higher in individual courses. A GPA less than 2.0 indicates unsatisfactory progress and student may be placed on academic probation.

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University of Idaho
Dual Credit Program

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- UIDAHO Library
- UIDAHO Library (Off Campus)
- Help – Reference Services

Technology Help: The U of I Student Technology Center provides many technology-related services to students.

- PHONE: 208-885-HELP (208-885-4357)
- support@uidaho.edu
- https://www.uidaho.edu/its/stc

Post Falls School District Course Syllabus

School: Post Falls

Course title and description:	**Teacher name and contact information:**
Principles of Marketing/Student Store A course designed to focus on the fundamentals and functions of marketing as they relate to the competitive enterprise system. Marketing theory is presented and applied to business problems, practices, and the business environment and management systems.	Ryan Vordahl ryan.vordahl@sd273.com

Suggested student supplies:

Access to the internet

Board-approved curriculum and supplemental resources: ISEE Course - 121640

Stukent - Principles of Marketing - stukent.com

Standards covered:

This curriculum follows state standards for Marketing from Idaho Division of Career Technical Education

https://cte.idaho.gov/wp-content/uploads/2016/01/Marketing_Program_Standards-1.pdf

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:

- Yes
- ~~No~~

If yes, grades are weighted as follows:

Other information:

Students will be working 4 week rotating shifts in the students store and in the classroom. They will be either in the classroom or student store for 4 weeks at a time then rotate after those 4 weeks to the opposite location.

Return this page to your teacher.

Reviewed 08/13/2025

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls High School

Course title and description:	**Teacher name and contact information:**
Digital Literacy A broad computer science foundations course, introducing students to computing systems, networks, cybersecurity, AI, and data science, with an introduction to programming in Python.	Jeromy Swanson jeromy.swanson@sd273.com **Google Classroom Code:** 1st Period - a6ykzlub 2nd Period - urrkaiam 3rd Period - tdh2bxfb 4th Period - mjp5geoq 6th Period - pirelz4a

Suggested student supplies:
Pencils
Notebook

Board-approved curriculum and supplemental resources:

Adobe Creative Cloud
Code.org
Common Sense Education
Desmos
Fusion 360
Google Education Suite
Keyboard Simulator
NitroType
PolyPad
Tinkercad
Microsoft Office

This course utilizes a variety of curricular resources, including materials curated from reputable educational websites, teacher-developed content, and supplemental tools that support the learning goals outlined in the syllabus. Every effort is made to ensure these resources are aligned with grade-level standards and are appropriate for classroom use.

If you have any questions about the materials being used or would like to review them in more detail, please feel free to contact me to schedule a meeting. I welcome the opportunity to discuss the curriculum and support your child's learning experience.

Standards covered:

- 9-12.CS.1.4 Create or modify a program that uses different forms of input and output.
- 9-12.CS.1.6 Create a model of how embedded systems sense, process, and interact in a given environment.
- 9-12.CS.2.6 Compare and contrast the viewpoints on cybersecurity from the perspective of security experts, privacy advocates, and the government.
- 9-12.CS.3.4 Identify and evaluate the beneficial and harmful effects of computing innovations on behavior and culture.
- 9-12.CS.3.5 Debate how the issues of equity, data access, and distribution of computing resources create a digital divide in a global society.

- 9-12.CS.3.8 Research and explain the social, moral, ethical, and legal impacts of artificial intelligence systems and respective usage.
- 9-12.CS.5.2 Design algorithms using sequence, selection, iteration and recursion. *Recursion will be addressed in an upper computer science course.
- 9-12.ICT.2.1 Develop and manage their digital identity and understand the permanence of their digital actions including the effect on current and future reputation.
- 9-12.ICT.2.3 Demonstrate an understanding of the rights and obligations of using and sharing intellectual property.
- ODC.9-12.6. Integrate multiple sources of information presented in diverse digital media, evaluating the credibility and accuracy of each source.

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:

- ☐ Yes
- ☑ No

The gradebook is setup using Total Points in the following categories:

Category	Examples of Assignments
Classwork	• Entry Task • Guided Notes • Lesson Quizzes
Projects	• AI Time Capsule • Python Coded Pixel Art • Crafting Stories With Data
Unit Assessments	• Unit Assessments and Semester Final

General Rules: Be Respectful, Be Responsible, and Be Safe.

Specific Rules:

- Be on time, on-task, and prepared to learn everyday
- Keep hands, feet, objects, and unkind words to yourself
- Stay on task and complete all assignments on time
- Listen carefully and follow directions
- No cell phones, food, drinks, or toys may be brought to the classroom without permission from the teacher.

Late Work/Missing Work: PFHS policy states that for every day a student is absent they have that amount of time to make up the assignment.

Thank you for taking the time to read this information. Keep the previous pages handy for reference. I look forward to getting to know you and your child this year.

Return this page to your teacher.

Student Name:

_____

Course:

Digital Literacy - Swanson Room 200

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
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Parent/Guardian Acknowledgment
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Parent/Guardian Name (Printed):_____

Parent/Guardian Signature: _____

Date: _____

Post Falls School District Course Syllabus

School: Post Falls High School

Course title and description:	**Teacher name and contact information:**
Digital Literacy A broad computer science foundations course, introducing students to computing systems, networks, cybersecurity, AI, and data science, with an introduction to programming in Python.	Jeromy Swanson jeromy.swanson@sd273.com Rebecca White rebecca.white@sd273.com

Suggested student supplies:
Pencils
Notebook

Board-approved curriculum and supplemental resources:

Adobe Creative Cloud
Code.org
Common Sense Education
Desmos
Fusion 360
Google Education Suite
Keyboard Simulator
Microsoft Office
NitroType
PolyPad
Tinkercad

This course utilizes a variety of curricular resources, including materials curated from reputable educational websites, teacher-developed content, and supplemental tools that support the learning goals outlined in the syllabus. Every effort is made to ensure these resources are aligned with grade-level standards and are appropriate for classroom use.

If you have any questions about the materials being used or would like to review them in more detail, please feel free to contact me to schedule a meeting. I welcome the opportunity to discuss the curriculum and support your child’s learning experience.

Standards covered:

- 9-12.CS.1.4 Create or modify a program that uses different forms of input and output.
- 9-12.CS.1.6 Create a model of how embedded systems sense, process, and interact in a given environment.
- 9-12.CS.2.6 Compare and contrast the viewpoints on cybersecurity from the perspective of security experts, privacy advocates, and the government.
- 9-12.CS.3.4 Identify and evaluate the beneficial and harmful effects of computing innovations on behavior and culture.
- 9-12.CS.3.5 Debate how the issues of equity, data access, and distribution of computing resources create a digital divide in a global society.

- 9-12.CS.3.8 Research and explain the social, moral, ethical, and legal impacts of artificial intelligence systems and respective usage.
- 9-12.CS.5.2 Design algorithms using sequence, selection, iteration and recursion. *Recursion will be addressed in an upper computer science course.
- 9-12.ICT.2.1 Develop and manage their digital identity and understand the permanence of their digital actions including the effect on current and future reputation.
- 9-12.ICT.2.3 Demonstrate an understanding of the rights and obligations of using and sharing intellectual property.
- ODC.9-12.6. Integrate multiple sources of information presented in diverse digital media, evaluating the credibility and accuracy of each source.

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:

- ☐ Yes
- ☑ No

The gradebook is setup using Total Points in the following categories:

Category	Examples of Assignments
Classwork	• Entry Task • Guided Notes • Lesson Quizzes
Projects	• AI Time Capsule • Python Coded Pixel Art • Crafting Stories With Data
Unit Assessments	• Unit Assessments and Semester Final

General Rules: Be Respectful, Be Responsible, and Be Safe.

Specific Rules:

- Be on time, on-task, and prepared to learn everyday
- Keep hands, feet, objects, and unkind words to yourself
- Stay on task and complete all assignments on time
- Listen carefully and follow directions
- No cell phones, food, drinks, or toys may be brought to the classroom without permission from the teacher.

Late Work/Missing Work: PFHS policy states that for every day a student is absent they have that amount of time to make up the assignment.

Thank you for taking the time to read this information. Keep the previous pages handy for reference. I look forward to getting to know you and your child this year.

Post Falls School District Course Syllabus

School: Post Falls

Course title and description:	**Teacher name and contact information:**
French I **<u>Course Scope</u>** This one-year course is designed to facilitate a student's acquisition of the target language at the novice-high level as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). The focus is communication in the target language incorporating an understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of basic vocabulary and language structures to enable students to function effectively within realistic settings. ACTFL recommends that at least 90% of the instructional time in class be conducted in the target language. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.	Tara Seatz Room 161 Phone # 773-0581 ext. 6161 Email: tara.seatz@sd273.com

Suggested student supplies:

Please report to class daily with your college-ruled composition notebook, loose-leaf paper, pens (black or blue ink only) or pencils, colored pens, **<u>headphones with mic</u>**, scotch tape, glue stick, and highlighters. I have most of these items but you may want your own. Additional materials may be needed for certain projects throughout the year and students will be notified.
****Computer & internet access are necessary for this class. Students will need to <u>use their district issued gmail accounts</u> for all assignments. If a student does not have access, it is their responsibility to see the teacher for alternate options where applicable.**

Board-approved curriculum and supplemental resources:

This course utilizes a variety of curricular resources, including materials curated from Discovering French Bleu as well as reputable educational websites, teacher-developed content, and supplemental tools that support the learning goals outlined in the syllabus. Every effort is made to ensure these resources are aligned with grade-level standards and are appropriate for classroom use.

If you have any questions about the materials being used or would like to review them in more detail, please feel free to contact me to schedule a meeting. I welcome the opportunity to discuss the curriculum and support your child's learning experience.

Standards covered:

L1.WL.1.1; L1.WL.1.2; L1.WL.1.3; L1.WL.1.4; L1.WL.1.5; L1.WL.1.6
L1.WL.2.1; L1.WL.2.2; L1.CL.2.3; L1.WL.2.4
L1.WL.3.1; L1.WL.3.2
Idaho Content Standards: World Languages

Grading:
Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B–

(80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:

- ~~Yes~~
- No

If yes, grades are weighted as follows:

Grading categories	**Points per assignment**	**Percentage of Grades**
Notebook	5-30	10% Classwork, HW, Participation, Notebook
Homework	10-20	20% Portfolio Lab (Speaking/Writing)
Work	10-70	60% Tests, Quizzes, Presentations
Assessments	15-150	10% Final Examination

Course Outline

-Students will focus on interpersonal, interpretive, and presentational communication during the course of the year through 6 thematic units. Vocabulary, language structures, and conventions will be addressed as they pertain to each unit of study.

S1: Unit 1-Getting Acquainted (September-October)
Unit 2-Everyday life in Paris (October-November)
Unit 3-Daily Activities (December-January)

S2: Unit 4-People & Possession (February-March)
Unit 5-Around Town (March-April)
Unit 6-Shopping (May-June)

Classroom Behavior Expectations

-Discipline plan

Students are expected to adhere to the rules and regulations of PFHS as outlined in the student handbook. Behaviors requiring discipline such as: coming to class unprepared, horseplay, disrespect to the teacher or other students, inappropriate language, sleeping in class, unwillingness to work and/or participate will result in the following consequences:

1st infraction: Verbal warning/conference with the student
2nd infraction: Parent/guardian notified and/or detention
3rd infraction: Administrative referral

All students are expected to:

1. Attend class and be on time with all appropriate materials.
2. Study, be prepared, and be positive.
3. Participate appropriately in class.
4. Leave all electronic devices, perfumes, and other cosmetics at home, or in their backpack / handbag. **If a student refuses to put these items away after instructed to do so, they will be sent to the office for insubordination.**

-Cell phone policy

Students will be expected to have their cell phones in their backpacks during class. If using them during instruction, they will be sent to the office to turn in for the day. They may be returned after 6th period the same day.

-Substitutes

Substitutes at Post Falls High School will be treated with respect. Rudeness, poor behavior, sabotage, or insubordination in **any** degree will result in parent notification, detention, and the lowering of the student's citizenship grade.

-Dress code

Students are expected to adhere to the Post Falls HS dress code as outlined in the student handbook.

Description of Grading Procedures

French grades will be assessed on a proficiency grading scale. In my class, it's not good enough to know all the grammar rules & vocabulary. You have to be able to USE the language to perform well in class. Students will be provided with rubrics that outline the performance expectations & define the levels of proficiency based on student performance. Students will be able to monitor their level of proficiency & participate in assessment for learning in order to improve their level of proficiency. Grades are updated on a regular basis & will be posted on Skyward.

~Class participation is essential to the learning process. It is essential that students actively involve themselves in class exercises and activities and most importantly, speak in French. The more effort the student puts into the learning process, the greater the level of proficiency they will attain.

~ Cheating on tests and quizzes will not be tolerated. Any students giving or receiving information, or found with any electronic devices during testing will be given a zero for the assignment and their citizenship grade will be lowered by one letter.

-Class Work Assignments

Classroom assignments may include, but are not limited to: creating an interactive notebook, completing graphic organizers, project-based learning activities, a variety of assessments for proficiency, research projects using the library/technology resources, oral presentations, written presentations, problem solving activities, constructed written responses, and technology applications.

-Notebooks

Students are expected to keep all handouts, notes, and class information in an organized interactive Composition Notebook. We will be referring to this information throughout the school year and a student's grade may be adversely affected if he/she does not have the correct information to study for exams/assessments. Notebooks will be checked on a regular basis.

-Homework

Homework will include completing interactive notebook activities for each class period. Homework may include finishing skill and practice assignments for credit, memorizing vocabulary, or studying for exams/assessments if a student requires additional preparation. Homework assignments should not exceed 30 minutes of study/practice.

~Any assignment, project, homework, test, or quiz without a name will NOT receive credit and/or receive a failing grade.

If you know that you have turned in an assignment but have not received credit for it, please check if it is in the no name

folders at the front of the room.

-Make-up/Absent Work Procedures

After an absence, students will be expected to check Google classroom/ the absent box located in the back left corner. Reasonable due dates will be determined based on the length of absence. Students are responsible for getting/requesting make-up work and scheduling before or after school to make-up tests/quizzes.

-Late Work Policy

Many of the activities and paperwork will be completed in class and turned in immediately. On the occasions that students have homework, late assignments will receive no more than half of the credit possible and missing assignments will receive no credit. <u>All late/missing assignments must be turned in by the completion of the current unit to receive partial credit</u>.

-Attendance

Regular attendance is essential to be successful in learning a world language. Attendance counts towards course credits.

-Tardy procedures

Post Falls HS tardy procedures will be followed according to the student Handbook. I will assign detention at two tardies and the administration will assign in-house at 4 tardies and Friday school at 6 tardies.

-Teacher's Note:

Students will be using the online program **classroom.google.com** throughout the year. All students will access this site for LECI notes, homework assignments, fluency readings, make-up assignments, extra help/practice and even online quizzes.

Reviewed 08/13/2025

Return this page to your teacher. (SEATZ, pd___)

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls

Course title and description:	**Teacher name and contact information:**
Honors English II	Chris Johnson chris.johnson@sd273.com

Suggested student supplies:

Notebook and writing utensils

Board-approved curriculum and supplemental resources:

HMH English Curriculum Including HMH Approved Novels
Into Literature Grade 10

Standards covered: Reading Comprehension 9/10 RC.1-6, Vocabulary Development 9/10 VD.1-3, Research Strand 9/10 RS. 1-2, Writing Strand 9/10 W. 1-7, Oral and Digital Communication 9/10 ODC. 1-8, Grammar and Conventions 9/10 GC. 1-3.

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:

- ~~Yes~~
- No

If yes, grades are weighted as follows: .5 percentage points added because it it is an honors class

Reviewed 08/13/2025

Other information:

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
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Instructional content may include:

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Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls High School

Course title and description:	**Teacher name and contact information:**
During the course, students will explore the themes of world culture, unity, and diversity through the examination of world literature. During the first semester students will investigate future career and post-secondary education options through a student-centered project. In the second semester, in combination with world literature, there will be an emphasis on essential writing, reading, speaking, and listening skills.	Kenzie Lewis kenzie.lewis@sd273.com Danielle Anderson danielle.anderson@sd273.com Maria Purtee maria.purtee@sd273.com

Suggested student supplies:

- Notebook
- Pencil/pen
- Highlighters
- HMH: Into Literature Grade 12 Textbook
    - Students will receive a paper copy of their textbook. Students can also access their book online through the following link. Their login credentials are the same as their school Chromebook login credentials. https://www.hmhco.com

Board-approved curriculum and supplemental resources:

HMH English Curriculum Including HMH Approved Novels
HMH Textbook: Into Literature Grade 12

Standards covered:
Reading Comprehension (RC) 1-6
Vocabulary Development (VD) 1-3
Research (RS) 1-2
Writing (RW) 1-7
Oral and Digital Communications Strand (ODC) 1-8
Grammar and Conventions (GU) 1-3

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:
Yes
No

If yes, grades are weighted as follows:

Other information:

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

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Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

University of Idaho
Dual Credit Program

SPANISH 102 | Elementary Spanish II

High School Course Name: Dual Credit Spanish II

Gabe Lawson
Post Falls High School
Email: gabe.lawson@sd273.com
Phone: 208-773-0581 Ext. 6128
I will respond to your emails within 24 hours.

Ana Alcocer
University of Idaho Faculty Liaison
Email: ana@uidaho.edu
Phone: 208-885-7073

Term: Fall - Yearlong
Credit Hours: 4
Course Format: Face to Face
Prerequisites: Spanish I
Textbook: Auténtico 2, , Savvas Learning Company. Each student will be given access to our online Savvas account.

Course Description

Spanish 102 is designed to strengthen your oral proficiency and listening comprehension skills, as well as to develop your skills in reading and writing in the target language. It provides you with a solid foundation to the fundamentals of the language. Since the goal of the class is to improve the students' language skills, regular attendance as well as in-class participation are crucial. Spanish is the primary language spoken in the classroom.

Assignments

The University of Idaho has 5 learning outcomes for undergraduate education, which express the desired attributes of an educated person: http://www.uidaho.edu/learningoutcomes.

1. Learn and integrate
2. Think and create
3. Communicate
4. Clarify purpose and perspective
5. Practice citizenship

Alongside these University learning outcomes, the Department of Modern Languages & Cultures has 3 learning outcomes, which describe the types of knowledge and skills that students should acquire through their work in MLC courses:

- **Communicative proficiency**
- **Cultural understanding and acquisition of knowledge**
- **Analytical ability**

Communicative proficiency:

• Aligned with University learning outcomes: 2 - Think and create; and 3 - Communicate.

• **Cultural understanding and acquisition of knowledge:**

• Through the readings and videos they will encounter in SPAN 102, students will gain knowledge of some significant aspects of Spaniard and Latin-American cultures. Students will think critically about the history, geography, and demography of Spanish speaking countries, in connection and in comparison, with those of the United States.

• Aligned with University learning outcomes: 1 - Learn and integrate; 2 - Think and create; 4 - Clarify purpose and perspective; and 5 - Practice citizenship.

• **Analytical ability:**

• In relation to linguistic analysis, students will begin to acquire skill in formulating original thoughts in Spanish. They will use knowledge of basic structures and learned vocabulary to form new sentences that express original ideas. In relation to cultural analysis, students will gain the ability to draw connections between cultural values and assumptions, and the readings and recordings they have in SPAN 102.

• Aligned with University learning outcomes: 1 - Learn and integrate; 2 - Think and create; 3 - Communicate; 4 – Clarify purpose and perspective; and 5 - Practice citizenship.

Learning Activities / Assignments: Provide a range of student learning activities and evaluative methods appropriate for the goals of your course, such as quizzes, exams, writing, worksheets, online activities, individual/group projects, discussions, listening activities, speaking activities, etc.—each of which will measure aspects of the learning outcomes.

Classwork/Homework: Expect classwork/homework daily. Most of the time you will have time in class to finish your work. If you do not finish it becomes homework and is "due" the next time we have class unless otherwise instructed. I believe that classwork/homework is done for practice towards mastering a particular standard. Although you will be given prompt feedback on the classwork/homework assigned, I will not be giving a grade for correctness. At the beginning of class when homework is due I will stamp your homework log. You will either receive a stamp in the column "Complete" and will receive full points for that assignment or a stamp in the "Partially complete" column and will receive half credit or you will get a stamp in the column "Not enough completed for credit" and you will not receive credit for that assignment. Once I have checked everyone's papers we will go over the answers to that assignment and you may correct/fill in any answer that is wrong or missing. After 10 assignments, or at the end of a chapter, you will turn in your homework log and will receive the number of points you earned for those assignments. If you choose to not complete assignments or to copy from another student on a regular basis you are only hurting yourself. You will not be prepared for the assessment that those assignments are preparing you for. If you are absent the day the assignment was turned in **you are responsible** for getting your homework log stamped by me the day you return. If you are absent the day it was assigned you will need to complete the assignment and be sure to get your log stamped the following day. You need to keep your log in the front of your notebook.

Binder: To stay organized for this class I suggest keeping a 3-ring binder. The binder should have four sections, one for Entry Tasks (you will have an Entry Task at the beginning of class pretty much every day and will be turning these tasks in every 10 entries, so make sure you keep them organized), one for vocabulary, one for notes, and one for homework and your homework log. If you keep the notes and vocabulary sheets in chronological order your life will be so much easier when you need to use these things for reference.

Quizzes/Tests/Projects/Presentations: Expect a quiz every week. There will be a summative test at the end of every chapter. A student's grade in this category will be based on his/her ability to perform the skills listed on this class syllabus. Skills are assessed via a collection of tests. Tests and quizzes cannot be retaken. There will be at least one big project/presentation each semester. Students will not be able to re-do a project or presentation or to turn them in late. I give ample time to complete these and they will be due on the due date.

End of Course Assessement: This is a comprehensive summative assessment that will be given at the end of each semester.

Make-up Work: If you are absent it is your responsibility to make up any work missed due to the absence. Please check with a trusted classmate, the assignment board, Google Classroom, or Mr. Lawson to find out what you have missed. Please communicate with Mr. Lawson before any pre-arranged absence and again upon returning.

All work missed while absent that was turned in for a grade will be shown in the grade book as a zero until it is made up. If the work is not made up it will remain a zero. Again, this is ONLY for work missed due to excused absences. Work missed due to an unexcused absence will not be able to be turned in for a score, it will be a zero.

As per the student handbook students will have 1 day for every day absent to make up work, tests, etc.

A schedule of the week's activities and due dates will be posted on the board every Monday.

Suggestions for success:

- Study 15 minutes every night in addition to any homework – there is ALWAYS something to review
- If you start to fall behind come see me **immediately** for help
- Participate in all class activities
- Practice speaking outside of class
- Make flashcards of vocabulary words

University of Idaho
Dual Credit Program

COURSE CONTENT/CURRICULUM

Time	**Topic**
1st Quarter Para empezar, Chapters 1 & 2	Describing people, question words, nationalities, adjective agreement, ser, leisure activities, seasons, regular present tense verbs, classroom vocabulary, stem-changing verbs, affirmative and negative words, extracurricular activities, saber and conocer, making comparisons and hace + time expressions, daily routines, getting ready for an event, reflexive verbs, ser vs. estar, possessive adjectives, shopping, regular preterite tense verbs, demonstrative adjectives.
2nd Quarter Chapters 3 & 4	Running errands, community, direct object pronouns, irregular preterite tense verbs, modes of transportation, tú commands, present progressive, toys, play terms, imperfect tense, indirect object pronouns, etiquette, celebrations, reciprocal actions.
3rdQuarter Chapters 5 & 6	Natural disasters, emergencies, news and rescues, medical treatments, accidents, more preterite irregulars, other uses of preterite and imperfect, parts of the body, imperfect progressive, sporting events, emotions, preterite tense stem-changers, other reflexive verbs, movies, verbs that use indirect objects, present perfect tense.
4th Quarter Chapters 7 & 9A	Food, cooking, and kitchen items, negative tú commands, impersonal se, camping and eating outdoors, more foods, Ud. And Uds. commands, uses of por, professions, plans for the future, future tense.

University of Idaho
Dual Credit Program

Grading

Course Work	Percent of Final Grade
Homework, Classwork	20%
Exams, Quizzes, Projects and Papers	65%
Final Exam	15%
TOTAL	**100%**

Important:

In order to advance to the next level, students must have a minimum of 70 percent to pass individual courses. To be more successful in the next level, students should try to achieve 80 percent or higher in individual courses. A GPA less than 2.0 indicates unsatisfactory progress and may be placed on academic probation.

Grade Standards:

A (90 - 100 percent): pass course
B (80 - 89 percent): pass course
C (70 - 79 percent): pass course
D (60 - 69 percent): must repeat course
F (Below 60 percent): must repeat course

The Dual Credit High School Grade is recorded as a numerical grade on a 100-point scale. The Dual Credit University Grade is recorded as a letter grade only.

Grades are based on a 4.0 weighted GPA are determined as follows. There are no +/- grades.

Your student's grades can be checked anytime online on Skyward Family Access. See the counseling office for your login information.

Final Dual Credit University grades are posted in Vandal Web.

Academic Integrity

The University of Idaho expects students to engage in academic activities with high standards of honesty and integrity. Honesty is a fundamental value of learning and the educational process. The university promotes activities that instill high standards of academic integrity, civility and citizenship. **Plagiarism, cheating, submitting the work of another person or work previously used, and other forms of academic dishonesty will lead to lowered course grades, failure of the course, or more severe measures, depending on the gravity** of the individual case. For additional information, see Academic Integrity: https://www.uidaho.edu/student-affairs/dean-of-students/student-conduct/academic-integrity

"Please note that Dual Credit students are held to the same student standards found in the University of Idaho, Student Code of Conduct, which can be viewed at https://www.uidaho.edu/student-affairs/dean-of-students/student-conduct/student-code-of-conduct. Definitions of cheating, plagiarism and other forms of academic dishonesty, as well as, policies and procedures for handling such cases are included."

University of Idaho
Dual Credit Program

Dual Credit Policies

Dates and Deadlines

Adding or Dropping Courses: To drop or withdraw from a course, dual credit students must submit a request through DualEnroll. The high school counselor will approve or deny the request; if approved, it will be processed through MyUI. Students must confirm all course changes by logging on to MyUI—MyUI is the official record.

- A "drop" is when a student unenrolls from a course within the posted drop/add period and does not receive a "W" (withdrawal from course). A dropped course is not transcripted.
- A "withdrawal" is when a student unenrolls from a course after the posted drop/add. A grade of "W" will be transcripted. This will not affect the student's college grade point average; however, they should check their high school's policy on how a "W" affects their high school grade point average and eligibility for participating in high school activities and programs.
- If a student withdraws or fails to earn credit for a course paid for by Advanced Opportunities, they must subsequently pay for a similar course to be eligible for further Advanced Opportunities funding.

Center for Disability Access and Resources (CDAR)

The University of Idaho is committed to ensuring an accessible learning environment where course or instructional content are usable by all students and faculty. If you believe that you require disability-related academic adjustments for this class (including pregnancy-related disabilities), please contact Center for Disability Access and Resources (CDAR) to discuss eligibility. A current accommodation letter from CDAR is required before any modifications, above and beyond what is otherwise available for all other students in this class will be provided. Please be advised that disability-related academic adjustments are not retroactive. CDAR is located at the Bruce Pitman Building, Suite 127. The phone number is 208-885-6307 and e-mail is cdar@uidaho.edu. For a complete listing of services and current business hours visit Center for Disability Access and Resources

Help and Resources

The University of Idaho provides student support to ensure a successful learning experience. The Dual Credit Website contains information about the Dual Credit program at the University of Idaho.

MyUI contains official University of Idaho student records. MyUI is the site students use to access student account/ billing information, verify enrollment, and grades.

VandalMail is the official University of Idaho email service. Students should check their account on a regular basis or forward to your regular checked e-mail account.

Canvas is the University of Idaho's course management system. Please ask your instructor if your course requires you to login to Canvas.

Course Evaluations: Student evaluation of teaching has two purposes: To assist individual instructors in improving their own teaching; and to assist academic administrators in counseling instructors about their teaching. Student evaluations are carefully weighed as a factor in judging the teaching component in tenure, promotion, and salary determinations. Click here to access your student dashboard to see course evaluation status for any class you are enrolled in.

Library Help: The library website has many databases that will help you find relevant and reliable books, articles,

images, and more. Do not hesitate to contact a librarian for research assistance.

- UIDAHO Library
- UIDAHO Library (Off Campus)
- Help – Reference Services

Technology Help: The U of I Student Technology Center provides many technology-related services to students.

- PHONE: 208-885-HELP (208-885-4357)
- support@uidaho.edu
- Office of Information Technology

University of Idaho
Dual Credit Program

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
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Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

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☐ No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls High School

Course title and description:	**Teacher name and contact information:**
In Sports History we will look at the history of sports in America as well as around the world. Though we will primarily focus on the big 3 (basketball, football, baseball) we will also talk about golf, baseball, car racing, mixed martial arts as well as other sports. We will also apply what we learn historically to what is currently happening in sports. Students will develop critical skills in analysis, synthesis, evaluation and creation in a rigorous and reflective academic setting. Students will be empowering themselves and performing at high levels as they engage in analysis and discussion with their peers.	**Coach Brian Etchison** **Post Falls High School** **brian.etchison@sd273.com**

Suggested student supplies:

Everything you need for class will be provided for you through the Chromebooks.
However, you will often view educational videos or podcasts through your Chromebook, so I highly recommend having a pair of **headphones** to bring to class, as you will often be working at your own pace separate from other students. Also, it's a good idea to always have paper and pen available. You will need colored pencils for one project.

Please provide one box of tissues

Board-approved curriculum and supplemental resources:

Discussion and Project based assignments

Standards covered:

9-13 PE 5.1

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Reviewed 08/14/2025

Grades in this course are weighted:

- ☑ Yes
- ☐ No

If yes, grades are weighted as follows:

Grades are weighted based on the significance of that assignment. Fairly standard.

Grading Procedures

A	100-90	Larger Projects/Test: 50%
B	89-80	Classwork: 30%
C	79-70	Final: 10%
D	69-60	Participation: 10%
F	59 or Below (This should never be you!)	

Other information:

Academic Integrity:

Post Falls High School expects all students to adhere to moral and ethical academic standards. Academic dishonesty - plagiarism, cheating or copying the work of another, using technology for illicit purposes and any communication between students to gain an academic advantage is strictly prohibited. Swift action will be taken against violations with consequences ranging from a zero on the assignment, parent contact/conferences and administrative actions.

Classwork and Assignments

99% of assignments and materials will be distributed through Google Classroom. This also means that **you alone are responsible for your classwork,** missing or otherwise. If you're absent, guess where the assignment is? It's on Classroom.

I will take late work based on the school policy of missed days. In example, if you miss one day of school you get one additional day from the due date to turn that assignment in. **NO OTHER LATE WORK IS ACCEPTED.**

Rules/Expectations:

Your parents, your friends parents, or even you have contributed to purchasing these new Chromebooks for this classroom, and as such, you are to treat these Chromebooks with the utmost respect. This is an investment by your community into your education, and it is not a right, but a privilege to use these devices. If you abuse that privilege, this great opportunity will no longer be available to you.

1. Be **respectful** to everyone in the room
2. **Do not talk** if someone else is talking, especially me.
3. Do not **distract others** from learning
4. **Follow directions** the first time they are given
5. **Food and drink allowed provided you're not making a mess.**
6. **No Phones! Music at teachers discretion.**
7. *Always* carry the Chromebooks with **two hands**.
8. *Always* ***plug in your Chromebook*** to its proper charger at the end of each period.

Classroom Behavior:

Guidelines

1. Use your time wisely and responsibly.
2. Take accountability of your words and actions.
3. Come to class on time, I have no problem marking you tardy.
4. Please remain in your seat. Don't roam the classroom.
5. Be ready to go when the bell rings.

Consequences

1. Verbal warning
2. Student-Teacher discussion
3. Parent Contact/Lunch Detention
4. Office Referral

Just be a respectful and responsible student please.

Class Discussion:

1. PLEASE participate - you will be graded on participation, thus participation will be required.
2. Remember, I do actually want to hear what you have to say.
3. Make all questions and comments **relevant** to the current discussion.
4. If your question is off topic, write it down and bring it up later.
5. Sometimes your classmates may have an **opinion that's different than yours and that's okay. What is unacceptable is making personal verbal attacks towards that person** for their opinion. You can disagree without being disagreeable.

<u>Leaving Class</u>

Nature calls. I get it. You may use the bathroom when you need to. When you leave the room, I ask that you write your name and where you're going on the whiteboard as you leave.

Excessive bathroom use may result in the revocation of your bathroom privileges, and if I figure out you're "going to the bathroom" but actually busy sending snaps in the hallway or being otherwise irresponsible, your bathroom rights are **gone for the remainder of the year.**

General Breakdown of Class:

- **Brain Candy -** This is your entry task every day. It may be interpreting a quote, reading a short passage and giving me your opinion on it, watching CNN Student News and answering a question, etc. You will create a new word document every week. Put the date (EX: Tuesday, 9/6/22), the prompt and then your response. We will also have a short discussion on this as a class before we move on to the content for that day. At the end of the week you will turn these into Google Classroom and it will be a grade.

- **Lecture/Discussion/Activity -** We will then get into our content for that day. I prefer to be more conversational with our topic so be prepared to answer questions and participate. We learn more when everyone is involved.

- **Exit Task -** This could be a short review of what you learned today, a question, etc.

Return this page to your teacher.

Student Name: _____

Course: _____

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Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls High School

Course title and description:	**Teacher name and contact information:**
Stagecraft Stagecraft is an elective class that explores the intersection between practical application and creative design in the performing arts. Over the semester, students will learn how to use woodshop tools and theatre technology, as well as learn applicable skills such as: lighting design, sound design, costume design, sewing and stitching, and stage property design and construction. While in class, students will also aid in the construction of the set and other technical elements for the Trojan Theatre seasonal shows.	Jared McDougall, jared.mcdougall@sd273.com

Suggested student supplies:

Writing utensil, folder for notes, clothes/shoes that students can work, paint, and build in

Board-approved curriculum and supplemental resources:

This course utilizes a variety of curricular resources, including materials curated from reputable educational websites, teacher-developed content, and supplemental tools that support the learning goals outlined in the syllabus. Every effort is made to ensure these resources are aligned with grade-level standards and are appropriate for classroom use.

If you have any questions about the materials being used or would like to review them in more detail, please feel free to contact me to schedule a meeting. I welcome the opportunity to discuss the curriculum and support your child's learning experience.

Standards covered:

HS1.TTH.1.1
HS2.TTH.1.1
HS3.TTH.1.1
HS1.TTH.2.1
HS2.TTH.2.1
HS3.TTH.2.1
HS1.TTH.3.1
HS2.TTH.3.1
HS3.TTH.3.1
HS1.TTH.4.1
HS2.TTH.4.1

Reviewed 08/14/2025

HS3.TTH.4.1
HS1.TTH.5.1
HS2.TTH.5.1
HS3.TTH.5.1

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:
Yes
No

If yes, grades are weighted as follows:

- Daily work: 30%
- Presentations: 40%
- Participation: 20%
- Final Assessment: 10%

Other information:

Participation: This is a participation-based class! Students are expected to show up every day to class prepared and ready to do the work and have fun. Not only will lack of participation and attendance affect their grade, but it also negatively affects their peers and collaborators.

Safety: In this course, students will be interacting with woodworking tools, expensive lighting and sound equipment, and other supplies that may be harmful or damaging if used incorrectly or negligently. Students will only touch items that they have been instructed to and trained to use, and they will follow all safety precautions and regulations.

Failure to demonstrate safe working practices will result in being unable to participate and/or further disciplinary action.

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls High School

Course title and description: Story Seekers: Reading for Fun

Don't you wish reading could just be fun instead of feeling like homework? We spend years learning how to read, but rarely learn how to read for pleasure. This course will focus on discovering books that ignite your imagination. During this class, students will read for enjoyment, for discussion and for comprehension. Reading strengthens your brain function, improves focus, enhances memory, augments analytical thinking, and reduces stress. Students will explore a variety of novels throughout the semester based on different themes and genres. Novel options will be provided, but students will also have the opportunity to choose ones they are interested in outside of that list. You choose the books from the latest fantasy epic to the true crime thriller. No long essays to write, we will focus on connections and not dissections. Students will be able to pursue their own interests in culminating projects where they will choose from a variety of creative projects that allow them to showcase their knowledge and interests from the novel.

Teacher name and contact information:
Megan Frison
megan.frison@sd273.com

Suggested student supplies:
A novel (Student's choice)
Paper
Pencils/Pens

Board-approved curriculum and supplemental resources: This course utilizes a variety of curricular resources, including materials curated from reputable educational websites, teacher-developed content, and supplemental tools that support the learning goals outlined in the syllabus. Every effort is made to ensure these resources are aligned with grade-level standards and are appropriate for classroom use.

If you have any questions about the materials being used or would like to review them in more detail, please feel free to contact me to schedule a meeting. I welcome the opportunity to discuss the curriculum and support your child's learning experience.

Standards covered: English standards of: Text Complexity 1, Volume of Readng 2, Reading Fluency 4, Literature 5a-5d, Word Building 1a-1d, Academic Vocabulary 3, Deep Reading 2, Range of Writing 1, Oral Communication 1-4, Digital Communications 6, 8. Grammar 1i

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:
Yes
No

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls High School

Course title and description:	**Teacher name and contact information:**
Consumer Math: The purpose of this course is to provide specialized academic instruction for special education students. They will be exposed math experiences that are designed to support them with independent living skills. Included topics are managing household budgets, buying and maintaining a car, budgeting your money, taxes, careers. • Lessons are composed of two parts: one part to develop understanding of math concepts, and one part to apply those concepts in problem-solving, real life situations. • The development of key concepts is spread across the program to provide more time with each concept. • Ongoing practice with math skills is part of every lesson.	Dean Strawn dean.strawn@sd273.com

Suggested student supplies:
Writing utensil
Calculator
Composition Notebook

Board-approved curriculum and supplemental resources:
Consumer Mathematics by; AGS Publishing

Standards covered: **HS.A-CED.A.1, HS.A-CED.A.2, HS.A-REI.B.3, HS.A-REI.C.5, HS.A-REI.D.10, HS.A-REI.D.11,**

Reviewed 08/14/2025

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:
Yes
No

60% of the grade comes from in class assignments
30% of the grade comes from quizzes and assessments
10% of the grade come from the end of semester Final assessment

Other information: Cell Phone Policy: See student handbook
Attendance policy: **See student handbook**

Extra Credit: I do not provide extra credit, because I do not give homework, you may turn in late assignments for full credit up until the end of the semester when grades for the semester are locked

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls High School

Course title and description: **Consumer Math:** The purpose of this course is to provide specialized academic instruction for special education students. They will be exposed to math experiences that are designed to support them with independent living skills. Some examples of included topics are managing household budgets, buying and maintaining a car, budgeting your money, taxes, careers. • Lessons are composed of two parts: one part to develop understanding of math concepts, and one part to apply those concepts in problem-solving, real life situations. • The development of key concepts is spread across the program to provide more time with each concept. • Ongoing practice with math skills is part of every lesson and every class experience.	**Teacher name and contact information:** Dean Strawn dean.strawn@sd273.com
Suggested student supplies: ● Writing utensil	
Board-approved curriculum and supplemental resources: Consumer Mathematics by; AGS Publishing	
Standards covered: HS.A-CED.A.1, HS.A-CED.A.2, HS.A-REI.B.3, HS.A-REI.C.5, HS.A-REI.D.10, HS.A-REI.D.11,	

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:

Yes

No

70% of the grade comes from in class assignments
20% of the grade comes from quizzes and assessments
10% of the grade come from the end of semester Final assessment

Other information:

Cell Phone Policy: Cell phones are to be invisible during class hours. If a cell phone is visible we will follow school policy and protocol for cell phone violations as it is described within the Student Handbook.

Attendance Policy: See PFHS Student Handbook. **Also note that 70% of the grade derives from in-class assignments. So, if a student misses too much class time it would be difficult to pass this course.**

Extra Credit: I do not provide extra credit.

Homework: All of the practice and assessments from Consumer Math happen in-person while at school.

Late and/or Missing Work: Course work and assessments can be turned in at anytime for full credit up until the last Thursday before the final week of any given quarter.

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls High School

Course title and description:	**Teacher name and contact information:**
Resource Earth, Space, and Life Science This course is not just about the body of knowledge but the way of thinking used in Earth and space science. After students work towards acquiring a knowledge set, they will complete projects to further investigate them.	Dean Strawn dean.strawn@sd273.com (208) 773-0581 ext. 6151

Suggested student supplies:

- Pencils

Board-approved curriculum and supplemental resources:

HMH Science Dimensions: Earth and Space Science

Standards covered: HS-PSC-3.1, HS-ESS-2.1, HS-ESS-2.2, HS-ESS-2.3, HS-ESS-2.4, HS-ESS-3.6,HS-ESS-3.5, HS-ESS-3.4, HS-ESS-3.3

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:

Yes
No

If yes, grades are weighted as follows:

- Classwork: 40% of final grade
- Weekly Participation: 20% of final grade
- Labs/Projects: 20% of final grade
- Tests and Quizzes: 10% of final grade
- Semester Final Exam: 10% of final grade

Other information:

Classroom Expectations:

All students will:

…adhere to the policies set by Post Falls High School, as stated in the student handbook.

…be open to mathematical growth and learning.

…follow the Golden Rule: **Respect!** yourself as well as others.

…use class time productively.

CELL PHONE POLICY

Cell Phones/Electronic Devices Post Falls School District policy is also our classroom policy. :) Devices must be off and away for the day. **If a prohibited electronic device is used, (this includes cell phones and earbuds) you will be asked to take the device to surrender it in the In House Suspension room in our office per our student handbook. Your parent, guardian or anyone on the Skyward emergency contact list will be responsible for picking up the item. Parents: Please refrain from contacting your student through text or phone during classroom time. If a circumstance occurs that requires immediate attention, please contact the office 1-208-773-0581.**

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls High School

Course title and description: Stress Management I Stress is among the most common and harmful issues facing people today. This class is designed to teach students popular stress management techniques and exercises to help guide them through their awareness of their personal reaction to stress and build their sense of control and mastery over the stressors in their life. Topics will include: the complex nature of stress, breathing and relaxation techniques, visualization, meditation, refuting irrational ideas, thought stopping and worry control, coping skills, time management, and assertiveness. Students will create their own resiliency journal and stress management portfolio by the end of the semester.	**Teacher name and contact information:** Mr. Nick Mehalechko nicholas.mehalechko@sd273.com (208) 773-0581 ext. 6232

Suggested student supplies:

Composition Notebook
Pencils/Pens

Board-approved curriculum and supplemental resources:

This course utilizes a variety of curricular resources, including materials curated from reputable educational websites, teacher-developed content, and supplemental tools that support the learning goals outlined in the syllabus. Every effort is made to ensure these resources are aligned with grade-level standards and are appropriate for classroom use.

If you have any questions about the materials being used or would like to review them in more detail, please feel free to contact me to schedule a meeting. I welcome the opportunity to discuss the curriculum and support your child's learning experience.

Standards covered: 9-12.H.1.1.1 / 9-12.H.1.1.2 / 9-12.H.1.1.3 / 9-12.H.1.1.5 / 9-12.H.1.1.7 / 9-12.H.1.1.8 / 9-12.H.2.1.1 / 9-12.H.2.1.2 / 9-12.H.2.1.3 / 9-12.H.2.1.4 / 9-12.H.2.1.5 / 9-12.H.4.1.1 / 9-12.H.4.1.2 / 9-12.H.4.1.3 / 9-12.H.4.1.4 / 9-12.H.5.1.1 / 9-12.H.5.1.2 / 9-12.H.5.1.3 / 9-12.H.5.1.5 / 9-12.H.6.1.3 / 9-12.H.7.1.1 / 9-12.H.7.1.2 / 9-12.H.7.1.3 / 9-12.H.7.1.4 / 9-12.H.8.1.2 / 9-12.H.8.1.3 / 9-12.H.8.1.4

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:
Yes
No

Reviewed 08/14/2025

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls High School

Course title and description:	**Teacher name and contact information:**
Stress Management II This class will continue supporting students through their awareness of their own stress and stressors, as well as expand upon many of the topics and themes introduced in Stress Management I. Students will continue to build resiliency and grit to further cope with common life stressors, as well as explore the age-old question: “What’s next?” Students will create a stress portfolio focused on the near future as they work towards graduation and begin to navigate the expectations and realities of life after high school.	Mr. Nick Mehalechko nicholas.mehalechko@sd273.com (208) 773-0581 ext. 6232

Suggested student supplies:

Composition Notebook
Pencils/Pens

Board-approved curriculum and supplemental resources:

This course utilizes a variety of curricular resources, including materials curated from reputable educational websites, teacher-developed content, and supplemental tools that support the learning goals outlined in the syllabus. Every effort is made to ensure these resources are aligned with grade-level standards and are appropriate for classroom use.

If you have any questions about the materials being used or would like to review them in more detail, please feel free to contact me to schedule a meeting. I welcome the opportunity to discuss the curriculum and support your child’s learning experience.

Standards covered: 9-12.H.1.1.1 / 9-12.H.1.1.2 / 9-12.H.1.1.3 / 9-12.H.1.1.5 / 9-12.H.1.1.7 / 9-12.H.1.1.8 / 9-12.H.2.1.1 / 9-12.H.2.1.2 / 9-12.H.2.1.3 / 9-12.H.2.1.4 / 9-12.H.2.1.5 / 9-12.H.4.1.1 / 9-12.H.4.1.2 / 9-12.H.4.1.3 / 9-12.H.4.1.4 / 9-12.H.5.1.1 / 9-12.H.5.1.2 / 9-12.H.5.1.3 / 9-12.H.5.1.5 / 9-12.H.6.1.3 / 9-12.H.7.1.1 / 9-12.H.7.1.2 / 9-12.H.7.1.3 / 9-12.H.7.1.4 / 9-12.H.8.1.2 / 9-12.H.8.1.3 / 9-12.H.8.1.4

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:
Yes
No

Reviewed 08/14/2025

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Fall High School

Course title and description:	**Teacher name and contact information:**
English A	Aaron Valle aaron.valle@sd273.com

Suggested student supplies:

Pencils/pens, composition notebook or binder, highlighters, textbook (provided)

Board-approved curriculum and supplemental resources:

HMH Textbook: Into Literature Grade 9
Read 180

Dear Caregiver, I am excited to announce that our school is using Read 180® this year. The Read 180 literacy program aims to help all students master the reading skills they need to read at grade level. It has been designed to motivate students to become confident, lifelong readers. Our school has carefully selected students to participate in this program to support their instructional needs. Read 180 is a research-based program with proven results in raising student reading achievement. Each day, students receive instruction and practice essential reading skills through my lessons. They will use software designed to target students' specific reading needs, and will engage in independent reading. In our Read 180 class, students will strengthen their literacy by developing: ■ skills needed to read fluently and understand what they have read; ■ knowledge needed to read and understand texts across a wide range of subjects, such as social studies, science, and math; ■ writing skills across a range of writing types; ■ a deep level of confidence in themselves and their literacy abilities. Read 180 challenges students to work hard and, by doing so, achieve reading success. You can offer encouragement and provide support at home by visiting the library, setting aside reading time, and discussing what your student is learning in Read 180. Thank you in advance for helping us achieve our goals. Together we will support your student on the path to strengthening their reading, language, and writing skills! Sincerely

Standards covered: Reading Comprehension 9/10 RC.1-6, Vocabulary Development 9/10 VD.1-3, Research Strand 9/10 RS. 1-2, Writing Strand 9/10 W. 1-7, Oral and Digital Communication 9/10 ODC. 1-8, Grammar and Conventions 9/10 GC. 1-3.

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:

- No

Other information:

Dear Caregiver, I am excited to announce that our school is using Read 180® this year. The Read 180 literacy program aims to help all students master the reading skills they need to read at grade level. It has been designed to motivate students to become confident, lifelong readers. Our school has carefully selected students to participate in this program to support their instructional needs. Read 180 is a research-based program with proven results in raising student reading achievement. Each day, students receive instruction and practice essential reading skills through my lessons. They will use software designed to target students' specific reading needs, and will engage in independent reading. In our Read 180 class, students will strengthen their literacy by developing: skills needed to read fluently and understand what they have read; knowledge needed to read and understand texts across a wide range of subjects, such as social studies, science, and math; writing skills across a range of writing types; a deep level of confidence in themselves and their literacy abilities. Read 180 challenges students to work hard and, by doing so, achieve reading success. You can offer encouragement and provide support at home by visiting the library, setting aside reading time, and discussing what your student is learning in Read 180. Thank you in advance for helping us achieve our goals. Together we will support your student on the path to strengthening their reading, language, and writing skills!
Sincerely,
Mr. Valle

Other information:

This class is designed to familiarize you with various forms of Literature. A multicultural approach dealing with these forms: novel, short story, non-fiction, poetry, and drama will be the focus of this class. The knowledge and application of literary terms, in addition to the improvement of student vocabulary, grammar usage, and mechanics will be emphasized through narrative, essay, creative, and research-based writing. There will be class discussions about the materials we read as well as written assignments. Credit in English 1 is needed to fulfill graduation requirements.

Late/missing work:
This class uses a points based system. You will be given ample time in class to work on assignments. However, there may be times when work needs to be finished outside of class. Assignments are expected to be turned in on time/when requested.

Cell Phone Policy
- Cell phones are often a distraction from the learning environment. Unless permission is given ahead of time, ALL phones must be silenced and put away. Failure to follow this expectation will result in the student bringing their phone to the office.

*See your *Student Handbook* pg. 7 for the school's cell phone/electronic devices policy.

Academic dishonesty/plagiarism
- If you are caught copying or allowing someone to copy from you it will be considered cheating and will result in a grade of 0 for all parties. This includes using AI to complete coursework. Possible further consequences will be implemented as necessary. Please review the *Student Handbook* policy (pg. 3) on plagiarism, as well.

Return this page to your teacher.

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls High School

Course title and description:

Transition Math:

The purpose of this course is to provide specialized academic instruction for special education students. They will be exposed to concepts within Addition, Subtraction, Multiplication and Division, in order to help build upon the students foundation of math skills..

• Lessons are composed of two parts: one part to develop understanding of math concepts, and one part to apply those concepts in problem-solving situations.
• The development of key concepts is spread across the program to provide more time with each concept.
• Ongoing practice with math skills is part of every lesson.

Teacher name and contact information:

Adam Raab
Email: adam.raab@sd273.com

Suggested student supplies:

Pencil, Notebook

Board-approved curriculum and supplemental resources:

Voyager Sopris Learning TransMath Developing Number Sense

K5Learning.com

Standards covered:

Semester	Standards
1	CCSS.Math.Content.K.OA.A.1 CCSS.Math.Content.K.OA.A.2 CCSS.Math.Content.K.OA.A.3 CCSS.Math.Content.K.OA.A.4 CCSS.Math.Content.K.OA.A.5 CCSS.Math.Content.4.NBT.A.1 CCSS.Math.Content.4.NBT.A.2 CCSS.Math.Content.4.NBT.A.3 CCSS.Math.Content.4.NBT.B.4

	CCSS.Math.Content.4.NBT.B.5 CCSS.Math.Content.4.NBT.B.6 CCSS.Math.Content.4.OA.A.1 CCSS.Math.Content.4.OA.A.2 CCSS.Math.Content.4.OA.A.3 CCSS.Math.Content.4.OA.B.4 CCSS.Math.Content.4.OA.C.5 CCSS.Math.Content.4.MD.B.4 CCSS.Math.Content.5.OA.A.1 CCSS.Math.Content.5.OA.A.2 CCSS.Math.Content.5.OA.B.3
2	CCSS.Math.Content.5.NBT.A.1 CCSS.Math.Content.5.NBT.A.2 CCSS.Math.Content.5.NBT.A.3 CCSS.Math.Content.5.NBT.A.4 CCSS.Math.Content.5.NBT.B.5 CCSS.Math.Content.5.NBT.B.6 CCSS.Math.Content.5.NBT.B.7 CCSS.Math.Content.3.MD.A.1 CCSS.Math.Content.3.MD.A.2 CCSS.Math.Content.3.MD.C.6 CCSS.Math.Content.3.MD.C.7 CCSS.Math.Content.3.MD.D.8 CCSS.Math.Content.6.NS.B.2 CCSS.Math.Content.6.NS.B.3 CCSS.Math.Content.6.NS.B.4 CCSS.Math.Content.5.NF.B.3 CCSS.Math.Content.5.NF.B.5 CCSS.Math.Content.5.NF.B.5.a CCSS.Math.Content.5.NF.B.5.b CCSS.Math.Content.5.NF.B.7

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:

Yes

No

If yes, grades are weighted as follows:

Other information: I will accept all late work from the SAME quarter.

Grade Breakdown:

Tests - 25%

Quizzes - 20%

Classwork - 30%

Participation - 10%

Final - 15%.

Classroom Expectations & Policies

1. Seating & Physical Environment

- All students must remain seated at their assigned desks and/or seat for the entire hour-long period.
- Sitting, lounging, or gathering on the floor, counters, or other non-traditional spaces is strictly prohibited.

2. Device & Cell Phone Policy

Cell phone privileges are strictly conditional based on academic standing and effort. **No cell phones are allowed to be out, visible, or used for browsing/texting for:**

- Any student who has a **C- or lower** showing in their Skyward account.
- Any student who currently has **outstanding, incomplete, or missing work** in any of their classes.

3. Music & Headphones

Students may listen to music regardless of their academic standing, provided they adhere to these strict criteria:

- **Out of Sight:** The phone must remain completely hidden (e.g., in a pocket, backpack, or binder) at all times.
- **Connection:** Audio must be accessed via Bluetooth headphones paired to the hidden phone, or plugged directly into a Chromebook.
- **Volume:** Volume must be completely silent to peers and staff.
- **No Distractions:** Selecting or changing music must not become a visual distraction; the device must stay away.

I, _____ (students name) along with my parent(s) have read and understand the expectations outlined within this Math class syllabus.

Student Signature: _____

Parent Signature: _____

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls High School

Course title and description:	**Teacher name and contact information:**
Troubadours In Troubadours, students continue to learn about the individual singer by developing singing technique, increasing knowledge of one's own voice, and developing music literacy through classroom instruction. Students in this ensemble perform more frequently and sing 3 and 4 part music at a higher difficulty level in a variety of cultures, styles, and genres.	Melody McLeod melody.mcleod@sd273.com (208) 773-0581 ext. 6114

Suggested student supplies:

- Black 1 inch 3-ring binder
- Pencil
- Shoes to be worn in performance with a school-provided uniform.
    - All black dress shoes
    - Students are discouraged from wearing heels for noise, height, and safety purposes

Board-approved curriculum and supplemental resources:

Texas UIL Prescribed Music List

This course utilizes a variety of curricular resources, including materials curated from reputable educational websites, teacher-developed content, and supplemental tools that support the learning goals outlined in the syllabus. Every effort is made to ensure these resources are aligned with grade-level standards and are appropriate for classroom use.

If you have any questions about the materials being used or would like to review them in more detail, please feel free to contact me to schedule a meeting. I welcome the opportunity to discuss the curriculum and support your child's learning experience.

Standards covered:

L4.MU:E.1.1
L4.MU:E.1.2
L5:MU:E.2.1
L4:MU:E.3.1
L4:MU:E.3.2
L4:MU:E.3.3
L4:MU:E.4.1
L4:MU:E.4.2
L4:MU:E.5.1
L4:MU:E.5.2

Reviewed 08/14/2025

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:
Yes
No

If yes, grades are weighted as follows:

Rehearsals and Daily Participation: 30%
Assignments: 15%
Performances: 45%:
EOCA: 10%

Other information:

Troubadours is a co-curricular class, which means that there are curricular expectations that extend beyond the classroom. This can and will include required after school rehearsals as well as performances. Students are expected to attend all scheduled events.

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls High School

Course title and description: **Women's Athletic Conditioning-** An advanced conditioning class offered to all female students and athletes wanting to gain basic knowledge in conditioning and training to improve athletic performance. Workouts will include weight lifting and conditioning sessions. This class is recommended for all students who plan to participate on any PFHS sports team.	**Teacher name and contact information:** Lauren Whitney lauren.whitney@sd273.com

Suggested student supplies:

- School appropriate athletic attire (shirts and shorts) are required as well as proper athletic, closed-footwear. No crocs, slides, etc.
- Deodorant!!!!!

Other things to have: Waterbottle

Board-approved curriculum and supplemental resources:

This course utilizes a variety of curricular resources, including materials curated from reputable educational websites, teacher-developed content, and supplemental tools that support the learning goals outlined in the syllabus. Every effort is made to ensure these resources are aligned with grade-level standards and are appropriate for classroom use.

Standards covered:

9-12.PE.1.1.1
9-12.PE.2.1.2
9-12.PE.3.1.1
9-12.PE.3.1.2
9-12.PE.3.1.4
9-12.PE.4.1.2

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:

Yes
No

1. Each day is worth 5 points, and will display as a weekly grade in Skyward (20 points/week).
2. Loss of points will result from lack of participation, absences, insubordination, cell phone use, etc.

See effort scale below for reference

5- CHAMPION (Excellent)

- Attitude and effort of a champion,
- Willing to work extra to be the best
- Pushes themselves and others to maximum results
- Does not let pain and fatigue beat them

4- CONTENDER (Successful)

- Enough effort to show positive results
- Must increase intensity to become a champion
- Needs to be pushed to get maximum results
- Pain and fatigue slows them down

3- PLAYER (Sub-Par)

- Just enough effort to get by

- Does not understand what it takes to be a champion
- Must be watched and pushed to get minimum results
- Pain and fatigue beats them

2- *Pretender* (Not Acceptable)

- Less than minimum effort
- No desire to do what it takes to be good
- Does nothing when not watched
- Stops at the sign of fatigue

0-1 Absence/No Dress/No Participation

*Injured students will be required to provide a physician's note to be excused from participation.

ABSENCES

- Only 9 absences can be made up using google classroom. To earn points for any additional absence (beyond 9) an appointment with your teacher is required.

GOALS & OBJECTIVES:

Students will become familiar with strength training and fitness principles
Students will understand the importance of sound technique
Students will demonstrate proficiency through knowledge, acquired skills, and everyday participation, while improving their strength and endurance

FACILITY RULES:

- Be safe with peers and equipment, be respectful, & be responsible
- Students will have about 5 minutes to change after the tardy bell rings
- Personal items to be left in locker room (phones, headphones, backpacks, purses, etc.)
- Facility and equipment must be treated with respect and put away properly after use
- Always use proper technique to avoid injury
- A spotter is required for all major lifts/movements
- Always use collars on free weight bars (barbells, EZ bars, etc.)
- Rack weights after each lift - do not leave equipment on the floor!
- Do not drop any weights
- No equipment on the benches

PHONE/HEADPHONE POLICY:

No phones or headphones are allowed in class. Phones need to be left in the student's locker or backpack. If a student uses a phone during class the student will take the phone to **in-house** and follow school protocol and lose 2 participation points for the day.

WHAT DO I WEAR?

ALL CLOTHING MUST COMPLY WITH THE SCHOOL DRESS CODE

- T-Shirt
- Shorts, sweats, or leggings
- Proper gym/athletic shoes.
- NO HATS

Typical Week

(What does it look like?)

Monday-Thursday (2 days in Weight Room, 2 days in a different facility)

1. Dress
2. Warm Up
3. Group Lift - follow the in-class workout
4. Group Conditioning (depending on the class)
5. Clean up and change in locker room

Return this page to your teacher.

Reviewed 08/14/2025

I agree to and understand all of the above rules and regulations as outlined by this course description. I will follow these rules and regulations while participating in Weight Training/Athletic Conditioning. *I understand that compliance is necessary for my safety and the safety of others.* I acknowledge that if I do not comply, I may be removed from participation in this course.

Student Name (please print)	**Student Signature**	**Date**
Parent Name (please print)	**Parent Signature**	**Date**
Email Address (PARENT)	**Phone Number (PARENT)**	

Reviewed 08/14/2025

Return this page to your teacher.

Student Name: _____

Course: **WOMEN'S ATHLETIC CONDITIONING**

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls High School

Course title and description: **Walk Fit** Walk Fit is a class for the student who prefers not to play individual or team games. The course is designed to develop attitudes and behaviors which promote healthy lifestyles and positive self- image through walking, stretching, and strength activities. Students will learn about achieving and maintaining ideal body weights, diet, nutrition, and personal fitness.	**Teacher name and contact information:** Mrs. Bektic - michele.bektic@sd273.com Mr. Roberts- luke.roberts@sd273.com Mr. Kent- craig.kent@sd273.com Mrs. Whitney - lauren.whitney@sd273.com Mrs. Robertson- amy.robertson@sd273.com Mr. Brooks- tanner.brooks@sd273.com

Suggested student supplies:

- School appropriate clothing, including (sweat)pants/ sweatshirt or jacket for cooler days.
- Athletic/fitness-type shoes (running, walking or cross-training) for exercise. **NO** boots, flip flops, slippers, open-heeled or slip-on footwear.
- Water bottle, if desired

Board-approved curriculum and supplemental resources:

This course utilizes a variety of curricular resources, including materials curated from reputable educational websites, teacher-developed content, and supplemental tools that support the learning goals outlined in the syllabus. Every effort is made to ensure these resources are aligned with grade-level standards and are appropriate for classroom use.

Standards covered:
9-12.PE.3.1.2
9-12.PE.3.1.3
9-12.PE.5.1.2
9-12.PE.5.1.3
9-12.PE.5.1.5

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

1. Each day is worth 5 points, and will display as a weekly grade in Skyward (20 points/week).
2. Daily point loss will result due to lack of proper footwear AND lack of effort/participation.

Grades in this course are weighted:
Yes
No

Reviewed 08/14/2025

ABSENCES

- Only 9 absences can be made up using google classroom. To earn points for any additional absence (beyond 9) an appointment with your teacher is required.

Other information:

*Students should expect to walk **everyday** in class for the entire period.*

The program will involve several different walking workouts & activities including distance, intervals and timed walks.
The class will walk together as a group and the courses will vary depending on the day & weather.
The class will walk **outside** unless the weather is VERY uncooperative. The instructor will make the decision to walk indoors. A steady rain, freezing temperatures and snow will be the only reason the class will not venture outdoors. Students need to be prepared for cooler temperatures with hats, gloves and jackets.

Instruction will be done through a combination of modeling, demonstrations, lecture, supplemental related reading, articles and written assignments.

Assessment of student progress will be done through demonstration of fitness improvement, quizzes and a written exam.

Return this page to your teacher.

I agree to and understand all of the above rules and regulations as outlined by this course description. I will follow these rules and regulations while participating in Walk Fit. *I understand that compliance is necessary for my safety and the safety of others.* I acknowledge that if I do not comply, I may be removed from participation in this course.

Student Name (please print)	**Student Signature**	**Date**
Parent Name (please print)	**Parent Signature**	**Date**
Email Address (PARENT)	**Phone Number (PARENT)**	

Reviewed 08/14/2025

Return this page to your teacher.

WALK-FIT

WALK-FIT is a class based on the premise that movement is essential for health. Establishing a positive routine for health is our goal. In this class there will be times that our students will walk off of campus during the class period. At all times the students will be in the sight of the teacher and only on sidewalks or designated trails. A signature below indicates approval to take your child off campus during the school year. Contact the school &/or your child's teacher if you have questions or choose (per phone msg.) for your child not to participate.

Student's Name (please print) _____

__ YES, I GRANT PERMISSION FOR MY CHILD TO WALK OFF CAMPUS FOR WALK-FIT CLASS AND ENSURE THE MY CHILD UNDERSTANDS AND WILL FOLLOW PEDESTRIAN SAFETY LAWS.

___ NO, I DO NOT GRANT PERMISSION FOR MY CHILD TO GO OFF CAMPUS DURING WALK-FIT CLASS

_____ _____

Parent/Guardian signature **Date**

Post Falls High School: 208-773-0581

WALK-FIT instructor:

Michele Bektic, michele.bektic@sd273.com
Tanner Brooks, tanner.brooks@sd273.com
Craig Kent, Craig.kent@sd273.com
Lauren Whitney, lauren.paven@sd273.com
Luke Roberts, luke.roberts@sd273.com
Amy Robertson, amy.robertson@sd273.com

Reviewed 08/14/2025

Return this page to your teacher.

Student Name: _____

Course: **Walk Fit/Health**

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls High School

Course title and description: Walk Fit Walk Fit is a class for the student who prefers not to play individual or team games. The course is designed to develop attitudes and behaviors which promote healthy lifestyles and positive self- image through walking, stretching, and strength activities. Students will learn about achieving and maintaining ideal body weights, diet, nutrition, and personal fitness.	**Teacher name and contact information:** Mrs. Bektic - michele.bektic@sd273.com Mr. Roberts- luke.roberts@sd273.com Mr. Kent- craig.kent@sd273.com Mrs. Whitney (Paven)- lauren.paven@sd273.com Mrs. Robertson- amy.robertson@sd273.com Mr. Brooks- tanner.brooks@sd273.com

Suggested student supplies:

- School appropriate clothing, including (sweat)pants/ sweatshirt or jacket for cooler days.
- Athletic/fitness-type shoes (running, walking or cross-training) for exercise. **NO** boots, flip flops, slippers, open-heeled or slip-on footwear.
- Water bottle, if desired

Board-approved curriculum and supplemental resources:

This course utilizes a variety of curricular resources, including materials curated from reputable educational websites, teacher-developed content, and supplemental tools that support the learning goals outlined in the syllabus. Every effort is made to ensure these resources are aligned with grade-level standards and are appropriate for classroom use.

Standards covered:
9-12.PE.3.1.2
9-12.PE.3.1.3
9-12.PE.5.1.2
9-12.PE.5.1.3
9-12.PE.5.1.5

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

1. Each day is worth 5 points, and will display as a weekly grade in Skyward (20 points/week).
2. Daily point loss will result due to lack of proper footwear AND lack of effort/participation.

Grades in this course are weighted:
Yes
No

Reviewed 08/14/2025

ABSENCES

- Only 9 absences can be made up using google classroom. To earn points for any additional absence (beyond 9) an appointment with your teacher is required.

Other information:

*Students should expect to walk **everyday** in class for the entire period.*

The program will involve several different walking workouts & activities including distance, intervals and timed walks.
The class will walk together as a group and the courses will vary depending on the day & weather.
The class will walk **outside** unless the weather is VERY uncooperative. The instructor will make the decision to walk indoors. A steady rain, freezing temperatures and snow will be the only reason the class will not venture outdoors. Students need to be prepared for cooler temperatures with hats, gloves and jackets.

Instruction will be done through a combination of modeling, demonstrations, lecture, supplemental related reading, articles and written assignments.

Assessment of student progress will be done through demonstration of fitness improvement, quizzes and a written exam.

Return this page to your teacher.

I agree to and understand all of the above rules and regulations as outlined by this course description. I will follow these rules and regulations while participating in Walk Fit. *I understand that compliance is necessary for my safety and the safety of others.* I acknowledge that if I do not comply, I may be removed from participation in this course.

Student Name (please print)	**Student Signature**	**Date**
Parent Name (please print)	**Parent Signature**	**Date**
Email Address (PARENT)	**Phone Number (PARENT)**	

Reviewed 08/14/2025

Return this page to your teacher.

WALK-FIT

WALK-FIT is a class based on the premise that movement is essential for health. Establishing a positive routine for health is our goal. In this class there will be times that our students will walk off of campus during the class period. At all times the students will be in the sight of the teacher and only on sidewalks or designated trails. A signature below indicates approval to take your child off campus during the school year. Contact the school &/or your child's teacher if you have questions or choose (per phone msg.) for your child not to participate.

Student's Name (please print) _____

__ YES, I GRANT PERMISSION FOR MY CHILD TO WALK OFF CAMPUS FOR WALK-FIT CLASS AND ENSURE THE MY CHILD UNDERSTANDS AND WILL FOLLOW PEDESTRIAN SAFETY LAWS.

___ NO, I DO NOT GRANT PERMISSION FOR MY CHILD TO GO OFF CAMPUS DURING WALK-FIT CLASS

_____ _____

Parent/Guardian signature **Date**

Post Falls High School: 208-773-0581

WALK-FIT instructor:

Michele Bektic, michele.bektic@sd273.com
Tanner Brooks, tanner.brooks@sd273.com
Craig Kent, Craig.kent@sd273.com
Lauren Whitney, lauren.paven@sd273.com
Luke Roberts, luke.roberts@sd273.com
Amy Robertson, amy.robertson@sd273.com

Reviewed 08/14/2025

Return this page to your teacher.

Student Name: _____

Course: **Walk/Fit**

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls High School

Course title and description: Weight Training	**Teacher name and contact information:**
The introduction to weight training course is designed for the student who is serious about developing strength, power and endurance. Programs are designed to combine resistance training, cardiovascular training and plyometrics for improving student success. Students will gain and improve their understanding of the muscular system, develop strength training programs and build a foundation on which they can continue strength and fitness training for the rest of their life	Michele Bektic, michele.bektic@sd273.com Tanner Brooks, tanner.brooks@sd273.com Brian Etchison, brian.etchison@sd273.com Craig Kent, Craig.kent@sd273.com Luke Roberts, luke.roberts@sd273.com Lauren Whitney, lauren.paven@sd273.com Jeff Williamson, Jeffery.Williamson@sd273.com

Suggested student supplies:

- School appropriate athletic attire (shirts and shorts) are required as well as proper athletic, closed-footwear. No crocs, slides, etc.
- Deodorant!!!!!

Other things to have: Waterbottle

Board-approved curriculum and supplemental resources:

This course utilizes a variety of curricular resources, including materials curated from reputable educational websites, teacher-developed content, and supplemental tools that support the learning goals outlined in the syllabus. Every effort is made to ensure these resources are aligned with grade-level standards and are appropriate for classroom use.

Standards covered:

9-12.PE.1.1.1
9-12.PE.2.1.2
9-12.PE.3.1.1
9-12.PE.3.1.2
9-12.PE.3.1.4
9-12.PE.4.1.2

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:

Yes
No

1. Each day is worth 5 points, and will display as a weekly grade in Skyward (20 points/week).
2. Loss of points will result from lack of participation, absences, insubordination, cell phone use, etc.

See effort scale below for reference

5- CHAMPION (Excellent)

- Attitude and effort of a champion,
- Willing to work extra to be the best
- Pushes themselves and others to maximum results
- Does not let pain and fatigue beat them

4- CONTENDER (Successful)

- Enough effort to show positive results
- Must increase intensity to become a champion

Reviewed 08/14/2025

- Needs to be pushed to get maximum results
- Pain and fatigue slows them down

3- PLAYER (Sub-Par)

- Just enough effort to get by
- Does not understand what it takes to be a champion
- Must be watched and pushed to get minimum results
- Pain and fatigue beats them

2- *Pretender* (Not Acceptable)

- Less than minimum effort
- No desire to do what it takes to be good
- Does nothing when not watched
- Stops at the sign of fatigue

0-1 Absence/No Dress/No Participation

*Injured students will be required to provide a physician's note to be excused from participation.

ABSENCES

- Only 9 absences can be made up using google classroom. To earn points for any additional absence (beyond 9) an appointment with your teacher is required.

GOALS & OBJECTIVES:

Students will become familiar with strength training and fitness principles
Students will understand the importance of sound technique
Students will demonstrate proficiency through knowledge, acquired skills, and everyday participation, while improving their strength and endurance

FACILITY RULES:

- Be safe with peers and equipment, be respectful, & be responsible
- Students will have about 5 minutes to change after the tardy bell rings
- Personal items to be left in locker room (phones, headphones, backpacks, purses, etc.)
- Facility and equipment must be treated with respect and put away properly after use
- Always use proper technique to avoid injury
- A spotter is required for all major lifts/movements
- Always use collars on free weight bars (barbells, EZ bars, etc.)
- Rack weights after each lift - do not leave equipment on the floor!
- Do not drop any weights
- No equipment on the benches

PHONE/HEADPHONE POLICY:

No phones or headphones are allowed in class. Phones need to be left in the student's locker or backpack. If a student uses a phone during class the student will take the phone to in-house and follow school protocol and lose 2 participation points for the day.

WHAT DO I WEAR?

ALL CLOTHING MUST COMPLY WITH THE SCHOOL DRESS CODE

- T-Shirt
- Shorts, sweats, or leggings
- Proper gym/athletic shoes.
- NO HATS

Typical Week

(What does it look like?)

Monday-Thursday (2 days in Weight Room, 2 days in a different facility)

1. Dress
2. Warm Up
3. Group Lift - follow the in-class workout
4. Group Conditioning (depending on the class)
5. Clean up and change in locker room

Return this page to your teacher.

I agree to and understand all of the above rules and regulations as outlined by this course description. I will follow these rules and regulations while participating in Weight Training/Athletic Conditioning. *I understand that compliance is necessary for my safety and the safety of others.* I acknowledge that if I do not comply, I may be removed from participation in this course.

_____	_____	_____
Student Name (please print)	**Student Signature**	**Date**
_____	_____	_____
Parent Name (please print)	**Parent Signature**	**Date**
_____	_____	
Email Address (PARENT)	**Phone Number (PARENT)**	

Reviewed 08/14/2025

Return this page to your teacher.

Student Name: _____

Course: **Weight Training**

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls High School

Course title and description: Wind Ensemble Wind Ensemble is an advanced instrumental ensemble designed to challenge and develop students into accomplished musicians through the study of various college level music literature, music theory, music history and musical cultures. Students will perform at least 4 concerts throughout the school year, as well as at various festivals and events.	**Teacher name and contact information:** Joel Sandford joel.sandford@sd273.com (208)-773-0581

Suggested student supplies:
Personal Instrument and related accessories
Folder/Binder with plastic inserts and divider
Pencils
Sound Innovations: Advanced Concert Band method book - Instrument Specific

Board-approved curriculum and supplemental resources:
Supplemental Resources: Sound Innovations: Advanced Concert Band Method
Texas UIL Concert Band Prescribed Music List

Standards covered:
L3.MU:E.2.1, L3.MU:E.3.1, L3.MU:E.3.2, L3.MU:E.3.3, L3.MU:E.5.1, L3.MU:E.5.2,
L4.MU:E.2.1, L4.MU:E.3.1, L4.MU:E.3.2, L4.MU:E.3.3, L4.MU:E.5.1, L4.MU:E.5.2,

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:
Yes
No

If yes, grades are weighted as follows:

Daily Performance:	25%
Playing Tests/ Assignments:	10%
Performances:	45%
EOCA:	10%
Performance Project:	10%

Other information:
Wind Ensemble is a Co-Curricular class, which means that there are curricular expectations that extend beyond the classroom. This can and will include required afterschool rehearsals as well as performances. Students are expected to attend all scheduled events.

Reviewed 08/14/2025

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls High School

Course title and description: Women's Choir	**Teacher name and contact information:**
In Women's Choir, students continue to learn about the individual singer by developing singing technique, increasing knowledge of one's own voice, and developing music literacy through classroom instruction. Students in this ensemble perform more frequently and sing music at a higher difficulty level in a variety of cultures, styles, and genres.	Melody McLeod melody.mcleod@sd273.com (208) 773-0581 ext. 6114

Suggested student supplies:

- Black 1 inch 3-ring binder
- Pencil
- Shoes to be worn in performance with a school-provided uniform.
    - All black dress shoes
    - Flats are preferred. Students are discouraged from wearing heels for noise, height, and safety purposes

Board-approved curriculum and supplemental resources:

Texas UIL Prescribed Music List

This course utilizes a variety of curricular resources, including materials curated from reputable educational websites, teacher-developed content, and supplemental tools that support the learning goals outlined in the syllabus. Every effort is made to ensure these resources are aligned with grade-level standards and are appropriate for classroom use.

If you have any questions about the materials being used or would like to review them in more detail, please feel free to contact me to schedule a meeting. I welcome the opportunity to discuss the curriculum and support your child's learning experience.

Standards covered:

L4.MU:E.1.1
L4.MU:E.1.2
L5:MU:E.2.1
L4:MU:E.3.1
L4:MU:E.3.2
L4:MU:E.3.3
L4:MU:E.4.1
L4:MU:E.4.2
L4:MU:E.5.1
L4:MU:E.5.2

Reviewed 08/14/2025

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:

Yes
No

If yes, grades are weighted as follows:

Rehearsals and Daily Participation: 40%
Performances: 40%.
Assignments and Tests: 20%

Other information:

Women's Choir is a co-curricular class, which means that there are curricular expectations that extend beyond the classroom. This can and will include required after school rehearsals as well as performances. Students are expected to attend all scheduled events.

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls

Course title and description:	**Teacher name and contact information:**
Yearbook This course emphasizes design principles for the creation of advertising and publishing materials, and techniques for efficient planning and documenting projects, and utilizing the most appropriate software for the task at hand.	Ryan Vordahl ryan.vordahl@sd273.com

Suggested student supplies:

Access to the internet

Board-approved curriculum and supplemental resources: ISEE Course - 111040

Walsworth's Yearbook Suite curriculum

Standards covered:

This curriculum follows the Division of Career Technical Education Workplace Readiness Standard

1.3.2 Demonstrate proficiency with information technology by using computers, file management techniques, and software/programs effectively. Demonstration may include: • Working with hardware, file-management techniques, and IT software/programs effectively on various operating systems. • Working with equipment and software specific tothe occupation. • Seeking additional technology to improve work processes and products. Instructional strategies may include: • Identify the appropriate use of various software tools. • Utilize presentation software to communicate ideas to a group. • Utilize word processing software to produce workplace documents. • Utilize spreadsheet software to create meaningful workplace records.

This curriculum follows the Division of Career Technical Education Digital Design Standard

CONTENT STANDARD 1.0: ELEMENTS AND PRINCIPLES OF DESIGN AND VISUAL COMMUNICATION
Performance Standard 1.1: Elements of Design 1.1.1. Identify, analyze, and implement the application of color, line, shape, texture, size, and value in design. Performance Standard 1.2: Principles of Design 1.2.1. Analyze and incorporate the principles of design (i.e. balance, contrast, alignment, rhythm, repetition, proximity, movement, harmony, emphasis, unity, etc.) in graphic works. 1.2.2. Demonstrate the principles of design through various design techniques. Performance Standard 1.3: Principles of Typography 1.3.1. Identify the anatomical components and qualities of type (i.e., x-height, ascenders, descenders, counters, etc.) 1.3.2. Apply and adjust formatting to type. 1.2.6. Demonstrate the relationship of typography and design through the construction of graphic works utilizing and manipulating type. Performance Standard 1.4: Principles and Elements of Design to Layout 1.4.1. Apply effective use of negative space, composition, message structure, graphics, etc., to graphic works. 1.4.2. Create graphic works utilizing grids and templates. 1.4.3. Utilize rule of thirds, simplicity, and/or complexity, etc. in layout. 1.4.4. Demonstrate layout skills for print (i.e. magazines, yearbooks) and digital media (i.e. mobile devices, tablets). 1.4.5. Explain the importance of consistency of design. 1.4.6. Explain the importance of usability.

Reviewed 08/13/2025

1.4.7. Describe visual hierarchy and how it is used in design to control the viewer's eyes. 1.4.8. Explain the methods used to control visual hierarchy.
Performance Standard 2.1: Basic Communication Skills 2.1.1. Demonstrate effective business communication skills in a clear, courteous, concise, and correct manner on personal and professional levels. 2.1.2. Demonstrate through vocal expression and listening skills in a clear, courteous, concise, and correct manner on personal and professional levels. 2.1.3. Demonstrate ability to give and receive constructive feedback, i.e. debrief a project not defend a project. 2.1.4. Demonstrate appropriate communication skills i.e. telephone, texting, social media. 2.1.5. Converse appropriately in a business, social, and media situations. 2.1.6. Explain the importance of developing a message for a specific audience. 2.1.7. Synthesize information collected from communications with various stakeholders.
CONTENT STANDARD 3.0: EDITING AND PROOFREADING SKILLS Performance Standard 3.1: Proofreading Skills 3.1.1. Demonstrate ability to proofread and edit various forms of copy for different audiences. 3.1.2. Demonstrate knowledge of electronic proofreading skills. 3.1.3. Demonstrate knowledge of digital copy proofing, editing and correcting. 3.1.4. Understand how to use software to track changes.
CONTENT STANDARD 4.0: ETHICAL AND LEGAL ISSUES RELATING TO DIGITAL COMMUNICATIONS Performance Standard 4.1: Copyright and Intellectual Property Law 4.1.1. Understand copyright law, fair use, and intellectual property. 4.1.2. Understand the use of Creative Commons, (including font usage, photography, illustration, audio, and video rights). 4.1.3. Understand laws governing copyright, intellectual property (including font usage, photography, illustration, audio and video rights), and software licensing. 4.1.4. Understand laws governing brand issues, trademark, and other proprietary rights. 4.1.5. Discuss consequences of violating copyright, privacy, and data security laws. 4.1.6. Define and debate fair use including authorships, rights of use for work and likeness, and credit lines. 4.1.7. Model fair use in production of visual communication products. 4.1.8. Understand creative commons, the concept of usage rights versus ownership rights, and the importance of using a release form.

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:
- Yes
- ~~No~~

If yes, grades are weighted as follows:

Other information:

Students will collaboratively produce an issue of the PFHS Yearbook. Students will plan, design, write, interview, and shoot photos. The emphasis of this course is learning and applying the skills of photography, storytelling, design, communication, and teamwork. Students will set and meet personal and team goals, communicate effectively, critically evaluate their own work as well as the work of others, and work under frequent deadlines. **Yearbook requires a significant investment of time outside of class.** Students are required to take photographs of a school event once every month.

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls High School

Course title and description:	**Teacher name and contact information:**
Zoology Zoology is the study of animal behavior, form and function, anatomy and physiology and the distribution of animal life across the animal kingdom. This course will cover the evolutionary relationships of organisms, animal taxonomy, cladistics, animal form and function and anatomy and physiology of several vertebrate and invertebrate organisms. Learning will occur through guided reading of the text, lectures, labs, and projects to be done at school, at home, and throughout the community. Inquiry based dissections will be performed to supplement learning in the classroom.	Joshua McKain joshua.mckain@sd273.com

Suggested student supplies:
Strongly suggested: pencils, composition book/notebook, folders/binders, highlighters
Other supplies to consider: colored pencils, 3x5 cards, sticky notes

Board-approved curriculum and supplemental resources:
CK-12 Biology for High School Flexbook 2.0

Standards covered:
HS-LS-2.1, HS-LS-2.2, **HS-LS-2.5, HS-LS-2.6, HS-LS-2.7**, **HS-LS-3.2, HS-LS-3.3, HS-LS-4.1, HS-LS-4.2, HS-LS-4.3, HS-LS-4.4, HS-LS-4.5**

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:
Yes
No

If yes, grades are weighted as follows:

- Classwork/Practice Problems: 10%
- Tests and Quizzes: 40%
- Labs: 30%
- Semester Final Exam: 10%
- Animal Research Project: 10%

Reviewed 08/14/2025

Other information:

Topics Covered: All units cover classification, form/function, and specialized characteristics used to exploit unique ecological niche for each organism

Quarter 1:
- Unit 1: What is Zoology, Evolution, Population Genetics, Ecology, Linnaean Classification
- Unit 2: Protista
- Unit 3: Porifera/Cnidaria
- Unit 4: Platyhelmenthese

Quarter 2:
- Unit 5: Mollusca
- Unit 6: Annelida
- Unit 7: Arthropoda
- Unit 8: Echinodermata
- Unit 9: Chordatata (Fish, Amphibians, Reptiles, Mammals)

Animal Project: Class presentation and paper presented at the end of semester

Reviewed 08/14/2025

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls High School

Course title and description: Spanish I

Students will be exposed to the fundamentals of the structure of the Spanish language. Emphasis is placed on building a foundation to speak, understand, read, and write the language. Culture and geography will also be studied.

Teacher name and contact information:

Kelsi Gonzalez, Room 162
Phone #: 773-0581 ext. 6162
Email: kelsi.gonzalez@sd273.com

Tara Seatz, Room 161
Phone # 773-0581 ext. 6161
Email: tara.seatz@sd273.com

Yvette Tremblay, Room 160
Phone # 773-0581 ext. 6160
Email: yvette.tremblay@sd273.com

Suggested student supplies:

- Three-ring binder (at least 1 inch) with 3 dividers (labeled, Vocabulary, Notes, and Labs)
- Pen / pencil (pens need to be blue or black ink only)
- Paper
- Plug in headphones (I have a class set but if you wish to use your own please have some that can plug into chrome books.)

Board-approved curriculum and supplemental resources: Auténtico Level 1

Standards covered:
L1.WL.1.1; L1.WL.1.2; L1.WL.1.3; L1.WL.1.4; L1.WL.1.5; L1.WL.1.6
L1.WL.2.1; L1.WL.2.2; L1.CL.2.3; L1.WL.2.4
L1.WL.3.1; L1.WL.3.2
Idaho Content Standards: World Languages

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:
Yes
No

If yes, grades are weighted as follows:
60%: Assessments - Tests, quizzes, projects, presentations
20%: Labs
10%: Practice - Homework, classwork, participation
10%: Final

Other information:
Course Outline: Spanish I

Timeline	Topic	Chapters/Material

Reviewed 08/31/2026

Quarter 1	**<u>Vocabulary</u>: Greetings and leave-takings, introductions, forms of address, ask/tell how you and others are, classroom commands, numbers 1-100, body parts, alphabet, activities, expressing likes and dislikes, personality traits** **<u>Grammar</u>: Nouns, singular definite articles, the meanings and uses of *cúantos/as*, and *hay,* infinitives, negatives, expressing agreement or disagreement, adjectives, indefinite articles, word order: placement of adjectives**	**Para Empezar & Chapter 1**
Quarter 2	**<u>Vocabulary:</u> School subjects and schedules, school supplies, class descriptions, classroom items and furniture, computers, words to describe location** **Foods and beverages for breakfast and lunch, expressions of frequency, food groups, healthy activities, ways to describe foods** **<u>Grammar</u>: subject pronouns, present tense of -ar verbs, the verb estar, plurals of nouns and articles** **Present tense of -er and -ir verbs**	**Chapters 2 & 3A**
Quarter 3	**<u>Vocabulary</u>: Leisure activities, places in the community, when things are done, sports and activities outside of school, telling time, extending, accepting, and declining invitations** **family members and pets, telling ages, party decorations and celebration activities, describing people and things, food and table settings, eating out, expressing needs** **<u>Grammar:</u> Me gustan and me encantan, plurals of adjectives, the verb ser,** **The verb ir, asking questions, Ir + a + infinitive, the verb jugar**	**Chapters 3B & 4**
Quarter 4	**<u>Vocabulary</u>: Bedroom items, electronic equipment, colors, describing, comparing, and contrasting, houses and apartments, rooms, household chores** **Shopping and clothing, prices and numbers, stores and online shopping, gifts and clothing, expressions to describe past events.** **<u>Grammar:</u> The verb tener, possessive adjectives, the verb venir, the verbs ser and estar** **Making comparisons, the superlative, stem-changing verbs: poder and dormir, affirmative tú commands, the present progressive** **Stem-changing verbs: pensar, querer, and preferir**	**Chapters 5 & 6**

Classroom Rules:

- **<u>No electronic devices!</u>** Once you walk in the classroom door the use of personal electronic devices will be prohibited. This includes headphones. This is a school wide rule!
- Food/drink policy – **Only water is allowed in class.** If you have something other than water it must be placed on the counter for the remainder of the class period. Please eat any snacks in the hallway during passing period.
- Sit in your assigned seat and remain seated during instruction, it is disrespectful to get up when someone is speaking.
- Be prepared every day with your supplies needed.
- Respect yourself: Be responsible for your actions, be on task, and take initiative. Try to succeed.
- Respect others: Treat others as you would like to be treated. No name calling, cussing physical/mental harassment will be tolerated. Help others to succeed.
- Keep the classroom clean. If you see something out of place or trash on the floor or desks, take a minute to clean it up.

Hall Pass Rules: Only one person may leave the classroom at a time. Other rules can be added as necessary throughout the year if there are any issues that come along. I understand that it might be necessary to use the restroom during class but I expect you to return as quickly as possible because all class time is very important. Please bring a water bottle so you do not need to go and get a drink of water.

Cell phones and other electronic devices: In order to ensure academic success, student electronic devices will not be permitted in this classroom. If a prohibited electronic device (this includes cell phones and earbuds) is not stored away for the class period when the bell rings, you will be asked to take the device to surrender it in the In House Suspension room in our office per our student handbook. The student will be able to pick it up at the end of the day. <u>Parents: Please refrain from contacting your student through text or phone during</u>

classroom time. If a circumstance occurs that requires immediate attention, please contact the office 1-208-773-0581. Thank you, we believe this will have a positive impact on academic achievement in the classroom.

Group Expectations: Many of the activities we do in class will require that you collaborate with your classmates in order to complete them. For example, there will be a lot of paired speaking activities. Sometimes I will allow you to choose your partner/s and other times I will choose for you. It is a life skill to be able to work well with other people and I expect that you do your best to work well with the person/people in your group. Many times I will allow you to work with other students in your area on written assignments but I will always have a seating chart and expect for you to sit in your assigned seat unless I have told you otherwise. Other times you will have to work individually and will be asked to not collaborate with others. If you are having a difficult time working with a particular person please come see me as soon as possible so that I may help fix the problem. Please don't wait until the assignment is due to express your concerns or it may be too late.

Attendance/Tardies: The attendance and tardy policies in the Student Handbook will be strictly enforced. Students will be counted as tardy if they are not in their seats when the bell rings. The district tardy policy is as follows:

2 tardies = detention
4 tardies = In-House suspension w/ call home
6 tardies = 1 Friday School

Attendance Policy: More than **8** non-school-related absences in any class results in a loss of credit

Grades: Your student's grades can be checked anytime by using our online system called Skyward Family Access. If you need your username and password, contact the counseling center.

Practice: To earn full credit for your practice grade, you are required to complete and track your vocabulary practice using the Portfolio tracking sheet for each chapter. You must log a minimum of 4 vocabulary practice entries in the table, detailing the date, the specific activity completed, time spent in minutes, and your progress or word count. Additionally, all physical evidence—such as completed worksheets, quiz correction sheets, or practice notes—must be attached directly behind the tracking sheet. Please note: no attached evidence means no points will be awarded.

Binder: Your binder needs to have three sections: **one for portfolio evidence**, **one for notes & vocabulary, and one for speaking and writing labs.** It must be kept in chronological order by chapters. **Keep notes and vocab for the entire year.**

Quizzes/Tests: Expect a quiz or a test every week. There will be a summative test at the end of every unit. A student's grade in this category will be based on his/her ability to perform the skills listed on the class syllabus. Skills are assessed via a collection of tests. **Students may retake quizzes one time each.** It must be retaken near the end of that unit/chapter. The retake deadline for each chapter will be posted on the board. You will have to schedule a time with me before or after school to retake these quizzes. In order to retake the quiz you must bring me your old quiz with corrections made and write an explanation of what you did to prepare differently for the quiz retake. Tests may NOT be retaken. Make sure you complete all of your assignments, take advantage of quiz retakes, and make sure to study outside of class so that you are successful on your tests. Remember they count for A LOT!

There could be at least one big project/presentation each semester. Students will not be able to re-do a project or presentation or to turn them in late. I give ample time to complete these and they will be **due on the due date**.

Semester Final Exam: This is a comprehensive summative assessment that will be given at the end of each semester. It will contain some kind of performance task as well. This exam may NOT be retaken.

Make-up Work: If you are absent it is your responsibility to make up any work missed due to the absence. Please check with a trusted classmate, the assignment board, or your teacher (before or after school only) to find out what you have missed. Please communicate with your teacher before any pre-arranged absence and again upon returning.

All work missed while absent that was turned in for a grade will be shown in the grade book as a zero and missing until it is made up. If the work is not made up it will remain a zero and will no longer be marked "missing". Again, this is ONLY for work missed due to excused absences. Work missed due to an unexcused absence will not be able to be turned in for a score, it will be a zero. This includes missing a test,quiz, presentation, or anything due that day.

As per the student handbook students will have 1 day for every day absent to make up work, tests, etc.
A schedule of the week's activities and due dates will be posted on the board every Monday.

Suggestions for success:

- Study 15 minutes every night in addition to any homework – there is ALWAYS something to review
- If you start to fall behind, come see me **immediately** for help.
- Participate in all class activities.
- Practice speaking outside of class.
- Make flashcards of vocabulary words.
- Communicate with your teacher about missing work or any other questions or concerns.

Return this page to your teacher. (Teacher, period____)

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls High School

Course title and description:	**Teacher name and contact information:**
Resource Earth and Space Science This course is not just about the body of knowledge but the way of thinking used in Earth and space science. After students work towards acquiring a knowledge set, they will complete projects to further investigate them.	Denae Glenn denae.glenn@sd273.com (208) 773-0581 ext. 6143

Suggested student supplies:

- Loose leaf paper
- Pencils/Pens
- Colored pencils

Board-approved curriculum and supplemental resources:

HMH Science Dimensions: Earth and Space Science

Standards covered: HS-PSC-3.1, HS-ESS-2.1, HS-ESS-2.2, HS-ESS-2.3, HS-ESS-2.4, HS-ESS-3.6,HS-ESS-3.5, HS-ESS-3.4, HS-ESS-3.3

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:

Yes
No

If yes, grades are weighted as follows:

- Classwork: 40% of final grade
- Weekly Participation: 20% of final grade
- Labs/Projects: 20% of final grade
- Tests and Quizzes: 10% of final grade
- Semester Final Exam: 10% of final grade

Reviewed 08/14/2025

Other information:

Classroom Expectations:

All students will:

…adhere to the policies set by Post Falls High School, as stated in the student handbook.

…be open to mathematical growth and learning.

…follow the Golden Rule: **Respect!** yourself as well as others.

…use class time productively.

CELL PHONE POLICY

Cell Phones/Electronic Devices Post Falls School District policy is also our classroom policy. :) Devices must be off and away for the day. **If a prohibited electronic device is used, (this includes cell phones and earbuds) you will be asked to take the device to surrender it in the In House Suspension room in our office per our student handbook. Your parent, guardian or anyone on the Skyward emergency contact list will be responsible for picking up the item. Parents: Please refrain from contacting your student through text or phone during classroom time. If a circumstance occurs that requires immediate attention, please contact the office 1-208-773-0581.**

Reviewed 08/14/2025

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls High School

Course title and description: ENGLISH III This course, which explores the theme of American culture, unity and diversity, focuses on the historical examination of American literature. Students will study and practice writing introductions and conclusions, and the analysis and development of six persuasive arguments. The development of research skills, involving citing and use of examples, will be included along with other forms of writing.	**Teacher name and contact information:** Cherise Hensley-Jenkins ● cherise.hensley-jenkins@sd273.com Kiera Herndon ● kiera.herndon@sd273.com Kiara Hauck ● kiara.hauck@sd273.com Maria Purtee ● maria.purtee@sd273.com

Suggested student supplies:

1. Writing utensils (pens and pencils)
2. A binder/folder to put all classroom material
3. A notebook that is **only** for this class
4. Lined Paper
5. Highlighters
6. Coloring utensils

Board-approved curriculum and supplemental resources:

HMH-Into Literature

Standards covered:

Reading Comprehension Strand 11/12.RC
Text Complexity (TC)
1. Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the lower end of the grades 11–12 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.) Volume of Reading to Build Knowledge (V)
2. Regularly engage in a volume of reading, texts independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary. Textual Evidence (TE)
3. Draw and cite strong and thorough evidence from grade-level texts to support claims and inferences, attending to important distinctions authors make and how those are supported, as well as any gaps or inconsistencies in accounts offered. Reading Fluency (RF)
4. Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in Resource Reference). Literature (L)
5. Use evidence from literature to demonstrate understanding of grade-level texts.
5a. Compare the development of a universal theme over the course of two texts, including how it emerges and is shaped and refined by specific details in each.
5b. Evaluate the choices authors make regarding how to develop and relate several elements of literary texts , including how the characters are introduced and developed and how the action is ordered.

Reviewed 08/14/2025

5c. Evaluate how authors structure texts to distinguish what is directly stated in a text from what is really meant, including satire, sarcasm, irony, and understatement.
5d. Relate literary works and their authors' points of view to the political events and seminal ideas of their eras.
5e. Compare and contrast how works of literary or cultural significance, including myths and traditional stories, draw on similar themes, patterns of events, or character types.

Nonfiction Text (NF)

6. Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
6a. Compare texts that express similar central ideas and analyze in detail how their development and treatment of the topic compares over the course of the two texts; provide accurate summaries of how key events or ideas develop.
6b. Evaluate various explanations of concepts and ideas and determine which explanation best accords with textual evidence, noting discrepancies among sources.
6c. Evaluate the effectiveness of the structure(s) and rhetorical devices authors use in their exposition or argument, including whether the structure helps makes points clear, convincing, and engaging.
6d. Analyze the hypotheses, data, analysis, and conclusions in an argument, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
6e. Evaluate the premises and purposes in works of public advocacy.

Vocabulary Development Strand 11/12.VD

Word Building (WB)

1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
1a. Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence or a sentence within a paragraph) as a clue to the meaning of a word or phrase.
1b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., symbol, symbolism, symbolic, symbolize).
1c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), print or digital, to find the pronunciation of a grade-level word and determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
1d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
2. Determine how words and phrases provide meaning and nuance to texts.
2a. Use Greek, Latin, and Norse mythology; and other works often alluded to in American and world literature to understand the meaning of words or phrases (e.g., "narcissistic" from the myth of Narcissus and Echo).
2b. Analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how FDR explored different ideas regarding freedom in his "Four Freedoms" speech).
2c. Analyze nuances in the meaning of words with similar denotations (e.g., aggressive, assertive, forceful, domineering).
2d. Analyze the impact of specific word choices on the effectiveness of the message meaning and the tone of the text.

Academic Vocabulary (AV)

3. Acquire and use accurately general academic and content-specific words and phrases occurring in gradelevel reading and content; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.

Research Strand 11/12.RS

Inquiry Process to Build, Present, and Use Knowledge (IP)

1. Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating multiple interlocking research questions that span the field of inquiry in time and scope; gathering relevant information efficiently from a variety of authoritative sources, as well as from direct observation, interviews, and surveys; making distinctions about the strengths and limitations of each

source in terms of the task, purpose, and audience, noting any discrepancies among the data; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.

Deep Reading on Topics to Build Knowledge (DR)
2. Read a series of texts independently, with peers, or with modest support, organized around a variety of conceptually related topics to build knowledge about the world.

Writing Strand 11/12.W

Range of Writing (RW)
1. Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
2. Write arguments that support well-defined points of view that establish the significance of the claim(s) and distinguish those claim(s) from alternate or opposing claims with persuasive evidence and clear reasoning; point out the strengths and limitations of each claim in a manner that anticipates the audience's knowledge level, concerns, and values; and provide a concluding section that articulates the implications, or the significance, of the argument presented.
3&4. (Teachers can include informational and narrative writing at their discretion.)
5. Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre, and in which ideas, concepts, and other information build on one another; include formatting and graphics to support the purpose, aid in comprehension, and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion and clarify the relationships between and among ideas and concepts.
6. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on reframing points to address specific purposes or needs of the audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)

Handwriting and Keyboarding (HWK)
7. Write by hand or with technology to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Oral and Digital Communications Strand 11/12.ODC
Oral Communication (OC)
1. Engage in collaborative discussions about grade-level topics and texts with peers by promoting civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and ideas of several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional information is required to deepen the investigation or complete the task.
2. Analyze how visual and sound techniques or design (such as special effects, camera angles, and music) carry or influence messages in various media.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
4. Present information, findings, and supporting evidence orally, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning; ensure alternative or opposing perspectives are addressed; and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Digital Communications (DC)
5. Demonstrate the responsible and ethical use of information and communication technologies by distinguishing between kinds of information that should and should not be publicly shared and describing the consequences of a poor decision.
6. Integrate multiple sources of information presented in diverse digital media to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies

among the data.
7. Analyze multiple interpretations of a text (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.
8. Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Grammar and Conventions Strand 11/12.GC
Grammar and Usage (GU)
1. Demonstrate command of the conventions of English grammar and usage when writing or speaking.
1a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed. 57
1b. Use a variety of sentence structures, including compound and compound-complex sentences with effective coordination and subordination of ideas and parallel, repetitive, and analogous sentence structures.
1c. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the writing type.
1d. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.
1e. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation; and distinguish where informal discourse is more appropriate.

Mechanics (M)
2. Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.
2a. Reflect appropriate manuscript requirements in writing, including correct use of seriation (headings and subheadings).
3. Spell correctly, consulting reference materials to check as needed.

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:

Yes
No

If yes, grades are weighted as follows:

Cherise Hensley-Jenkins

- Test/Projects 50%
- Quizzes/Homework 30%
- Final Exam 10%
- Participation 10%

Kiera Herndon

- Classwork 80%
- Participation 10%
- Final Exam 10%

Kiara Hauck

- 10% Class Participation
- 35% Classwork
- 45% Projects/Tests/Quizzes/JRP
- 10% Final

Maria Purtee

- 10% Final
- 70% Performance
- 20% Practice

Other information:

Plagiarism Policy: Plagiarism is defined as the act of presenting other people's ideas and writings as one's own and/or not giving credit to the original source(s). Students who cheat on tests and/or assignments, or aid another who is, will receive a zero. Consequences of plagiarism: 1st offense, student receives a zero on the assignment. 2nd offense, student receives an 'F' in the course. This rule applies to all classes providing credit for graduation.

Plagiarism Policy with AI: Generally speaking, students are not permitted to use artificial intelligence (AI) writing tools to generate their work for this class. This includes tools that generate text, outlines, or other writing components. There are few exceptions. If you are unsure whether or not you are permitted to use an AI tool for a specific purpose, please ask for clarification. ***Any work that is generated by an AI tool and submitted for a graded assignment will be considered plagiarism.*** This includes work that is only partially generated by AI. **I reserve the right to require students to provide evidence of their own work on all graded assignments. This may include providing a copy of their original notes, outlines, or drafts.** I believe that AI can be a valuable tool for writers, but it is important to use it responsibly. AI tools are not a substitute for critical thinking and creativity.

Late work Policy:

The late work policy for this class is after the assigned due date, students can still turn in assignments within the current unit for up to 50%. This means if the unit is over then the students will not be able to make up the work.

Students can make up points for an assignment if they turn it in on time **completed**.

Cell Phone/Headphone Policy:

Cell phones will not be allowed in class unless the teacher says otherwise. If a student is caught with their cell phone out when they are not supposed to then the student will turn the cell phone into the office.

Headphones are not allowed to be in during the class, unless students have been given permission. Students will be asked once to put it away and after that they will be sent to the office. This is to allow the students to clearly hear the lesson or instruction from the teacher. This also allows students to actively participate in group discussions.

Pacing of the class:

This class is fast paced. We build off of what we learned the day before, so missing a day can be a problem. If a student misses a day or multiple days please check Google Classroom for the material. If the student cannot find what they are looking for please email the teacher.

Potential Readings in English III

Units	***Readings***
Unit 1: ***Foundation and Encounters*** Essential Questions: ● *What connects people to certain places?* ● *What values and beliefs shape who we are?* ● *What does it mean to be a stranger in a strange land?* ● *What happens when cultures collide?*	● "The World on Turtle's Back" by Iroquois Storytellers ● "Balboa" by Sabrina Murray ● "A Desperate Trek Across America" by Andres Resendez ● "New Orleans" by Joy Harjo ● "Coming of Age in the Dawn Land" by Charles Mann ● Excerpt from *Of Plymouth Plantation* ● "Upon the Burning of Our House" by Anne Bradstreet ● "World, in hounding me…" by Sor Juana Ines de la Cruz ● *The Crucible* by Arthur Miller (Long Read)
Research Project	Researched articles on topic (Varies for students)
Unit 2: ***Building a Democracy*** Essential Questions: ● *What does oppression look like?* ● *How do we gain our freedom?* ● *How can we share power and build alliances?* ● *How do we reach our goals?*	● Declaration of Independence ● "A Soldier for the Crown" by Charles Johnson ● Excerpt from "Lean In" by Sheryl Sandberg ● "Letter to John Adams" by Abigail Adams ● "Speech to Virginia Convention" by Patrick Henry ● "One Today" by Richard Blanco

Unit 3: ***The Individual and Society*** <u>Essential Questions:</u> ● *How can we be true to ourselves?* ● *How do we relate to the world around us?* ● *What do we secretly fear?* ● *When should we stop and reflect on our lives?*	● Excerpts from "Song of Myself" by Walt Whitman ● "My Friend Walt Whitman" by Mary Oliver ● Poems by Emily Dickinson ● "In the Season of Change" by Teresa Palomo Acosta ● "Funeral Oration of Pericles" by Thucydides ● "The Apology" by Plato ● Excerpts from *Last Child in the Woods* by Richard Louv ● Excerpts from *Walden* by Henry David Thoreau ● Excerpts from "Self-Reliance" by Ralph Waldo Emerson ● "The Minister's Black Veil" by Nathaniel Hawthorne ● "The Fall of the House of Usher" by Edgar Allan Poe ● "The Feather Pillow" by Horacio Quiroga ● "Cask of Amontillado" by Edgar Allan Poe ● "The Raven" by Edgar Allan Poe ● "A Rose for Emily" by William Faulkner ● *Fahrenheit 451* by Ray Bradbury (Long Read)

Unit 4 :
The Quest for Freedom
 	
<u>Essential Questions:</u>
● *When is self-determination possible?*
● *What causes divisions between people?*
● *How do we respond to death?*
● *What is the price of progress?*
	● "An Occurrence at Owl Creek Bridge" by Ambrose Bierce
	● "To My Old Master" by Jourdon Anderson
	● Letter to Sarah Ballou by Sullivan Ballou
	● "Imagine the Angles of Bread" by Martin Espada
	● "The Yellow Wallpaper" by Charlotte Perkins Gilman
	● Spirituals (Coded Language)
	  ○ "Go Down, Moses"
	  ○ Follow the Drinking Gourd
	  ○ Swing Low, Sweet Chariot

Unit 5: ***America Transformed*** <u>Essential Questions:</u> ● *How much do we control our lives?* ● *Why do humans cause harm?* ● *What are the consequences of change?* ● *What makes a place unique?*	● "To Build a Fire" by Jack London ● "The Lowest Animal" by Mark Twain ● "The Fourth Industrial Revolution is here. Are You Ready?" by Bernard Marr ● "The Story of an Hour" by Kate Chopin ● Excerpt from *The Jungle* by Upton Sinclair ● "The Men in the Storm" by Stephen Crane ● "A Journey" by Edith Wharton ● "Chicago" by Carl Sandburg ● "Ode to Cheese Fries" by Jose Olvarez ● "Healthy Eaters, Strong Minds: What School Gardens Teach Kids" by Paige Pfleger ● from *America the Beautiful* Congressional Hearing on National Parks by Ken Burns
Unit 6: ***Modern and Contemporary Voices*** <u>Essential Questions:</u> ● *How do we deal with rejection or isolation?* ● *Can anyone achieve the American Dream?* ● *When should personal integrity come before civic duty?* ● *What would we do if there were no limits?*	● "Mending Wall" by Robert Frost ● from *They Called Us Enemy* by George Takei (Excerpts or Long Read) ● "The Latin Deli" by Judith Ortiz Cofer ● "My Dungeon Shook: Letter to My Nephew" by James Baldwin ● "Ambush" by Tim O'Brien ● "Speech on the Vietnam War, 1967" by Martin Luther KIng, Jr. ● "Martin Luther King Jr.: He Showed Us the Way" by Cesar Chavez ● "Ten Kliks South" by Phil Klay ● Poetry by Marianne Moore ● "The Universe as Primal Scream" Tracy Smith ● "First Verse" by Tim Seibles ● Poems of the Harlem Renaissance ● "YouTube Stars Stress Out, Just Like the Rest of Us" by Neda Ulaby ● "Social Media: More Good Than Bad" by Timothy Brewer

Lit. Circle: Literature circles are student-choice reading groups.

Second Semester Lit. Circle reading options:

- *The Great Gatsby*
- *The Things They Carried*
- *The Picture Bride*
- *Black Fortunes*

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
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Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: PFHS

Course title and description: US History	**Teacher name(s) and contact information:**
U.S. History is offered to 11th grade students and is required for graduation. This is a yearlong class organized chronologically, but which also focuses on the themes of American democratic heritage, reform movements and global interdependence. This course will introduce students to major concepts, themes and events in American history from the Civil War to current time.	Jeremy Zender jeremy.zender@sd273.com Matt Gunderson matt.gunderson@sd273.com Katie Hanley katie.hanley@sd273.com Samantha Pilyayev samantha.pilyayev@sd273.com

Suggested student supplies:

Notebook
Writing utensil

Board-approved curriculum and supplemental resources:

United States History: Reconstruction to the Present–Pearson

Standards covered:
US History will cover the Idaho UNITED STATES HISTORY II GRADES 9-12
ID US History Standards

9-12.US2.1-40

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:
Yes
No

If yes, grades are weighted as follows:

Other information:

Reviewed 08/14/2025

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

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Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

University of Idaho
Dual Credit Program

MATH 1123 | Math in Modern Society
High School Course Name: Math in Modern Society

Macklin Warrington & Rita Shaber
Post Falls High School
Post Falls, Idaho 83854
Email: macklin.warrington@sd273.com
rita.shaber@sd273.com
Phone: (208)773-0581
I will try to respond within 24 hours

Michael Love
University of Idaho Faculty Liaison
Email: mlove@uidaho.edu
Phone: (208)885-7709

YEAR: 2026-27 TERM: Yearlong CREDIT HOURS: 3 semester credits COURSE FORMAT: Face to Face

PREREQUISITES: Teacher recommendation, at least a "C" in Algebra 2 or Honors Algebra 2

TEXTBOOK/SUPPLIES: pencil, paper, scientific or graphing calculator, textbook: pdf on Google Classroom

COURSE DESCRIPTION

This course models the use of mathematics in real-world situations. Students will be able to apply mathematical modeling principles to a variety of practical situations, including problem solving, personal finance, statistics, probability, voting theory, graph theory, data analysis, and scheduling.

ASSIGNMENTS

Learning Outcomes - After completing Math 1123 , Math in Modern Society, the students will be able to:

- Use critical thinking skills to solve word problems using percents, rates, and proportions
- Understand how finances work in savings accounts, retirement, loans, etc
- Apply formulas to best meet one's financial needs
- Evaluate data and use tools to act intelligently to information you hear and read
- Summarize and present data in meaningful ways
- Understand and apply theoretical probability
- Apply fair division methods that ensure equal distribution amongst all parties
- Plan efficient routes using graph theory
- Determine optimal schedules using digraphs and critical path algorithms

Learning Activities / Assignments: Student learning activities include quizzes, assignments, projects, exams, writing, discussions, and a final exam. Each quiz will be open notes and may be retaken once prior to the unit exam. One exam may be retaken each semester.

Extra Help: Students are encouraged to come in before school, during the teacher's prep period, or after school to get extra help when challenged by a topic.

Unexcused Absences & Tardies: Students will follow the policies stated in the PFHS Student Handbook.

Join Google Classroom: 2nd hour - fydbvgig, 5th hour - jy6gg46v, 6th hour - ed5k3jh5

University of Idaho
Dual Credit Program

Classroom Expectations - All students will…

- adhere to the policies set by PFHS, as stated in the student handbook
- be open to mathematical growth and learning
- follow the Golden Rule: RESPECT yourself and others
- come to class prepared
- use class time productively - cell phone use will result in a trip to the office

Excused absences & late work: It is the student's responsibility to check with the teacher and Google Classroom for missing work, and to follow the school's make-up period (1 day absent = 1 day makeup). Students should be prepared to make up a missed quiz or test on the day he/she returns, unless otherwise arranged with the teacher. Unexcused late work will not be accepted.

GRADING

PFHS Semester Grading:
Tests/Projects: 45%
Quizzes: 25%
Daily Work: 15%
Final Exam: 15%

PFSD Grading Scale:
A=93-100, A-=90-92.9
B+=87-89.9, B=83-86.9, B-=80-82.9
C+=77-79.9, C=73-76.9, C-=70-72.9
D+=67-69.9, D=63-66.9, D-=60-62.9
F=0-59.9

U of I Grading Standards:
90-100% = A (pass course)
80-89% = B (pass course)
70-79% = C (pass course)
60-69% = D (must repeat course)
0-59% = F (must repeat course)

Grades will be posted on Skyward on the district website and updated each week. Students may request a printed progress report at any time.

Homework

We will be having homework daily. It is vital to the class that you understand the homework. If you are struggling with the homework and don't understand it completely, that is a sign that you may need to come in for some extra help. Late homework will only be accepted up to one week after the original due date; any work submitted past this one-week window will receive a zero.

Extra Help: Students can come in for help before or after school. You may ask via email or Google Classroom. **Please do not hesitate to contact me with any questions. There are no dumb questions!**

QUIZZES

We will be having quizzes weekly or biweekly. If you plan on being gone on the day of the quiz, you need to let your teacher know beforehand and set up a time to make it up. If a student misses a quiz, they will have two weeks to make it up; once the two weeks are up, they will earn no credit. One quiz will be dropped at the end of the semester. To utilize extended time on tests and quizzes, all assignments for the current unit must be fully completed and turned in. If any assignments from that section are missing by the test date, the assessment must be finished within the standard class period.

There will also be homework quizzes that will happen randomly. These quizzes will cover concepts on the homework. There will be one to four questions. Students can retake these homework quizzes once. If a student misses a quiz, they will have two weeks to make it up; once the two weeks are up, they will earn no credit. Retakes must happen within the two-week window.

University of Idaho
Dual Credit Program

Tests/Projects

We will have a test over every unit. We will have a project following most units. For some units, we will have a practice test which will count as a small percentage of your test grade. If a student misses a test, they will have two weeks to make it up; once the two weeks are up, they will receive a zero. To utilize extended time on tests and quizzes, all assignments for the current unit must be fully completed and turned in. If any assignments from that section are missing by the test date, the assessment must be finished within the standard class period.

Weekly Participation

Weekly participation accounts for no more than 3% of your overall course grade and includes both a group bonus and an individual grade. Each week, the class starts with 4 extra credit points; every time classroom equipment is left out, a student is on a cell phone, or disruptive behavior occurs, the entire class loses 1 extra credit point. Additionally, students maintain an individual participation grade each week. If a student is personally caught using a cell phone, failing to put away equipment, or engaging in inappropriate behavior, they will lose points directly from their individual participation grade.

Hall Passes

It is desirable for students not to leave the classroom. Teacher will limit the number of times that students leave so as not to interrupt the learning environment.

University of Idaho grade will be calculated from the average of the student's Semester 1 and 2 grades.

Important College Information:

In order to advance to the next level, students must have a minimum of 70 percent to pass individual courses. To be more successful in the next level, students should try to achieve 80 percent or higher in individual courses. A GPA less than 2.0 indicates unsatisfactory progress, and the student may be placed on academic probation.

The Dual Credit high school grade is recorded as a numerical grade on a 100-point scale. The Dual Credit University grade is recorded as a letter grade only. **High school and university grades may differ from each other, depending on your teacher's and/or high school's grading policies.**

Final grades are posted in MyUI.

Academic Integrity

"Please note that Dual Credit students are held to the same student standards found in the University of Idaho, Student Code of Conduct, which can be viewed at https://www.uidaho.edu/student-affairs/dean-of-students/student- conduct/student-code-of-conduct. Definitions of cheating, plagiarism and other forms of academic dishonesty, as well as, policies and procedures for handling such cases are included."

Dual Credit Policies

Adding or Dropping Courses: Dual credit students **must add, drop, or withdraw from a course through DualEnroll.** Any course drop or withdrawal requests must be approved by a high school counselor.

To drop or withdraw from a course, students must submit a request through DualEnroll. The high school counselor will approve or deny the request; if approved, it will be processed through MyUI. Students must confirm all course changes by logging on to MyUI—MyUI is the official record.

- A “drop” is when students are taken out of a course within the posted drop/add period and do not receive a grade of W (withdrawal from course). A dropped course is not transcripted.
- A “withdrawal” is when students are taken out of a course after the posted drop/add period (some instructors may withdraw students for nonattendance). A grade of “W” will be transcripted. This will not affect the student’s college grade point average; however, they should check their high school’s policy on how a “W” affects their high school grade point average and eligibility for participating in high school activities and programs.
- If students withdraw or fail to earn credit for a course paid for by Advanced Opportunities, they must subsequently pay for a similar course to be eligible for further Advanced Opportunities funding.

Center for Disability Access and Resources (CDAR)

The University of Idaho is committed to ensuring an accessible learning environment where course or instructional content are usable by all students and faculty. If you believe that you require disability-related academic adjustments for this class (including pregnancy-related disabilities), please contact Center for Disability Access and Resources (CDAR) to discuss eligibility. A current accommodation letter from CDAR is required before any modifications, above and beyond what is otherwise available for all other students in this class will be provided. Please be advised that disability-related academic adjustments are not retroactive. CDAR is located at the Bruce Pitman Building, Suite 127. The phone number is 208-885-6307 and e-mail is cdar@uidaho.edu. For a complete listing of services and current business hours, visit https://www.uidaho.edu/cdar

Help and Resources

The University of Idaho provides student support to ensure a successful learning experience. The Dual Credit Website contains information about the Dual Credit program at the University of Idaho.

MyUI contains your official University of Idaho student records. MyUI is the site students use to access student account/billing information, verify enrollment, and view grades.

VandalMail is the official University of Idaho email service. Students should check their account on a regular basis or forward to your regular checked e-mail account.

Canvas is the University of Idaho’s course management system. Please ask your instructor if your course requires you to login to Canvas.

Course Evaluations: Student evaluation of teaching has two purposes: To assist individual instructors in improving their own teaching; and to assist academic administrators in counseling instructors about their teaching. Student evaluations are carefully weighed as a factor in judging the teaching component in tenure, promotion, and salary determinations. Click here to access your student dashboard to see course evaluation status for any class you are enrolled in.

Library Help: The library website has many databases that will help you find relevant and reliable books, articles, images, and more. Do not hesitate to contact a librarian for research assistance.

- UIDAHO Library
- UIDAHO Library (Off Campus)
- Help – Reference Services

Technology Help: The U of I Student Technology Center provides many technology-related services to students.

- PHONE: 208-885-HELP (208-885-4357) support@uidaho.edu https://www.uidaho.edu/its/stc

University of Idaho
Dual Credit Program

Return this page to your teacher.

Student Name: _____

Course: Math 1123 Math in Modern Society

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- ☐ Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- ☐ No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Parent/Guardian Email: _____

Parent/Guardian Phone Number: _____

University of Idaho
Dual Credit Program

HISTORY 111, United States History I

Introduction to U.S. History, 1877-Present

Katie Hanley
Post Falls High School
Post Falls, Idaho
Email: katie.hanley@sd273.com
Phone: 208.773.0581 ext. 6235
I will try to respond to your email within 24 hours.

Matthew Fox-Amato PHD
University of Idaho Faculty Liaison
Email: mamato@uidaho.edu

YEAR: 2026 **TERM:** Fall **CREDIT HOURS:** 3

PREREQUISITES: Notebook and writing utensil.

TEXTBOOK: The online textbook *The American YAWP* is available to all students. The other materials will be posted on Google Classroom to include: Digital History and Gilderman Institute readings as well as various primary and secondary readings.

COURSE DESCRIPTION

This course introduces students to major political, social, economic, and cultural developments in early America and the eventual United States. We will begin with encounters between Native Americans, Europeans, and Africans in the early modern world and conclude with the end of Reconstruction in 1877. Along the way, we will study a range of topics – from the European colonization of the Americas to the Atlantic Slave Trade, the Puritans to the Revolution, Westward Expansion, Market Revolution, and the Abolitionist Movement to the Civil War.

Although we will study a vast period and a great number of people and places, we will keep certain key themes in mind. Central to this course is the history of freedom. "No idea is more fundamental to Americans' sense of themselves as individuals and as a nation than freedom," historian Eric Foner notes. Inspired by Foner's claim, we will examine the changing conceptions of freedom over time, its social conditions, and how various historical actors have asserted the boundaries for who should enjoy it. Other key concepts will include the meanings of (and contests over) equality, the uneven evolution of democracy, issues of race, class, gender, and nation, and the development of capitalism. Through lectures and readings, students will gain a solid foundation in the major themes and transformations of American history in this period.

ASSIGNMENTS

History 111

- Students should gain a solid understanding of important political, social, cultural, and economic developments in American history from European Contact to 1877.
- Students should develop their capacity to interpret historical documents, to ask meaningful questions about the past, and to craft an argument about history in written form.
- Students should be able to describe the similarities, distinctions, and interactions between various social groups and cultures in the development of colonial America and the eventual United States.
- Students should be able to draw upon categories including race, class, gender, and nation to analyze the past.

- Students should be able to identify different conceptual frameworks for understanding key events and transformations – including the Revolution, the relationship between slavery and capitalism, the women's movement, and the Civil War. Students will demonstrate this knowledge acquisition through exams.
- Students should be able to recognize the ways in which the study of American history and culture informs our understanding of the present. Class discussions in particular will help students deepen this understanding.

Department of History

- Students should be able to explain the historical context which shapes human consciousness and action, and to identify those factors which shape continuity and change in diverse human communities.
- Students should be able to recognize the rich diversity of human artifacts, to reflect upon how they illuminate the historical past, and to use them to make meaning of the human experience.
- Students should be able to understand historical evidence and interpretation, to assess their strengths and weaknesses, and to situate both in broader scholarly debate.
- Students should be able to formulate historical questions and to engage in independent research and inquiry.
- Students should demonstrate command of formal language and to be able to exchange ideas in a cogent, coherent, and respectful manner.
- Students should be able to apply historical knowledge so they can reflect upon global human experience and complexity

University of Idaho

- Learn and Integrate. Through independent learning and collaborative study, attain, use and develop knowledge in the arts, humanities, sciences and social sciences, with disciplinary specialization and the ability to integrate information across disciplines.
- Think and Create. Use multiple thinking strategies to examine real-world issues, explore creative avenues of expression, solve problems and make consequential decisions.
- Communicate. Acquire, articulate, create and convey intended meaning using verbal and non-verbal methods of communication that demonstrate respect and understanding in a complex society.
- Clarify Purpose and Perspective. Explore one's life purpose and meaning through transformational experiences that foster an understanding of self, relationships and diverse global perspectives.
- Practice Citizenship. Apply principles of ethical leadership, collaborative engagement, socially responsible behavior, respect for diversity in an interdependent world and a service-oriented commitment to advance and sustain local and global communities.

Assignments

- Various assignments will count for 40% of the grade. These assignments might include primary source analysis, worksheets, study guides, individual and group projects, notebook checks, entry tasks etc.

Late Work and Make-Up Exams

- Turing assignments and keeping up on reading are imperative factors in success. Late work will be docked 10% everyday that it is late and will not exceed 50%. *Once the unit/chapter is complete, no late work will be accepted and you will receive a zero for any missing work.* Make up exams must be made up on the day the student returns to class. **It is your responsibility to schedule it.**

Writing Assignments and Reaction Prompts

- Students will receive various writing assignments over the course of the semester. These would include summaries and reactions to video presentations or sections of the textbook or analysis of primary sources.

GRADING

Course Work	Percent of Final Grade
Homework/Projects	25%
Quizzes (1 per chapter)	20%
Mid-Term	20%
Final (2 exams: Written (20% and Multiple Choice 15%)	35%
TOTAL	**100%**

NOTE: I will drop your lowest quiz score at the end of the semester.

Important:

In order to advance to the next level, students must have a minimum of 70 percent to pass individual courses. To be more successful in the next level, students sh252ould try to achieve 80 percent or higher in individual courses. A GPA less than 2.0 indicates unsatisfactory progress and the student may be placed on academic probation.

Grade Standards:

A (90 - 100 percent): Pass course
B (80 - 89 percent): Pass course
C (70 - 79 percent): Pass course
D (60 - 69 percent): Must repeat course
F (Below 60 percent): Must repeat course

The high school grade may be recorded as a numerical grade while the university grade will be recorded as a letter grade only. **High school and university grades may differ from each other, depending on your teacher's and/or high school's grading policies.**

Final grades are posted in MyUI.

ACADEMIC INTEGRITY

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University of Idaho
Dual Credit Program

Dual Credit Policies

Dates and Deadlines

Adding or Dropping Courses: To drop or withdraw from a course, dual credit students must submit a request through DualEnroll. The high school counselor will approve or deny the request; if approved, it will be processed through MyUI. Students must confirm all course changes by logging on to MyUI—MyUI is the official record.

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Center for Disability Access and Resources (CDAR)

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Help and Resources

The University of Idaho provides student support to ensure a successful learning experience. The Dual Credit Website contains information about the Dual Credit program at the University of Idaho.

MyUI contains official University of Idaho student records. MyUI is the site students use to access student account/billing information, verify enrollment, and grades.

VandalMail is the official University of Idaho email service. Students should check their account on a regular basis or forward to your regular checked e-mail account.

Canvas is the University of Idaho's course management system. Please ask your instructor if your course requires you to login to Canvas.

Course Evaluations: Student evaluation of teaching has two purposes: To assist individual instructors in improving their own teaching; and to assist academic administrators in counseling instructors about their teaching. Student evaluations are carefully weighed as a factor in judging the teaching component in tenure, promotion, and salary determinations. Click here to access your student dashboard to see course

evaluation status for any class you are enrolled in.

Library Help: The library website has many databases that will help you find relevant and reliable books, articles, images, and more. Do not hesitate to contact a librarian for research assistance.

- UIDAHO Library
- UIDAHO Library (Off Campus)
- Help – Reference Services

Technology Help: The U of I Student Technology Center provides many technology-related services to students.

- PHONE: 208-885-HELP (208-885-4357)
- support@uidaho.edu
- Office of Information Technology

University of Idaho
Dual Credit Program

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:
- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:
- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls High School

Course title and description: Earth Science is a two semester physical science course which introduces students to dynamic system interactions of oceanography, geology, meteorology and astronomy. Students will learn how science, technology and exploration have influenced current understanding of the formation of the Earth, Solar System, and Universe.	**Teacher name and contact information:** Teacher: Teacher: Kara Peha Email: Kara.peha@sd273.com Phone: 773-0581 ext 6224 Sarah Gussenhoven Email: sarah.gussenhoven@sd273.com Phone: (208)773-0581 Ext. 6213 Teacher: Rebecca White Email: rebecca.white@sd273.com Phone: (208)773-0581 Ext. 6215

Suggested student supplies:

- Binder
- Pencil
- Highlighters
- Color Pencils
- Glue Sticks

Board-approved curriculum and supplemental resources:

- Houghton Mifflin Harcourt HMH Science Dimensions: Earth and Space Science

Standards covered:

- Idaho Science Standards: HS-ESS-1.1, HS-ESS-1.2, HS-ESS-1.3, HS-ESS-1.4, HS-ESS-1.5, HS-ESS-1.6, HS-ESS-2.1, HS-ESS-2.2, HS-ESS-2.3, HS-ESS-2.4, HS-ESS-2.5, HS-ESS-2.6, HS-ESS-2.7, HS-ESS-3.1, HS-ESS-3.2, HS-ESS-3.3, HS-ESS-3.4, HS-ESS-3.5, HS-ESS-3.6

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:

Yes

No

If yes, grades are weighted as follows:

- Categories:
  - Classwork–20% of final grade
  - Labs/Projects–30% of final grade
  - Tests and Quizzes–40% of final grade
  - Semester Final Exam–10% of final grade

Reviewed 08/31/2026

Other information:

Topics Covered:

• Introduction to Earth and Space Science • Systems of Matter and Energy • Earth in the Solar System • Space • Plate Tectonics	• Earth's Changing Surface • Earth's Water • The Atmosphere • History of Earth • Human Activity and Earth/Natural Resources

Cell Phone Policy: CELL PHONES AND HEADPHONES ARE NOT ALLOWED DURING CLASS TIME as per school policy**.**

Homework/Assignments Policy:

- Students will be given time in class to complete work. However, if the assignment is not completed during the given class time, students will be expected to complete it at home.
- We will be using a combination of Google Classroom and hard copies to complete assignments.
    - **Google classroom:** Students will have access to most things on google classroom. This includes the slides used for notes, major projects, some daily assignments, videos, review activities for tests and quizzes, and access to websites we use in class. NOT ALL ASSIGNMENTS WILL BE POSTED ON GOOGLE CLASSROOM.

Make-Up and Late Work Policy:

- **Absences:** Upon returning from an absence, it is **the students responsibility** to check google classroom or with the teacher to make up for missing work. Students will receive **1 extra day per missed day** to make up work.
- **Quiz Make-Ups**: Students must come before or after school or schedule a time to complete a quiz that has been missed. Quizzes can be retaken for a better score with the approval of the teacher.
- **Test**: Students that miss a test due to an absence will have **1 week** to take the test before it receives a zero in the gradebook–students can still take the test once this has happened.
    - **Cheating:** there is a zero-tolerance policy for cheating. Any cheating that occurs on a test will result in a zero and parents will be notified.
- **Late/Missing Assignments**:
    - Throughout the unit, assignments not turned in by a student will be **marked as missing and receive a zero** in Skyward.
    - Late/missing assignments must be turned in before the end of the unit and will be given a penalty of a 30% deduction for being turned in late. Once the unit has been completed, assignments from that unit will no longer be accepted.

Lab Safety: In labs there will be times when we will be using laboratory equipment, chemicals, and other items that can be dangerous if not used properly. To keep everyone safe in the classroom the following rules and procedure must be followed. If a student does not follow the safety rules, then it will result in the student not being able to participate in the lab and will be asked to complete an alternative assignment.

General Safety Rules:

- Follow all instructions carefully. If you do not understand a direction or part of a procedure, **ASK YOUR TEACHER BEFORE MOVING ON IN THE ACTIVITY.**
- Be responsible! Horseplay, and pranks will not be tolerated.
- Keep the area you are working in clutter free.
- Clean up your lab area when you have completed the lab.

- Report any broken equipment, accidents, or injuries to the teacher **IMMEDIATELY.**
- Know the locations and operating procedures of all safety equipment including safety showers, sinks, first aid kits, and fire extinguishers
- Dress properly—avoid loose or baggy clothing, tie back hair, and wear closed toed shoes
- **NO FOOD OR DRINK IN THE LAB.**

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

University of Idaho
Dual Credit Program

Chemistry 1101, Introduction to Chemistry

High School Course Name: Honors Chemistry

Emily Edlund
Post Falls High School
Post Falls, Idaho
Email: emily.edlund@sd273.com
Phone: 208-773-0581, ext 6201
I will try to respond to your email within 24 hours.

Dr. Alina Dragulescu Andrasi
University of Idaho Faculty Liaison
Email: aandrasi@uidaho.edu

YEAR: 2026-2027 **TERM:** Yearlong **CREDIT HOURS:** 3

PREREQUISITES: None

TEXTBOOK: Chemistry Atoms First 2e (https://openstax.org/details/books/chemistry-atoms-first-2e)

Google Classroom Codes: 4th period: vonlqckw 5th period: e4h23zdk

COURSE DESCRIPTION

CHEM 1101 is an introductory course included in the General Education in Natural and Applied Sciences curriculum. This course delivers a general treatment of the fundamentals of chemistry and provides a broad background in various areas of chemistry.

LEARNING OBJECTIVES AND ASSIGNMENTS

Learning Objectives: Upon completing honors chemistry, the student should be able to demonstrate the following learning objectives:

1. Apply the Scientific method
2. Demonstrate proper use of scientific equipment.
3. Appraise the value of chemistry to the modern world.
4. Apply the SI system in problem solving.
5. Compare/contrast the function of the parts of an atom.
6. Identify common elements by their symbol.
7. Differentiate different isotopes.
8. Calculate electron configurations.
9. Illustrate the periodic table and its different sections.
10. Compare/contrast bond types.
11. Construct balanced chemical equations.
12. Define mole, molality and molarity.
13. Solve stoichiometry problems.
14. Solve concentration problems.
15. Know the three parts of Kinetic molecular theory.
16. Compare contrast heat/temperature.
17. Explain how internal energy relates to change of state.

18. Compare/contrast Gay-Lussac, Boyle's, Charles', and the ideal gas laws.
19. Solve problems with the gas laws.
20. Compare/contrast acids and bases.
21. Calculate pH
22. Calculate concentrations of solutions.
23. Perform Titrations.
24. Define organic Chemistry
25. Compare/contrast alkanes, alkenes, alkynes.
26. Define and describe the properties of common organic derivatives.
27. Know and apply the basic organic nomenclature rules.

University of Idaho Learning Outcomes:
Your performance in this class is determined by your ability to meet the Learning Outcomes expected in this course. These learning outcomes include the University of Idaho Learning Outcome, State of Idaho Learning Outcomes, and specific Learning Outcomes for the content delivered in the course.The content Learning Outcomes are specific for each chapter. In addition to the specific course outcome this course satisfies a part of the General Education Curriculum at UI. This course meets the UI General Learning Outcomes and the State of Idaho Learning Outcomes:

1. **Learn and integrate** – Through independent learning and collaborative study, attain, use, and develop knowledge in the arts, humanities, sciences, and social sciences, with disciplinary specialization and the ability to integrate information across disciplines. Specifically, this course focuses on science.
2. **Think and create** – Use multiple thinking strategies to examine real-world issues, explore creative avenues of expression, solve problems, and make consequential decisions.
3. **Communicate** – Acquire, articulate, create and convey intended meaning using verbal and nonverbal methods of communication that demonstrate respect and understanding in a complex society.
4. **Clarify purpose and perspective** - Explore one's life purpose and meaning through transformation experiences that foster an understanding of self, relationships, and diverse global perspective.
5. **Practice citizenship** – Apply principles of ethical leadership, collaborative engagement, socially responsible behavior, respect for diversity in an interdependent world, and service-oriented commitment to advance and sustain local and global communities.

State of Idaho Learning Outcomes for General Courses in the Natural, Physical, and Applied Sciences:

1. Apply foundational knowledge and models of a natural or physical science to analyze and/or predict phenomena.
2. Understand the scientific method and apply scientific reasoning to critically evaluate assertions.
3. Interpret and communicate scientific information via written, spoken, and/or visual representations.
4. Describe the relevance of specific scientific principles to the human experience.
5. Form and test a hypothesis in the laboratory, classroom, or field using discipline-specific tools and techniques for data collection and/or analysis.

University of Idaho
Dual Credit Program

Homework: All homework assignments are 20 points (regardless of the number of actual problems) and generally are **always due on Tuesday.**
Review Assignments: A unit review is always completed prior to a unit test. Reviews are 10 points.
Tests: Tests are always worth 100 points except for the 1st Semester exam and the Cumulative Final exam which are each worth 200 points.

GRADING

All grades will be calculated on percent of ***total points*** earned using the following scale:

Post Falls High School

A = 93% - 100%
A- = 90% - 92%
B+ = 86% - 89%
B = 83% - 85%
B- = 80% - 82%
C+ = 76% - 79%
C = 73% - 75%
C- = 70% - 72%
D+ = 66% - 69%
D = 63% - 65%
D- = 60% - 62%
F = 0% - 59%

University of Idaho*

A ≥ 90%
B ≥ 80%
C ≥ 70%
D ≥ 60%; **Must repeat course**
F ≤ 59%; **Must repeat course**

Note:** UI grades are a 50-50 average of ***both semesters!

Points will be earned from the following topics

Semester 1:

Unit 1: Introduction
- Homework 100 points
- Labs 100 points
- Test 100 points

Unit 2: Matter and Energy
- Homework 85 points
- Labs 60 points
- Test 100 points

Unit 3: The Atom
- Homework 80 points
- Labs 60 points
- Test 100 points

Unit 4: Electron Configuration and the Periodic Table
- Homework 129 points
- Labs 100 points
- Test 100 points

Unit 5: Chemical Bonds and Nomenclature

- Homework 70 points
- Labs 20 points
- Tests 100 points

First Semester Test 200 points
Total First Semester Points ~1504 (Exact number of points may vary)

Semester 2:

Unit 6: Chemical Reactions and Equations

- Homework 60 points
- Labs 60 points
- Test 100 points

Unit 7: Molar Conversions & Stoichiometry

- Homework 50 points
- Labs 40 points
- Test 100 points

Unit 8: Thermochemistry and the Gas Laws

- Homework 70 points
- Labs 40 points
- Test 100 points

Unit 9: Acids and Bases

- Homework 50 points
- Labs 40 points
- Test 100 points

Unit 10: Introduction to Organic Chemistry

- Homework 30 points
- Labs 20 points
- Test 100 points

Yearlong Cumulative Final: 200 Points
Total Points: 1160 Points (Exact number of points will vary)

Important:

In order to advance to the next level, students must have a minimum of 70 percent to pass individual courses. To be more successful in the next level, students should try to achieve 80 percent or higher in individual courses. A GPA less than 2.0 indicates unsatisfactory progress and student may be placed on academic probation.

Grade Standards:

A (90 - 100 percent): Pass course
B (80 - 89 percent): Pass course

C (70 - 79 percent): Pass course
D (60 - 69 percent): Must repeat course
F (Below 60 percent): Must repeat course

The high school grade may be recorded as a numerical grade while the university grade will be recorded as a letter grade only. **High school and university grades may differ from each other, depending on your teacher's and/or high school's grading policies as shown above.**

Final grades are posted in MyUI.

ACADEMIC INTEGRITY

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Important point for exams:

- If you miss an exam on the scheduled exam date, you will not be allowed to earn extra credit points if there is an extra credit option available. This stands even if your absence is excused.
- If you miss an exam on the scheduled exam date and it remains an unexcused absence, you will not be allowed to make up the missed exam. This is a college course. If you miss the exam on campus at the University, you don't have the opportunity to make it up.

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Generating images for projects	Generating text responses
Asking for clarification	Formula solving tools
	Copy and pasting directly from an AI source
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University of Idaho
Dual Credit Program

Dual Credit Policies

Dates and Deadlines

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- A "drop" is when a student unenrolls from a course within the posted drop/add period and does not receive a "W" (withdrawal from course). A dropped course is not transcripted.
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- If a student withdraws or fails to earn credit for a course paid for by Advanced Opportunities, they must subsequently pay for a similar course to be eligible for further Advanced Opportunities funding.

Note: CHEM 1101 is a yearlong course, however, we do not register for the course until the spring semester. Even though registration occurs in the spring your grade is based on your performance in both semesters.

Center for Disability Access and Resources (CDAR)

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Course Evaluations: Student evaluation of teaching has two purposes: To assist individual instructors in improving their own teaching; and to assist academic administrators in counseling instructors about their teaching. Student evaluations are carefully weighed as a factor in judging the teaching component in tenure, promotion, and salary determinations. Click here to access your student dashboard to see course evaluation status for any class you are enrolled in.

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- Help – Reference Services

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- support@uidaho.edu
- Office of Information Technology

University of Idaho
Dual Credit Program

Chemistry 1101L, Introduction to Chemistry Lab

High School Course Name: Honors Chemistry

Emily Edlund
Post Falls High School
Post Falls, Idaho
Email: emily.edlund@sd273.com
Phone: 208-773-0581, ext 6201
I will try to respond to your email within 24 hours.

Dr. Alina Dragulescu Andrasi
University of Idaho Faculty Liaison
Email: aandrasi@uidaho.edu

YEAR: 2026-2027 **TERM:** Yearlong **CREDIT HOURS:** 1

PREREQUISITES: None

TEXTBOOK: Chemistry Atoms First 2e (https://openstax.org/details/books/chemistry-atoms-first-2e)

Google Classroom Codes: 4th period: vonlqckw 5th period: e4h23zdk

COURSE DESCRIPTION

CHEM 1101 is an introductory course included in the General Education in Natural and Applied Sciences curriculum. This course delivers a general treatment of the fundamentals of chemistry and provides a broad background in various areas of chemistry.

LEARNING OBJECTIVES AND ASSIGNMENTS

University of Idaho Learning Outcomes:

Your performance in this class is determined by your ability to meet the Learning Outcomes expected in this course. These learning outcomes include the University of Idaho Learning Outcome, State of Idaho Learning Outcomes, and specific Learning Outcomes for the content delivered in the course.The content Learning Outcomes are specific for each chapter. In addition to the specific course outcome this course satisfies a part of the General Education Curriculum at UI. This course meets the UI General Learning Outcomes and the State of Idaho Learning Outcomes:

1. **Learn and integrate** – Through independent learning and collaborative study, attain, use, and develop knowledge in the arts, humanities, sciences, and social sciences, with disciplinary specialization and the ability to integrate information across disciplines. Specifically, this course focuses on science.
2. **Think and create** – Use multiple thinking strategies to examine real-world issues, explore creative avenues of expression, solve problems, and make consequential decisions.
3. **Communicate** – Acquire, articulate, create and convey intended meaning using verbal and nonverbal methods of communication that demonstrate respect and understanding in a complex society.
4. **Clarify purpose and perspective** - Explore one's life purpose and meaning through transformation experiences that foster an understanding of self, relationships, and diverse global perspective.
5. **Practice citizenship** – Apply principles of ethical leadership, collaborative engagement, socially responsible behavior, respect for diversity in an interdependent world, and service-oriented commitment to advance and sustain local and global communities.

University of Idaho
Dual Credit Program

State of Idaho Learning Outcomes for General Courses in the Natural, Physical, and Applied Sciences:

1. Apply foundational knowledge and models of a natural or physical science to analyze and/or predict phenomena.
2. Understand the scientific method and apply scientific reasoning to critically evaluate assertions.
3. Interpret and communicate scientific information via written, spoken, and/or visual representations.
4. Describe the relevance of specific scientific principles to the human experience.
5. Form and test a hypothesis in the laboratory, classroom, or field using discipline-specific tools and techniques for data collection and/or analysis.

Lab Reports: Lab reports are worth 20 points, and are almost always turned in electronically as a spreadsheet. Most labs will contain a grading rubric, a data table, one or more graphs, and a set of lab questions. Details as to what is expected in each section can be found below.

GRADING

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Post Falls High School

A = 93% - 100%
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B+ = 86% - 89%
B = 83% - 85%
B- = 80% - 82%
C+ = 76% - 79%
C = 73% - 75%
C- = 70% - 72%
D+ = 66% - 69%
D = 63% - 65%
D- = 60% - 62%
F = 0% - 59%

University of Idaho*

A ≥ 90%
B ≥ 80%
C ≥ 70%
D ≥ 60%; **Must repeat course**
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Note:** UI grades are a 50-50 average of ***both semesters!

Data Table

Virtually every lab we do has a set of data that needs to be collected during the lab. This 'raw data' needs to appear in your final lab copy. During our first few weeks of school we will demonstrate how to incorporate the data into Google Sheets/Excel for further analysis. The data table should be neat, well organized, expressed with the proper precision, correct units, and easy to follow. Often times the lab will also ask for "observations". Any time a lab asks you to make observations this should entail a description of the object's physical properties before any reaction, what you saw during the reaction, and a description of the physical properties after the reaction.

Here is an example of a good observation: "The magnesium was a solid silver colored metal and the hydrochloric acid was a clear liquid that looks like water. After the magnesium was dropped into the

acid it bubbled and fizzed and the magnesium appeared to dissolve. Following the reaction the magnesium was no longer visible, but the liquid had no apparent change in color.
The data sheet as well as any required graphs will be on separate tabs of the electronic lab report. All members of the same group should have the same or similar data sheets and/or graphs. This is the ***only*** portion of the lab that should be identical. Pre-lab questions, post lab questions, and analysis questions must be independent work (see academic dishonesty clause in main syllabus).

Lab Questions

Many of the post lab questions are open ended questions asking for thoughtful answers. Any time you are asked an open ended question you are required to follow the **RACE** format for your answer. It is typical for each lab to ask a "source of error" question at the end of the post lab analysis. I put a lot of value on this question. First and foremost the words "human error" is ***never*** acceptable. There are *reading errors, systematic errors* and *random errors*. Reading errors are usually issues with analog systems, or reflect the precision of your measuring device. Imagine an acceptable answer is 9.801 cm^3, but the precision of your setup only allows you to record a value of 10 cm^3. This is a reading error and reflects good data within the parameters of the experiment. Systematic errors are things caused primarily by the apparatus. Think of a tape measure that is missing the first centimeter. As a result every measurement will be off by approximately 1cm. Random errors are things that occur because of all the small things we can't control. If I roll a ball down a ramp and across the floor and measure how far it goes before it stops, we might see several values that differ by a centimeter or two. These are random errors. If our theory says it should go 1.24 m, we get a bunch of numbers that vary around 0.99m, 1.01m, 0.97m, 1.10m, these differences are random errors, and the fact that they are all smaller than the expected value is a systematic error. Your lab reports should explain the small random errors were likely caused by irregularities in the floor and ball as well as the probable cause of the systematic error.

Final Lab Report

The final lab report will be handed in electronically, usually as a spreadsheet with multiple tabs. The first tab will be the grading rubric that I will provide for you in each lab. The second tab will be your data sheet. Graphs must be on their own separate tabs with one graph per sheet, preferably in landscape format. The final tab shall be your answers to the Pre/Post Lab questions. Labs are ***always*** due at the beginning of class one week after lab day. Some time is provided for writing up the report, but much of the final work will have to be done on your own time. Each lab report is worth 20 points and will be graded using the provided lab rubric.

Important:

In order to advance to the next level, students must have a minimum of 70 percent to pass individual courses. To be more successful in the next level, students should try to achieve 80 percent or higher in individual courses. A GPA less than 2.0 indicates unsatisfactory progress and student may be placed on academic probation.

University of Idaho
Dual Credit Program

Grade Standards:

A (90 - 100 percent): Pass course
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Final grades are posted in MyUI.

Academic Integrity

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Dual Credit Policies

Dates and Deadlines

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- If a student withdraws or fails to earn credit for a course paid for by Advanced Opportunities, they must subsequently pay for a similar course to be eligible for further Advanced Opportunities funding.

Note: CHEM 1101 is a yearlong course, however, we do not register for the course until the spring semester. Even though registration occurs in the spring your grade is based on your performance in both semesters.

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- Office of Information Technology

University of Idaho
Dual Credit Program

Physics 1000, Fundamentals of Physics

High School Course Name: Honors Physics

Emily Edlund
Post Falls High School
Post Falls, Idaho
Email: emily.edlund@sd273.com
Phone: 208-773-0581, ext 6201
I will try to respond to your email within 24 hours.

Dr. Christopher Jones
University of Idaho Faculty Liaison
Email: crjones@uidaho.edu

YEAR: 2026-2027 **TERM:** Yearlong **CREDIT HOURS:** 3

PREREQUISITES: None

TEXTBOOK: College Physics via (https://openstax.org/details/books/college-physics-2e)

Google Classroom Codes: 2nd period: 2bmjukly

COURSE DESCRIPTION

Phys 1000 is an introductory course included in the General Education in Natural and Applied Sciences curriculum. This course expects that students entering have a solid foundation in Algebra skills. The course will cover introductory material in many of the various branches within the broad topic of physics.

LEARNING OBJECTIVES AND ASSIGNMENTS

Learning Objectives: Upon completing honors physics, the student should be able to demonstrate the following learning objectives:

1. Define Physics
2. Apply the International System of Measures to problem solving
3. Compare/contrast fundamental and derived units
4. Apply the scientific method
5. Apply significant digit rules when solving problems
6. Apply kinematics formulas to solve motion problems.
7. Apply Newton's laws of motion
8. Calculate nonlinear motions.
9. Apply Kepler's Laws
10. Compare/contrast special and general relativity
11. Apply the law of conservation of momentum and angular momentum
12. Solve rotational motion and torque problems
13. Explain the uses of simple machines
14. Apply the work-energy theorem
15. Apply the law of conservation of energy
16. Assess the importance of work/energy in the world around us.
17. Apply the concepts of wavelength, amplitude, frequency.

18. Compare/contrast types of waves
19. Diagram the electromagnetic spectrum
20. Apply Snell's Law
21. Apply the lens maker's formula
22. Define electric charge
23. Compare/contrast static and current electricity
24. Apply Coulomb's Law
25. Apply Ohm's Law
26. Analyze simple series and parallel circuits
27. Explain the relationship between electricity and magnetism
28. Analyze electric and magnetic fields.

University of Idaho Learning Outcomes:
Your performance in this class is determined by your ability to meet the Learning Outcomes expected in this course. These learning outcomes include the University of Idaho Learning Outcome, State of Idaho Learning Outcomes, and specific Learning Outcomes for the content delivered in the course.The content Learning Outcomes are specific for each chapter. In addition to the specific course outcome this course satisfies a part of the General Education Curriculum at UI. This course meets the UI General Learning Outcomes and the State of Idaho Learning Outcomes:

1. **Learn and integrate** – Through independent learning and collaborative study, attain, use, and develop knowledge in the arts, humanities, sciences, and social sciences, with disciplinary specialization and the ability to integrate information across disciplines. Specifically, this course focuses on science.
2. **Think and create** – Use multiple thinking strategies to examine real-world issues, explore creative avenues of expression, solve problems, and make consequential decisions.
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1. Apply foundational knowledge and models of a natural or physical science to analyze and/or predict phenomena.
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5. Form and test a hypothesis in the laboratory, classroom, or field using discipline-specific tools and techniques for data collection and/or analysis.

University of Idaho
Dual Credit Program

Homework: All homework assignments are 20 points (regardless of the number of actual problems) and generally are **always due on Tuesday.**
Review Assignments: A unit review is always completed prior to a unit test. Reviews are 10 points.
Tests: Tests are always worth 100 points except for the 1st Semester test and the Final test which are each worth 200 points.

GRADING

All grades will be calculated on percent of ***total points*** earned using the following scale:

Post Falls High School

A = 93% - 100%
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University of Idaho*

A ≥ 90%
B ≥ 80%
C ≥ 70%
D ≥ 60%; **Must repeat course**
F ≤ 59%; **Must repeat course**

Note:** UI grades are a 50-50 average of ***both semesters!

Points will be earned from the following topics

Semester 1:

Unit 1: Introduction
- Homework 3 assignments (60 points)
- Review 10 points
- Test 100 points

Unit 2: Kinematics
- Homework 3 assignments (60 points)
- Review (10 Points)
- Exam (100 points)

Unit 3: Dynamics
- Homework 2 assignments (40 points)
- Review (10 Points)
- Exam (100 points)

Unit 4: Vectors
- Homework 4 assignments (80 points)
- Review (10 points)
- Exam (100 Points)

Unit 5: Non-Linear Motion

- Homework 2 assignments (40 points)
- Review (10 points)
- Exam (100 points)

First Semester Cumulative Final 200 points

Semester 2:

Unit 6: Conservation of momentum and Rotational Motion

- Homework 3 assignments (60 Points)
- Review (10 Points)
- Exam (100 Points)

Unit 7: Work-Energy Theorem

- Homework 2 assignments (40 points)
- Review (10 points)
- Exam (100 Points)

Unit 8: Intro to Waves and Sound

- Homework 2 assignments (40 points)
- Review (10 points)
- Exam (100 points)

Unit 9: Light and Optics

- Homework 1 assignment (20 points)
- Review (10 Points)
- Exam (100 points)

Unit 10: Electricity and Magnetism

- Homework 2 assignments (80 points)
- Review (10 points)
- Exam (100 Points)
- Bridge Project (100 lab points)

Yearlong Cumulative Final: 200 Points

Note: Exact points and number of assignments may vary!

Important:

In order to advance to the next level, students must have a minimum of 70 percent to pass individual courses. To be more successful in the next level, students should try to achieve 80 percent or higher in individual courses. A GPA less than 2.0 indicates unsatisfactory progress and student may be placed on academic probation.

University of Idaho
Dual Credit Program

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- If you miss an exam on the scheduled exam date and it remains an unexcused absence, you will not be allowed to make up the missed exam. This is a college course. If you miss the exam on campus at the University, you don't have the opportunity to make it up.

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University of Idaho
Dual Credit Program

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- If a student withdraws or fails to earn credit for a course paid for by Advanced Opportunities, they must subsequently pay for a similar course to be eligible for further Advanced Opportunities funding.

Note: CHEM 101 is a yearlong course, however, we do not register for the course until the spring semester. Even though registration occurs in the spring your grade is based on your performance in both semesters.

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Help and Resources

The University of Idaho provides student support to ensure a successful learning experience. The Dual Credit Website contains information about the Dual Credit program at the University of Idaho.

MyUI contains official University of Idaho student records. MyUI is the site students use to access student account/billing information, verify enrollment, and grades.

VandalMail is the official University of Idaho email service. Students should check their account on a regular basis or forward to your regular checked e-mail account.

Canvas is the University of Idaho's course management system. Please ask your instructor if your course requires you to login to Canvas.

Course Evaluations: Student evaluation of teaching has two purposes: To assist individual instructors in improving their own teaching; and to assist academic administrators in counseling instructors about their teaching. Student evaluations are carefully weighed as a factor in judging the teaching component in tenure, promotion, and salary determinations. Click here to access your student dashboard to see course evaluation status for any class you are enrolled in.

Library Help: The library website has many databases that will help you find relevant and reliable books, articles, images, and more. Do not hesitate to contact a librarian for research assistance.

- UIDAHO Library
- UIDAHO Library (Off Campus)
- Help – Reference Services

Technology Help: The U of I Student Technology Center provides many technology-related services to students.

- PHONE: 208-885-HELP (208-885-4357)
- support@uidaho.edu
- Office of Information Technology

University of Idaho
Dual Credit Program

Physics 100L, Fundamental of Physics Lab

High School Course Name: Honors Physics

Emily Edlund
Post Falls High School
Post Falls, Idaho
Email: emily.edlund@sd273.com
Phone: 208-773-0581, ext 6201
I will try to respond to your email within 24 hours.

Dr. Christopher Jones
University of Idaho Faculty Liaison
Email: crjones@uidaho.edu

YEAR: 2026-2027 **TERM:** Yearlong **CREDIT HOURS:** 1

PREREQUISITES: None

TEXTBOOK: College Physics via (https://openstax.org/details/books/college-physics-2e)

Google Classroom Codes: 2nd period: 2bmjukly

COURSE DESCRIPTION

Phys 1000L is an introductory course included in the General Education in Natural and Applied Sciences curriculum. This course expects that students entering have a solid foundation in Algebra skills. The course will cover introductory material in many of the various branches within the broad topic of physics. The labs are designed to (1) Teach basic lab techniques and (2) complement and enhance the materials covered in lecture.

LEARNING OBJECTIVES AND ASSIGNMENTS

University of Idaho Learning Outcomes:

Your performance in this class is determined by your ability to meet the Learning Outcomes expected in this course. These learning outcomes include the University of Idaho Learning Outcome, State of Idaho Learning Outcomes, and specific Learning Outcomes for the content delivered in the course.The content Learning Outcomes are specific for each chapter. In addition to the specific course outcome this course satisfies a part of the General Education Curriculum at UI. This course meets the UI General Learning Outcomes and the State of Idaho Learning Outcomes:

1. **Learn and integrate** – Through independent learning and collaborative study, attain, use, and develop knowledge in the arts, humanities, sciences, and social sciences, with disciplinary specialization and the ability to integrate information across disciplines. Specifically, this course focuses on science.
2. **Think and create** – Use multiple thinking strategies to examine real-world issues, explore creative avenues of expression, solve problems, and make consequential decisions.
3. **Communicate** – Acquire, articulate, create and convey intended meaning using verbal and nonverbal methods of communication that demonstrate respect and understanding in a complex society.
4. **Clarify purpose and perspective** - Explore one's life purpose and meaning through transformation experiences that foster an understanding of self, relationships, and diverse global perspective.

5. **Practice citizenship** – Apply principles of ethical leadership, collaborative engagement, socially responsible behavior, respect for diversity in an interdependent world, and service-oriented commitment to advance and sustain local and global communities.

State of Idaho Learning Outcomes for General Courses in the Natural, Physical, and Applied Sciences:

1. Apply foundational knowledge and models of a natural or physical science to analyze and/or predict phenomena.
2. Understand the scientific method and apply scientific reasoning to critically evaluate assertions.
3. Interpret and communicate scientific information via written, spoken, and/or visual representations.
4. Describe the relevance of specific scientific principles to the human experience.
5. Form and test a hypothesis in the laboratory, classroom, or field using discipline-specific tools and techniques for data collection and/or analysis.

Lab Reports: Lab reports are worth 20 points, and are almost always turned in electronically as a spreadsheet. Most labs will contain a grading rubric, a data table, one or more graphs, and a set of lab questions. Details as to what is expected in each section can be found in the lab write up.
There will be 14 laboratory experiments in this course. The names are as follows: Spreadsheet Basics, Introduction to Physics, Data Logging Lab, Introduction to Kinematics, Calculating g, Newton's 2nd Law-Constant Force, Friction, Impulse, Conservation of Energy, Build-A-Catapult, Pendulums, and Speed of Sound, Snell's Law, and Circuits.

GRADING

All grades will be calculated on percent of ***total points*** earned using the following scale:

Post Falls High School

A = 93% - 100%
A- = 90% - 92%
B+ = 86% - 89%
B = 83% - 85%
B- = 80% - 82%
C+ = 76% - 79%
C = 73% - 75%
C- = 70% - 72%
D+ = 66% - 69%
D = 63% - 65%
D- = 60% - 62%
F = 0% - 59%

University of Idaho*

A ≥ 90%
B ≥ 80%
C ≥ 70%
D ≥ 60%; **Must repeat course**
F ≤ 59%; **Must repeat course**

Note:** UI grades are a 50-50 average of ***both semesters!

Writing Lab Reports

Data Table

Virtually every lab we do has a set of data that needs to be collected during the lab. This 'raw data' needs to appear in your final lab copy. During our first few weeks of school we will demonstrate how

to incorporate the data into Google Sheets/Excel for further analysis. The data table should be neat, well organized, expressed with the proper precision, correct units, and easy to follow.
It is required that students learn basic spreadsheet skills such as precision adjustment, writing simple calculation formulas, and expressing data in graphical means.
The data sheet as well as any required graphs will be on separate tabs of the electronic lab report. All members of the same group should have the same or similar data sheets and/or graphs. This is the ***only*** portion of the lab that should be identical. Pre-lab questions, post lab questions, and analysis questions must be independent work (see academic dishonesty clause).

Essay Questions
Many of the post lab questions are open ended questions asking for thoughtful answers. Any time you are asked an open ended question you are required to follow the RACE format for your answer.
It is typical for each lab to ask a "source of error" question at the end of the post lab analysis. I put a lot of value on this question. First and foremost the words "human error" is never acceptable. There are reading errors, systematic errors and random errors. Reading errors are usually issues with analog systems, or reflect the precision of your measuring device. Imagine an acceptable answer is 9.801 cm3, but the precision of your setup only allows you to record a value of 10 cm3. This is a reading error and reflects good data within the parameters of the experiment. Systematic errors are things caused primarily by the apparatus. Think of a tape measure that is missing the first centimeter. As a result every measurement will
be off by approximately 1cm. Random errors are things that occur because of all the small things we can't control. If I roll a ball down a ramp and across the floor and measure how far it goes before it stops, we might see several values that differ by a centimeter or two. These are random errors. If our theory says it should go 1.24 m, we get a bunch of numbers that vary around 0.99m, 1.01m, 0.97m, 1.10m, these differences are random errors, and the fact that they are all smaller than the expected value is a systematic error. Your lab reports should explain the small random errors were likely caused by irregularities in the floor and ball as well as the probable cause of the systematic error.

Final Lab Report
The final lab report will be handed in electronically, usually as a spreadsheet with multiple tabs. The first tab will be the grading rubric that I will provide for you in each lab. The second tab will be your data sheet. Graphs must be on their own separate tabs with one graph per sheet, preferably in landscape format. The final tab shall be your answers to the Pre/Post Lab questions. Labs are ***always*** due at the beginning of class one week after lab day. Some time is provided for writing up the report, but much of the final work will have to be done on your own time. Each lab report is worth 20 points and will be graded using the provided lab rubric.

Important:

In order to advance to the next level, students must have a minimum of 70 percent to pass individual courses. To be more successful in the next level, students should try to achieve 80 percent or higher in individual courses. A GPA less than 2.0 indicates unsatisfactory progress and students may be placed on academic probation.

University of Idaho
Dual Credit Program

Grade Standards:

A (90 - 100 percent): Pass course
B (80 - 89 percent): Pass course
C (70 - 79 percent): Pass course
D (60 - 69 percent): Must repeat course
F (Below 60 percent): Must repeat course

The high school grade may be recorded as a numerical grade while the university grade will be recorded as a letter grade only. **High school and university grades may differ from each other, depending on your teacher's and/or high school's grading policies as shown above.**

Final grades are posted in MyUI.

Academic Integrity

"Please note that Dual Credit students are held to the same student standards found in the University of Idaho, Student Code of Conduct, which can be viewed at https://www.uidaho.edu/student-affairs/dean-of-students/student- conduct/student-code-of-conduct. Definitions of cheating, plagiarism and other forms of academic dishonesty, as well as, policies and procedures for handling such cases are included."

Cell Phone Policy: There will be ABSOLUTELY NO PHONES OR HEADPHONES ALLOWED ONCE YOU ENTER THE CLASSROOM as per school policy.

AI Policy: The emergence of artificial intelligence has created a new space that is rapidly changing how students and teachers interact in the classroom. It is my goal to let students use new technology as much as possible, but there is a limit to what I expect from AI. I aim to be clear what I expect but this can change if new technology presents an issue, and this list can change if that occurs.

Acceptable uses of Artificial Intelligence	Unacceptable uses of Artificial Intelligence
Generating images for projects	Generating text responses
Asking for clarification	Formula solving tools
	Copy and pasting directly from an AI source
	Passing off AI responses as your own work

Dual Credit Policies

Dates and Deadlines

Adding or Dropping Courses: To drop or withdraw from a course, dual credit students must submit a request through DualEnroll. The high school counselor will approve or deny the request; if approved, it will

be processed through MyUI. Students must confirm all course changes by logging on to MyUI—MyUI is the official record.

- A "drop" is when a student unenrolls from a course within the posted drop/add period and does not receive a "W" (withdrawal from course). A dropped course is not transcripted.
- A "withdrawal" is when a student unenrolls from a course after the posted drop/add. A grade of "W" will be transcripted. This will not affect the student's college grade point average; however, they should check their high school's policy on how a "W" affects their high school grade point average and eligibility for participating in high school activities and programs.
- If a student withdraws or fails to earn credit for a course paid for by Advanced Opportunities, they must subsequently pay for a similar course to be eligible for further Advanced Opportunities funding.

Note: Phys 100L is a yearlong course, however, we do not register for the course until the spring semester. Even though registration occurs in the spring your grade is based on your performance in **both** semesters.

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VandalMail is the official University of Idaho email service. Students should check their account on a regular basis or forward to your regular checked e-mail account.

Canvas is the University of Idaho's course management system. Please ask your instructor if your course requires you to login to Canvas.

Course Evaluations: Student evaluation of teaching has two purposes: To assist individual instructors in improving their own teaching; and to assist academic administrators in counseling instructors about their teaching. Student evaluations are carefully weighed as a factor in judging the teaching component in tenure, promotion, and salary determinations. Click here to access your student dashboard to see course evaluation status for any class you are enrolled in.

Library Help: The library website has many databases that will help you find relevant and reliable books,

articles, images, and more. Do not hesitate to contact a librarian for research assistance.

- UIDAHO Library
- UIDAHO Library (Off Campus)
- Help – Reference Services

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- PHONE: 208-885-HELP (208-885-4357)
- support@uidaho.edu
- Office of Information Technology

Post Falls School District Course Syllabus

School: Post Falls High School

Course title and description: Spanish 2 This course builds on grammar and concepts learned in Spanish I. Spanish-speaking cultures will be studied more intensely as well.	**Teacher name and contact information:** Yvette Tremblay-Kelly Room 160 Phone # 773-0581 ext. 6160 Email: yvette.tremblay@sd273.com

Suggested student supplies:

- Three-ring binder (at least 1 inch)--may be shared with other classes
- Pen/ pencil (pens need to be blue or black ink only)
- Paper
- Optional: Plug-in headphones (for Chromebooks) if student does not wish to use the class set
- Optional: Art supplies (scissors, colors, glue) if student does not wish to share the class supplies–these can stay at home or in locker and will be used approx once per month.
- Optional: Index cards (any kind, can be left at home) This class encourages you to try many different study strategies, and many students find flashcards effective.
- Optional: Spanish/English dictionary (if online access is limited)

Board-approved curriculum and supplemental resources: Auténtico Level 2, Las Lágrimas de Xóchitl (ISBN 978-0-9967742-1-5), Yabla.com (videos and games from teacher account on "family friendly" setting–students do not have direct access)

Standards covered:

Interpersonal Communication: Speaking and Writing

L2.WL1.1, L2.WL1.2, L2.WL1.3, L2.WL1.4, L2.WL1.5, L2.WL1.6

Interpretive Communication: Reading and Listening

L2.WL.2.1, L2.WL.2.2, L2.WL.2.3, L2.WL.2.4

Presentational Communication: Speaking and Writing

L2.WL.3.1, L2.WL.3.2

Idaho Content Standards: World Languages

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:

Yes
No

If yes, grades are weighted as follows:

60%: Tests, quizzes, presentations
30%: Homework, classwork
10%: Final

Reviewed 08/14/2025

Other information:

Course Outline: Spanish I

Timeline	Topic	Chapters/Material
Quarter 1	Describing people, question words, nationalities and geography, adjective agreement, ser, leisure activities, clothing, seasons, regular present tense verbs, classroom vocabulary, stem-changing verbs, affirmative and negative words, extracurricular activities, saber and conocer, making comparisons and hacer + time expressions. September/October holidays and culture	**Para Empezar & Chapter 1**
Quarter 2	Daily routines, getting ready for an event, reflexive verbs, ser vs. estar, possessive adjectives, shopping, regular preterite tense verbs, demonstrative adjectives, running errands, community, direct object pronouns, irregular preterite tense verbs, modes of transportation, tú commands, present progressive. November/December/January holidays and culture	**Chapters 2 & 3**
Quarter 3	Novel unit. Toys, play, childhood, imperfect tense, indirect object pronouns, etiquette, celebrations, reciprocal actions, natural disasters, emergencies, more irregular preterite verbs, more imperfect tense, parts of the body, imperfect progressive.	**Chapters 4 and 5**
Quarter 4	Entertainment, preterite tense stem-changers, verbs that use indirect objects, (As time allows: present perfect tense, cooking, negative tú commands, the impersonal se, camping, Ud. and Uds. commands.)	**Chapters 5 & 6**

Classroom Rules:

- **On Time and Prepared**
  -In assigned seat at bell, with materials and completed assignments, having done any necessary study/practice beforehand and taken care of any outside matters.

- **Actions and Words appropriate to task at hand**
  -See student handbook for offense procedures.
  -No food/drink – except water in a clear container.
  -In order to ensure academic success, student electronic devices will only be permitted in this classroom when the lesson incorporates them. A clear visual indicator (traffic light) is posted in the room for when device use is appropriate.
  - If an electronic device is used during the "red light", (this includes cell phones and earbuds) you will be asked to take the device to surrender it in the In House Suspension room in our office per our student handbook. Your parent, guardian or anyone on the Skyward emergency contact list will be responsible for picking up the item. Parents: Please refrain from contacting your student through text or phone during classroom time. If a circumstance occurs that requires immediate attention, please contact the office 1-208-773-0581.

- **Respect for Everyone**
  -Respect yourself: Be responsible for your actions, be on task, and take initiative.Try to give your best effort and strive for success.
  -Respect others: Treat others as you would like to be treated in your future workplace through thoughtful actions and appropriate language. Help others to succeed.
  -Respect for everyone's property: Keep the classroom clean. If you see something out of place or trash on the floor or desks, take a minute to clean it up.

- **Ask Questions**
  -Chances are, someone else has the same question.

Reviewed 08/14/2025

-If you need general help, don't hesitate to make time for one-on-one tutoring with me, at Trojan Table, or with an NHS tutor.

Group Expectations: Many of the activities we do in class will require that you collaborate with your classmates in order to complete them. For example, there will be a lot of paired speaking activities. Sometimes I will allow you to choose your partner/s and other times I will choose for you. It is a life skill to be able to work well with other people and I expect that you do your best to work well with the person/people in your group. Many times I will allow you to work with other students in your area on written assignments but I will always have a seating chart and expect for you to sit in your assigned seat unless I have told you otherwise. Other times you will have to work individually and will be asked to not collaborate with others. If you are having a difficult time working with a particular person please come see me as soon as possible so that I may help fix the problem. Please don't wait until the assignment is due to express your concerns or it may be too late.

Attendance/Tardies: The attendance and tardy policies in the Student Handbook will be strictly enforced. Students will be counted as tardy if they are not in their seats when the bell rings. The district tardy policy is as follows:

2 tardies = detention
4 tardies = In-House suspension w/ call home
6 tardies = 1 Friday School

Grades: Your student's grades can be checked anytime by using our online system called Skyward Family Access. If you need your username and password, contact the counseling center.

Classwork/Homework: Expect classwork/homework daily. Typically you will have time in class to finish your work. If you do not finish it becomes homework and is **"due" at the beginning of the hour the next day** unless otherwise instructed. Classwork/homework is done for practice towards mastering a particular standard. Although you will be given prompt feedback on the classwork/homework assigned, I will not be grading every assignment for correctness. At the beginning of class when homework is due I will check your assignment's completion. Once I have checked everyone's papers we will go over the answers to that assignment and you may correct/fill in any answer that is wrong or missing. If you choose to not complete assignments or to copy from another student on a regular basis you are only hurting yourself. You will not be prepared for the assessment that those assignments are preparing you for. **If you are absent** the day the assignment was turned in **you are responsible** for getting your homework checked by me **when you return**. If you are absent the day it was assigned you will need to complete the assignment and be sure to get it checked the next day.

Quizzes/Tests: Expect at least one quiz every week. There will be a summative test at the end of every unit. A student's grade in this category will be based on his/her ability to perform the skills listed on the class syllabus. Skills are assessed via a collection of tests. Students may retake book quizzes one time each at the end of the unit/chapter. If you receive a 50% or higher on a quiz and retake it you may replace your first score with any higher score you earn If you receive lower than a 50% on the quiz and choose to retake it you will receive an average of the two quiz scores. You will have to schedule a time with me before or after school to retake book quizzes. Formative skills assessments ("Challenge quizzes") will be re-taken until the student reaches the "passing" threshold. Tests may NOT be retaken. Make sure you complete all of your assignments, take advantage of quiz retakes, and make sure to study outside of class so that you are successful on your tests. Remember they count for A LOT!

There will be several small projects/presentations each semester. Students will not be able to re-do a project or presentation or to turn them in late. I give ample time to complete these and they will be **due on the due date**.

Semester Final Exam: This is a comprehensive summative assessment that will be given at the end of each semester. It will contain some kind of performance task as well. This exam may NOT be retaken.

Make-up Work: If you are absent it is your responsibility to make up any work missed due to the absence. Please check on the Google Classroom, with a trusted classmate, in the assignment board/handouts basket, or Ms. Tremblay (before or after school only) to find out what you have missed. If you call in and request assignments, please have a

parent, sibling, or friend pick them up while you are gone. Do not wait until the day you return to class. Please communicate with Ms. Tremblay before any prearranged absence and again upon returning.

All work missed while absent that was turned in for a grade will be shown in the grade book as a zero until it is made up. If the work is not made up it will remain a zero. Again, this is ONLY for work missed due to excused absences. Work missed due to an unexcused absence will not be able to be turned in for a score, it will be a zero.
As per the student handbook, students will have 1 day for every day absent to make up work, tests, etc.
A schedule of the week's activities and due dates will be posted on the board every Monday.

Suggestions for success:

- Study 15 minutes every night in addition to any homework – there is ALWAYS something to review
- If you start to fall behind, come see me **immediately** for help.
- Participate in all class activities.
- Practice speaking outside of class.
- Make flashcards of vocabulary words.
- Communicate with your teacher about missing work or any other questions or concerns.

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

Post Falls High School

Geometry The objective of this course is to build on existing algebraic skills introducing and implementing the importance of deductive reasoning in studying and applying the basic structures of plane geometry.	**Teacher name and contact information:** Dori Bennett dori.bennett@sd273.com

Suggested Student Supplies:
Geometry textbook, classroom set
Ruled &/or graph paper for assignments
Pencils &/or pens (black only on quiz/tests)
Compass & Protractor for Constructions
Scientific calculator (Optional…Class set provided)
Math Notebook Graphing 8.5 x 11 or Composition
Colored pens for notes/homework/correcting

Board-approved curriculum and supplemental resources: Pearson Geometry Common Core textbook

Standards Covered: G-CO.A.1 G-CO.A.2 G-CO.A.3 G-CO.A.4 G-CO.A.5 G-CO.B.6 G-CO.B.7 G-CO.B.8 G-CO.C.9 G-CO.C.10 G-CO.C.11 G-CO.D.12 G-CO.D.13 G-SRT.A.1a G-SRT.A.1b G-SRT.A.2 G-SRT.A.3 G-SRT.B.4 G-SRT.B.5 G-SRT.C.6 G-SRT.C.7 G-SRT.C.8
G-C.A.1 G-C.A.2 G-C.A.3 G-C.A.5 G-GPE.A.1 G-GPE.B.4 G-GPE.B.5 G-GPE.B.6 G-GPE.B.7 G-GMD.A.1 G-GMD.A.3 G-GMD.A.4 G-MG.A.1 G-MG.A.2 G-MG.A.3

Grading: Grades will be earned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted
Categories are weighted as follows:

- Daily Assignments: 15%
- Chapter Quizzes: 25%
- Chapter Tests/Projects: 50%
- Semester Final: 10%

Daily Assignments Turn-in and Scoring:
On Monday's ONE Daily Assignment from the previous week will be randomly drawn (by a student) as the assignment that is turned in and recorded in the gradebook on Skyward. Scores will be input during the week the assignment was collected. Assignments will be scored based on accuracy and completion.

QUIZZES
10-50 points each. Students may use their notes and math notebooks on quizzes. Their math notebook will be THE best resource! Therefore, retakes and corrections for ½ points will not be offered.

Chapter Tests/Projects:
One per unit, 100 points each. Students may use their index card as their notes on Unit Tests and their semester final. Semester finals are cumulative.

Scores of 80% or higher demonstrates concept mastery.
Scores of less than 80% demonstrate concept knowledge at the time of taking the Unit Chapter Test.

Students may use 1 index card (any size) with notes/examples/vocabulary as their Students who score less than 80% will take the opportunity to earn up to ½ points back which will be added to their original test score.

Chapter Tests/Projects (continued)

Test Corrections Rubric will be posted on our Google Classroom. Corrections are due 1 week from the date the test was returned to students.

Original Test Scores will be recorded 7 school days from the day students took the test.

Students should check their grades for confirmation of accuracy once the scores have been input and the test has been returned to the students.

Student grades may be checked at www.pfsd.com using the link "Skyward Family/Student Access" on the left.

Instruction for this course will take place primarily in the classroom. Chrome books and school grounds will be used occasionally. Assignments not completed in the classroom become homework, and students are expected to have them completed the next day. In the event that I am unavailable, students are welcome to seek help from other math instructors as well as online. Useful online websites include youtube.com; khanacademy.org.and DESMOS.COM

Students will learn the material through practice, discussion and application. Daily work provides an opportunity to master skills. Handouts will be utilized when text material needs to be enhanced. Opportunities to ask questions, to discuss, and to review concepts will occur frequently. Projects, tasks and tests allow students to demonstrate their abilities to apply concepts individually.

CELL PHONE POLICY

Cell Phones/Electronic Devices Post Falls School District policy is also our classroom policy. :) Devices must be off and away for the day. **If a prohibited electronic device is used, (this includes cell phones and earbuds) you will be asked to take the device to surrender it in the In House Suspension room in our office per our student handbook. Your parent, guardian or anyone on the Skyward emergency contact list will be responsible for picking up the item. Parents: Please refrain from contacting your student through text or phone during classroom time. If a circumstance occurs that requires immediate attention, please contact the office 1-208-773-0581.**

Excused Absences and Late Work:

Assignments may be obtained on Google Classroom, and/or ard copies in the daily assignment folder.

Students are responsible to copy the class notes and lesson examples into their math notebooks. Always check Google Classroom for Class Notes/Intro Lessons and Assignments. :)

Missed quizzes and tests must be scheduled or taken upon the student returning to class and completed within the number of school days a student is absent.

Best Practice: Always check in with the teacher after an absence with any questions and/or concerns so we're all on the same page!

Failure to meet this timeline will result in a zero for the missing grade(s).

LATE WORK:

Students who miss class due to illness are allowed 1 school day per day of the excused absence turn in the assignment(s).

Work from prearranged absences and school activities is due the day students return to school.

Unexcused Absences/Truancies: A zero will be recorded for any missed work, including tests.

Classroom Expectations:

All students will:

…adhere to the policies set by Post Falls High School, as stated in the student handbook.

…be open to mathematical growth and learning.

…follow the Golden Rule: **Respect!** yourself as well as others.

…use class time productively.

…join **Google Classroom** using **code**s located at the top of your syllabus.

Failure to meet Classroom Expectations will result in:

Communication between the teacher and student, &/or Detention assigned to the student, &/or Parent Contact, &/or Referral to administration

Passes to leave classroom: It is desirable for students not to leave the classroom. Teachers will limit the number of times that students leave so as not to interrupt the learning environment.

Return this page to your teacher.

Student Name: _____

Course: Geometry

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- ☐ Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- ☐ No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Parent/Guardian Email: _____

Parent/Guardian Phone Number: _____

Post Falls School District Course Syllabus

School: Post Falls High School

Advance Ceramics Studio:	**Teacher contact Info:**
Advanced Ceramic Studio is an intensive course that addresses advanced 3D design concepts in hand built, wheel thrown and sculptural ceramics. Students are expected to perform at an advanced skill level while taking initiative to develop their own artistic style and voice. Goals include: developing your portfolio and building a significant body of ceramic work through the exploration of a variety of ceramic techniques. Students are expected to be consistently and constantly productive, challenging themselves artistically.	**Amber Steele Poelstra** amber.poelstra@sd273.com 208-773-0581

Suggested student supplies:
8.5x11 Spiralbound Sketchbook (blank paper *no lines)
Pencil
Optional $75/college credit (3 credits)

Board-approved curriculum and supplemental resources:
This course utilizes a variety of curricular resources, including materials curated from reputable educational websites, teacher-developed content, and supplemental tools that support the learning goals outlined in the syllabus. Every effort is made to ensure these resources are aligned with grade-level standards and are appropriate for classroom use.

If you have any questions about the materials being used or would like to review them in more detail, please feel free to contact me to schedule a meeting. I welcome the opportunity to discuss the curriculum and support your child's learning experience

Standards covered:
9-12.VA.1.1,9-12.VA.2.1,9-12.VA.2.2,9-12.VA.2.3,9-12.VA.3.1,9-12.VA.3.2,9-12.VA.4.19-12.VA.4.2,9-12.VA.5.1

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:
Yes
No

If yes, grades are weighted as follows:

Reviewed 08/14/2025

Other information:

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

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- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls High School

Course title and description:	**Teacher name and contact information:**
ADVANCED CREATIVE ARTS Welcome to Advanced Art this school year! In this class, students will build off of prior knowledge and expand their artistic skills further. Students will have the opportunity to hone their skills in any chosen media.. Students will use visual art as a mode for communication and to express themselves and their ideas. We will be working all semester to develop art that explores students' social, cultural, and/or emotional self awareness. We will discuss many different techniques through student choice projects over the course of the semester and will work together to reflect on our projects and artistic choices. This course is student driven and independent. Students will work on their own schedule.	Haley Mindermann Email: haley.mindermann@sd273.com Phone: 208-773-0581 ext. 6126

Suggested student supplies:
Pencils, Eraser

Board-approved curriculum and supplemental resources:

This course utilizes a variety of curricular resources, including materials curated from reputable educational websites, teacher-developed content, and supplemental tools that support the learning goals outlined in the syllabus. Every effort is made to ensure these resources are aligned with grade-level standards and are appropriate for classroom use.

If you have any questions about the materials being used or would like to review them in more detail, please feel free to contact me to schedule a meeting. I welcome the opportunity to discuss the curriculum and support your child's learning experience.

Standards covered:
9-12.VA.1.1
9-12.VA.2.1
9-12.VA.3.2
9-12.VA.4.1
9-12.VA.5.1

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:
Yes
No
If yes, grades are weighted as follows:

Other information:

Reviewed 08/14/2025

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls High School

Course title and description:	**Teacher name and contact information:**
Advanced Theatre Advanced Theatre is an elective class that expands on topics covered in Theatre Basics. This advanced course will focus on: auditions, scene work, stage combat, and notable plays and playwrights. Students may also participate in theatre club, fall or spring plays, or district and state drama tournaments, but these are not required.	Jared McDougall, jared.mcdougall@sd273.com

Suggested student supplies:

Writing utensil, highlighter, copy of script(s) (handed out in class)

Board-approved curriculum and supplemental resources:

This course utilizes a variety of curricular resources, including materials curated from reputable educational websites, teacher-developed content, and supplemental tools that support the learning goals outlined in the syllabus. Every effort is made to ensure these resources are aligned with grade-level standards and are appropriate for classroom use.

If you have any questions about the materials being used or would like to review them in more detail, please feel free to contact me to schedule a meeting. I welcome the opportunity to discuss the curriculum and support your child's learning experience.

Standards covered:

HS1.TH.1.1
HS2.TH.1.1
HS3.TH.1.1
HS1.TH.2.1
HS2.TH.2.1
HS3.TH.2.1
HS1.TH.3.1
HS1.TH.3.2
HS3.TH.3.2
HS1.TH.4.1
HS2.TH.4.1
HS1.TH.5.1
HS3.TH.5.1

Reviewed 08/14/2025

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:

Yes
No

If yes, grades are weighted as follows:

- Daily work: 35%
- Performances: 40%
- Participation: 15%
- Final Assessment: 10%

Other information:

Participation: This is a participation-based class! Students are expected to show up every day to class prepared and ready to do the work and have fun. Not only will lack of participation and attendance affect their grade, but it also negatively affects their peers and collaborators.

In-Class Performances: As this is a participation-based theatre course, students will be expected to memorize text and perform it in front of their peers. Non-verbal and improvised performances will also need to be rehearsed and ready to perform.

Return this page to your teacher.

Student Name: _____

Course: _____

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Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls High School

Course title and description: Agricultural Structures: This course is designed to teach students the basics of construction. A majority of this course will focus on residential construction; including safety, power tool usage, materials estimation, wood frame carpentry, drywall, electrical, plumbing, flooring, stairs, roofing, tiling, and painting and trim work. Students will explore careers in construction as well as become knowledgeable homeowners for the future. Each topic of study will include an overview, reading and math unit, followed by hands-on lab activity using actual construction materials and techniques. Students will construct a small modular structure as the class project after the required skills are obtained.	**Teacher name and contact information:** **Instructor**: Brandon Hoxie **Email**: brandon.hoxie@sd273.com **Phone Extension**: 6177

Suggested student supplies: Notebook, pen or pencil,hair ties if student has long hair, closed toed shoes.

Board-approved curriculum and supplemental resources: This course utilizes a variety of curricular resources, including materials curated from reputable educational websites, teacher-developed content, and supplemental tools that support the learning goals outlined in the syllabus. Every effort is made to ensure these resources are aligned with grade-level standards and are appropriate for classroom use.

If you have any questions about the materials being used or would like to review them in more detail, please feel free to contact me to schedule a meeting. I welcome the opportunity to discuss the curriculum and support your child's learning experience.

Standards covered: Agricultural Mechanics Program Standards: 1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.1.6, 1.1.8, 1.1.10, 1.1.11, 2.1.1, 2.1.2, 2.1.3, 2.1.5, 2.2.1, 9.1.1, 10.1.1, 10.1.4, 11.1.1, 11.1.2

Agricultural Structures Class Standards: 03.01, 03.02, 03.03, 03.04, .03.05, 03.06, 03.07, 03.09,

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:

Yes

No

Reviewed 08/14/2025

Other information:
Proper dress
Students must wear close toed shoes at all times. Students must wear safety glasses when any person is using power equipment. Long hair must be tied back. Loose clothing is a safety hazard around power tools, please plan appropriately. No hats at any time.

Classroom Expectations

Always conduct yourself in a safe and responsible manner, absolutely no horse play, throwing things, using tools in a manner that they were not intended for.
Show up on time
Respect equipment, facility, each other.
Absolutely no profanity
Cell phones should be left in backpacks and silenced
Work should be turned in on time and complete.
Everyone cleans up…everyday
No food or drink except a reusable water bottle with a lid.

FFA
The FFA is the Career and Technical Student Organization that is associated with all agriculture classes. It is considered to be intra-curricular, meaning it is a part of the program's curriculum. Students are strongly encouraged to become a member. Membership includes additional opportunities for travel and competition. If you have any questions please contact me.

AET
AET is an essential tool for managing student Work-Based Learning (WBL), which includes Supervised Agricultural Experiences (SAEs), experiential learning records, classroom projects, and overall program documentation. Students will be required to track their experiences on a regular basis.

Disclaimer
The Construction class is inherently dangerous. There are tools and materials they may if used improperly or due to some negligence cause serious bodily harm. The students will be shown the proper way to use these tools and how to work with them. Students will be required to pass all safety tests prior to using the equipment and machines. All the preparation in the world does not account for human error. By signing this you acknowledge that you have been informed of the dangers in the class, and are still willing to allow your child to participate in the class

Parent Signature_____

Reviewed 08/14/2025

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
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- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

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Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls

Course title and description: Algebra 1	**Teacher name and contact information:** Jessica Smart - jessica.smart@sd273.com Kathryn Sinn - kathryn.sinn@sd273.com Steve Palmer - steve.palmer@sd273.com Stephanie Eskew - stephanie.eskew@sd273.com Dori Bennett ~ dori.bennett@sd273.com
Suggested student supplies: Notebook, writing utensils, and scientific calculator	
Board-approved curriculum and supplemental resources: Pearson's Common Core Algebra 1 Kuta Software (Algebra 1)	

Reviewed 08/13/2025

Standards covered:

Chapter 1	***Standards***
1-1 Variables and Expressions	A-SSE.A.1, A-SSE.A.1a
1-2 Order of Operations and Evaluating Expresssions	A-SSE.A.1, A-SSE.A.1a
1-3 Real Numbers and the Number Line	N-RN.B.3
1-4 Properties of Real Numbers	N-RN.B.3
1-5 ADding and Subtracting Real Numbers	N-RN.B.3
1-6 Multiplying and Dividing Real Numbers	N-RN.B.3
1-7 The Distributive Property	A-SSE.A.1a
1-8 And Introduction to Equations	A-CED.A.1
1-9 Patterns, Equations, and Graphs	A-CED.A.2, A-REI.D.10
Chapter 2	***Standards***
2.1 Solvign One-Step Equations	A-CED.A.1, A-REI.B3
2.2 Solving Two-Step Equations	A-CED.1.1, A-REI.A.1, A-REI.B.3
2.3 Solving Multi-Step Equations	A-CED.A.1, A-REI.A.1, A-REI.B.3
2.4 Solvign Equations with Variables on Both Sides	A-CED.A.1, A-REI.A.1, A-REI.B.3
2.5 Literal Equations and Formulas	N-Q.A.1, A-CED.A.1, A-CED.A.4, A-REI.A.1, A-REI.B.3
2.6 Ratios, Rates, and Conversions	N-Q.A.1, N-Q.A.2
2.7 Solving Proportions	N-Q.A.1, A-CED.A.1, A-REI.B.3
2.8 Proportions and Similar Figures	A-CED.A.1, A-REI.B.3
2.9 Percents	N-Q.A.3
2.10 Changes Expressed as a Percent	N-Q.A.3
Chapter 3	***Standards***
3-1 Inequalities and Their Graphs	A-REI.B.3
3-2 Solving Inequalities - Addition or Subtraction	A-REI.B.3 & A-CED.A.1
3-3 Solving Inequalities - Multiplication or Division	A-CED.A.1, N-Q.A.2, A-REI.B.3
3-4 Solving Multi-Step Inequalities	A_REI.B.3, A-CED.A.1
3-5 Working With Sets	A-REI.B.3
3-6 Compound Inequalities	A-REI.B.3, A-CED.A.1
3-7 Absolute Value Equations and Inequalities	A-CED.A.1, A-SSE.A.1b
3-8 Unions and Intersections of Sets	A-CED.A.1
Chapter 4	***Standards***
4-1 - Using Gaphs to Relate Two Quantities	F-IF.B.4
4-2 Patterns and Linear Functions	A-REI.D.10, F-IF.B.4
4-3 Patterns and Nonlinear Functions	A-REI.D.10, F-IF.B.4
4-4 Graphing a Function Rule	F-IF.B.5, N-Q.A.1, A-REI.D.10
4-5 Writing a Function Rule	N-Q.A.2, A-SSE.A.1a, A-CED.A.2
4-6 Formalizing Relations and Functions	F-IF.A.1, F-IF.A.2
4-7 Arithmetic Sequences	F-IF.A.3, A.SSE.A.1a, F-BF.A.1a, F-BF.A.2, F-LE.A.2
Chapter 5	***Standards***
5-1 Rate of Change and Slope	F-LE.A.1b, F-IF.B.6,
5-2 Direct Variation	A-CED.A.2, N-Q.A.2
5-3 Slope Intercept Form	F-IF.C.7a, A-SSE.A.1a, A-CED.A.2, F-IF.B.4, F-LE.A.2

Reviewed 08/13/2025

5-4 Point Slope Form	F-LE.A.2, A-CED.A.2, F-IF.B.4, F-IF.C.7a, F-LE.B.5	
5-5 Standard Form	A-CED.A.2, F-IF.B.4, F-IF.C.7a, F-LE.A.2, F-LE.B.5	
5-6 Parallel and Perpendicular Lines	G-GPE.B.5	
5-7 Scatter Plots and Trend Lines	S-ID.B.6c, S-ID.B.6a, S-ID.C.7, S-ID.C.8, S-ID.C.9	
5-8 Graphing Absolute Value Functions	F-BF.B.3	
Chapter 6	***Standards***	
6-1 Solving Systems by Graphing	A-REI.C.6	
6-2 Solving Systems Using Substitution	A-REI.C.6	
6-3 Solving Systems Using Elimination	A-REI.C.5, A-REI.C.6	
6-4 Applications of Linear Systems	A-REI.C.6, N-Q.A.3, A-CEC.A.3	
6-5 Linear Inequalities	A-REI.D.12, A-CED.A.3	
6-6 Systems of LInear Inequalities	A.REI.D.12	
Chapter 7	***Standards***	
7-1 Zero and Negative Exponents	N-RN.A.1, N-RN.A.2	
7-2 Multiplying Powers With the Same Base	N-RN.A.1	
7-3 More Multiplication Properties of Exponents	N.RN.A.1	
7-4 Division Properties of Expeonents	N-RN.A.1	
7-5 Rational Exponents and Radicals	N-RN.A.2	
7-6 Exponential Functions	F-IF.C.7e, F-IF.B.4, F-IF.B.5, F-IF.C.9, F-LE.A.2	
7-7 Exponential Growth and Decay	F-IF.C.8b, A-SSE.B.3c, A-CED.A.2, F-LE.A.1c, F-LE.B.5	
Chapter 8	***Standards***	
8-1 Adding and Subtracting Polynomials	A-APR.A.1	
8-2 Multiplying and FActoring	A-APR.A.1	
8-3 Multplying Binomials	A-APR.A.1	
8-4 Multiplying Special Cases	A-APR.A.1	
8-5 Factoring Quadratic Trinomials a=1	A-SSE.A.1a	
8-6 Factoring Quadratic Trinomials a = not 1	A-SSE.A.1a	
8-7 Factoring Special Cases	A-SSE.A.1a, A-SSE.A.1b, A-SSE.A.2	
8-8 Factoring by Grouping	A-SSE.A.1a, A-SSE.A.1b, A-SSE.A.2	
Chapter 9	***Standards***	
9.1 Quadratic Graphs and Their Properties	A-SSE.A.1, ACED.A.2, F-IF.B.4, F-IF.B.5, F-IF.C.7, F-IF.C.7A, F-IF.C.7B, F-BF.B.3	
9.2 Quadratic Functions	A-SSE.A.1, A-CED.A.2, F-IF.B.4, F-IF.C.7, F-IF.C.7A, F-IF.C.8A, F-IF.C.9, F-BF.A.1, F-BF.B.3	
9.3 SOlving Quadratic Equations	A-CED.A.1, ACED.A.4, A-APR.B.3, A-REI.B.4, A-REI.B.4B	
9.4 Factoring to Solve Quadratic Equations	A-SSE.B.3, A-SSE.B.3A, A-CED.A.1, A-REI.B.4, A-REI.B.4B, F-IF.C.8A	
9.5 Completing the Square	N-Q.A.3, A-SSE, A.1, A-SSE, A.1A, A-SSE.A.1B, A-SSE.B.3, A-SSE.B.3B, A-CED.A.1, A-REI.A.1, A-REI.B.4, A-REI.B.4A, A-REI.B.4B, F-IF.C.8A	
9.6 The Quadratic Formula and Discriminant	N-Q.A.3, A-SSE.A.1, A-CED.A.1, A-REI,.B.4, A-REI.B.4A, A-REI.B.4B	
9.7 Linear, Quadratic, and Exponential Models	F-IF.B.4, F-BF.A.1B, F-LE.A.1, F-LE.A.1A, F-LE.A.2, F-LE.A.3, S-ID.B.6A	
9.8 Systems of Linear and Quadratic Equations	A-CED.A.3, A-REI.C.7, A-REI.D.11	
Chapter 10	***Standards***	
10-2 Simplifying Radicals	A-REI.A.2	

Chapter 11	*Standards*	
11.1 Simplifying Rational Expressions	A-APR.D.7	
11.2 Multiplying and Dividing Rational Expressions	A-APR.D.7	
11.3 Dividing Polynmnoials	A-APR.D.6	

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:

- Yes
- ~~No~~

If yes, grades are weighted as follows: .5 percentage points added because it it is an honors class

Other information:

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
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Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls High School

Algebra 2

Course Description:

Algebra 2 is a year-long course that builds on Algebra 1 and Geometry concepts. This course will prepare students for future mathematics courses at the high school and college level. The concepts covered in this course are based on the Idaho Common Core standards for Algebra 2. A portion of the course will be spent preparing students for college or technical school entrance exams and/or the Idaho ISAT Exam.

Course Instructor: Macklin Warrington
Email: macklin.warrington@sd273.com
Room: 216
Phone: 208-773-0581 Ext 6216

Google Classroom Codes:

3rd Period: uzwyjaen

4th Period: ra7na3pu

6th Period: qtct2yzy

Suggested student supplies:

Notebook/paper for taking notes and doing assignments, folder to keep things organized, scientific or graphing calculator, pen or pencil. A classroom set of textbooks will be available during class for students to use. A classroom set of scientific calculators will be available to students during each class period. Sanitation supplies available.

Board-approved curriculum and supplemental resources: Pearson's Algebra 2 Common Core

Unit 1: Expressions, Equations and Inequalities
Unit 2: Functions, Equations, and Graphs
Unit 3: Linear Systems
Unit 4: Quadratic Functions and Equations
Unit 5: Polynomials and Polynomial Functions
Unit 6: Radical Functions and Rational Exponents
Unit 7: Exponential and Logarithmic Functions
Unit 8: Rational Functions
Unit 9: Sequences and Series
Unit 10: Quadratic Relations and Conic Sections
Unit 12: Matrices
Unit 13: Periodic Functions and Trigonometry
Unit 14: Trigonometric Identities and Equations

Standards covered:

Chapter 1: A-SSE.B.3, N-4N.B.3 prep, N-Q.A.2, A-SSE.A.1, A-CED.A.1, A-CED.A.4
Chapter 2: F-IF.A.1, F-IF.A.2,A-CED.A.2, F-IF.C.9,F-IF.B.4, F-BF.B.3
Chapter 3: A-CED.A.2, A-REI.C.6,A-REI.D.12,A-CED.A.3,A-REI.C.8
Chapter 4: F-BF.B.3, A-CED.A.1, F-IF.B.4, F-IF.B.6, A-CED.A.2, F-IF.C.8, F-IF.C.9, F-IF.B.5, A-SSE.A.2, A-CED.A.1, A-REI.B.4b, N-CN.A.1, N-CN.A.2, N-CN-C.7, N-CN.C.8, A-CED.A.3, A-REI.C.7, A-REI.D.11
Chapter 5: F-IF-C.7c, A-SSE.A.1a, A-APR.B.3, A-REI.D.11, A-SSE.A.2, A-APR.B.2, A-APR.A.1, N-CN.C.7, N-CN.C.8, N-CN.C.9, A-APR.C.5.
Chapter 6: A-SSE.A.2, N-RN.A.2, A-REI.A.2, F-BF.A.1b, F-BF.B.4a, F-IF.C.7b, F-IF.C
Chapter 7: F-IF.C.7e, A-SSE.A.1b, A-CED.A.2, F-IF.C.8, F-BF.A.1b, F-BF.B.4a, F-IF.C.9, F-IF.A.4, F-LE.A.4, A-REI.D.11
Chapter 8: A-CED.A.2, F-BF.B.3, F-IF.C.7d, F-Bf.A.1b, A-SSE.A.2, A-SSE.A.1b, A-APR.D.7, A-APR.D.7
Chapter 9: A-SSE.B.4, F-IF.A.3, A-SSE.B.4
Chapter 10: G-GPE-A.1, G-GPE-A.2, G-GPE-A.3
Chapter 12: N-VM.C.8, N-VM.C.10, N-VM.C.6, N-VM.C.7, N-VM.C.12, G-CO.A.5, G-CO.A.2, N-VM.B.5a, N-VM.A.2, N-VM.A.3
Chapter 13: F-IF.B.4, F-TF.B.5, F-TF.A.2, F-TF.A.1, F-IF.C.7e
Chapter 14: F-TF.C.8, F-TF.B.6, G-SRT.C.6, G-SRT.D.9, G-SRT.D.11, G-SRT.D.10, F-TF.C.9

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted: No

Reviewed 08/14/2025

Classroom Expectations:

1. Come to class prepared.
2. Be respectful to others.
3. Cheating will not be tolerated. Students will be given a zero on the assignment/assessment and parents/administration will be notified.
4. In order to maintain a positive learning environment, **cell phones/electronic devices** should not be a distraction and will be taken away if they interfere with classroom learning.
5. Food/drinks should not be in the classroom.
6. Participate in Google Classroom

CELL PHONE POLICY

In order to ensure academic success, student electronic devices will not be used during class time. If a prohibited electronic device is used, (this includes cell phones and earbuds) you will be asked to take the device to surrender it in the In House Suspension room in our office per our student handbook. Your parent, guardian or anyone on the Skyward emergency contact list will be responsible for picking up the item. Parents: Please refrain from contacting your student through text or phone during classroom time. If a circumstance occurs that requires immediate attention, please contact the office 1-208-773-0581.

Tardy Policy According to Student Handbook: Per semester: 2 unexcused tardies = detention. 4 = in-house suspension. 6 or more even multiples = Friday school.

PFHS Semester Grading:

Tests: 45% of grade.
Quizzes: 25% of grade.
Homework: 15% of grade
Final Exam: 15% of grade

Tests/Quizzes: Usually one per unit**.** Quizzes may be retaken for full credit within the chapter being covered. Test retakes are available. The average of the original score and the new score will be the new test grade. To utilize extended time on tests and quizzes, a student's homework completion record for that unit must be at 60% or higher.

Homework Record: Homework is graded during each in-class session and recorded on the homework record (4 pts = complete, 3 points = mostly completed, 2 point = about half completed, 1 point = less than half completed, 0 point = not done). Entry tasks are recorded each day on the back side of the homework record. Homework records will be turned in weekly. There will also be HW Quizzes that will be one question and will be over the concepts from the homework. HW Quizzes can be retaken twice.

Class Participation: Weekly participation accounts for no more than 3% of your overall course grade and includes both a group bonus and an individual grade. Each week, the class starts with 4 extra credit points; every time classroom equipment is left out, a student is on a cell phone, or disruptive behavior occurs, the entire class loses 1 extra credit point. Additionally, students maintain an individual participation grade each week. If a student is personally caught using a cell phone, failing to put away equipment, or engaging in inappropriate behavior, they will lose points directly from their individual participation grade.

Google Classroom: Students need to check GC regularly. The students will have access to all homework, notes, answer keys and extra help. There will be extra credit opportunities for students throughout the semester. Use this tool to your advantage!
** Answer keys are available for students to check their work. Students must show all work to receive credit on homework. Copying the answers will not prepare you for the tests and quizzes.

Notebook: Students will keep all notes and assignments in a notebook. This notebook may be used when announced on certain quizzes and tests. It is crucial students take good notes.

Absences/Late work: Students will have 1 to 2 days to make up missing work due to excused absences. LATE WORK WILL NOT BE ACCEPTED.

Passes to leave classroom: It is desirable for students not to leave the classroom. Teacher will limit the number of times that students leave so as not to interrupt the learning environment.

Extra Help: Students can come in for help before or after school. You may ask via email or Google Classroom. **Please do not hesitate to contact me with any questions. There are no dumb questions!**

Reviewed 08/14/2025

Return this page to your teacher.

Student Name: _____

Course: Algebra 2

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- ☐ Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- ☐ No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Parent/Guardian Email: _____

Parent/Guardian Phone Number: _____

Post Falls High School
208-773-0581

Algebra_ 1

Course Syllabus

Course Instructor: Kathryn Sinn **Email**: kathryn.sinn@sd273.com / Phone: 208-773-0581 Ext 6229

Supporting Textbook: *Pearson Algebra 1 Common Core* Room: 229

General Course Description:

This is an introductory course in the principles of Algebra. The objectives of this course are to teach the language of mathematics, the properties of numbers, the principles of set theory and the basic algebraic processes and their applications.

Prerequisite: Pre-Algebra, 8th grade math or teacher recommendation

Suggested Materials:

- A notebook
- 1 Folder or Binder to keep everything organized (provided and kept in classroom)
- Pencils

Calculator:

We will use a scientific calculator in the course. At PFHS we have classroom sets of calculators for student use; sanitation supplies are available. ***I will not allow students to use their cell phones as calculators in my classroom. Students will replace their phone for a calculator when they enter the classroom and vice versa when they leave the classroom.***

Cell Phone Policy:

In order to ensure academic success, student electronic devices will not be permitted in this classroom. If a prohibited electronic device is used, (this includes cell phones and earbuds) you will be asked to take the device to surrender it in the In House Suspension room in our office per our student handbook. It will be given back to you at the end of the school day. Parents: Please refrain from contacting your student through text or phone during classroom time. If a circumstance occurs that requires immediate attention, please contact the office 1-208-773-0581.

Grading Breakdown:

Homework/In Class Activities: PARTICIPATION (HW/Skill drills/notes) **(25%)**,Quizzes **(20%)**, Tests **(35%)**, Binder **(10%)**, Final **(10%)**

Class Procedures

1. Homework will be assigned daily and graded/gone over at the end of class. **All homework is designed to be finished in class. Anything not done in class will go home as homework and brought back the next day.** Homework is graded three ways: by students, by peer tutor, or by teacher.
2. Late homework is not accepted.
3. If you are absent it is your responsibility to get your make up work. You have two school days to make up your assignments.
4. All work must be shown on each problem. If work is not shown it will be marked wrong.
5. If caught cheating, you will earn a zero. A second offense will earn you a visit with an administrator.
6. Many times you will finish your work early. Bring something to class to keep you busy until the bell rings. Going on phones is not an option, students will either work on make up work for another class, or do extra math activities. A student can earn phone time for the end of class by answering bonus questions.
7. Students may use their binder/notebook on most quizzes.
8. Extra help: I am available before or after school – Lunch by appointment.

+Quizzes/Tests: Students will be given one teacher check on their quiz. They will have the opportunity to go back and fix the problems

that were identified as incorrect before turning in their final Quiz.. There are no teacher checks for tests.

Homework: Homework will be assigned after each lesson each day IN CLASS. All assignments will be given in person as well as posted onto Google Classroom. They are expected to complete the assignment the day it is assigned, and it will be graded and gone over each day in class.

Participation:
The classroom is a "safe room" for students to learn. **It's okay to not have the correct answer**. Students will be required to maintain an **organized binder/notebook**. They can be successful at notetaking by following along during class time.

Google Classroom: Students need to join GC within the first week. Code is below. I will be posting notes and assignments that we have done in class. Please feel free to use the resources available

Google Classroom Code: **tribnaoc**

Tardy Policy: 2 unexcused tardies = detention. 4 = in-house suspension. 6+ = Friday school

Missing Assignments:
I DO NOT ACCEPT LATE WORK. **If the student has an excused absence, then the work must be turned in the next class session.

Cheating: Will not be tolerated. The teacher will assign zeros and contact parents/administration.

Student Responsibilities:

- You are expected to respect and value yourself, your school environment and the diversity of the PFHS community.
- You are expected to contribute to classes and work cooperatively whenever the situation requires.
- **CELL PHONES must be turned off and put away during class time.**
- You are expected to come to class prepared and you are responsible for all missing work
- Bullying of any kind is not permitted in this classroom
- You are expected to check Google Classroom regularly.
- You are to be in your assigned seat when the bell rings, and respectful when class starts.

Concepts Students will learn are as follows:
Properties of real numbers Properties of exponents
Operations with real numbers Operations on polynomials
Order of Operations Factoring polynomials
Solving equations & inequalities Ratio and proportion
Exponents & powers Operations on rational expressions
Introduction to functions Simplifying radicals and solving radical equations
Graphing in 2-dimensions Probability and statistics
Linear equations & inequalities Direct and Inverse variation
Solving systems of equations

Student Name: _____ Student Signature:_____

Parent Signature:_____ Email & Phone:_____

Post Falls School District Course Syllabus

School: Post Falls High School

Course title and description:	**Teacher name and contact information:**
Algebra_ 1	Kathryn Sinn - kathryn.sinn@sd273.com Stephanie Eskew - stephanie.eskew@sd273.com

Suggested student supplies:

Pencil, Notebook, Calculator

Board-approved curriculum and supplemental resources:

Pearson's Common Core Algebra 1

Kuta Software (Pre-Algebra/Algebra 1)

Standards covered:

Semester	Standards
1	CCSS.MATH.CONTENT.HSA.SSE.A.1 CCSS.MATH.CONTENT.HSA.SSE.A.2 CCSS.MATH.CONTENT.HSA.REI.A.1 CCSS.MATH.CONTENT.HSA.REI.A.1 CCSS.MATH.CONTENT.3.NBT.A.1 CCSS.MATH.CONTENT.4.NBT.A.3 CCSS.MATH.CONTENT.8.EE.A.1 CCSS.MATH.CONTENT.8.EE.C.7 CCSS.MATH.CONTENT.HSA.REI.A.1 CCSS.MATH.CONTENT.HSA.SSE.A.1.A CCSS.MATH.CONTENT.HSA.SSE.A.2 CCSS.MATH.CONTENT.HSA.SSE.B.3.C CCSS.MATH.CONTENT.5.NF.A.1 CCSS.MATH.CONTENT.5.NF.B.4 CCSS.MATH.CONTENT.6.NS.A.

	1 CCSS.MATH.CONTENT.7.NS.A.2.C CCSS.MATH.CONTENT.6.NS.B.4 CCSS.MATH.CONTENT.HSN.RN.B.3 CCSS.MATH.CONTENT.HSA.REI.A.1 CCSS.MATH.CONTENT.HSA.REI.A.2 CCSS.MATH.CONTENT.HSA.REI.B.3 CCSS.MATH.CONTENT.HSA.REI.D.10 CCSS.MATH.CONTENT.HSA.REI.D.10 CCSS.MATH.CONTENT.HSA.REI.D.12 CCSS.MATH.CONTENT.HSA.REI.A.1 CCSS.MATH.CONTENT.HSA.APR.A.1 CCSS.MATH.CONTENT.HSF.BF.A.1 CCSS.MATH.CONTENT.HSF.LE.A.2
2	CCSS.Math.Content.8.EE.A.1 CCSS.Math.Content.8.EE.A.2 CCSS.Math.Content.8.EE.C.7.b CCSS.Math.Content.8.EE.C.8.a CCSS.Math.Content.8.EE.C.8.b CCSS.Math.Content.8.EE.C.8.c CCSS.Math.Content.8.F.A.1 CCSS.Math.Content.8.F.A.3

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:

Yes
No

If yes, grades are weighted as follows:

Other information:

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls High School

Course title and description:	**Teacher names and contact information:**
Anatomy & Physiology This is a laboratory course emphasizing the names and functions of parts in the human body.	Ms. Cooney samantha.cooney@sd273.com

Suggested student supplies:

Strongly suggested: pencils, composition book/notebook, folders/binders, highlighters
Other supplies to consider: colored pencils, 3x5 cards, sticky notes

Board-approved curriculum and supplemental resources:

Hole's Human Anatomy and Physiology

Standards covered:

HS-LS-1.2, HS-LS-1.3, HS-LS-4.1

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:

Yes
No

If yes, grades are weighted as follows:

Tests: 50%
Labs/Projects: 30%
Classwork: 10%
Final Exam: 10%

Reviewed 08/14/2025

Other information:

Topics Covered:

Quarter 1:

Chapter 1 - Introduction to Anatomy and Physiology - anatomical terminology, organ systems, dissection safety

Chapter 5 - Tissues - epithelial, connective, muscle and nervous tissue

Quarter 2:

Chapter 7 - Skeletal System - microscopic structure, macroscopic structure, joints, growth, fractures, bones of the skull, bones of the skeleton

Chapter 8 - Muscular System - microscopic structure, macroscopic structure, muscle actions, muscle contraction

Quarter 3:

Chapter 8 (continued) - muscles of the body

Chapter 9 - Nervous System - cells, synapses, action potentials, nerve pathways, central nervous system structures and functions

Quarter 4:

Chapter 12 - Blood - cells, hemostasis, blood types

Chapter 13 - Circulatory System - heart structure, heart actions, blood vessels, cardiovascular conditions

Reviewed 08/14/2025

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls High School

Course title and description: Applied Livestock Management: **Course Description**:A course designed to develop knowledge and skills pertaining to nutrition, reproduction, diseases, breeding, genetics, anatomy, and physiology in livestock.	**Teacher name and contact information:** Instructor: Brandon Hoxie Email: brandon.hoxie@sd273.com Phone Extension: 6177

Suggested student supplies: Notebook, pen or pencil

Board-approved curriculum and supplemental resources: This course utilizes a variety of curricular resources, including materials curated from reputable educational websites, teacher-developed content, and supplemental tools that support the learning goals outlined in the syllabus. Every effort is made to ensure these resources are aligned with grade-level standards and are appropriate for classroom use.

If you have any questions about the materials being used or would like to review them in more detail, please feel free to contact me to schedule a meeting. I welcome the opportunity to discuss the curriculum and support your child's learning experience.

Standards covered:Animal Science Program Standards: 1.1.1., 1.1.2, 1.1.3, 2.3.2, 2.4.1, 2.4.4, 2.4.5, 2.5.1, 2.5.2, 2.5.3, 2.5.4, 3.1.1, 3.1.2, 3.2.1, 3.2.2, 3.2.3, 3.3.3, 3.3.4, 3.3.5, 4.1.1, 4.1.2, 4.1.3, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.2.5, 4.2.6, 4.2.7, 5.2.3, 7.1.1, 7.1.2, 7.1.3, 7.2.1, 7.2.2, 7.2.3, 7.2.4, 7.2.5, 7.3.1, 7.3.2, 7.3.3, 7.3.4, 7.3.5, 7.3.6, 7.3.7, 7.3.8,

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:

Yes
No

If yes, grades are weighted as follows:

Reviewed 08/14/2025

Other information:
Classroom Expectations

Always conduct yourself in a safe and responsible manner, absolutely no horse play, throwing things, using tools in a manner that they were not intended for.
Show up on time
Respect equipment, facility, each other.
Absolutely no profanity
Cell phones should be left in backpacks and silenced
Work should be turned in on time and complete.
Everyone cleans up…everyday
No food or drink except a reusable water bottle with a lid.

Proper dress
Dress appropriately for the work we will be doing, we will be going outdoors occasionally. We may also occasionally work with hand tools. No hats at any time.

FFA
The FFA is the Career and Technical Student Organization that is associated with all agriculture classes. It is considered to be intra-curricular, meaning it is a part of the program's curriculum. Students are strongly encouraged to become a member. Membership includes additional opportunities for travel and competition. If you have any questions please contact me.

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls High School

Course title and description: ART I / DESIGN BASICS	**Teacher name and contact information:** BIANCA FIERRO bianca.fierro@sd273.com

Suggested student supplies:

- PENCIL

Board-approved curriculum and supplemental resources:

This course utilizes a variety of curricular resources, including materials curated from reputable educational websites, teacher-developed content, and supplemental tools that support the learning goals outlined in the syllabus. Every effort is made to ensure these resources are aligned with grade-level standards and are appropriate for classroom use.

If you have any questions about the materials being used or would like to review them in more detail, please feel free to contact me to schedule a meeting. I welcome the opportunity to discuss the curriculum and support your child's learning experience.

Standards covered:

- K-2.VA.1.2
- 6-8.VA.1.1
- 3-5.VA.2.2
- 9-12.VA.2.1
- 9-12.VA.2.2
- 9-12.VA.3.2
- 6-8.VA.4.1

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:

Yes
No

If yes, grades are weighted as follows:

Final Exam/ Extra Credit - 10%

Classwork (Entry Task/Exit Ticket, Skills Practice) - 15%

Participation - 15%

Projects - 60%

Reviewed 08/14/2025

Other information:
POLICY - NO PHONES

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls High School

Course title and description: ART II / INTERMEDIATE DESIGN	**Teacher name and contact information:** BIANCA FIERRO bianca.fierro@sd273.com

Suggested student supplies:

- PENCIL

Board-approved curriculum and supplemental resources:

This course utilizes a variety of curricular resources, including materials curated from reputable educational websites, teacher-developed content, and supplemental tools that support the learning goals outlined in the syllabus. Every effort is made to ensure these resources are aligned with grade-level standards and are appropriate for classroom use.

If you have any questions about the materials being used or would like to review them in more detail, please feel free to contact me to schedule a meeting. I welcome the opportunity to discuss the curriculum and support your child's learning experience.

Standards covered:

- K-2.VA.1.2
- 6-8.VA.1.1
- 3-5.VA.2.2
- 9-12.VA.2.1
- 9-12.VA.2.2
- 9-12.VA.3.2
- 6-8.VA.4.1

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:

Yes
No

If yes, grades are weighted as follows:

Final Exam/ Extra Credit - 10%

Classwork (Entry Task/Exit Ticket, Skills Practice) - 15%

Participation - 15%

Projects - 60%

Reviewed 08/14/2025

Other information:
POLICY - NO PHONES

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls High School

Course title and description: ART III/ADVANCED DESIGN	**Teacher name and contact information:** BIANCA FIERRO bianca.fierro@sd273.com

Suggested student supplies:

- PENCIL

Board-approved curriculum and supplemental resources:
This course utilizes a variety of curricular resources, including materials curated from reputable educational websites, teacher-developed content, and supplemental tools that support the learning goals outlined in the syllabus. Every effort is made to ensure these resources are aligned with grade-level standards and are appropriate for classroom use.

If you have any questions about the materials being used or would like to review them in more detail, please feel free to contact me to schedule a meeting. I welcome the opportunity to discuss the curriculum and support your child's learning experience.

Standards covered:

- K-2.VA.1.2
- 6-8.VA.1.1
- 3-5.VA.2.2
- 9-12.VA.2.1
- 9-12.VA.2.2
- 9-12.VA.3.2
- 6-8.VA.4.1

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:
Yes
No

If yes, grades are weighted as follows:

Final Exam/ Extra Credit - 10%

Classwork (Entry Task/Exit Ticket, Skills Practice) - 15%

Participation - 15%

Projects - 60%

Other information:
POLICY - NO PHONES

Reviewed 08/14/2025

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
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Parent/Guardian Acknowledgment
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Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls High School

Course title and description: **Athletic Conditioning I/II/III** An advanced conditioning class offered to all male students and athletes wanting to gain basic knowledge in conditioning and training to improve athletic performance. Workouts will include weight lifting and conditioning sessions. This class is recommended for all students who plan to participate on any PFHS sports team.	**Teacher name and contact information:** Tanner Brooks, tanner.brooks@sd273.com Luke Roberts, luke.roberts@sd273.com

Suggested student supplies:

- School appropriate athletic attire (shirts and shorts) are required as well as proper athletic, closed-footwear. No crocs, slides, etc.
- Deodorant!!!!!

Other things to have: Waterbottle

Board-approved curriculum and supplemental resources:

This course utilizes a variety of curricular resources, including materials curated from reputable educational websites, teacher-developed content, and supplemental tools that support the learning goals outlined in the syllabus. Every effort is made to ensure these resources are aligned with grade-level standards and are appropriate for classroom use.

Standards covered:

9-12.PE.1.1.1
9-12.PE.2.1.2
9-12.PE.3.1.1
9-12.PE.3.1.2
9-12.PE.3.1.4
9-12.PE.4.1.2

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:

Yes
No

1. Each day is worth 5 points, and will display as a weekly grade in Skyward (20 points/week).
2. Loss of points will result from lack of participation, absences, insubordination, cell phone use, etc.

See effort scale below for reference

5- CHAMPION (Excellent)

- Attitude and effort of a champion,
- Willing to work extra to be the best
- Pushes themselves and others to maximum results
- Does not let pain and fatigue beat them

4- CONTENDER (Successful)

- Enough effort to show positive results
- Must increase intensity to become a champion
- Needs to be pushed to get maximum results
- Pain and fatigue slows them down

Reviewed 08/14/2025

3- PLAYER (Sub-Par)

- Just enough effort to get by
- Does not understand what it takes to be a champion
- Must be watched and pushed to get minimum results
- Pain and fatigue beats them

2- *Pretender* (Not Acceptable)

- Less than minimum effort
- No desire to do what it takes to be good
- Does nothing when not watched
- Stops at the sign of fatigue

0-1 Absence/No Dress/No Participation

*Injured students will be required to provide a physician's note to be excused from participation.

ABSENCES

- Only 9 absences can be made up using google classroom. To earn points for any additional absence (beyond 9) an appointment with your teacher is required.

GOALS & OBJECTIVES:

Students will become familiar with strength training and fitness principles
Students will understand the importance of sound technique
Students will demonstrate proficiency through knowledge, acquired skills, and everyday participation, while improving their strength and endurance

FACILITY RULES:

- Be safe with peers and equipment, be respectful, & be responsible
- Students will have about 5 minutes to change after the tardy bell rings
- Personal items to be left in locker room (phones, headphones, backpacks, purses, etc.)
- Facility and equipment must be treated with respect and put away properly after use
- Always use proper technique to avoid injury
- A spotter is required for all major lifts/movements
- Always use collars on free weight bars (barbells, EZ bars, etc.)
- Rack weights after each lift - do not leave equipment on the floor!
- Do not drop any weights
- No equipment on the benches

PHONE/HEADPHONE POLICY:

No phones or headphones are allowed in class. Phones need to be left in the student's locker or backpack. If a student uses a phone during class the student will take the phone to in-house and follow school protocol and lose 2 participation points for the day.

WHAT DO I WEAR?

ALL CLOTHING MUST COMPLY WITH THE SCHOOL DRESS CODE

- T-Shirt
- Shorts, sweats, or leggings
- Proper gym/athletic shoes.
- NO HATS

Typical Week

(What does it look like?)

Monday-Thursday (2 days in Weight Room, 2 days in a different facility)

1. Dress
2. Warm Up
3. Group Lift - follow the in-class workout
4. Group Conditioning (depending on the class)
5. Clean up and change in locker room

Return this page to your teacher.

I agree to and understand all of the above rules and regulations as outlined by this course description. I will follow these rules and regulations while participating in Weight Training/Athletic Conditioning. *I understand that compliance is necessary for my safety and the safety of others.* I acknowledge that if I do not comply, I may be removed from participation in this course.

Student Name (please print)	**Student Signature**	**Date**
Parent Name (please print)	**Parent Signature**	**Date**
Email Address (PARENT)	**Phone Number (PARENT)**	

Return this page to your teacher.

Student Name: _____

Course: Men's Athletic Conditioning I/II/III

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls High School

Course title and description: **Athletic Conditioning I/II/III** An advanced conditioning class offered to all male students and athletes wanting to gain basic knowledge in conditioning and training to improve athletic performance. Workouts will include weight lifting and conditioning sessions. This class is recommended for all students who plan to participate on any PFHS sports team.	**Teacher name and contact information:** Tanner Brooks, tanner.brooks@sd273.com Luke Roberts, luke.roberts@sd273.com

Suggested student supplies:

- School appropriate athletic attire (shirts and shorts) are required as well as proper athletic, closed-footwear. No crocs, slides, etc.
- Deodorant!!!!!

Other things to have: Waterbottle

Board-approved curriculum and supplemental resources:

This course utilizes a variety of curricular resources, including materials curated from reputable educational websites, teacher-developed content, and supplemental tools that support the learning goals outlined in the syllabus. Every effort is made to ensure these resources are aligned with grade-level standards and are appropriate for classroom use.

Standards covered:

9-12.PE.1.1.1
9-12.PE.2.1.2
9-12.PE.3.1.1
9-12.PE.3.1.2
9-12.PE.3.1.4
9-12.PE.4.1.2

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:

Yes
No

1. Each day is worth 5 points, and will display as a weekly grade in Skyward (20 points/week).
2. Loss of points will result from lack of participation, absences, insubordination, cell phone use, etc.

See effort scale below for reference

5- CHAMPION (Excellent)

- Attitude and effort of a champion,
- Willing to work extra to be the best
- Pushes themselves and others to maximum results
- Does not let pain and fatigue beat them

4- CONTENDER (Successful)

- Enough effort to show positive results
- Must increase intensity to become a champion
- Needs to be pushed to get maximum results
- Pain and fatigue slows them down

3- PLAYER (Sub-Par)

- Just enough effort to get by
- Does not understand what it takes to be a champion
- Must be watched and pushed to get minimum results
- Pain and fatigue beats them

2- *Pretender* (Not Acceptable)

- Less than minimum effort
- No desire to do what it takes to be good
- Does nothing when not watched
- Stops at the sign of fatigue

0-1 Absence/No Dress/No Participation

*Injured students will be required to provide a physician's note to be excused from participation.

ABSENCES

- Only 9 absences can be made up using google classroom. To earn points for any additional absence (beyond 9) an appointment with your teacher is required.

GOALS & OBJECTIVES:

Students will become familiar with strength training and fitness principles
Students will understand the importance of sound technique
Students will demonstrate proficiency through knowledge, acquired skills, and everyday participation, while improving their strength and endurance

FACILITY RULES:

- Be safe with peers and equipment, be respectful, & be responsible
- Students will have about 5 minutes to change after the tardy bell rings
- Personal items to be left in locker room (phones, headphones, backpacks, purses, etc.)
- Facility and equipment must be treated with respect and put away properly after use
- Always use proper technique to avoid injury
- A spotter is required for all major lifts/movements
- Always use collars on free weight bars (barbells, EZ bars, etc.)
- Rack weights after each lift - do not leave equipment on the floor!
- Do not drop any weights
- No equipment on the benches

PHONE/HEADPHONE POLICY:

No phones or headphones are allowed in class. Phones need to be left in the student's locker or backpack. If a student uses a phone during class the student will take the phone to in-house and follow school protocol and lose 2 participation points for the day.

WHAT DO I WEAR?

ALL CLOTHING MUST COMPLY WITH THE SCHOOL DRESS CODE

- T-Shirt
- Shorts, sweats, or leggings
- Proper gym/athletic shoes.
- NO HATS

Typical Week

(What does it look like?)

Monday-Thursday (2 days in Weight Room, 2 days in a different facility)

1. Dress
2. Warm Up
3. Group Lift - follow the in-class workout
4. Group Conditioning (depending on the class)
5. Clean up and change in locker room

Return this page to your teacher.

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Student Name (please print)	**Student Signature**	**Date**
Parent Name (please print)	**Parent Signature**	**Date**
Email Address (PARENT)	**Phone Number (PARENT)**	

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
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Instructional content may include:

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- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

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Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls High School

Course title and description: **Athletic Conditioning I/II/III** An advanced conditioning class offered to all male students and athletes wanting to gain basic knowledge in conditioning and training to improve athletic performance. Workouts will include weight lifting and conditioning sessions. This class is recommended for all students who plan to participate on any PFHS sports team.	**Teacher name and contact information:** Tanner Brooks, tanner.brooks@sd273.com Luke Roberts, luke.roberts@sd273.com

Suggested student supplies:

- School appropriate athletic attire (shirts and shorts) are required as well as proper athletic, closed-footwear. No crocs, slides, etc.
- Deodorant!!!!!

Other things to have: Waterbottle

Board-approved curriculum and supplemental resources:

This course utilizes a variety of curricular resources, including materials curated from reputable educational websites, teacher-developed content, and supplemental tools that support the learning goals outlined in the syllabus. Every effort is made to ensure these resources are aligned with grade-level standards and are appropriate for classroom use.

Standards covered:

9-12.PE.1.1.1
9-12.PE.2.1.2
9-12.PE.3.1.1
9-12.PE.3.1.2
9-12.PE.3.1.4
9-12.PE.4.1.2

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

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Yes
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1. Each day is worth 5 points, and will display as a weekly grade in Skyward (20 points/week).
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0-1 Absence/No Dress/No Participation

*Injured students will be required to provide a physician's note to be excused from participation.

ABSENCES

- Only 9 absences can be made up using google classroom. To earn points for any additional absence (beyond 9) an appointment with your teacher is required.

GOALS & OBJECTIVES:

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FACILITY RULES:

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- No equipment on the benches

PHONE/HEADPHONE POLICY:

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WHAT DO I WEAR?

ALL CLOTHING MUST COMPLY WITH THE SCHOOL DRESS CODE

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(What does it look like?)

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Student Name (please print)	**Student Signature**	**Date**
Parent Name (please print)	**Parent Signature**	**Date**
Email Address (PARENT)	**Phone Number (PARENT)**	

Return this page to your teacher.

Student Name: _____

Course: _____

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Please indicate your preference below:

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Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls High School

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Suggested student supplies:

- School appropriate athletic attire (shirts and shorts) are required as well as proper athletic, closed-footwear. No crocs, slides, etc.
- Deodorant!!!!!

Other things to have: Waterbottle

Board-approved curriculum and supplemental resources:

This course utilizes a variety of curricular resources, including materials curated from reputable educational websites, teacher-developed content, and supplemental tools that support the learning goals outlined in the syllabus. Every effort is made to ensure these resources are aligned with grade-level standards and are appropriate for classroom use.

Standards covered:

9-12.PE.1.1.1
9-12.PE.2.1.2
9-12.PE.3.1.1
9-12.PE.3.1.2
9-12.PE.3.1.4
9-12.PE.4.1.2

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:

Yes
No

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See effort scale below for reference

5- CHAMPION (Excellent)

- Attitude and effort of a champion,
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0-1 Absence/No Dress/No Participation

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ABSENCES

- Only 9 absences can be made up using google classroom. To earn points for any additional absence (beyond 9) an appointment with your teacher is required.

GOALS & OBJECTIVES:

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PHONE/HEADPHONE POLICY:

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WHAT DO I WEAR?

ALL CLOTHING MUST COMPLY WITH THE SCHOOL DRESS CODE

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- Shorts, sweats, or leggings
- Proper gym/athletic shoes.
- NO HATS

Typical Week

(What does it look like?)

Monday-Thursday (2 days in Weight Room, 2 days in a different facility)

1. Dress
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Student Name (please print)	**Student Signature**	**Date**
Parent Name (please print)	**Parent Signature**	**Date**
Email Address (PARENT)	**Phone Number (PARENT)**	

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
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Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
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Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls High School

Course title and description:	**Teacher name and contact information:**
Basic Algebra: The purpose of this course is to provide specialized academic instruction for special education students. They will be exposed to the use of different models, such as number lines, fraction bars, and coins, in order to help students see the math process. • Lessons are composed of two parts: one part to develop understanding of math concepts, and one part to apply those concepts in problem-solving situations. • The development of key concepts is spread across the program to provide more time with each concept. • Ongoing practice with math skills is part of every lesson.	Bronson Gerl bronson.gerl@sd273.com Dean Strawn dean.strawn@sd273.com

Suggested student supplies:
Writing utensil
Calculator
Composition Notebook

Board-approved curriculum and supplemental resources:
Trans Math, Voyager Sopris Learning

Standards covered: **HS.A-CED.A.1, HS.A-CED.A.2, HS.A-REI.B.3, HS.A-REI.C.5, HS.A-REI.D.10, HS.A-REI.D.11,**

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F

Reviewed 08/14/2025

(below 60).

Grades in this course are weighted:
Yes
No

Other information: Cell Phone Policy: See student handbook
Attendance policy: **See student handbook**

Extra Credit: I do not provide extra credit, because I do not give homework, you may turn in late assignments for full credit up until the end of the semester when grades for the semester are locked

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
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- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls High School

Course title and description:	**Teacher names and contact information:**
Biology This is a laboratory course emphasizing the process and skills of scientific investigation through the study of living things.	Ms. Cooney samantha.cooney@sd273.com Mr. McKain joshua.mckain@sd273.com Mr. Stewart riley.stewart@sd273.com Mr. Birdsell max.birdsell@sd273.com Ms. Sarha emily.sarha@sd273.com

Suggested student supplies:

Strongly suggested: pencils, composition book/notebook, folders/binders, highlighters
Other supplies to consider: colored pencils, 3x5 cards, sticky notes

Board-approved curriculum and supplemental resources:

HMH Science Dimensions - Biology

Standards covered:

HS-LS-1.1, HS-LS-1.2, HS-LS-1.3, HS-LS-1.4, HS-LS-1.5, HS-LS-1.6, HS-LS-1.7, HS-LS-2.1, HS-LS-2.2, HS-LS-2.3, HS-LS-2.4, HS-LS-2.5, HS-LS-2.6, HS-LS-2.7, HS-LS-3.1, HS-LS-3.2, HS-LS-3.3, HS-LS-4.1, HS-LS-4.2, HS-LS-4.3, HS-LS-4.4, HS-LS-4.5

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:
- Yes
- No

If yes, grades are weighted as follows:
- Tests: 50%
- Labs/Projects: 30%
- Classwork: 10%
- Final Exam: 10%

Reviewed 08/14/2025

Other information:

Topics Covered:

Quarter 1:

Topic 1 - Introduction to Biology - Characteristics of life, levels of organization, homeostasis (Chapters 1 and 2)

Topic 2 - Cells - Carbon compounds, cell structures, cell types, tissues (Chapter 1)

Topic 3 - Cell Division - Cell cycle, mitosis, cell differentiation (Chapter 5)

Quarter 2:

Topic 4 - Matter and Energy in Living Systems - ATP, photosynthesis, cellular respiration (Chapter 3)

Topic 5 - Structure and Function of DNA - DNA structure and replication, protein synthesis, gene expression and regulation (Chapter 6)

Quarter 3:

Topic 6 - Genetics and Heredity - Meiosis, heredity, traits and probability, mutations, diversity of life (Chapter 7)

Topic 7 - Evolution - Theory of Natural Selection, evidence of evolution, changes in species, evolution of behavior (Chapters 8 and 9)

Quarter 4:

Topic 8 - Ecology and Human Impacts on the Environment - movement of energy and matter in ecosystems, population ecology, human impacts on the environment

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls High School

Course title and description:	**Teacher name and contact information:**
<u>Student Council/Leadership</u>: Students that have been elected to be leaders in the student body who promote school spirit, lead fundraisers, and activities for the student body. The main focus is to grow the community within our school.	Teacher: Mr. Max Birdsell Email: max.birdsell@sd273.com Phone: 773-0581 ext 6144

Suggested student supplies:

- **ASB Notebook (Supplied)**
- **Pencil/Pen**
- **Fresh Ideas**
- **Team Mentality**
- **Great Attitude**

Board-approved curriculum and supplemental resources:

Standards covered:

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:

Yes
No

If yes, grades are weighted as follows:

Other information:

Enrollment in the leadership/ASB class is not required to be a part of the

Reviewed 08/14/2025

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
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Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls High School

Course title and description:	**Teacher name and contact information:**
Business Management In the High School Business Management class, students will embark on a project-based journey to master essential business concepts, including Foundations of Management, Human Resource Management, Planning, Finance & Ethics, Leadership & Goal-Setting, and Promotion.	Megan Lemon Room 207 (208)773-0581 ex. 6207

Suggested student supplies:

Board-approved curriculum and supplemental resources:
This course utilizes a variety of curricular resources, including materials curated from reputable educational websites, teacher-developed content, and supplemental tools that support the learning goals outlined in the syllabus. Every effort is made to ensure these resources are aligned with grade-level standards and are appropriate for classroom use.

If you have any questions about the materials being used or would like to review them in more detail, please feel free to contact me to schedule a meeting. I welcome the opportunity to discuss the curriculum and support your child's learning experience.

Standards covered:
2025 Business Management Program Standards:
1.0, 1.1, 1.1.1, 1.1.2, 1.1.3, 2.0, 2.1, 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.2, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.3, 2.3.1, 2.3.2, 2.3.3, 2.3.4, 2.4, 2.4.1, 2.4.2, 2.4.3, 2.4.4, 3.0, 3.1, 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.1.7, 3.2, 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.3, 3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.3.5, 4.0, 4.1, 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.2, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.2.5, 4.2.6, 5.0, 5.1, 5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.1.5, 5.2, 5.2.1, 5.2.2, 5.2.3, 5.2.4, 5.2.5, 5.2.6, 5.2.7, 6.0, 6.1, 6.1.1, 6.1.2, 6.1.3, 6.2, 6.2.1, 6.2.2, 6.2.3, 7.0, 7.1, 7.1.1, 7.1.2, 7.1.3, 7.1.4, 8.0, 8.1, 8.1.1, 8.1.2, 8.1.3, 8.1.4, 8.1.5, 8.1.6, 8.1.7, 8.1.8, 8.1.9, 8.1.10, 8.1.11, 8.1.12, 9.0, 9.1, 91.1, 9.1.2, 9.1.3, 10.0, 10.1, 10.1.1, 10.1.2, 10.1.3, 10.1.4, 10.1.5, 10.1.6, 10.2, 10.2.1, 10.2.2, 10.2.3, 10.2.4, 11.0, 11.1, 11.1.1, 11.1.2, 11.1.3, 11.1.4, 12.0, 12.1, 12.1.1, 12.1.2, 12.1.3, 12.1.4, 12.1.5, 12.1.6, 12.1.7, 12.1.8

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:
Yes
No

If yes, grades are weighted as follows:
Classwork: 90%
Final: 10%

Reviewed 08/14/2025

Other information:

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls High School

Ceramics 1: Students will utilize all phases of basic hand-building techniques with clay. Techniques include: pinch, slump, slab, coil, extruded, and sculpture. Tests, quizzes, projects and sketchbook/notebook are part of the final for class.	**Teacher:** **Amber Steele Poelstra** amber.poelstra@sd273.com 208-773-0581

Suggested student supplies:
8.5x11 Spiralbound Sketchbook (blank paper *no lines)
Pencil

Board-approved curriculum and supplemental resources:
This course utilizes a variety of curricular resources, including materials curated from reputable educational websites, teacher-developed content, and supplemental tools that support the learning goals outlined in the syllabus. Every effort is made to ensure these resources are aligned with grade-level standards and are appropriate for classroom use.

If you have any questions about the materials being used or would like to review them in more detail, please feel free to contact me to schedule a meeting. I welcome the opportunity to discuss the curriculum and support your child's learning experience

Standards covered:
9-12.VA.1.1,9-12.VA.2.1,9-12.VA.2.2,9-12.VA.2.3,9-12.VA.3.1,9-12.VA.3.2,9-12.VA.4.19-12.VA.4.2,9-12.VA.5.1

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:
Yes
No

If yes, grades are weighted as follows:

Other information:

Reviewed 08/14/2025

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
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Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls High School

Ceramics 2: A course for students interested in further developing their basic skills and working more in depth with clay. Students will increase their understanding of three dimensional art forms and other sculpture processes including the pottery wheel. This class will challenge students to apply their basic skills from Ceramics I.	**Teacher contact Info:** **Amber Steele Poelstra** amber.poelstra@sd273.com 208-773-0581

Suggested student supplies:
8.5x11 Spiralbound Sketchbook (blank paper *no lines)
Pencil

Board-approved curriculum and supplemental resources:
This course utilizes a variety of curricular resources, including materials curated from reputable educational websites, teacher-developed content, and supplemental tools that support the learning goals outlined in the syllabus. Every effort is made to ensure these resources are aligned with grade-level standards and are appropriate for classroom use.

If you have any questions about the materials being used or would like to review them in more detail, please feel free to contact me to schedule a meeting. I welcome the opportunity to discuss the curriculum and support your child's learning experience

Standards covered:
9-12.VA.1.1,9-12.VA.2.1,9-12.VA.2.2,9-12.VA.2.3,9-12.VA.3.1,9-12.VA.3.2,9-12.VA.4.19-12.VA.4.2,9-12.VA.5.1

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:
Yes
No

If yes, grades are weighted as follows:

Other information:

Reviewed 08/14/2025

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

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- Information about abstinence
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Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

University of Idaho
Dual Credit Program

Art 261, Ceramics 1

High School Course Name: Advanced Ceramics Studio

Amber Steele Poelstra
Post Falls High School
Post Falls, Idaho
Email: amber.poelstra@sd273.com
Phone: 208-773-0581
I will try to respond to your email within 24 hours.

Casey Doyle
University of Idaho Faculty Liaison
Email: jcdoyle@uidaho.edu

YEAR: 2026-2027 **TERM:** Fall **CREDIT HOURS:** 3

PREREQUISITES: Successful Completion of PFHS Ceramics 1 &2

TEXTBOOK: Spiral bound Sketchbook .

COURSE DESCRIPTION

Introductory studio environment with emphasis on basic design principles and techniques, hand-built forming methods, development and articulation of individual design criteria, and glaze and surface experimentation. Two 3-hour studios a week and assigned work.

COURSE OVERVIEW

This course is an introduction to the art and craft of making ceramic art. You will be taught proper construction and finishing techniques so that you may gain a comprehensive understanding of clay as a material and its near-limitless capabilities. You will be exposed to historic and contemporary works to aid in exploration of cultural, functional, aesthetic, and expressive uses of clay. Projects will be assigned that explore several different construction techniques and a variety of methods for treating the ceramic surface. In addition to exploring the physical fundamentals of ceramics, we will discuss ways that ideas, emotions, and concepts are expressed through 3- dimensional forms.

ASSIGNMENTS

ASSIGNMENTS
There will be a total of FOUR major projects and small exercises this semester:
- P1: SURFACE TECHNIQUES
- P2: ENCLOSED
- P3: SLAB BUILT
- P4: ARNOLD PALMER

PRESENTATION
Each student will deliver a presentation on a ceramic artist of their choosing.

*In all work, emphasis will be placed on finding imaginative solutions to the problems, on developing skills with a variety of materials and processes, and on increasing your familiarity with the attributes of 3-dimensional art.
At the successful completion of the course students will demonstrate:
- Increased ability to develop their own ideas and forms
- A fuller understanding of fundamental ceramic concerns such as structure, form, and surface
- Development of skills using a variety of tools, processes and techniques
- Familiarity with and understanding of historical and contemporary attributes of ceramic art

▪ The ability to discuss ideas related to topics and to discuss their own and fellow students' work in both the studio and gallery settings

COURSE REQUIREMENTS
▪ Attend all classes and demos
▪ Complete four major projects and exercises
▪ Prepare for the start of each major project by coming to class with sketches prepared in advance ▪ Participate in classroom discussions
▪ Participate and attend all critiques
CRITIQUES
Be prepared to discuss your work in terms of ideas/inspiration, strengths and shortcomings. Issues to think about:
intention, aesthetics, content, craft, historical precedents. Might the work inspire a series?
Projects must be finished in time for critiques. Works-in-progress will not be critiqued nor receive credit.
CRITIQUE TIPS: Getting the most from group analysis:

- Art often inspires contradictory points of view. If your project elicits contradictory feedback, how can you use

the information to the benefit of your work?

- How do you process constructive criticism? Do you make the most of constructive criticism? Do you journal

feedback?

- Art can be evaluated in an array of ways. In what analytic areas are you most comfortable: aesthetics, content,

historical/social context, craftsmanship? How can you polish areas in which you are less comfortable or informed?

- Think first. There is limited time to spend on each evaluated artwork; therefore, statements should be thoughtful and concise.
- Practice speaking honestly as this fosters growth in all participants.

STUDIO ACTIVITY

- Each student is responsible to come to class ready to work. Individual work areas and shop cleaning is

mandatory. Clean up after yourself, store your work-in-progress in the designated areas, and observe all safety
regulations.

GRADING

GRADING
Projects will be graded based on the following criteria:
▪ understanding and interpretation of the objectives of assignments
▪ time and energy invested in thinking about and executing your work
▪ quality of your concepts (imaginativeness) and your technical execution (craftsmanship) relative to your intentions.
▪ overall progress and development in your major area

Each project must be completed on time. All students are required to keep a sketchbook that should contain project ideas, thoughts, drawings, observations, etc. It is essential that you attend all critiques. Your full

participation in all aspects of discussion and exhibition is essential to do well in this class. The letter grade you receive will be based on:

75% = Project evaluation. Projects are evaluated on clarity of intention, ambition, creativity, effort, execution, craftsmanship, and progress.
25% = Participation in discussions and critiques, progress and sketchbooks.

Excellent (A) projects are: ambitious, compelling, aesthetically resolved and deliberately crafted. Above Average (B) projects: resolution and/or intention are very good, but not fully developed. Average (C) projects: underdeveloped in one or more of the following areas: concept, aesthetics or craftsmanship. Below Average (D, F) projects: fall short of an assignment's objective, are unresolved in terms of concept, aesthetics and craftsmanship.

Grades are shaped by growth, curiosity, motivation and a positive attitude towards learning. Grades are not issued from project to project; the above-listed criteria is synthesized at the end of the semester. If you would like feedback on your general 'grade range', please talk to me. Incompletes are rarely given, and then only in
relationship to illness, a documented death in the family or highly unusual life circumstance.

Important:

In order to advance to the next level, students must have a minimum of 70 percent to pass individual courses. To be more successful in the next level, students should try to achieve 80 percent or higher in individual courses. A GPA less than 2.0 indicates unsatisfactory progress and student may be placed on academic probation.

Grade Standards:

A (90 - 100 percent): Pass course
B (80 - 89 percent): Pass course
C (70 - 79 percent): Pass course
D (60 - 69 percent): Must repeat course
F (Below 60 percent): Must repeat course

The high school grade may be recorded as a numerical grade while the university grade will be recorded as a letter grade only. **High school and university grades may differ from each other, depending on your teacher's and/or high school's grading policies.**

Final grades are posted in MyUI.

Academic Integrity

"Please note that Dual Credit students are held to the same student standards found in the University of Idaho, Student Code of Conduct, which can be viewed at https://www.uidaho.edu/student-affairs/dean-of-students/student- conduct/student-code-of-conduct. Definitions of cheating, plagiarism and other

forms of academic dishonesty, as well as, policies and procedures for handling such cases are included."

Dual Credit Policies

Dates and Deadlines

Adding or Dropping Courses: To drop or withdraw from a course, dual credit students must submit a request through DualEnroll. The high school counselor will approve or deny the request; if approved, it will be processed through MyUI. Students must confirm all course changes by logging on to MyUI—MyUI is the official record.

- A "drop" is when a student unenrolls from a course within the posted drop/add period and does not receive a "W" (withdrawal from course). A dropped course is not transcripted.
- A "withdrawal" is when a student unenrolls from a course after the posted drop/add. A grade of "W" will be transcripted. This will not affect the student's college grade point average; however, they should check their high school's policy on how a "W" affects their high school grade point average and eligibility for participating in high school activities and programs.
- If a student withdraws or fails to earn credit for a course paid for by Advanced Opportunities, they must subsequently pay for a similar course to be eligible for further Advanced Opportunities funding.

Center for Disability Access and Resources (CDAR)

The University of Idaho is committed to ensuring an accessible learning environment where course or instructional content are usable by all students and faculty. If you believe that you require disability-related academic adjustments for this class (including pregnancy-related disabilities), please contact Center for Disability Access and Resources (CDAR) to discuss eligibility. A current accommodation letter from CDAR is required before any modifications, above and beyond what is otherwise available for all other students in this class will be provided. Please be advised that disability-related academic adjustments are not retroactive. CDAR is located at the Bruce Pitman Building, Suite 127. The phone number is 208-885-6307 and e-mail is cdar@uidaho.edu. For a complete listing of services and current business hours visit Center for Disability Access and Resources

Help and Resources

The University of Idaho provides student support to ensure a successful learning experience. The Dual Credit Website contains information about the Dual Credit program at the University of Idaho.

MyUI contains official University of Idaho student records. MyUI is the site students use to access student account/billing information, verify enrollment, and grades.

VandalMail is the official University of Idaho email service. Students should check their account on a regular basis or forward to your regular checked e-mail account.

Canvas is the University of Idaho's course management system. Please ask your instructor if your course requires you to login to Canvas.

Course Evaluations: Student evaluation of teaching has two purposes: To assist individual instructors in improving their own teaching; and to assist academic administrators in counseling instructors about their

teaching. Student evaluations are carefully weighed as a factor in judging the teaching component in tenure, promotion, and salary determinations. Click here to access your student dashboard to see course evaluation status for any class you are enrolled in.

Library Help: The library website has many databases that will help you find relevant and reliable books, articles, images, and more. Do not hesitate to contact a librarian for research assistance.

- UIDAHO Library
- UIDAHO Library (Off Campus)
- Help – Reference Services

Technology Help: The U of I Student Technology Center provides many technology-related services to students.

- PHONE: 208-885-HELP (208-885-4357)
- support@uidaho.edu
- Office of Information Technology

Post Falls School District Course Syllabus

School: Post Falls High School

Course title and description:
Chemistry
This course aims to explain the behavior and properties of matter at the most fundamental level. By understanding and applying how this behavior affects the world around us we are able to see the world in a different way. The goal of this course is to show students the observations and ideas that helped form our current essential knowledge of chemistry. This class relies on skills taught in mathematics, and will require problem solving and application of those mathematical skills.

Teacher name and contact information:

Corey Neal
corey.neal@sd273.com

Emily Edlund
emily.edlund@sd273.com

Max Birdsell
max.birdsell@sd273.com

Suggested student supplies:
- Highlighter or colored pencils
- Writing utensil(s)-pen, pencil, etc.
- Access to the Internet

Board-approved curriculum and supplemental resources:
This course will be taught using the *Pearson: Chemistry* textbook and curriculum. The textbook is available in class or online. ***All assignments will be turned in on google classroom or in person.*** Some time each week will need to be devoted to these activities and will require some online access. If this is not possible (library, before or after school, friends/relatives house) arrangements must be made before the assignment is due.

Standards covered:
Topics for Chemistry
- Semester 1
  - Quarter 1- (Measuring, The Periodic Table, and Forces that Act on Atoms)
    - Standards: HS-PSC-1.1, HS-PSC-1.2, HS-PSC-1.3, HS-PSC-1.5, HS-PSC-2.1, HS-PSC-2.4, HS-PSC-3.3
  - Quarter 2- (Chemical reactions, Conservation of Mass, and Solutions)
    - Standards: HS-PSC-1.2, HS-PSC-1.5, HS-PSC-2.1, HS-PSC-2.4, HS-PSC-3.3
- Semester 2
  - Quarter 3 - (Thermochemistry, Equilibrium, and Gas Laws)
    - Standards: HS-PSC-1.1, HS-PSC-1.3, HS-PSC-2.2, HS-PSC-2.3, HS-PSC-2.4, HS-PSC-2.5, HS-PSC-3.5
  - Quarter 4 - (Nuclear Chemistry, Redox, and Application of Chemistry)
    - Standards: HS-PSC-1.3, HS-PSC-1.4, HS-PSC-2.2, HS-PSC-2.3, HS-PSC-2.5, HS-PSC-3.1, HS-PSC-3.2, HS-PSC-3.4

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:
Yes

Reviewed 9/1/2026

No

If yes, grades are weighted as follows:

- Practice Problems (Classwork)- 10% of final grade
- Notes (Homework)- 10% of final grade
- Labs- 20% of final grade
- **Weekly Participation** and Performance in Labs and Activities- 10% of final grade (based on on-time work)
- Tests and Quizzes- 30% of final grade
- Semester Project- 10% of final grade
- Semester Final Exam- 10% of final grade

Other information:

Lab Safety: In this class, we will be dealing with some potentially hazardous and dangerous chemicals. It is of the utmost importance that proper laboratory procedures are followed during lab day. Long hair must be tied back, closed-toed shoes and safety goggles must be worn at all times during labs. Do not wear loose or extremely tight fitting clothing during laboratory procedures in case of accidental chemical spills or Bunsen burner fires. These rules for lab safety will be strongly enforced. You will not be permitted to complete the lab if you are not dressed appropriately.

Cell Phone Policy: There will be ABSOLUTELY NO PHONES OR HEADPHONES ALLOWED DURING TIMES ONCE YOU ENTER THE CLASSROOM as per school policy.

AI Policy: The emergence of artificial intelligence has created a new space that is rapidly changing how students and teachers interact in the classroom. It is my goal to let students use new technology as much as possible, but there is a limit to what I expect from AI. I aim to be clear what I expect but this can change if new technology presents an issue, and this list can change if that occurs.

Acceptable uses of Artificial Intelligence	Unacceptable uses of Artificial Intelligence
Generating images for projects	Generating text responses
Asking for clarification	Formula solving tools
Getting help on a formula or vocabulary word	Copy and pasting directly from an AI source
	Passing off AI responses as your own work

Make-up and Late Work Policy:

Practice Problems/Labs/Notes

- THERE ARE NO MAKEUPS OR LATE WORK ACCEPTED IN THESE CATEGORIES (Few exceptions)
- It is expected that your student knows that these will be done every week regardless of circumstance.

- Obvious expectations and considerations will be given, but remember this, “It is better to be proactive, than reactive”. If you tell me before it is due, I am much more likely to consider the situation than if it is after the due date.
- Google classroom will record when you turn it in, so make sure you have hit “submit” when you are finished so you don’t risk it being marked “Late”

Quiz Make-ups

- Quizzes can be made up in class
- If you have not taken the quiz yet **YOU ARE NOT ELIGIBLE FOR THE RETAKE**.

Test Corrections

- Up to 50% of the point value(s) missed on **1 test a semester** may be made up under the following conditions:
  - All classwork assignments, homework, and labs must be completed and turned in on time. If these requirements are not met, you will not be allowed to complete test corrections. **NO EXCEPTIONS!!!!!**
  - All assigned online remediation must be completed
  - Test corrections can only be made up during a scheduled time, before or after school.

Reviewed 9/1/2026

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls High School

Course title and description: Choir	**Teacher name and contact information:**
In Concert Choir, students will learn about the individual singer by developing singing technique, increasing knowledge of one's own voice, and developing music literacy through classroom instruction. Students will learn about the choral ensemble as well as develop and demonstrate ensemble skills through performance.	Melody McLeod melody.mcleod@sd273.com (208) 773-0581 ext. 6114

Suggested student supplies:

- 1 inch 3-ring binder
- Pencil
- Semi-formal performance attire:
    - Male students
        - black dress pants
        - white long sleeve button-up shirt
        - black dress shoes
        - black socks
        - black belt
    - Female students
        - black dress **or** black dress pants/skirt with a black blouse
        - black tights or nylons with dresses or skirts that are shorter than ankle length
        - black flats or dress shoes (students are discouraged from wearing heels for noise, height, and safety purposes)
    - Avoid clothing with rips, holes, visible patterns, bling or glitter, writing, logos, etc.

Board-approved curriculum and supplemental resources:

Texas UIL Prescribed Music List

This course utilizes a variety of curricular resources, including materials curated from reputable educational websites, teacher-developed content, and supplemental tools that support the learning goals outlined in the syllabus. Every effort is made to ensure these resources are aligned with grade-level standards and are appropriate for classroom use.

If you have any questions about the materials being used or would like to review them in more detail, please feel free to contact me to schedule a meeting. I welcome the opportunity to discuss the curriculum and support your child's learning experience.

Standards covered:

L3.MU:E.1.1
L3.MU:E.1.2
L3:MU:E.2.1

Reviewed 08/14/2025

L3:MU:E.3.1
L3:MU:E.3.2
L3:MU:E.3.3
L3:MU:E.4.1
L3:MU:E.5.1
L3:MU:E.5.2

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:
Yes
No

If yes, grades are weighted as follows:

Rehearsals and Daily Participation: 40%
Performances: 40%.
Assignments and Tests: 20%

Other information:

Choir is a co-curricular class, which means that there are curricular expectations that extend beyond the classroom. This can and will include required after school rehearsals as well as performances. Students are expected to attend all scheduled events.

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
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Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls

Course title and description:	**Teacher name and contact information:**
College Prep Math Concepts covered from the Algebra 1, Geometry, and Algebra 2 Curriculum. Concepts covered in Dave Ramsey Personal Finance course	Matt Doherty Matthew.Doherty@sd273.com

Suggested student supplies:

Notebook or binder with paper, calculator, and writing utensils.

Board-approved curriculum and supplemental resources:

PFHS Developed curriculum and KUTA-supporting software

Standards covered: Algebra – Seeing Structure in Expressions A.SSE.A.1, A.SSE.B.3; Arithmetic w/ Polynomials and Rational Expressions A.APR.A.1; Creating Equations A.CED.A.2-4; Reasoning with Equations and Inequalities A.REI.A., A.REI.B.3, A.REI.C.6; Functions – Interpreting FunctionsF.IF.B.6, F.IF.C.7; Building Functions F.BF.A.1; Linear, Quadratics, and Exponentials F.LE.A.2; Geometry – Congruence G.CO.B.7; Similarity, Right Triangle, and Trigonometry G.SRT.A.2, G.SRT.C.6; Measurement and Dimensions G.GMD.A.3

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:
No

Grading Scale:

- Classwork/Homework 25%
- Quizzes 25%
- Tests 40%
- Final Exam 10%

Google Classroom Codes:

3rd period:	4th period:	6th period:
Hhrmhh42	**vya6dlkx**	**qjbomwxd**

Reviewed 09/1/2026

Course Description:
This course is for high school seniors with an emphasis placed on the ideas that are not necessarily algebra based. Topics include: historical math, pythagorean numbers, interest and investment, coordinate geometry, probability, and logic.

Course Outline:

1) Problem Solving/Critical Thinking
2) Set Theory
3) Number Theory & The Real Number System
4) Algebra: Equations & Inequalities
5) Algebra: Graphs, Functions, & Systems
6) Consumer Math & Financial Management
7) Measurement
8) Geometry
9) Counting Methods & Probability

Google Classroom:
All students must be in the google classroom. Every assignment and notes will be posted here.

Homework:
Much of the work in this class is designed to be completed in class. Any work incomplete will need to be completed as homework and turned in on the required day for credit.

Late Work vs Make-up Work:
Late Work will be accepted for full credit if turned in within 1 week of the due date.
Makeup Work is accepted for **excused absences**. You will receive 1 day for each continuous absent day (2 days missed=2 days makeup time). Students should ask the teacher for missing work, or download from the google classroom. It is not the teacher's responsibility to provide work when back.

Extra Help:
Students can schedule extra time and help before, during lunch, and after school, but must communicate beforehand to schedule. I have 2d period prep and can be available if needed and permission from the current 2nd period teacher has been received.

Communication:
Parents, you are strongly encouraged to track your student's progress oline. Family/Student Access can be found on our district website www.pfsd.com. Grades are updated weekly. Students will be encouraged to track their own learning, ask questions, ask for help (in class or ask for out of class options). Parents and students can email me directly at any time for any reason. I will get back to you within 48 hours.

Classroom Expectations:
RESPECT yourself and others. All school policies found in the student handbook will be upheld in the classroom. Remember that food, drink (other than enclosed water containers, hats, and electronic devices are not allowed in the classroom.

CELL PHONE POLICY:
In order to ensure academic success, student electronic devices will not be used during class time. If a prohibited electronic device is used, (this includes cell phones and earbuds) you will be asked to take the device to surrender it in the In House Suspension room in our office per our student handbook. Your parent, guardian or anyone on the Skyward emergency contact list will be responsible for picking up the item. Parents: Please refrain from contacting your student through text or phone during classroom time. If a circumstance occurs that requires immediate attention, please contact the office 1-208-773-0581.

Tardy Policy According to Student Handbook:
Per semester: 2 unexcused tardies detention. 4=in-house suspension. 6+ = Friday school.

Reviewed 09/1/2026

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
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Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls High School

Course title and description: Concert Band
General instrumental ensemble open to all interested students. This course will focus on the performance aspects of concert and marching band literature, basic music theory, and history of works being performed. Students will participate in at least 3 concerts, as well as parades, football games and homecoming festivities. Students may participate in Basketball Pep Band, and audition for the Jazz Ensemble.

Teacher name and contact information:
Joel Sandford
joel.sandford@sd273.com
(208)-773-0581

Suggested student supplies:
Personal Instrument and related accessories
Folder/Binder with plastic inserts and divider
Pencils
Sound Innovations: Intermediate Concert Band method book - Instrument Specific

Board-approved curriculum and supplemental resources:

Supplemental Resources: Sound Innovations: Intermediate Concert Band Method
Texas UIL Concert Band Prescribed Music List

Standards covered:
L2.MU:E.2.1, L2.MU:E.3.1, L2.MU:E.3.2, L2.MU:E.3.3, L2.MU:E.5.1, L2.MU:E.5.2,

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:
Yes
No

If yes, grades are weighted as follows:

Daily Performance:	25%
Playing Tests/ Assignments:	10%
Performances:	45%
EOCA:	10%
Performance Project:	10%

Other information:
Concert Band is a Co-Curricular class, which means that there are curricular expectations that extend beyond the classroom. This can and will include required afterschool rehearsals as well as performances. Students are expected to attend all scheduled events.

Reviewed 08/14/2025

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
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Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls High School

Course title and description: STRETCH and TONE Course Description: Stretch and Tone is related to the flexibility component of physical fitness. This class will utilize flexibility techniques that can enhance movement performance and prevent injuries. Having a level of flexibility is important for proper movement. This class will synthesize physical movement, flexibility and muscular strength/endurance.	**Teacher name and contact information:** Amy Robertson amy.robertson@sd273.com School phone number: 208-773-0581

Suggested student supplies:

Rules and Expectations:

- Stretch and tone class is **graded daily** based on participation and effort by the student and appropriate dress. Please come prepared to participate and have appropriate clothing and shoes. **NO JEANS**! Lockers will be provided with time to change. Restroom use needs to take place before class starts.Students can earn up to 5 points per day. Students will lose points for non participation, low effort or inappropriate clothing.

- Shoes may not be worn in the wrestling room and will be placed in a designated area during class. However, appropriate shoes are required in case the class has an activity outside of the wrestling room. For example- Aux gym, outside or upstairs.

Board-approved curriculum and supplemental resources:

On occasion, media is utilized to demonstrate different techniques and movements. The class may view different workouts via youtube.com including yoga, dynamic stretches, body weight exercises, roller routines and aerobic activities. The class will use task cards that give a visual representation of an exercise in a station format.

Standards covered:

Idaho content standards

Standard 1: Skilled movement 9-12.PE.1.1.1 Demonstrate competency in basic and advanced skills and tactics in multiple leisure and lifetime physical activities (e.g., individual/dual/team-related sports, outdoor pursuits, dance, resistance training, fitness, aquatics).

Standard 2:Movement knowledge Demonstrate the knowledge and understanding necessary to develop scientifically based personal activity plans that include self-selected physical activities (e.g., physical activity goal setting, fitness profiles and assessments).

Standard 4: Personal and social responsibility 9-12.PE.4.1.1 Demonstrate the ability to initiate responsible personal and social behavior, function independently, and positively influence the behavior of others in physical activity settings (e.g., respectful sportspersonship, self-control, a**nd role-modeling).**

Standard 5: Valuing a physically active lifestyle 9-12.PE.5.1.5 Enjoy and appreciate the challenge of working hard and feeling the satisfaction when successfully improving skills and achieving personal goals (e.g. surveys, tracking data, journaling, reflections, review and revise fitness/physical activity goals).

Reviewed 08/14/2025

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:
Yes
No

If yes, grades are weighted as follows:

Other information:

- Absent work: If a class is missed, there will be an absent assignment to make up daily points. The assignment can be found in the course google classroom. For up to 3 absences you may receive ⅘ points. After 3 absences, it will be reduced. After the maximum number of absences (9) according to the handbook), students will not receive credit for the absences, unless a doctor's note or administrative approval is given.
- There will be a written final project/exam at the end of the course to check for understanding and measure improvement.
- Stretch and Tone is geared toward lower impact activities and often incorporates relaxation techniques in which a quiet environment is expected. If a student is distracting from the environment with inappropriate volume or sounds and has been asked to stop, the school discipline policy will be utilized. (handbook)

Please sign and return below the dotted line within 2 days of receiving

---

Stretch and Tone:
Student name (print)_____Parent signature_____

Reviewed 08/14/2025

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
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- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

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Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Fall's

Course title and description:	**Teacher name and contact information:**
English B The course uses a blended learning model to accelerate reading growth, improve comprehension, and build foundational literacy skills. It is built on the science of reading, targeting phonics, fluency, vocabulary, comprehension, and writing.	Ryan Oltman Ryan.Oltman@sd273.com

Suggested student supplies:

Pencils/pens, composition notebook or binder, highlighters, textbook (provided)

Board-approved curriculum and supplemental resources:

HMH Textbook: Into Literature Grade 10
Read 180

Dear Caregiver, I am excited to announce that our school is using Read 180® this year. The Read 180 literacy program aims to help all students master the reading skills they need to read at grade level. It has been designed to motivate students to become confident, lifelong readers. Our school has carefully selected students to participate in this program to support their instructional needs. Read 180 is a research-based program with proven results in raising student reading achievement. Each day, students receive instruction and practice essential reading skills through my lessons. They will use software designed to target students' specific reading needs, and will engage in independent reading. In our Read 180 class, students will strengthen their literacy by developing: ■ skills needed to read fluently and understand what they have read; ■ knowledge needed to read and understand texts across a wide range of subjects, such as social studies, science, and math; ■ writing skills across a range of writing types; ■ a deep level of confidence in themselves and their literacy abilities. Read 180 challenges students to work hard and, by doing so, achieve reading success. You can offer encouragement and provide support at home by visiting the library, setting aside reading time, and discussing what your student is learning in Read 180. Thank you in advance for helping us achieve our goals. Together we will support your student on the path to strengthening their reading, language, and writing skills!

Standards covered: Reading Comprehension (RC) 1-6
Vocabulary Development (VD) 1-3
Research (RS) 1-2
Writing (RW) 1-7
Oral and Digital Communications Strand (ODC) 1-8
Grammar and Conventions (GU) 1-3

Other information:

Dear Parent or Guardian,

Welcome to READ 180! This year, your child has the unique opportunity to participate in this proven, research-based **reading intervention program** designed to accelerate reading growth and build academic confidence.

Our goal is to help your student become a more fluent reader, a stronger writer, and a critical thinker. The **READ 180** classroom uses a **blended learning model** where students rotate through three daily stations:

- **Teacher-Led Small Group:** Targeted instruction tailored to your child's specific needs.
- **Student App Station:** Adaptive computer software that adjusts to your child's reading level in real time.
- **Independent Reading:** Engaging, high-interest books and articles chosen by your student.

We are excited to partner with you to support your child's literacy journey. You can help at home by encouraging your student to read for **20 minutes each night** and discussing what they are learning.

If you have any questions about the program or your child's progress, please feel free to reach out to me at any time. Thank you for your continued support!

Other information:

This class is designed to familiarize you with various forms of Literature. A multicultural approach dealing with these forms: novel, short story, non-fiction, poetry, and drama will be the focus of this class. The knowledge and application of literary terms, in addition to the improvement of student vocabulary, grammar usage, and mechanics will be emphasized through narrative, essay, creative, and research-based writing. There will be class discussions about the materials we read as well as written assignments. Credit in English 1 is needed to fulfill graduation requirements.

Late/missing work:
This class uses a points based system. You will be given ample time in class to work on assignments. However, there may be times when work needs to be finished outside of class. Assignments are expected to be turned in on time/when requested.

Cell Phone Policy

- Cell phones are often a distraction from the learning environment. Unless permission is given ahead of time, ALL phones must be silenced and put away. Failure to follow this expectation will result in the student bringing their phone to the office.

*See your *Student Handbook* pg. 7 for the school's cell phone/electronic devices policy.

Academic dishonesty/plagiarism

- If you are caught copying or allowing someone to copy from you it will be considered cheating and will result in a grade of 0 for all parties. This includes using AI to complete coursework. Possible further consequences will be implemented as necessary. Please review the *Student Handbook* policy (pg. 3) on plagiarism, as well.

Return this page to your teacher.

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
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Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

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- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

University of Idaho
Dual Credit Program

PSYC 101-93 CRN 41655 | Introduction to Psychology
High School Course Name: DC Introduction to Psychology

Brian Etchison
Post Falls High
School Post Falls
Idaho
Email:
brian.etchison@sd273.com
I will try to respond to your email within 24 hours.

Dr. Susan Kologi
University of Idaho Faculty
Liaison Email:
skologi@uidaho.edu
Phone: 208-885-6324

YEAR: 2025-2027 TERM: Fall CREDIT HOURS: 3 COURSE FORMAT: Traditional

PREREQUISITES: Sophomore: English/writing proficient

TEXTBOOK: *Invitation to Psychology by Carole Wade and Carol Tavris, Samuel Sommers, Lisa Shin. 7th Edition*

COURSE DESCRIPTION

This semester course provides an overview of the major areas in the field of psychology. As a survey course, we will cover many diverse areas within the field. The following areas will be emphasized: what psychology is, research and ethics in psychology, psychology and the brain, development over the lifespan, learning, memory and cognition, emotion and motivation, personality, sensation and perception, and psychological disorders and treatments. This course is a 3 semester credit college level class in which we must cover the entire textbook in a single semester.

ASSIGNMENTS

Learning Outcomes – This course target several outcomes that align with the American Psychological Association's guidelines for undergraduate study in psychology.

Students who complete this course should be able to:
1. Describe key concepts, principles, and overarching themes in psychology. [APA Goal 1.1]
2. Demonstrate a working knowledge of psychology's content domains. [APA Goal 1.2]
3. Describe applications of psychology. [APA Goal 1.3]
4. Use scientific reasoning to interpret psychological phenomena. [APA Goal 2.1]
5. Describe research methods used by psychologists including their respective advantages and disadvantages. [APA Goal 2.4a]
6. Define and explain the purpose of key research concepts that characterize psychological research. [APA Goal 2.4c]
7. Apply ethical standards to evaluate psychological science and practice. [APA Goal 3.1]
8. Describe settings in which people with backgrounds in psychology typically work. [APA Goal 5.5c]

University of Idaho
Dual Credit Program

GRADING

Late work is not accepted

Course Work	Points per assignment	Percent of Final Grade
Participation	100	10%
Homework	100	10%
Quizzes	100	10%
Chapter Summaries	100	20%
Test/Projects	100	40%
Final Exam	100	10%
Total		**100%**

Important:

In order to advance to the next level, students must have a minimum of 70 percent to pass individual courses. To be more successful in the next level, students should try to achieve 80 percent or higher in individual courses. A GPA less than 2.0 indicates unsatisfactory progress and student may be placed on academic probation.

Grade Standards:

A (90 - 100 percent): Pass course
B (80 - 89 percent): Pass course
C (70 - 79 percent): Pass course
D (60 - 69 percent): Must repeat course
F (Below 60 percent): Must repeat course

The Dual Credit high school grade is recorded as a numerical grade on a 100-point scale. The Dual Credit University grade is recorded as a letter grade only. **High school and university grades may differ from each other, depending on your teacher's and/or high school's grading policies.**

Final grades are posted in Vandal Web.

University of Idaho
Dual Credit Program

Academic Integrity

"Please note that Dual Credit students are held to the same student standards found in the University of Idaho, Student Code of Conduct, which can be viewed at https://www.uidaho.edu/student-affairs/dean-of-students/student- conduct/student-code-of-conduct. Definitions of cheating, plagiarism and other forms of academic dishonesty, as well as, policies and procedures for handling such cases are included."

Dual Credit Policies

Dates and Deadlines

Adding or Dropping Courses: Dual credit students **must add, drop, or withdrawal from a course through DualEnroll.** Any course drop or withdrawal requests must be approved by a high school counselor.

To drop or withdraw from a course, students must submit a request through DualEnroll. The high school counselor will approve or deny the request; if approved, it will be processed through VandalWeb. Students must confirm all course changes by logging on to VandalWeb—VandalWeb is the official record.

- A "drop" is when students are taken out of a course within the posted drop/add period and do not receive a grade of W (withdrawal from course). A dropped course is not transcripted.
- A "withdrawal" is when students are taken out of a course after the posted drop/add period (some instructors may withdraw students for nonattendance). A grade of "W" will be transcripted. This will not affect the student's college grade point average; however, they should check their high school's policy on how a "W" affects their high school grade point average and eligibility for participating in high school activities and programs.
- If students withdraw or fail to earn credit for a course paid for by Advanced Opportunities, they must subsequently pay for a similar course to be eligible for further Advanced Opportunities funding.

Center for Disability Access and Resources (CDAR)

Reasonable accommodations are available for students who have documented temporary or permanent disabilities. All accommodations must be approved through the Center for Disability Access and Resources (CDAR) in order to notify your instructor(s) as soon as possible regarding accommodation(s) needed for the course.

- PHONE: (208) 885-6307
- cdar@uidaho.edu
- https://www.uidaho.edu/current-students/cdar

Help and Resources

The University of Idaho provides student support to ensure a successful learning experience. The Dual Credit Website contains information about the Dual Credit program at the University of Idaho.

University of Idaho
Dual Credit Program

VandalWeb contains your official University of Idaho student records. VandalWeb is the site students use to access student account/billing information, verify enrollment, and grades.

VandalMail is the official University of Idaho email service. Students should check their account on a regular basis or forward to your regular checked e-mail account.

Canvas is the University of Idaho's course management system. Please ask your instructor if your course requires you to login to Canvas.

Course Evaluations: Student evaluation of teaching has two purposes: To assist individual instructors in improving their own teaching; and to assist academic administrators in counseling instructors about their teaching. Student evaluations are carefully weighed as a factor in judging the teaching component in tenure, promotion, and salary determinations. Click here to access your student dashboard to see course evaluation status for any class you are enrolled in.

Library Help: The library website has many databases that will help you find relevant and reliable books, articles, images, and more. Do not hesitate to contact a librarian for research assistance.

- UIDAHO Library
- UIDAHO Library (Off Campus)
- Help – Reference Services

Technology Help: The U of I Student Technology Center provides many technology-related services to students.

- PHONE: 208-885-HELP (208-885-4357)
- support@uidaho.edu
- https://www.uidaho.edu/its/stc

As part of this course, your student will be asked to take a few relative psychological assessments, most notably personality inventories. These assessments are meant to introduce the student to the concept of

University of Idaho
Dual Credit Program

personality inventories and the results of them are simply informational. Please sign below to indicate your willingness to allow your student to participate in these assessments.

Student Name:

Parent/Guardian Signature:

Return this page to your teacher.

University of Idaho
Dual Credit Program

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls High School

Course title and description: Economics	**Teacher name and contact information:** Pete Reardon Room 245 208-773-0581 pete.reardon@sd273.com

Suggested student supplies: Notebook, writing utensils, calculator

Board-approved curriculum and supplemental resources: Text: Prentice Hall Economics, Principles in Action.

Standards covered:

Concept	State standards
1. Supply and Demand	9-12 E 3.1.1 9-12 E 3.1.2 9-12 E 4.2.2
2. Free Market/Free Enterprise System	9-12 E 3.1.3
3. Financial Markets	9-12 E 3.3.1 9-12 E 3.3.3
4. Money and Banking	9-12 E 3.3.3
5. The Federal Reserve	9-12 E 3.5.5

Reviewed 08/14/2025

6. Fiscal Policy and Taxes	9-12 E 3.2.2 9-12 E 3.3.5 9-12 E 3.4.3
7. Business Organizations	9-12 E 3.3.1 9-12 E 3.3.2 9-12 E 3.3.6
8. Opportunity Costs	9-12 E 3.4.1
9. Types of Economic Systems	9-12 E 3.2.1 9-12 E 3.2.2 9-12 E 4.2.1
10. Consumer Budgeting	9-12 E 3.4.1 9-12 E 3.4.3
11. Credit and Responsibility	9-12 E 3.4.1

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:
Yes
No

If yes, grades are weighted as follows:

Other information:

Economics is the study of money, how it is created and how it moves throughout our country and the world. We will look at key concepts from both micro and macroeconomics in this course, including: supply and demand, free enterprise, types of markets, factors of production, money, banking, how prices are set, etc. A large portion of the course also covers consumer economics to prepare you for the immediate future. You will be dealing with life investing, making budgets, getting jobs, as well as buying houses and automobiles.

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
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Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls High School

Course title and description:

General Math:

The purpose of this course is to provide specialized academic instruction for special education students. They will be exposed to fractions, decimals, variables, orders of operations, negative numbers and number lines, in order to help build upon the students foundation of math skills..

• Lessons are composed of two parts: one part to develop understanding of math concepts, and one part to apply those concepts in problem-solving situations.
• The development of key concepts is spread across the program to provide more time with each concept.
• Ongoing practice with math skills is part of every lesson.

Teacher name and contact information:

Bronson Gerl
Email: bronson.gerl@sd273.com

Suggested student supplies:

Pencil, Composition Notebook, Calculator

Board-approved curriculum and supplemental resources:

TransMath

AGS Publishing Pre-Algebra

Kuta Software (Pre-Algebra)

Khan Academy

Goformative.com

Standards covered:

Semester	Standards
1	CCSS.MATH.CONTENT.HSA.SS

	E.A.1 CCSS.MATH.CONTENT.HSA.SSE.A.2 CCSS.MATH.CONTENT.HSA.REI.A.1 CCSS.MATH.CONTENT.HSA.REI.A.1 CCSS.MATH.CONTENT.3.NBT.A.1 CCSS.MATH.CONTENT.4.NBT.A.3 CCSS.MATH.CONTENT.8.EE.A.1 CCSS.MATH.CONTENT.8.EE.C.7 CCSS.Math.Content.6.NS.A.1 CCSS.Math.Content.6.NS.B.2 CCSS.Math.Content.6.NS.B.3 CCSS.Math.Content.6.NS.B.4 CCSS.Math.Content.6.NS.C.5 CCSS.Math.Content.6.NS.C.6 CCSS.Math.Content.6.NS.C.7 CCSS.Math.Content.6.NS.C.8 CCSS.Math.Content.6.RP.A.1 CCSS.Math.Content.6.RP.A.2 CCSS.Math.Content.6.RP.A.3 CCSS.Math.Content.5.NF.A.1 CCSS.Math.Content.5.NF.A.2 CCSS.Math.Content.5.NF.B.3 CCSS.Math.Content.5.NF.B.4 CCSS.Math.Content.5.NF.B.5 CCSS.Math.Content.5.NF.B.6 CCSS.Math.Content.5.NF.B.7 CCSS.Math.Content.5.OA.A.1 CCSS.Math.Content.5.OA.A.2 CCSS.Math.Content.5.OA.B.3

2	CCSS.Math.Content.7.NS.A.1 CCSS.Math.Content.7.NS.A.2 CCSS.Math.Content.7.NS.A.3 CCSS.Math.Content.6.EE.A.2 CCSS.Math.Content.6.EE.A.3 CCSS.Math.Content.6.EE.A.4 CCSS.Math.Content.6.EE.B.5 CCSS.Math.Content.6.EE.B.6 CCSS.Math.Content.6.EE.B.7 CCSS.Math.Content.6.EE.B.8 CCSS.Math.Content.6.RP.A.3.c CCSS.Math.Content.6.RP.A.3.d CCSS.Math.Content.5.OA.A.1 CCSS.Math.Content.5.OA.A.2 CCSS.Math.Content.5.OA.B.3

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:

Yes

No

Other information:

Late work will be accepted within the same quarter.

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
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Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls

Course title and description:	**Teacher name and contact information:**
Digital Design	Gabe Lawson gabe.lawson@sd273.com

Suggested student supplies:

Notebook and writing utensils, sd card and camera if you own one

Board-approved curriculum and supplemental resources:

This course utilizes a variety of curricular resources, including materials curated from reputable educational websites, teacher-developed content, and supplemental tools that support the learning goals outlined in the syllabus. Every effort is made to ensure these resources are aligned with grade-level standards and are appropriate for classroom use.

If you have any questions about the materials being used or would like to review them in more detail, please feel free to contact me to schedule a meeting. I welcome the opportunity to discuss the curriculum and support your child's learning experience.

Standards covered:

Performance Standard 1.1: Elements of Design

1.1.1. Identify, analyze, and implement the application of color, line, shape, texture, size, and value in design.

Performance Standard 1.4: Principles and Elements of Design to Layout

1.4.1. Apply effective use of negative space, composition, message structure, graphics, etc., to graphic works.

1.4.3. Utilize rule of thirds, simplicity, and/or complexity, etc. in layout.

CONTENT STANDARD 3.0: DIGITAL MEDIA PRODUCTION EQUIPMENT

Performance Standard 3.1: Camera Operation and Techniques

3.1.1 Select, operate and exhibit correct use of video cameras for project specifications.

3.1.2 Demonstrate the functions and uses of camera mounting devices (e.g. tripods, Steadicam, monopods, etc.).

3.1.3 Demonstrate types of camera angles and movements.

3.1.4 Demonstrate an understanding of the rule of thirds.

3.1.5 Demonstrate different shot compositions (e.g. medium shot, close up, long shot, etc.).

3.1.6 Demonstrate shot flow including sequencing and continuity.

3.1.7 Demonstrate understanding of white balance settings.

3.1.8 Connect various pieces of camera equipment using proper cables and/or adaptors.

Performance Standard 3.3: Proper Lighting Techniques

3.3.1 Identify and explain the use of basic lighting equipment.

3.3.2 Demonstrate one, two and three point lighting techniques.

3.3.3 Utilize various light sources (e.g. natural light, reflectors, portable lights, etc.).

3.3.4 Explain and demonstrate the use of lighting techniques in creating composition, visual continuity,

mood, and color temperature.
Performance Standard 5.1: Portfolio Development
5.1.1. Develop portfolio that include various types of media, i.e. video, print, web, or graphic Design.
Performance Standard 7.2: Image Creation and Manipulation
7.2.2. Use a variety of devices and media to import/download photos, images, and other digital media content.
7.2.4. Apply nondestructive image editing techniques such as layering and masking.
7.2.5. Practice using different selection tools and techniques to manipulate images.
Performance Standard 7.3: Media Outputs
7.3.1. Use appropriate resolution, compression, and file formats for various media outputs including web, video, audio, and print.
7.3.2. Incorporate appropriate current industry standard color modes in graphic works (e.g., RGB, HEX, LAB, CMYK and Pantone), and explain how they relate to HSB.
7.3.3. Understand the difference between gray scale, spot color, and process colors.
Performance Standard 8.1: Industry Terminology and Roles
8.1.1. Knowledge of the terminology used in the video industry.
8.1.2. Understand the roles and responsibilities of the digital video industry.
Video Standards
Performance Standard 8.1: Industry Terminology and Roles
8.1.1. Knowledge of the terminology used in the video industry.
8.1.2. Understand the roles and responsibilities of the digital video industry.
Performance Standard 8.3: Pre-Production and Planning
8.3.1. Demonstrate consistent and logical naming conventions and document filing skills.
8.3.2. Demonstrate storyboard design and implementation.
8.3.3. Identify the goal of the video.
8.3.4. Develop, read, write, and understand a script.
8.3.5. Determining the right format for the content e.g. promo, PSA, documentary.
Performance Standard 8.4: Production
8.4.1. Preparing and scouting a location.
8.4.2. Identify how to implement film theory i.e. knowing the type of shots and why you need those kinds of shots.
8.4.3. Understand how and when to use lighting.
8.4.4. Understand how to produce quality audio.
Performance Standard 8.5: Post Production
8.5.1. Produce video: import video, edit video, sound, music, visual effects, and motion graphics.
8.5.2. Export video: choose appropriate file format for display medium.
8.5.3. Demonstrate editing techniques that present continuity, emphasis and pace.

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:
- Yes
- ~~No~~

If yes, grades are weighted as follows: .5 percentage points added because it it is an honors class

Other information:

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
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Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls High School

Course title and description:	**Teacher name and contact information:**
CREATIVE ARTS 1 Welcome to Art class this school year! In this class, students will begin to explore their artistic skills, both technically and conceptually. Students will learn to use visual art as a mode for communication and to express themselves and their ideas. We will be working with several different materials and topics to create personal art that develops students' social, cultural, and/or emotional self awareness. We will study many different techniques over the course of the semester. Through lessons and projects, students will learn and apply the elements of design which are the tools used to make art. Students will make works of art that reflect their creativity and individuality.	Haley Mindermann Email: haley.mindermann@sd273.com Phone: 208-773-0581 ext. 6126

Suggested student supplies:
Pencils
Eraser

Board-approved curriculum and supplemental resources:

This course utilizes a variety of curricular resources, including materials curated from reputable educational websites, teacher-developed content, and supplemental tools that support the learning goals outlined in the syllabus. Every effort is made to ensure these resources are aligned with grade-level standards and are appropriate for classroom use.

If you have any questions about the materials being used or would like to review them in more detail, please feel free to contact me to schedule a meeting. I welcome the opportunity to discuss the curriculum and support your child's learning experience.

Standards covered:
9-12.VA.1.1
9-12.VA.2.1
9-12.VA.3.2
9-12.VA.4.1
9-12.VA.5.1

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:
Yes
No
If yes, grades are weighted as follows:

Other information:

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
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Instructional content may include:

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- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls High School

Course title and description:	**Teacher name and contact information:**
CREATIVE ARTS 2 Welcome to Art class this school year! In this class, students will further develop their artistic skills, and expand off of artistic concepts and techniques. Students will learn to use visual art as a mode for communication and to express themselves and their ideas. We will be working with several different materials and topics to create personal art that develops students' social, cultural, and/or emotional self awareness. We will study many different techniques over the course of the semester. Through lessons and projects, students will learn and apply the principles of design which build off of the elements learned in Creative Arts 1. Students will make works of art that reflect their creativity and individuality. Students will also be able to research and expand their knowledge on the history of art.	Haley Mindermann Email: haley.mindermann@sd273.com Phone: 208-773-0581 ext. 6126

Suggested student supplies:
Pencils, Eraser

Board-approved curriculum and supplemental resources:

This course utilizes a variety of curricular resources, including materials curated from reputable educational websites, teacher-developed content, and supplemental tools that support the learning goals outlined in the syllabus. Every effort is made to ensure these resources are aligned with grade-level standards and are appropriate for classroom use.

If you have any questions about the materials being used or would like to review them in more detail, please feel free to contact me to schedule a meeting. I welcome the opportunity to discuss the curriculum and support your child's learning experience.

Standards covered:
9-12.VA.1.1
9-12.VA.2.1
9-12.VA.3.2
9-12.VA.4.1
9-12.VA.5.1

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:
Yes
No
If yes, grades are weighted as follows:

Other information:

Reviewed 08/14/2025

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
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Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
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Please indicate your preference below:

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- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

English 1101: Writing and Rhetoric I

Dual Credit/Honors English IV

Instructor Information

Instructor: Chris Johnson
Instructor Email: chris.johnson@sd273.com
I am always available to respond to any questions or concerns you may have about this class. Please feel free to communicate with me in person or through email.

Course Description and Learning Outcomes

English 1101 is an introductory college-level composition course that focuses on strategies for critical reading, generating ideas for writing, planning and organizing material, and for revising and editing. The course prepares you for the demands of college reading and writing. We will focus on reading critically, writing with a main idea, and properly incorporating source material into your writing.

By the end of the course, you should be able to...

- ✔ Demonstrate reading comprehension.
- ✔ Read, interpret, and communicate key concepts in writing and rhetoric.
- ✔ Use flexible writing process strategies to generate, develop, revise, edit, and proofread texts.
- ✔ Compose prose that meets college-level expectations for academic writing.

Course Assignments

English 1101 is a genre-based course focused on writing for real-world audiences and rhetorical situations. Our course is divided into three modules. In each module, you will complete a sequence of reading, analysis, drafting, revision, and other activities culminating in a polished final draft of the genre you have been writing.

Module 1: Literacy Narrative

- Process Assignment 1 (Literacy Narrative Proposal)
- Process Assignment 2 (Literacy Narrative Rough Draft)
- Module 1 Project (Literacy Narrative Final Draft & Writer's Reflection)

Module 2: Review Essay

- Process Assignment 3 (Review Essay Proposal)
- Process Assignment 4 (Review Essay Rough Draft)

- Module 2 Project (Review Essay Final Draft & Writer's Reflection)

Module 3: Academic Op-Ed

- Process Assignment 5 (Works Cited Page + Research Matrix)
- : Process Assignment 6 (Op-Ed Rough Draft)
- Module 3 Project (Op-Ed Final Draft & Writer's Reflection)

Grading

English 1101 is graded **A** / **B** / **C** / **N** (for Not Yet) / **F** (for Failure). To pass English 1101, you must earn a final grade of C or higher.

Course Policies

Attendance and Participation Policy

Students are expected to attend class each day prepared to actively participate in the day's activities. Being absent does not excuse you from doing the assigned reading. If you are unsure of the reading assignment, contact a fellow student or the instructor.

Late Work Policy

Assignments are expected to be turned in on the day they are due unless prior arrangements have been made. Missed quizzes should be made up as soon as possible before school, during lunch or after school.

AI (Artificial Intelligence) Usage Policy

Use of AI writing services like ChatGPT, Google Gemini, and the like are **ONLY** permitted if you have specific prior approval from your instructor. If you receive instructor permission to use AI, you must clearly show where and how you used AI in your writing. Please talk with your instructor if you have questions about what counts as "AI usage" or about how to cite this AI usage appropriately. Using AI tools without instructor permission or clear documentation is an academic integrity violation per our Student Code of Conduct and may result in severe penalties.

Plagiarism Policy

As a student at the University of Idaho, you must uphold academic integrity in your coursework. This means avoiding all forms of "academic dishonesty" such as plagiarism, which our Student Code of Conduct defines as follows:

1. "Using, by paraphrase or direct quotation, the published or unpublished work of another person without full and clear acknowledgment.
2. The unauthorized alteration or invention of a citation.
3. Buying or selling academic work for the purpose of submitting it for course completion.
4. Submitting academic work, or any part of academic work, completed for one course as work for another course without the express prior approval of both instructors."

Academic integrity issues like plagiarism are serious violations of the Student Code of Conduct and may result in being reported to the Dean of Students, receiving a failing course grade (F), and incurring other penalties. You will learn principles of academic integrity in this course, including how to use in-text citations and other tools to credit your sources appropriately. But if you are ever confused or have questions about plagiarism, please reach out to your instructor for help! Citation errors can be a learning opportunity, and for first-time citation problems, instructors will typically give students the chance to revise and resubmit their work.

Required Software Policy

You must have word processing software that allows you to save (and open) documents as .doc, .docx, or .pdf files. As a full-time University of Idaho student, you can download Microsoft software at no cost. More information is available in the ITS Tech Support Portal.

University Policies

Mandatory Reporting

I am a mandatory reporter. If you disclose anything about sexual harassment or misconduct (Title IX violations), I am required by law to report it to the Office of Civil Rights and Investigations. This includes information shared in writing (emails, essays, homework, etc.) or verbally (in class, office hours, etc.). If you need to talk to someone confidentially about sexual harassment or misconduct, please visit the Counseling and Mental Health Center or the Vandal Health Clinic. You can also call the confidential 24/7 hotline of Alternatives to Violence of the Palouse, an off-campus resource. Please see this FAQ page for more information about Title IX.

Accessibility Statement

The University of Idaho is committed to ensuring an accessible learning environment where course or instructional content is usable by all students and faculty. If you believe that you require disability-related academic adjustments for this class (including pregnancy-related disabilities), please contact the Center for Disability Access and Resources (CDAR) to discuss eligibility. A current accommodation letter from CDAR is required before any modifications, above and beyond what is otherwise available for all other students in this class, will be provided. Please be advised that disability-related academic adjustments are not retroactive. CDAR is located at the Bruce Pitman Building, Suite 127. Their phone number is 208-885-6307 and their email is cdar@uidaho.edu. For a listing of services and current business hours, visit uidaho.edu/cdar.

U of I Classroom Learning Civility Clause

In any environment in which people gather to learn, it is essential that all members feel as free and safe as possible in their participation. To this end, it is expected that everyone in this course will be treated with mutual respect and civility, with an understanding that all of us (students, instructors, professors, guests, and teaching assistants) will be respectful and civil to one another in discussion, in action, in teaching, and in learning.

Should you feel our classroom interactions do not reflect an environment of civility and respect, you are encouraged to meet with your instructor during office hours to discuss your concerns. Additional resources for expression of concern or requesting support include the Office of the Dean of Students and the Counseling and Mental Health Center (CMHC).

Controversial Topics

Consistent with the University's educational mission, this class will introduce students to controversial subject-matter and seek to ensure that students can discuss those topics knowledgeably and civilly. This class will not direct or otherwise compel students to personally affirm, adopt, or adhere to any of the tenets enumerated in Idaho Code 33-138 (H.B. 377), entitled “Dignity and Nondiscrimination in Public Education.” Nor will this class direct or compel students to personally engage in speech or other forms of expression when that direction or compulsion would violate U.S. Supreme Court precedent or other binding legal precedent or laws — e.g., West Virginia State Board of Education v. Barnette (U.S. Sup. Ct. 1943), which holds that public school students cannot be compelled to salute the flag.

Post Falls School District Course Syllabus

School: Post Falls

Course title and description:	**Teacher name and contact information:**
English B The course uses a blended learning model to accelerate reading growth, improve comprehension, and build foundational literacy skills. It is built on the science of reading, targeting phonics, fluency, vocabulary, comprehension, and writing.	Ryan Oltman Ryan.Oltman@sd273.com

Suggested student supplies:

Pencils/pens, composition notebook or binder, highlighters, textbook (provided)

Board-approved curriculum and supplemental resources:

HMH Textbook: Into Literature Grade 10
Read 180

Dear Caregiver, I am excited to announce that our school is using Read 180® this year. The Read 180 literacy program aims to help all students master the reading skills they need to read at grade level. It has been designed to motivate students to become confident, lifelong readers. Our school has carefully selected students to participate in this program to support their instructional needs. Read 180 is a research-based program with proven results in raising student reading achievement. Each day, students receive instruction and practice essential reading skills through my lessons. They will use software designed to target students' specific reading needs, and will engage in independent reading. In our Read 180 class, students will strengthen their literacy by developing: ■ skills needed to read fluently and understand what they have read; ■ knowledge needed to read and understand texts across a wide range of subjects, such as social studies, science, and math; ■ writing skills across a range of writing types; ■ a deep level of confidence in themselves and their literacy abilities. Read 180 challenges students to work hard and, by doing so, achieve reading success. You can offer encouragement and provide support at home by visiting the library, setting aside reading time, and discussing what your student is learning in Read 180. Thank you in advance for helping us achieve our goals. Together we will support your student on the path to strengthening their reading, language, and writing skills!

Standards covered: Reading Comprehension (RC) 1-6
Vocabulary Development (VD) 1-3
Research (RS) 1-2
Writing (RW) 1-7
Oral and Digital Communications Strand (ODC) 1-8
Grammar and Conventions (GU) 1-3

Other information:

Dear Parent or Guardian,

Welcome to READ 180! This year, your child has the unique opportunity to participate in this proven, research-based **reading intervention program** designed to accelerate reading growth and build academic confidence.

Our goal is to help your student become a more fluent reader, a stronger writer, and a critical thinker. The **READ 180** classroom uses a **blended learning model** where students rotate through three daily stations:

- **Teacher-Led Small Group:** Targeted instruction tailored to your child's specific needs.
- **Student App Station:** Adaptive computer software that adjusts to your child's reading level in real time.
- **Independent Reading:** Engaging, high-interest books and articles chosen by your student.

We are excited to partner with you to support your child's literacy journey. You can help at home by encouraging your student to read for **20 minutes each night** and discussing what they are learning.

If you have any questions about the program or your child's progress, please feel free to reach out to me at any time. Thank you for your continued support!

Other information:

This class is designed to familiarize you with various forms of Literature. A multicultural approach dealing with these forms: novel, short story, non-fiction, poetry, and drama will be the focus of this class. The knowledge and application of literary terms, in addition to the improvement of student vocabulary, grammar usage, and mechanics will be emphasized through narrative, essay, creative, and research-based writing. There will be class discussions about the materials we read as well as written assignments. Credit in English 1 is needed to fulfill graduation requirements.

Late/missing work:
This class uses a points based system. You will be given ample time in class to work on assignments. However, there may be times when work needs to be finished outside of class. Assignments are expected to be turned in on time/when requested.

Cell Phone Policy

- Cell phones are often a distraction from the learning environment. Unless permission is given ahead of time, ALL phones must be silenced and put away. Failure to follow this expectation will result in the student bringing their phone to the office.

*See your *Student Handbook* pg. 7 for the school's cell phone/electronic devices policy.

Academic dishonesty/plagiarism

- If you are caught copying or allowing someone to copy from you it will be considered cheating and will result in a grade of 0 for all parties. This includes using AI to complete coursework. Possible further consequences will be implemented as necessary. Please review the *Student Handbook* policy (pg. 3) on plagiarism, as well.

Return this page to your teacher.

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls

Course title and description:	**Teacher name and contact information:**
English D The course uses a blended learning model to accelerate reading growth, improve comprehension, and build foundational literacy skills. It is built on the science of reading, targeting phonics, fluency, vocabulary, comprehension, and writing.	Ryan Oltman Ryan.Oltman@sd273.com

Suggested student supplies:

Pencils/pens, composition notebook or binder, highlighters, textbook (provided)

Board-approved curriculum and supplemental resources:

HMH Textbook: Into Literature Grade 12
Read 180

Dear Caregiver, I am excited to announce that our school is using Read 180® this year. The Read 180 literacy program aims to help all students master the reading skills they need to read at grade level. It has been designed to motivate students to become confident, lifelong readers. Our school has carefully selected students to participate in this program to support their instructional needs. Read 180 is a research-based program with proven results in raising student reading achievement. Each day, students receive instruction and practice essential reading skills through my lessons. They will use software designed to target students' specific reading needs, and will engage in independent reading. In our Read 180 class, students will strengthen their literacy by developing: ■ skills needed to read fluently and understand what they have read; ■ knowledge needed to read and understand texts across a wide range of subjects, such as social studies, science, and math; ■ writing skills across a range of writing types; ■ a deep level of confidence in themselves and their literacy abilities. Read 180 challenges students to work hard and, by doing so, achieve reading success. You can offer encouragement and provide support at home by visiting the library, setting aside reading time, and discussing what your student is learning in Read 180. Thank you in advance for helping us achieve our goals. Together we will support your student on the path to strengthening their reading, language, and writing skills! Sincerely

Standards covered: Reading Comprehension (RC) 1-6
Vocabulary Development (VD) 1-3
Research (RS) 1-2
Writing (RW) 1-7
Oral and Digital Communications Strand (ODC) 1-8
Grammar and Conventions (GU) 1-3

Other information:

Dear Parent or Guardian,

Welcome to READ 180! This year, your child has the unique opportunity to participate in this proven, research-based **reading intervention program** designed to accelerate reading growth and build academic confidence.

Our goal is to help your student become a more fluent reader, a stronger writer, and a critical thinker. The **READ 180** classroom uses a **blended learning model** where students rotate through three daily stations:

- **Teacher-Led Small Group:** Targeted instruction tailored to your child's specific needs.
- **Student App Station:** Adaptive computer software that adjusts to your child's reading level in real time.
- **Independent Reading:** Engaging, high-interest books and articles chosen by your student.

We are excited to partner with you to support your child's literacy journey. You can help at home by encouraging your student to read for **20 minutes each night** and discussing what they are learning.

If you have any questions about the program or your child's progress, please feel free to reach out to me at any time. Thank you for your continued support!

Other information:

This class is designed to familiarize you with various forms of Literature. A multicultural approach dealing with these forms: novel, short story, non-fiction, poetry, and drama will be the focus of this class. The knowledge and application of literary terms, in addition to the improvement of student vocabulary, grammar usage, and mechanics will be emphasized through narrative, essay, creative, and research-based writing. There will be class discussions about the materials we read as well as written assignments. Credit in English 1 is needed to fulfill graduation requirements.

Late/missing work:
This class uses a points based system. You will be given ample time in class to work on assignments. However, there may be times when work needs to be finished outside of class. Assignments are expected to be turned in on time/when requested.

Cell Phone Policy

- Cell phones are often a distraction from the learning environment. Unless permission is given ahead of time, ALL phones must be silenced and put away. Failure to follow this expectation will result in the student bringing their phone to the office.

*See your *Student Handbook* pg. 7 for the school's cell phone/electronic devices policy.

Academic dishonesty/plagiarism

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Return this page to your teacher.

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls High School

Course title and description: English I	**Teacher name and contact information:** Gretchen Browning gretchen.browning@sd273.com Camille Mugleston camille.mugleston@sd273.com Kiera Herndon kiera.herndon@sd273.com

Suggested student supplies:
Pencils/pens, composition notebook or binder, highlighters, textbook (provided)

Board-approved curriculum and supplemental resources:

HMH English Curriculum Including HMH Approved Novels

- *Romeo & Juliet* by William Shakespeare
- *The Odyssey* by Homer
- *To Kill a Mockingbird* by Harper Lee
- *Night* by Elie Wiesel

HMH Textbook: Into Literature Grade 9

Standards covered:
9/10 RC 1-6, 9/10 VD 1-3, 9/10 RS 1-2, 9/10 W 1-6, 9/10 ODC 1-8, 9/10 GC 1-3

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:
Yes
No

If yes, grades are weighted as follows:

Reviewed 08/14/2025

Other information:

This class is designed to familiarize you with various forms of Literature. A multicultural approach dealing with these forms: novel, short story, non-fiction, poetry, and drama will be the focus of this class. The knowledge and application of literary terms, in addition to the improvement of student vocabulary, grammar usage, and mechanics will be emphasized through narrative, essay, creative, and research-based writing. There will be class discussions about the materials we read as well as written assignments. Credit in English 1 is needed to fulfill graduation requirements.

Late/missing work:
This class uses a points based system. You will be given ample time in class to work on assignments. However, there may be times when work needs to be finished outside of class. Assignments are expected to be turned in on time/when requested.

Cell Phone Policy

- Cell phones are often a distraction from the learning environment. Unless permission is given ahead of time, ALL phones must be silenced and put away. Failure to follow this expectation will result in the student bringing their phone to the office.

*See your *Student Handbook* pg. 7 for the school's cell phone/electronic devices policy.

Academic dishonesty/plagiarism

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Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls High School

Course title and description:	**Teacher name and contact information:**
English II	Megan Frison megan.frison@sd273.com Danielle Anderson danielle.anderson@sd273.com Samantha Pilyayev samantha.pilyayev@sd273.com Chris Johnson chris.johnson@sd273.com

Suggested student supplies:

Paper, writing utensils, notebook, folder or binder.

Board-approved curriculum and supplemental resources:

HMH English Curriculum including HMH approved novels

Standards covered: 10th Idaho State Standards

Reading Comprehension (RC) 1-6
Vocabulary Development (VD) 1-3
Word Building (WB) 1-3
Research (RS) 1-2
Range of Writing (RW) 1-7
Oral and Digital Communications Strand (ODC) 1-8
Grammar and Conventions (GU) 1-3

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:
Yes
No

If yes, grades are weighted as follows:

Other information:

This course includes further study of short stories, fiction, drama, novels, poetry, and non-fiction. Further focus on research skills and essay writing will be included. Vocabulary, grammar, and writing format skills will be emphasized.

Reviewed 08/14/2025

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls High School

Course title and description:	**Teacher name and contact information:**
Welcome to ESL 1st period! The purpose of this course is to provide you with meaningful opportunities to learn and reinforce English listening, reading, speaking, and writing skills. Students will work with curricular materials in English in order to strengthen critical thinking, reading comprehension, vocabulary acquisition, grammar skills, writing skills, and social and academic conversation.	Brenda Valentine brenda.valentine@sd273.com

Suggested student supplies:

Composition notebook (provided)
Pencils/pens

Board-approved curriculum and supplemental resources:

National Geographic Life Level 2

Standards covered:

WIDA ELD Standards:

English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting
English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts
English Language Development Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics
English Language Development Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science
English Language Development Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:
Yes
No

If yes, grades are weighted as follows:

- Classwork/Projects/Homework 45%
- Midterm/Final 25%
- Tests 20%
- Participation 10%

Other information:

Cell phones:

Cell phones are often a distraction from the learning environment and can hinder academic success. Unless permission is given ahead of time, ALL phones must be silenced and put away. Failure to comply will result in the student bringing their phone to the office.

Headphones are also not allowed to be used during class, unless students have been given permission. This is to allow students to clearly hear the lesson or instruction from the teacher and to actively participate in group discussions with their peers.

*See your *Student Handbook* pg. 7 for the school's cell phone/electronic devices policy.

Late/missing work:

This class uses a points based system. You will be given ample time in class to work on assignments. However, there may be times when work needs to be finished outside of class. Assignments are expected to be turned in on time/when requested.

Academic dishonesty/plagiarism:

If you are caught copying or allowing someone to copy from you it will be considered cheating and will result in a grade of 0 for all parties. This includes using AI to complete coursework. Please review the *Student Handbook* policy pg. 3 on plagiarism, as well.

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
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Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls

Course title and description:	**Teacher name and contact information:**
Fashion Merchandising and Marketing	Megan Lemon megan.lemon@sd273.com Room 207 (208)773-0581 ex. 6207

Suggested student supplies:

Board-approved curriculum and supplemental resources:
This course utilizes a variety of curricular resources, including materials curated from reputable educational websites, teacher-developed content, and supplemental tools that support the learning goals outlined in the syllabus. Every effort is made to ensure these resources are aligned with grade-level standards and are appropriate for classroom use.

If you have any questions about the materials being used or would like to review them in more detail, please feel free to contact me to schedule a meeting. I welcome the opportunity to discuss the curriculum and support your child's learning experience.

Standards covered:
2024 Marketing Standards:
https://cte.idaho.gov/wp-content/uploads/2026/07/fy24-ps-pq-bme-marketing-standards-1.pdf

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:
- ~~Yes~~
- No

If yes, grades are weighted as follows:
Classwork 80%
Final 10%

Other information:

Reviewed 08/13/2025

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

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- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

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- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: PFHS

Course title and description: Foods and Nutrition 1: Introduction to cooking and basic nutrition. Students learn measurements, kitchen safety, healthy food choices, meal plan, food industry careers as well as practical cooking experience.	**Teacher name and contact information:** Nicole Hessa nicole.hessa@sd273.com

Suggested student supplies:
Composition notebook, pencil/paper, hair ties/clips for long hair.

Board-approved curriculum and supplemental resources:
Text book: Guide to Good Food 2014 ed.

Standards covered:
1.0 Evaluate Factors Affecting Individual and Family Food Choices
2.0 Analyze Nutrition, Health, and Wellness Practices
3.0 Employ Food Safety and Sanitation Procedures
4.0 Demonstrate the Management of Food for Individuals and Families
5.0 Employ Food Laboratory Management Techniques
6.0 Demonstrate the Preparation of Nutritious Food for Today's Individuals and Families

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:

- Yes
- ~~No~~

If yes, grades are weighted as follows:

Other information:
Students are not required to try the food prepared, but students are required to participate in each lab. Students will assist in measuring, prepping, cooking, or cleaning each lab which takes place two times a week.

Reviewed 08/13/2025

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

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Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: PFHS

Course title and description: Foods and Nutrition II: Diving into restaurant management and intro to culinary arts. Students will learn about back of house and front of house duties, food safety, cooking techniques as needed in the restaurant industry, and management techniques.	**Teacher name and contact information:** Nicole Hessa nicole.hessa@sd273.com

Suggested student supplies:
Binder for assignments, pencil/paper, hair ties/clips for long hair.

Board-approved curriculum and supplemental resources:
Text book: Guide to Good Food

Standards covered:
1.0 Explore Career Pathways and Industry Professional Standards in Worldwide Food Production, Management, and Services
2.0 Demonstrate Safety and Sanitation Procedures
3.0 Demonstrate Procedures for Food Service Skills, Equipment, and Production
4.0 Explore Menu Planning Principles
5.0 Identify and Demonstrate International Bakery Production Techniques
6.0 Explore and Prepare a Variety of International Food Products using Appropriate Procedures
7.0 Demonstrate the Use of a Variety of Cooking Methods

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:

- Yes
- ~~No~~

If yes, grades are weighted as follows:

Other information:
Students are not required to try the food prepared, but students are required to participate in each lab. Students will assist in measuring, prepping, cooking, or cleaning each lab which takes place two times a week. Groups projects are individually graded; individual participation directly correlates with their grade.

Reviewed 08/13/2025

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
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Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
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- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

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- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: PFHS

Course title and description: Foods and Nutrition III: Diving further into restaurant management and advanced culinary arts. Students will learn more about back of house and front of house duties, food safety, cooking techniques as needed in the restaurant industry, and management techniques.	**Teacher name and contact information:** Nicole Hessa nicole.hessa@sd273.com

Suggested student supplies:
Composition notebook for assignments, pencil/paper, hair ties/clips for long hair.

Board-approved curriculum and supplemental resources:
Text book: Guide to Good Food

Standards covered:
1.0 Explore Career Pathways and Industry Professional Standards in Worldwide Food Production, Management, and Services
2.0 Demonstrate Safety and Sanitation Procedures
3.0 Demonstrate Procedures for Food Service Skills, Equipment, and Production
4.0 Explore Menu Planning Principles
5.0 Identify and Demonstrate International Bakery Production Techniques
6.0 Explore and Prepare a Variety of International Food Products using Appropriate Procedures
7.0 Demonstrate the Use of a Variety of Cooking Methods

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:

- Yes
- ~~No~~

If yes, grades are weighted as follows:

Other information:
Students are not required to try the food prepared, but students are required to participate in each lab. Students will assist in measuring, prepping, cooking, or cleaning each lab which takes place two times a week. Groups projects are individually graded; individual participation directly correlates with their grade.

Reviewed 08/13/2025

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)
As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls High School

Course title and description: Forestry and Wildlife Management: A course that will provide the foundation for courses in the Natural Resources pathway, including Natural Resources, Fish and Wildlife Science, Range Science, Environmental Science, and Forestry Science. Students will understand principles of ecology and natural resources, the relationship between natural resources and ecosystem services, and the role ecosystem services play in various aspects of agricultural production.	**Teacher name and contact information:** Instructor: Brandon Hoxie Email: brandon.hoxie@sd273.com Phone Extension: 6177

Suggested student supplies: Notebook or binder, pen and pencil, one roll of clear contact paper.

Board-approved curriculum and supplemental resources: This course utilizes a variety of curricular resources, including materials curated from reputable educational websites, teacher-developed content, and supplemental tools that support the learning goals outlined in the syllabus. Every effort is made to ensure these resources are aligned with grade-level standards and are appropriate for classroom use.
If you have any questions about the materials being used or would like to review them in more detail, please feel free to contact me to schedule a meeting. I welcome the opportunity to discuss the curriculum and support your child's learning experience.

Standards covered: Forestry Products standards: 1.1.1, 1.1.2, 1.1.3, 3.1.1, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.1.7, 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5 3.2.6 3.2.7, 3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.3.5, 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.2.5, 5.1.1, 5.1.2 5.1.3, 5.1.4

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:
Yes
No

Reviewed 08/14/2025

Other information:
Classroom Expectations

Always conduct yourself in a safe and responsible manner, absolutely no horse play, throwing things, using tools in a manner that they were not intended for.
Show up on time
Respect equipment, facility, each other.
Absolutely no profanity
Cell phones should be left in backpacks and silenced
Work should be turned in on time and complete.
Everyone cleans up…everyday
No food or drink except a reusable water bottle with a lid.

FFA
The FFA is the Career and Technical Student Organization that is associated with all agriculture classes. It is considered to be intra-curricular, meaning it is a part of the program's curriculum. Students are strongly encouraged to become a member. Membership includes additional opportunities for travel and competition. If you have any questions please contact me.

AET
AET is an essential tool for managing student Work-Based Learning (WBL), which includes Supervised Agricultural Experiences (SAEs), experiential learning records, classroom projects, and overall program documentation. Students will be required to track their experiences on a regular basis.

Return this page to your teacher.

Student Name: _____

Course: _____

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Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls High School

Course title and description:

General Math:

The purpose of this course is to provide specialized academic instruction for special education students. They will be exposed to fractions, decimals, variables, orders of operations, negative numbers and number lines, in order to help build upon the students foundation of math skills..

• Lessons are composed of two parts: one part to develop understanding of math concepts, and one part to apply those concepts in problem-solving situations.
• The development of key concepts is spread across the program to provide more time with each concept.
• Ongoing practice with math skills is part of every lesson.

Teacher name and contact information:

Adam Raab
Email: adam.raab@sd273.com

Suggested student supplies:

Pencil, Notebook, Calculator

Board-approved curriculum and supplemental resources:

AGS Publishing Pre-Algebra

Kuta Software (Pre-Algebra)

Khan Academy

Goformative.com

Standards covered:

Semester	Standards
1	CCSS.MATH.CONTENT.HSA.SSE.A.1

	CCSS.MATH.CONTENT.HSA.SSE.A.2 CCSS.MATH.CONTENT.HSA.REI.A.1 CCSS.MATH.CONTENT.HSA.REI.A.1 CCSS.MATH.CONTENT.3.NBT.A.1 CCSS.MATH.CONTENT.4.NBT.A.3 CCSS.MATH.CONTENT.8.EE.A.1 CCSS.MATH.CONTENT.8.EE.C.7 CCSS.Math.Content.6.NS.A.1 CCSS.Math.Content.6.NS.B.2 CCSS.Math.Content.6.NS.B.3 CCSS.Math.Content.6.NS.B.4 CCSS.Math.Content.6.NS.C.5 CCSS.Math.Content.6.NS.C.6 CCSS.Math.Content.6.NS.C.7 CCSS.Math.Content.6.NS.C.8 CCSS.Math.Content.6.RP.A.1 CCSS.Math.Content.6.RP.A.2 CCSS.Math.Content.6.RP.A.3 CCSS.Math.Content.5.NF.A.1 CCSS.Math.Content.5.NF.A.2 CCSS.Math.Content.5.NF.B.3 CCSS.Math.Content.5.NF.B.4 CCSS.Math.Content.5.NF.B.5 CCSS.Math.Content.5.NF.B.6 CCSS.Math.Content.5.NF.B.7 CCSS.Math.Content.5.OA.A.1 CCSS.Math.Content.5.OA.A.2 CCSS.Math.Content.5.OA.B.3

2	CCSS.Math.Content.7.NS.A.1 CCSS.Math.Content.7.NS.A.2 CCSS.Math.Content.7.NS.A.3 CCSS.Math.Content.6.EE.A.2 CCSS.Math.Content.6.EE.A.3 CCSS.Math.Content.6.EE.A.4 CCSS.Math.Content.6.EE.B.5 CCSS.Math.Content.6.EE.B.6 CCSS.Math.Content.6.EE.B.7 CCSS.Math.Content.6.EE.B.8 CCSS.Math.Content.6.RP.A.3.c CCSS.Math.Content.6.RP.A.3.d CCSS.Math.Content.5.OA.A.1 CCSS.Math.Content.5.OA.A.2 CCSS.Math.Content.5.OA.B.3

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:

Yes
No

If yes, grades are weighted as follows:

Grade Breakdown:

- Final 10%
- Test score 25%
- Quiz Score 20%
- Assignments and Homework 25%
- Participation 10%

Other information:
Late work will be accepted within the same quarter.

Grade Breakdown:

- Final 10%
- Test score 25%
- Quiz Score 20%
- Assignments and Homework 25%
- Participation 10%
- Project 10%

<u>Quiz grades can be replaced by the unit test grade only if the test grade is better than the quiz</u>

grade. This only applies to the initial test score, extra credit or make up points do not apply.

Return this page to your teacher.

Student Name: _____

Course: _____

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Parent/Guardian Acknowledgment
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Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

North Idaho College

Post Falls High School · Communication & Fine Arts · Communication

Fundamentals of Oral Communication

COMM-101

Fall 2026 Section 705 3 Credits 09/07/2026 to 01/29/2027 Modified 09/03/2026

Description

This course introduces students to what communication is and how it affects human interaction. Emphasis is on public speaking with attention to audience analysis, organizational, and delivery skills. The controlled and supportive classroom environment is an ideal setting for students to practice and perfect those communication skills of effective speaking and critical listening valued in all professions, the community, and personal relations. It is, however, a complex discipline of reading, writing, research, and performance.

Materials

Messages that Matter: Public Speaking for the Information Age

Edition: 2nd
ISBN: 9780738093901
Author: Misner
Publisher: HAYDEN-MCNEIL PUBLISHING

Outcomes

Upon successful completion, students will be able to:

- research, organize and develop informative speeches that are adapted to specific audiences.
- effectively use persuasive strategies to structure verbal messages that are adapted to specific audiences.
- demonstrate effective listening skills and will be able to critically analyze in writing the effectiveness of the speaker and the message presented.
- adapt their speeches to their intended audiences being mindful and respectful of individual differences and conforming to ethical parameters.
- demonstrate confident verbal and nonverbal delivery through the presentation of speeches.
- critically analyze their own speech performance.

- create and effectively use visual aids to enhance verbal messages.

✓ Assessment

Criteria

Assignments

Speech to Inform – 190 Points

Outlines, Speech, Peer Evaluations, & Self Analysis

Speech to Inform with Visuals – 190 Points

Outline, Speech, Peer Evaluations, & Self Analysis

Speech to Motivate to Action – 290 Points

Outlines, Speech, Peer Evaluations, & Self Analysis

Quizzes and Other Assignments – 230 Points

Final Exam – 100 Points (Some students are exempt from the final exam; see attendance section for details.)

Total: 1,000 points

COMM101 COURSE OUTLINE

(Order subject to change. See course calendar for details.)

Course overview, Introductions

Basic communication theory

Speaking anxiety

Topic selection/purpose

Audience analysis

Research and supporting information

Speech organization and outlining

Language and framing

Listening techniques and critical evaluation

Delivery techniques and practice/preparation

Deliver Speech 1, to inform

Visual aid design and use

Deliver Speech 2, to inform with visual aids

Persuasion Theory

Monroe's Motivated Sequence

Deliver Speech 3, to motivate action

Course wrap-up

Final Exam will be asynchronous online

Breakdown

Grading

Grades are assigned on the basis of a point system. The student's grade is determined by the total number of points earned in relation to the total number of points that are possible.

Grade Equivalency

Grade	Equivalency
A	93 - 100%
A-	90 - 92%
B+	87 - 89%
B	83 - 86%
B-	80 - 82%
C+	77 - 79%
C	73 - 76%
C-	70 - 72%

D+	67 - 69%
D	63 - 66%
D-	60 - 62%
F	0 - 59%

* Course Policies

Attendance

Students not only learn from composing and delivering presentations, but also from each other. The research clearly indicates regular attendance in classes maximizes your chances to achieve academic success, which is the goal of all students and instructors.

All absences are considered equal and will count toward course maximums; the only exception is college-supported activities, which must be cleared in writing with your instructor prior to the events. Students who exceed the equivalent of two weeks of absences will be required to withdraw or will receive a failing grade.

Students in a face to face course who acquire an equivalent of one week or less of absences will not be required to take the final exam. Hybrid and online students are required to take final exam.

Speech Delivery Requirements

Students are required to deliver the minimum three speeches (Speech to inform, Speech to Inform with Visual Aids, and Motivate to Action Speech) to pass COMM101. Failure to deliver all three speeches will result in the student failing COMM101.

Speech Makeup

Students are expected to speak when scheduled by the instructor. If a student is not prepared to speak (which includes not having the required materials) when called upon, the student will be allowed to give the makeup speech only if time permits, with a 25% penalty on the speech and outline. The student must be prepared to present each remaining speech day or will default the make-up opportunity. It is possible to switch days with classmates with prior notice. At final speech time, makeup speeches will be impossible. Speech makeups are not allowed for online and hybrid classes due to time constraints.

Speech Topic Selection

The Department of Communication is committed to honoring students' right to freedom of speech; however, students will not be allowed to select and speak on topics that would be considered hateful or overly sensitive to the point that it detracts from the learning environment. Instructors may discourage students from selecting topics that are unoriginal or do not meet the speech criteria and/or outcomes. Ultimately, students are responsible for selecting an appropriate topic that meets the needs and goals of the assignment and audience

Late Assignments

Late assignments are accepted for 48 hours past their deadline. There is a 25% deduction per 24 hours late. After 48 hours assignments will no longer receive credit.

Gateway Course

This course is a designated Gateway course [for students enrolled in Communication, Hospitality, History, Medical Lab Technology, Surgical Technology program(s)]. Gateway courses are good early indicators of student readiness for further study. Successful completion of this course will provide a solid foundation for next steps in your studies so be sure to take every advantage of the available support and resources provided to you.

Division Policies

Institutional Policies

North Idaho College Learning Environment

North Idaho College is committed to providing a learning environment that promotes the free exchange of ideas in a respectful and professional manner. Faculty, staff, and students are encouraged to engage in respectful dialogue about educationally appropriate subjects in all courses in accordance with the "Freedom of Inquiry in Higher Education" law, codified as Idaho Code § 67-5909D, and other applicable laws.

Students are encouraged to engage in the marketplace of ideas as part of their educational journey, and may be asked to read, discuss, and explore themes that relate to diversity, equity, and inclusion ("DEI") as defined in Idaho Code § 67-5909D. Students will not be compelled to personally affirm, adopt, or adhere to any particular political, religious, philosophical, or ideological tenets. Students also have the right to express personal opinions about concepts and theories presented in their courses and to disagree with opinions by faculty and fellow students.

Academic Dishonesty

Violations of academic integrity involve using or attempting to use any method that enables an individual to misrepresent the quality or integrity of his or her work at North Idaho College. These violations include the following:

- Cheating: using or attempting to use unauthorized materials, information, or study in any academic exercise.
- Fabrication: falsifying or inventing any information or citation in an academic exercise.
- Plagiarism: knowingly representing the words or ideas of another as one's own in an academic exercise.
- Violation of Intellectual Property: stealing, altering, or destroying the academic work of other members of the community or the educational resources, materials, or official documents of the college.
- Facilitating Academic Dishonesty: knowingly helping another to attempt to violate any provisions of this policy.

Violations of academic integrity may result in failure of an assignment, failure of the course, or more serious sanctions.

For a complete explanation of the North Idaho College Statement on Academic Honesty & Academic Integrity please refer to Policy 5.06 & Procedure 5.06.01in the NIC Policy Manual (http://www.nic.edu/policy/).

Student Code of Conduct

The Student Code of Conduct applies to any student enrolled at North Idaho College. This includes, but is not limited to, face-to-face classes and Internet classes.

NIC shall maintain a Student Code of Conduct that specifically addresses prohibited behavior and assures due process for alleged violations. The Code of Conduct shall make clear possible sanctions for such actions. Policy Manual (https://www.nic.edu/policy/all/506/) (See 5.06)

Disability Support Services and the Americans with Disabilities Act (ADA)

In compliance with the Americans with Disabilities Act of 1990 and Section 504/508 of the Rehabilitation Act of 1973, North Idaho College provides accommodations to eligible students who experience barriers in the educational setting due to learning, emotional / mental, physical, visual, or hearing disabilities. Instructors will provide accommodations to students only after having received a Letter of Accommodation from Disability Support Services (DSS).

If a student would like to request accommodations, he or she must contact DSS so that a Letter of Accommodation may be sent to the instructor. Students requesting accommodations should contact DSS as early in the semester as possible to avoid delay of accommodation due to student load. Accommodations are not retroactive. DSS provides academic accommodations, access, assistance and services at NIC and at the North Idaho Consortium of Higher Education campus.

Contact:
Disability Support Services Website (https://www.nic.edu/dss/)
(208) 769-5947

Withdrawal

Please check the NIC Calendar (https://www.nic.edu/calendar/) for the last day students can withdraw from courses.

Instructor-Initiated Withdrawal: An instructor has the right to withdraw a student for academic reasons. For more information, see the Instructor-Initiated Withdrawal Procedure (https://www.nic.edu/policy/all/50402/).

Financial Aid Satisfactory Progress (SAP):Federal Regulations require North Idaho College to establish Satisfactory Academic Progress standards (SAP) for all financial aid recipients. The purpose of SAP standards are meant to ensure that students and academic institutions are held accountable to the taxpayer-funded federal student aid programs while students complete their academic goals in a timely manner. This process monitors student performance in all terms of enrollment, including terms in which the student did not receive financial aid. For more information, see the Financial Aid Satisfactory Progress (http://www.nic.edu/websites/default.aspx?dpt=29&pageId=3025) website.

For more information on withdrawals, see the NIC Catalog (https://www.nic.edu/catalog/).

Title IX

North Idaho College seeks to provide an environment that is free of bias, discrimination, and harassment. If you have been the victim of sexual harassment/misconduct/assault we encourage you to report this. If you report this to any college employee, (except for a licensed counselor or health care professional) she or he must notify our college's Title IX coordinator about the basic facts of the incident (you may choose whether you or anyone involved is identified by name). For more information about your options at NIC, please go to: NIC Title IX - Sexual Assault, Discrimination, and Harassment (https://www.nic.edu/titleix/) or call (208) 676-7156

Removal From Class For Non-Attendance

Attendance is based on your participation in this class. Failure to attend will result in your being removed from this class and may result in your financial aid award being reduced. You are responsible for confirming the accuracy of your attendance record.

Student Questions and Concerns

NIC instructors are a great resource for course related questions as well as general questions regarding your field of study and career. In addition, your instructor is your first point of contact if you have a question or concern about this course. Instructor office hours are posted here on the syllabus as well as in the campus directory. Division chairs are an additional resource you may contact if you are unable to resolve your question or concern with your instructor. The most current contact information for the division chair can be found here. Office of Instruction - Division Chairs (https://www.nic.edu/instruction/deans-and-division-chairs/)