



# **COURSE CATALOG**

**2011-2012  
SCHOOL YEAR**

# ISSAQUAH SCHOOL DISTRICT MISSION AND ENDS STATEMENTS

## **Mission**

Our students will be prepared for and eager to accept the academic, occupational, personal, and practical challenges of life in a dynamic global environment.

## **Ends Statements**

### **E-2 Academics and Foundations**

Upon graduation, students will be academically prepared and confident to pursue higher education or specialized career training.

### **E-3 Citizenship**

Students will live as responsible citizens.

### **E-4 Technology**

Throughout life, students will understand and apply current and emerging technologies to extend their personal abilities and productivity.

### **E-5 Personal Awareness and Expression**

Students will understand and develop their personal gifts and strengths.

### **E-6 Life Management**

Students will live healthy, satisfying, and productive lives.

## **SKYLINE HIGH SCHOOL MISSION STATEMENT**

Developing honorable, thinking skilled citizens who possess integrity, act with honor and pride, and pursue scholarship and excellence.



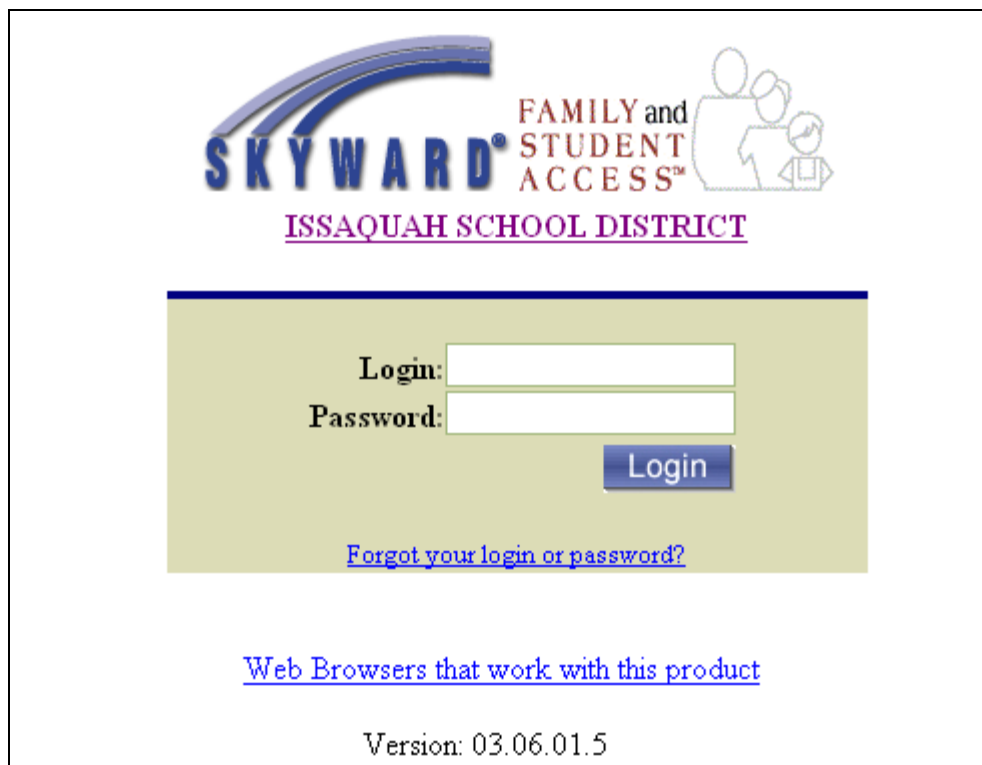
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**Skyline Website: [www.shs.issaquah.wednet.edu](http://www.shs.issaquah.wednet.edu)**

**CEEB School Code: 480501**

The Family Access website URL is <http://www.issaquah.wednet.edu/family/> . Click on the Family Access' link to get the login screen (shown below). Your login and password is **not** case specific. The login is a combination of the first five letters of the last name, first three letters of the first name and three numbers assigned by the student system for each parent. Example: John Smith would login as **smithjoh000**, as written under Guardian Login. If you have a last name with less than 5 letters, use spaces to equal the five letters of the last name and then type the first three letters of the first name with the numbers assigned by the student system. Example: Mary Lee would login as **leemar000** as written under Guardian Login. For course selection process, the Student Login and password is required.



**SKYWARD** FAMILY and STUDENT ACCESS™  
ISSAQUAH SCHOOL DISTRICT

Login:   
Password:

Login

[Forgot your login or password?](#)

[Web Browsers that work with this product](#)

Version: 03.06.01.5

## System Requirements

### Windows Platform

Intel or AMD based Pentium class processors at 500 MHz or higher, 128 MB RAM, 3.0 GB HD space available, 17" or high monitor set at 1024 x 768 resolution, Windows XP or 2000, Internet Explorer 5.5 or 6.0. DSL or high-speed internet access recommended.

### Macintosh Platform

Minimum G3 processor at 500 MHz or higher, 128 MB RAM, 3.0 GB hard drive space available, 17" or higher monitor set at 1024 x 768 resolution, OS X 10.2, Internet Explorer 5.2. DSL or high-speed internet access recommended.

\*Computers not meeting the above requirements may not be able to use this site, or navigation will be very slow.

To obtain your log-in and password; please contact your high school registrar. If you forgot your password; please click on "forgot your password" and it will be e-mailed to you.

The governing of a comprehensive high school is regulated by a variety of sources: Washington State Administrative Code (legislation pertaining to schools), procedures set by the Office of the Superintendent of Public Instruction, Issaquah School District policies (determined by the ISD Board of Directors) and each individual high school policies. Our operational procedures serve to organize the operations of the school in a fair and equitable manner and to provide access to strong instruction, connectivity to schools, citizenship as a contributing member of a community, resiliency for growth, and personal expression. The following standards are applied in accordance with these decision-making bodies and are a list of the standards relating to the earning of credit, making academic progress and participation in extra-curricular activities.

## WASHINGTON STATE & ISSAQUAH SCHOOL DISTRICT GRADUATION REQUIREMENTS

Please be aware that graduation requirements for the Class of 2015 and beyond may change depending on action by the Washington State Legislature during the 2011 legislative session. To participate in the graduation ceremony students must meet all state, district and school requirements. Minimum credit requirements for IHS and SHS are 22 credits. Minimum graduation requirements for LHS are 28 credits. Graduation requirements are based on the State of Washington, Issaquah School District and individual high school requirements

The Washington State Board of Education and the Issaquah School District established specific requirements for graduation. Issaquah students meet those requirements by fulfilling credit requirements as listed by the school and in [district policy 2410](#).

Credit Requirements:	Issaquah/Skyline HS Class of 2012 & Beyond	Liberty HS Class of 2012 & Beyond
English	4.0 credits	4.0 credits
Mathematics*	3.0 credits	3.0 credits
Social Studies**	3.0 credits	3.5 credits
Science	2.0 credits	2.0 credits
Career & Technical (CTE)***	1.0 credit	1.0 credit
Physical Education	1.5 credits	2.0 credits
Health	0.5 credit	0.5 credit
Fine or Applied Arts	1.0 credit	1.0 credit
Electives	6.0 credits	9.0 credits
Senior Core Elective		1.0 credit
Senior General Elective		1.0 credit
<b>TOTAL CREDITS</b>	<b>22.0</b>	<b>28.0</b>

\*For the Class of 2012 and beyond only those math credits earned while in grades 9 through 12 will satisfy the math graduation requirement

\*\*Social Studies credits required: World Studies (9<sup>th</sup> grade requirement); European Studies (10<sup>th</sup> grade requirement) and U.S. History (11<sup>th</sup> grade requirement). The State of Washington also requires that students take a Washington State History and Government course. This requirement is satisfied in 7<sup>th</sup> grade in the Issaquah School District. Liberty HS has an additional .5 credit required during senior year.

\*\*\*The Issaquah School District requires that all students meet technology proficiency. This is accomplished by successfully completing an approved technology course in high school/ middle school or passing the technology proficiency test.

**In addition to the minimum credit requirements, to earn a diploma each student must:**

- **Technology proficiency**

The Issaquah School District requires that students will understand and apply current and emerging technologies to extend their personal abilities and productivity. This technology graduation requirement specifies that students must be able to demonstrate a minimum proficiency level in technology. Students choose one of two ways to meet the technology graduation requirement:

- Pass a Software Technology course – Earn 0.5 credit by developing skill, literacy and fluency development in Internet, Internet applications, and desktop productivity software. These courses provide in-depth exploration in each of the areas listed, OR
- Pass the Technology Challenge Test: Score an 80% or above to demonstrate mastery of the technology proficiencies. Information on the challenge test can be found on our district website at <http://connect.issaquah.wednet.edu/r.ashx?6> No credit is earned for passing the challenge test.

- **Complete a High School and Beyond Plan**

- Students must detail their plans for meeting the high school graduation requirements and what they expect to do after graduation.

- **Complete a Culminating Project**

- This learning project helps students understand the connection between school and the real world. ISD requires all students complete career exploration and preparation curriculum for 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grades in order to meet the state requirement of a culminating project. The final activity is an exit interview senior year.

- **Pass statewide assessments**

- Pass the reading and writing portions of the statewide assessment or an appropriate alternative:
- Complete science requirements: Students in the class of 2013 and beyond must pass the science statewide assessment or an appropriate alternative.
- Pass the mathematics portion of the statewide assessment or an appropriate alternative; and
  - Complete math requirements: Students in the class of 2012 who fail to successfully pass the mathematics portion of the statewide assessment or an appropriate alternative, must earn two mathematics credits or career and technical education equivalent mathematics credits after 10<sup>th</sup> grade. Credits earned must meet high school standards.
  - Students in the Class of 2013 and beyond must pass the mathematics portion of the statewide assessment, an alternative assessment, or an end of course examination.

Students in the Class of 2013 and beyond must complete, as a minimum, mathematics courses in one of the following progressive sequences

- a. Algebra I, Geometry, and Algebra II; or
- b. Integrated Mathematics I, Integrated Mathematics II, and Integrated Mathematics III; or
- c. Any combination of (a) and (b) in progressive sequence.

In lieu of a third credit of mathematics students may choose an alternative mathematics course, if the parent/guardian agrees that the third credit mathematics elective is supportive of the student's education and career goals. Before approval of the elective third mathematics credit a meeting will be held with the student, the parent/guardian and the school staff to discuss the student's High School and Beyond Plan and the mathematics requirements for post-secondary and career choices.

The district will obtain a signed consent from the parent for the student to enroll in the alternative third credit of mathematics. The consent form will confirm the meeting, that the parent understands the impact of the selection on the student's educational and employment options, and that the alternative is most appropriate for the needs of the student.

Students may also satisfy the mathematics requirements by earning equivalency based credit in career and technical education mathematics courses. Those credits must be recorded using the equivalent academic high school department designation.

## **CREDIT CONSIDERATIONS WHILE EARNING A HIGH SCHOOL DIPLOMA**

### **COLLEGE ADMISSIONS REQUIREMENTS**

Academic review for college admissions will not only include an examination of a student's GPA and college entrance examination scores (SAT/ACT), but will also be based upon an evaluation of a student's rigor of curricula, including senior year course selections, and in some cases a college essay. A significant grade improvement through the junior year may be taken into account. Please note that special education and resource classes do not meet admission requirements for a four year college/university. Requirements at out-of-state colleges and universities, as well as all selective college course requirements, vary. Students and parents should consult the websites of colleges in which they are interested.

CADR refers to college admissions criteria established by the [Higher Education Coordinating Board](#). The CADR are more rigorous than high school graduation requirements that are determined by the State Board of Education and individual school districts. High school students who plan to attend college are **strongly encouraged to exceed both the CADR and high school graduation requirements** to improve their potential for success.

The CADR need to be completed either in high school, in a dual credit program such as Running Start, or through college courses before a student matriculates at a Washington public baccalaureate institution – Central Washington University (CWU), Eastern Washington University (EWU), The Evergreen State College (TESC), University of Washington (UW), Washington State University (WSU), Western Washington University (WWU). Individual institutions and other universities may have different standards or processes. Prospective students should obtain the admission information provided by the institutions.

**Students are required to earn a minimum of three or four CADR credits during each year of high school AND earn a total of CADR 15 credits at the end of their senior year.**

**English:** Four years of English study are required, at least three of which must be in composition and literature. Courses that are **not** generally acceptable include those identified as remedial or applied (e.g. developmental reading, remedial English, basic English skills, review English, newspaper staff, acting).

**Mathematics:** Three years through Algebra 2. **During the senior year of high school**, students must take a math-based quantitative course or have successfully completed math through pre-calculus. The math-based quantitative requirement can be met through enrollment in one of the following:

- One of the three required math courses (algebra 1, geometry & algebra 2)
- Completing a math-based quantitative course like statistics, applied math or appropriate career and technical courses
- Completing an algebra-based science course.

**Social Science:** Three years of study are required in history or in any of the social sciences (e.g. economics, government, psychology, sociology). Credit awarded for student government, leadership, community service or other applied or activity courses will **not** satisfy this requirement.

**Science:** At least two years of laboratory science are required for admission including one full year of an algebra-based lab science such as chemistry, or physics. (i.e. both semesters in the same field). **\*All 6 public 4 year Washington schools require one year of chemistry, or physics.**

**World Languages:** Two years of study in a single world language are required. A course in world language taken in 8<sup>th</sup> grade may satisfy one year of the requirement if transcribed and if the second-year course is completed the next year in high school. **\*\*Must be two years of the same language.**

**Fine, Visual or Performing Arts:** One year of study is required in the fine, visual, and performing arts or an additional academic elective. The fine, visual and performing arts include study in art appreciation, band, ceramics choir, dance, dramatic performance and production, drawing, fiber arts, graphic arts, metal design, music appreciation, music theory, orchestra, painting, photography, pottery, printmaking and sculpture. UW and WWU require one-half credit of the fine, visual or performing arts, the other half may be in the arts or an academic elective.

	CADR	HS GRAD COMPARE
English	4 credits	4 credits
Mathematics (minimum through completion of Algebra 2)	3-4 credits	3 credits
Social Studies	3 credits	3 credits
Science – (must include 1 credit of Chemistry or Physics)	2-3 credits	2 credits
World Languages – (same Language, 1 credit can be from 8 <sup>th</sup> grade)	2 credits	-
Fine Arts or College Prep Elective	1 credit	1 credit

### **ADVANCED PLACEMENT (AP)**

The Advanced Placement Program (AP) offers students the opportunity to participate in challenging college-level course work while still in high school at Issaquah and Liberty High Schools. Students can receive credit, advanced placement, or both from thousands of colleges and universities that participate in the AP Program. Exams are administered each May. Each exam has a score range of 1-5. Students who receive a 3 or better may receive college credit or advanced placement, or both. To find out if a college/university is participating in the AP Program, students will need to check with the college or university of their choice. There is a fee for each AP test. See individual high schools for AP classes.

Although Skyline offers no AP classes, students do not have to take an AP class in order to take an AP exam. Testing fees will apply.

### **COLLEGE IN THE HIGH SCHOOL (CHS)**

Students who take College in the High School (CHS) courses may receive college and high school credit simultaneously. Credit is offered through [Bellevue College](#) and the [University of Washington](#). Students must meet established criteria as explained by the classroom teacher. Tuition must be paid to the specific college. Course titles and grades are recorded on the high school transcript and on the college transcript. Students need to be aware that not all four-year colleges and universities accept College in the High School credit. It is recommended that students contact the college or university they are considering to find out if the credit will be accepted.

### **EQUIVALENCY**

Certain courses are approved for equivalency purposes of meeting high school graduation requirements. For example, if a student takes one semester of Health through the Issaquah School District, this would fulfill the semester state requirement for Health and a semester requirement for Career & Technical Education. **Equivalency does not diminish the number of credits required for graduation**; the student can choose which category to use that particular credit. Thus a student may meet graduation requirements at a faster pace, leaving more room in their schedule for other course options.

**Please note that EQUIVALENCY may not apply for meeting minimum core requirements for college admissions.**

Example: Sports Medicine as taught in our schools will meet state high school requirements for the science requirements; however, colleges may require more standardized lab-based courses such as biology, physics and chemistry to meet this requirement for college entrance. Please see each individual high school for specific equivalency tables.

### **HIGH SCHOOL CREDIT FOR 7th AND 8th GRADE STUDENTS (Choice Legislation)**

All 7th and 8th grade students who complete high school level credit courses at their middle school in accordance with [District Policy 2410](#) are eligible to have those grades and credits placed on their high school transcript. A request can be made to add the credit and grade at any time up to the point of the student's junior year credit review with his/her counselor. **Please note that once the grades are added to the high school transcript, the grade and credit cannot be removed and will permanently be included in the computation of the student's grade point average.**

### **INTERNATIONAL BACCALAUREATE (IB)**

The International Baccalaureate (IB) is a high school diploma program with worldwide recognition and is offered at Skyline High School only. By emphasizing the dynamic combination of knowledge, skills, experience, and critical thinking, IB promotes academic achievement along with active and responsible citizenship. IB classes offer excellent preparation for the demands of four-year university work.

## **ISSAQUAH SUMMER SCHOOL PROGRAM**

The Issaquah School District Summer School provides opportunities for enhancement, acceleration, credit retrieval (F grade/NC), or to improve a D, D+ or C- grade in a core academic course. When a student takes a course (generally semester) for the first time, the grade and credit will be posted to the student's transcript. When a student repeats a course successfully in Issaquah's Summer School Program, the original grade will remain on the student's transcript per state law, however, the credit will be changed to zero so the grade is not used in GPA calculations. The letter grade received for the summer school course and the credit will be entered on the transcript. If the summer school grade is lower than the original grade, the original grade and credit will remain on the transcript and the summer school grade will be noted as "U" or "NC" but will not be used in calculating a student's GPA.

## **RUNNING START**

Washington State legislature allows qualified students to take courses at local community/technical college during their junior and/or senior year of high school through the [Running Start Program](#). Students can earn both college credit and high school credit at the same time. In order to qualify, a student needs to have a minimum of 10 credits and junior status, take and pass an assessment test at the college and complete an application to the college. The test and application need to be completed in the spring prior to the academic year when the student will begin.

Once students have been accepted to the program, they must meet with their counselor for a credit evaluation and have the counselor sign the appropriate forms prior to registering for each quarter at the college. Running Start students are advised to call in advance to set up an appointment with their counselor. Running Start courses MUST be taken for a letter grade when available. A decision to participate in Running Start is a yearlong commitment due to the differences between the semester system at the high school and the quarter system at the college. Students have the option to be part-time or full-time Running Start students. Additional Running Start information is available in the Counseling Office or the Running Start office at the colleges.

## **SCHOOL DIRECTED ATHLETICS**

Students in school-directed athletics have the opportunity to waive .25 credit per successfully completed season of a sport to substitute for the Physical Education requirement in order to free up their schedule to take another class. The maximum number of credits waived through school-directed athletics is no more than half of the required credits or 0.5 credit (2 sports seasons) at IHS & SHS or 1.00 credit (4 sport seasons) for LHS. The credit may only apply to the PE requirement, not to general elective credits. Students who choose this option are still required to earn 1.00 PE credit through regularly scheduled high school course PE class offerings.

## **TECH PREP**

Tech Prep allows you to earn high school and college credit at the same time for successfully completing certain CTE courses at your high school. The courses are aligned with a program of study at local community and technical colleges. Transferability of Tech Prep credits to other colleges or universities depends on the receiving institution. It is recommended that students contact the college or university they are considering to find out if the credit will be accepted. To qualify, students must earn a grade of "B" or higher and register online while they are taking the course. There is no fee for this program. Contact the classroom teacher or the Career Specialist for more information. Information can also be found on this website, <http://www.techprepwa.org/>.

## **WAIVERS**

The principal may infrequently waive course requirements. Exceptions are Washington State History (usually taken in middle school) and U.S. History, which are required by law. Washington State History may be waived for incoming seniors from out of state. A waiver of credits may be granted in accordance with Washington State law and [District Policy 2410](#). A maximum of 50% of a requirement may be waived.

## **WASHINGTON NETWORK FOR INNOVATIVE CAREERS (WaNIC)**

WaNIC is a regional skills center cooperative of seven school districts in Northeast King County. Most courses meet daily for two hours or more on other high school campuses. Juniors and seniors are eligible to participate and must be on track to graduate in order to take classes through the WaNIC program. Interested students need to see the Career Specialist during Spring Course Selection to receive the necessary materials and arrange for school visitations.

The application process is to: (1) Find out details online at [www.wanic.org](http://www.wanic.org) and/or Career Specialist; (2) Complete official WaNIC application online at [www.wanic.org](http://www.wanic.org) by May 1<sup>st</sup>; (3) Visit the class; (4) Meet with your counselor to review your credits; (5) Turn in application to Career Specialist. Confirmation will be sent to student by end of June. Participation is on a first-come, first served basis, with priority registration by May 1<sup>st</sup>. For more WaNIC information, please see the website at [www.wanic.org](http://www.wanic.org).

## CREDIT OPTIONS OUTSIDE OF ISSAQUAH SCHOOL DISTRICT

**For the following outside credit options approval cannot be given retroactively.** Once approval has been granted, the student must complete the program within the time designated by the counselor. To preserve the integrity of the requirements, 50% of the graduation credit requirement in any discipline must be earned in a regularly scheduled high school course

- Unless it is an OSPI approved online course, official verification of course completion must be submitted to the counseling office no later than two weeks after the completion of the course.
- Students may take a total of 2 credits (4 semesters) of courses towards meeting graduation requirements and/or minimum college admission requirements through outside accredited district approved institutions. Some of these options include: community college courses, OSPI approved online courses, and courses at private Washington State accredited institutions.
- In order to qualify for meeting graduation requirements, a course must meet state required grade level expectations (GLE's) and a student must receive prior approval, in writing, from his/her counselor and the principal. (Forms are available in the counseling office or can be accessed on the ISD website.)
- A grade will be given as satisfactory/unsatisfactory (S/U) unless specifically noted otherwise. Please note that the NCAA factors "satisfactory/pass" grades as a 1.0 or a "D" in GPA calculations.
- The District shall not, in any way, be responsible for determining if an outside course meets a specific college requirement, an NCAA requirement or is accepted by agencies who grant scholarships. Parents and students are solely responsible for the consequences of these issues.
- Credit will be placed on the transcript.

### COLLEGE ENRICHMENT COURSES

Students may take college courses (not Internet) toward fulfilling high school graduation requirements and/or minimum college admission requirements. These are typically summer academic enrichment courses, but may include courses taken during the academic year. If the District has an articulated agreement with the community/technical college such as but not limited to [Bellevue College](#) or [Renton Vocational Technical College](#), both credit and grade will be submitted for transcribing.

### OSPI ONLINE LEARNING

Online courses that are approved by the Office of Superintendent of Public Instruction (OSPI) and taught by third party course providers will be granted credit in the same manner as other course offerings in the district. The actual letter grade (A-F) is recorded on the transcript. However, no more than two credits (4 semester courses) taken in this manner will be granted during a student's high school career.

Online courses that are approved by OSPI and taught by Issaquah School District teachers (such as Health) will be granted credit in the same manner as other course offerings in the district and do not count towards the 2.0 maximum outside credit policy.

Only courses approved by OSPI will be eligible for credit from the district unless an exception is approved by the district and principal for good cause. More information about Online Learning can be found on the ISD website at <http://www.issaquah.wednet.edu/academics/online/Default.aspx>

### PRIVATE ACCREDITED INSTITUTIONS

With prior written approval from the student's counselor and principal, a student may earn credit (not grade) from a private Washington State accredited institution that has been approved by the Issaquah School District, toward fulfilling graduation requirements or college admission requirements. The course must meet state standards/GLEs

### PRIVATE LESSONS OR LEARNING EXPERIENCES CONDUCTED AWAY FROM SCHOOL (PE/MUSIC)

An administrator, in consultation with the counselor and the appropriate departmental staff (PE/Music), may approve credit for private lessons or learning experiences conducted away from school. Applications for such credit may be picked up in the Counseling Center. Applications must be completed and submitted to the Counseling Office **no later than two weeks prior to the start of the semester for which credit is sought, or two weeks prior to the end of school for a summer request.** No applications will be accepted after that time. All conditions stated on the form, including verification must be successfully completed before credit is accepted. A required fee will be charged for each approved application request.

# **ADDITIONAL POLICIES, REGULATIONS AND RULES**

## **ATTENDANCE LOSS OF CREDIT**

Students are expected to attend all assigned classes each day. In any semester when a student has accumulated a total of eight (8) absences (Liberty HS) or eleven (11) absences (Issaquah & Skyline HS) in any one class, excused or unexcused, the student will lose credit for that class. School approved activities and discipline suspensions do not count towards the total absences. Pre-arranged and other absences, excused or unexcused, **are** included in the total absences. If any of the 8/11 absences have been caused by long-term, extenuating circumstances or an extended chronic health condition, the parent should contact the appropriate administrator.

Students have the right to appeal the loss of credit. If credit is denied after a student has gone through the appeals process, an "NC" grade will be assigned as long as the student continues to go to class and is productive. An "F" grade will be assigned if the student does not come to class and act in a productive manner. An "NC" grade will not be factored into a student's GPA calculation, whereas an "F" grade will. If the student is removed from the class due to disruptive or nonproductive conduct, an "F" grade will be posted to the transcript.

## **COURSE SELECTION EXPECTATIONS**

Students are expected to select their six classes at IHS & SHS, eight at LHS, in a serious and responsible manner, as every effort will be made to ensure students are scheduled into their pre-selected classes. If an error in course placement has been made, such as misplacement in math or world languages, students should see their counselor immediately for reassignment into the appropriate course. NOTE: Any course dropped after the fourth week of any given semester will be added to the transcript with a failing grade.

## **CREDIT RECOVERY PROGRAM**

Students who have previously failed a graduation requirement in areas such as English, Social Studies, Math or Science and need to make up credit for graduation, will need to contact their counselor to discuss what options may be available such as Night Academy, summer school, or online learning.

## **EARLY GRADUATION**

Upon completion of an application, completion of high school graduation requirements, and approval from the principal, students may receive permission to graduate one year or one semester early. Applications are available in the Counseling Office and must be completed and submitted for approval at least 18 weeks (one semester) prior to the anticipated graduation date.

## **EXTRA COURSE CHARGE**

The Issaquah School District (ISD) is committed to providing a free and basic education to all students. At LHS, students who enroll in more than the eight (8) classes offered to all students may be required to pay tuition for the additional class. At IHS & SHS, students who enroll in more than the six (6) classes offered to all students may be required to pay tuition for the additional class. Issaquah School District will determine the cost of each class. (Please note the state legislature only funds the equivalent of 5 classes each day.)

## **EXTRA-CURRICULAR ACADEMIC ELIGIBILITY**

In order to participate in an athletic or fine-arts extra-curricular activity, a student must be enrolled in seven (7) classes (at LHS) and five (5) classes (IHS & SHS), and be passing all classes and maintain a 2.0 grade point average. Athletes are required to have passed all classes and received at least a 2.0 GPA in the previous term. Periodic grade checks will be performed at 4 ½, 9, 13 ½ and 18 weeks of each semester (this grade check also pertains to dance, drill and cheer) To be eligible for a position as an ASB officer, cheer staff, drill team, or student council member, a student must be passing all courses and maintain a 2.5 cumulative GPA. A student must be enrolled in a minimum of four (4) classes (at LHS) and three (3) classes (at IHS & SHS) to participate as an officer/student representative.

## **GRADE CHANGES**

On occasion, students may feel that a grade received did not truly reflect what they earned. Students who wish to challenge a grade must first make contact with the teacher who gave the grade. ***Students will have until the end of the following semester to resolve the disputed grade.*** After that time, all grades will be deemed final and may no longer be challenged. If a mediator is necessary, the student may contact their administrator.

## **GRADE IMPROVEMENT**

***The student, for any/all grade improvement course(s) must receive prior written approval by the school counselor and/or administrator or it will not be considered for grade improvement. Approval cannot be granted retroactively.***

Students who have received a grade of F, D, D+ or C- in a core class may improve up to four (4) semester grades during high school through the following programs:

- Retake the course on a space available basis at the high school.
- Retake the course at the Issaquah School District's Summer School Program (**not** Night Academy) **or** through the Bellevue or Lake Washington School Districts' Summer School programs which are comparable programs including seat time.
- In specific cases of higher level courses, a community college course taken on a college campus may qualify for grade improvement. In these individual cases, the counselor will specify the exact course which satisfies the requirement(s).
- OSPI approved online learning courses from a third party provider may, in some cases, be taken for grade improvement. The policies and procedures for outside credit will be followed in these cases.

Please be aware that in grade improvement, not all programs may be offering the same courses as those taught in the Issaquah School District.

Per WAC 392-415-055 and WAC 392-415-070 the grade being improved **must remain on the student's transcript. The credit, however, will be changed to zero so the grade is not used in calculating the student's GPA. The new grade, if higher, will be used for calculating.**

## **GRADE POINT COMPUTATION**

<b><u>Marking System</u></b>	<b><u>Point Value</u></b>	
A	4.0	
A-	3.7	
B+	3.3	Credit/no credit, satisfactory/unsatisfactory and pass/fail marks are excluded in the calculation of grade point average (GPA). GPA is based on the average of final grades each semester in the subjects taken divided by number of credits attempted.
B	3.0	
B-	2.7	
C+	2.3	
C	2.0	
C-	1.7	
D+	1.3	AP and IB classes are not weighted on a transcript per state law
D	1.0	
F	0.0	

## **HOME-BASED INSTRUCTION**

Since home-based coursework is not transcribed as completed at an approved public or approved private school, it will not qualify for Issaquah School District credit toward an Issaquah School District diploma.

## **NCAA**

Students desiring to practice and compete their freshman year at a NCAA Division I or Division II college must satisfy the requirements of NCAA Bylaw 14.3, commonly known as Proposition 48. Students wishing to receive financial aid from a Division I or II college must also satisfy the requirements of NCAA Bylaw 14.3.

A student's eligibility for practice, competition and financial aid in the freshmen year at a Division I or II college must be certified by the NCAA Initial Eligibility Clearinghouse. It is important to see your school registrar **by** September of your senior year to allow time for processing the required information.

During your senior year, students should register online with the NCAA. Prospective college athletes for Division I and II schools need to apply online. The website is: [www.eligibilitycenter.org](http://www.eligibilitycenter.org). From the home page, the athlete should click on "NCAA College-Bound Student-Athletes enter here", which will link the student-athlete to the necessary information.

Students must be aware that it is their responsibility that when they register online at [www.eligibilitycenter.org](http://www.eligibilitycenter.org), they will be prompted to print forms and these must be given to the registrar. These forms are necessary to have transcripts sent to

NCAA. However, it is the **student's** responsibility to submit all SAT/ACT scores to NCAA directly from the College Board; the counseling center does not submit these scores to the NCAA.

### **STATE HIGH SCHOOL TRANSCRIPT**

All public schools in the State of Washington use the *Washington State High School Transcript*. As with previous transcripts, course codes, descriptions by way of course titles, grades earned, credits earned, credits attempted, and GPAs will all be recorded.

The State has added a category entitled *Additional State Requirements*. This will include:

- **Certificate of Academic Achievement** based upon successfully meeting the state-wide assessments (currently HSPE /end-of-course standards); or the Certificate of Individual Achievement, based upon specific criteria as specified by the state and included within the student's IEP.
- High School & Beyond Plan – addressed in the ISD each year, the final plan will be included in the culminating project presentation
- Culminating Project – this is based on completion of the curriculum, including final presentation of student high school and beyond plan.

Until the results for these bulleted items have been recorded, they will appear on the transcript in the default mode, *not met*. For more information, please go to the District website at [www.issaquah.wednet.edu](http://www.issaquah.wednet.edu), and click on *Graduation Requirements*.

## **GUIDANCE CENTER**

### **COUNSELING AND CAREER DEVELOPMENT**

The counseling staff is organized with counselors, a secretary, a data processor and/or registrar, and career specialists. Students are assigned to a specific counselor for academic monitoring, but may confer with any staff available concerning personal or other issues.

#### **Counseling services include:**

- Academic planning
- Maintenance of academic records
- Classroom presentations
- Individual and group post-high school planning, career counseling and guidance
- Coordination of information about vocational programs, colleges, financial aid, military programs, and scholarships
- Coordination of academic, college and vocational testing and test interpretation
- Consultations with teachers/parents to assist in diagnosing learning disabilities and working to resolve academic problems
- Coordination and information for drug/alcohol intervention and assessments
- Personal counseling with students
- Parent and student interventions and personal concerns
- Consultation and referral to Child Protective Services and law enforcement
- Consultation and referral to community agencies
- New student enrollment
- Assistance in teacher/student/parent conferences

It is the College and Guidance Center's goal that development of career awareness and the education required to get there be an integral extension of the school's curriculum. For this reason, the high school has an up-to-date career center which serves as an excellent resource for students, faculty and parents needing information about post-secondary education and career decisions. Career information is presented in grades 9-12 through the Career Education curriculum.

## SERVICES AND RESOURCES

- Career/college events at the school and in the community
- Career Center Library - books, catalogs, videos
- Career interest and aptitude testing
- Career units for the classroom
- College and career advising
- College representative visits
- College, financial aid and career websites
- Community and Technical College information
- Community service opportunities
- Culminating Project support
- Field Trips
- Internship opportunities
- Job shadowing opportunities
- Military information
- WaNIC information
- Part-time employment (job) information
- Scholarship information
- Study abroad program information
- Summer Opportunities
- College Credit Program/Tech Prep information (taken for college credit)

## FOUR YEAR PLANNING GUIDE AND WORKSHEETS

Students will find it advantageous to develop a [worksheet for planning high school course work](#). Key issues to consider when developing your specific plan are:

- 8<sup>th</sup> grade classes in which high school credit was earned will count for high school graduation. It is therefore, necessary to record 8<sup>th</sup> grade course work on the student plan sheet in addition to 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade courses.
- Plan for **all** graduation requirements (read the requirements for your high school carefully).
- Homework load, variety of interests, and balance of subject matter should be considered, semester by semester.
- High school counselors, career center personnel and teaching staff are available to answer specific questions.
- Students **and** parents should review the student's four-year plan each semester, updating it as necessary.
- Review the sample four-year student plans which appear in your high school's course guide. Different course sequences will help the student prepare for post-high school and career goals.

See your high school's course guide for your planning sheet and specific sample plans. These sample plans help students see the sequence of required courses, as well as the number of electives available, for a variety of post-high school plans.

## PLANNING

The number of decisions to make about course selection may seem daunting. We're here to help! Counselors are primary consultants as students plan to meet future goals, but the career center, staff and administrators are all willing to assist. Please use the checklist below as a guide to review their progress each year.

### **Ninth Grade**

- Complete Culminating Project steps.
- Complete High School and Beyond Plan.
- Complete a tentative plan for courses in grades 9-12 (sample four-year planning pages are included on pages 20-23)
- Consider several post-high school choices. Consult with adults in various occupations, school counselors and career specialists.
- Meet with IB Co-ordinator if you are interested in pursuing the IB Diploma.

## **Tenth Grade**

- Complete Culminating Project steps.
- Complete High School and Beyond Plan. Change plan as necessary to ensure meeting high school graduation requirements.
- Continue consideration of other post-high school choices. Experiment with various course options.
- Take the Preliminary Scholastic Assessment Test (PSAT) in October to assess college preparatory skills
- Review admission requirements for any colleges and universities under consideration. Include these in planning.
- Investigate career and technical education programs available. Enroll in any prerequisite classes required for entry into a program, since most are available to 11<sup>th</sup> & 12<sup>th</sup> graders.
- Confer with the school's career specialists about the variety of educational and career options.
- If necessary, meet with your counselor and/or career specialists regarding any questions.
- In preparation for 11<sup>th</sup> grade decide on IB, Running Start, or WaNIC opportunities.

## **Eleventh Grade**

- Complete Culminating Project steps.
- Complete High School and Beyond Plan. Adjust planning sheets as necessary.
- Focus your consideration of post-high school options. The career specialist and counselors are both good resources for this inquiry.
- Take the Preliminary Scholastic Assessment Test (PSAT) in October to assess college preparatory skills as well as prepare for the SAT exam.
- Correspond with vocation-technical schools, community colleges, or four-year colleges about possible post-high school training programs. Consider on-site visitations during school breaks or summer.
- Take either the SAT or ACT in the spring if applying to a four year college that requires these scores. Some colleges require the SAT II subject tests.
- Meet with college, military, or service personnel when they visit Skyline. Attend local college fairs in the fall.
- Begin the nomination process if planning to apply to a military academy.
- Attend junior conferences with counselor in the spring to review graduation requirements and senior year courses.
- Make final decision about adding 7<sup>th</sup> & 8<sup>th</sup> grade grades on transcript. See page 8

## **Twelfth Grade**

- Prepare for the exit interview and completion of the Culminating Project.
- Review graduation requirements to ensure proper enrollment in courses necessary for June graduation.
- Take the SAT or ACT in the fall if applying to a college requiring these scores. Take SAT II for colleges requiring these scores.
- Apply to colleges under consideration. Notify the vocational-technical school to place name on a waiting list for the chosen program.
- Be aware of both deadlines for colleges and counseling center.
- Ask teachers if they are able to write favorable letters of recommendation. Make arrangements as early in the school year as possible.
- Follow the guidelines regarding financial aid and scholarship applications.
- Survey possible job choices if choosing to work immediately following high school. The career specialists can assist with this process.
- Finalize decisions regarding post-high school choice. Meet application deadlines.

## EQUIVALENCY

The following courses have been approved to meet equivalency credit at Skyline High School:

<u>Course Title</u>	<u>Primary</u>	<u>Equivalency</u>
Applied Anatomy & Physiology	Career Tech Ed	Science
Criminal Justice 1	Career Tech Ed	Social Studies
Criminal Justice 2	Career Tech Ed	Social Studies
Economics	Career Tech Ed	Social Studies
Graphic Design 1	Career Tech Ed	Fine/Applied Arts
Graphic Design 2	Career Tech Ed	Fine/Applied Arts
Yearbook	Career Tech Ed	Fine/Applied Arts
Health	Health	Career Tech Ed
Sports, Exercise & Health Science	Science	Physical Education
Sports Medicine 1	Career Tech Ed	Science
Sports Medicine 2	Career Tech Ed	Science
Studio Graphic Arts	Fine/Applied Arts	Career Tech Ed
Technical Theater & Production	Career Tech Ed	Fine/Applied Arts

## INTERNATIONAL BACCALAUREATE (IB)

The International Baccalaureate (IB) is a high school diploma program with worldwide recognition. By emphasizing the dynamic combination of knowledge, skills, experience, and critical thinking, IB promotes academic achievement along with active and responsible citizenship. IB classes offer excellent preparation for the demands of 4 year university work.

The IB curriculum is divided into Higher Level courses (2 years of study) and Standard Level (1-2 years of study) taken during grades 11 and 12. Advanced planning is required for IB diploma candidates because a world language must be started at or before the 9<sup>th</sup> grade. Please refer to the "Sequence of Courses for IB Diploma Candidates" chart for more information. **It is not necessary to pursue the full IB diploma in order to take IB courses. All 11<sup>th</sup> and 12<sup>th</sup> grade students are eligible to enroll in IB courses;** check each department for pre-requisites.

International Baccalaureate classes receive extra weight in determining class rank. Class rank is only used for determining valedictorian and salutatorian and some colleges use this as part of their admissions considerations.

To receive the IB diploma, students must take IB classes in all academic areas and pass examinations and assessments in 3 Higher Level and 3 Standard Level subjects. Skyline students may choose their own program of subjects from this list:

1. English (Higher only)
2. Social Science
  - IB Business (Higher and Standard)
  - IB Environmental Systems & Society (Standard only)
  - IB History (Higher only)
  - IB Psychology (Standard only)
3. World Language
  - IB French 1 (Standard level), IB French 2 (Higher level)
  - IB Japanese 1 (Standard only)
  - IB Spanish 1 (Standard level), IB Spanish 2 (Higher level)
4. Science
  - IB Biology 1 & 2 (Higher only)
  - IB Chemistry (Higher and Standard)
  - IB Physics (Higher and Standard)
  - IB Environmental Systems & Society (Standard only)
5. Mathematics
  - IB Mathematics 1& 2 (Standard Level), IB Mathematics 3 (Higher level)
6. Electives (Select one) \*
  - IB Theater Arts (Higher and Standard)
  - IB Visual Arts (Standard only)
  - IB Music (Standard only, alternate years)
  - Or an additional Math, Science, Social Science or World Language

### **All courses are offered subject to demand**

#### **Additional requirements for the full diploma**

- An extended essay of approximately 4,000 words in one of the six subject areas listed above.
- "Theory of Knowledge," a philosophy course
- A total of 150 hours of creative, active and social service activities (CAS)

#### **International Baccalaureate options**

**Full Diploma** – Student meets all the above requirements (awarded by IB Geneva).

**Certificates** – Awarded for each Higher and Standard exam passed (awarded by IB Geneva).

**Class only** - Students do all class work, but do not take the IB exam.

For more information regarding the program and/or course selection, contact Sean Martin, IB Coordinator on 425 837 7801 or [martins3@issaquah.wednet.edu](mailto:martins3@issaquah.wednet.edu) or your counselor.

Diploma candidates must take at least one IB course and exam in English, World Language, Science, Social Science, and Math. The sixth exam may be in theater, art, or a second exam in one of the five academic areas. For example, students may take exams in Physics and Chemistry.

**Typical Sequence of Courses for IB Diploma Candidates**

Diploma: <b>Select 3 HL, 3 SL</b>	9	10	11	12
English (HL)	English 9 or Honors English 9	English 10 or Honors English 10	IB American Studies (2 year) required	IB English 12 (HL)
World Language (SL, HL)	French, Spanish, Japanese 1. or French, Spanish, Japanese 2.	French, Spanish, Japanese 2, or Japanese French, Spanish 3	Japanese French, Spanish 3 or IB Japanese, French, Spanish 1 (SL)	IB Japanese, French, Spanish 1 (SL) or IB Spanish 2 (HL), IB French 2 (HL)
Social Sciences (SL, HL)	World Studies or Honors World Studies	European Studies or Honors European Studies	IB American Studies (2 year) required Optional electives Business SL* Psychology SL* IB Environmental Systems & Society SL*	IB 20 <sup>th</sup> Century History HL (and/or) Optional electives Business SL*, HL Psychology SL* IB Environmental Systems & Society SL*
Science	Physical Science Biology	Biology Chemistry Physics Environmental Systems	IB Biology 1 (2 years) And/or IB Chemistry (SL)*, IB Physics (SL)*, IB Environmental Systems & Society (SL)*	IB Biology 2 (HL) And/or IB Chemistry (SL*), (HL) And/or IB Physics (SL*), (HL) IB Environmental Systems & Society (SL*)
Mathematics	Geometry  Algebra 2	Algebra 2  IB Mathematics 1	IB Mathematics 1 or IB Mathematics 2 (SL Option)	IB Mathematics 2 (SL) IB Mathematics 3 (HL)
Theory of Knowledge			Theory of Knowledge (yearlong)* - <i>recommended to take in senior year</i>	Theory of Knowledge (yearlong)*
Optional courses (some preliminary courses at grade 9/10 may be waived with permission of instructor)	Studio Art 1 (semester course)	Studio Art 2 (semester course)	IB Theater Arts (SL*) IB Visual Arts (SL*)  IB Music (SL*) – <i>offered alternate years</i>	IB Theater Arts (SL*), (HL) IB Visual Arts (SL*)  IB Music (SL*) – <i>offered alternate years</i>

\*Can be taken either junior or senior year.

**Only two SL exams may be taken in 11<sup>th</sup> grade.**

## IB Course Offerings HL/SL

Available courses	Courses offered only at HL	Courses offered at HL and SL	Courses offered only at SL
Language Arts	English		
Mathematics		Mathematics 2 (SL) Mathematics 3 (HL)	
Physical Education			Sports, Exercise and Health Science (from 2012/13 year)
Science	Biology	Chemistry Physics	Environmental Systems & Society
Social Sciences	History	Business and Management	Psychology
World Language		Spanish French	Japanese
Optional classes		Theater Arts	Visual Arts Music - <i>offered alternate years</i>

For information regarding recognition policies for North American colleges and universities and those that grant credit and/or advance standing for IB diplomas and certificates, check [www.ibo.org](http://www.ibo.org) or the IB Policy Manual available from the IB Coordinator. Some colleges may award credit for IB Diploma recipients and for some individual higher level exams with scores of 4 or above

### Four-Year Worksheets

Students will find it advantageous to develop a worksheet for planning high school course work. A [sample worksheet](#) is available on the Guidance Center website that allows the students to realize the sequence of required courses, as well as the number of electives available, depending on their post-high school plans.

- 8<sup>th</sup> grade classes in which high school credit was earned may count for high school graduation. It is therefore, necessary to record 8<sup>th</sup> grade course work on the student plan sheet in addition to 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade courses.
- Plan for **all** graduation requirements (read the requirements carefully).
- Review the sample four-year student plans which appear on the following pages. Different course sequences will help the student prepare for post-high school and career goals.
- Advanced planning is required for IB diploma candidates because a world language must be started at or before the 9<sup>th</sup> grade.
- Homework load, variety of interests, and balance of subject matter should be considered, semester by semester.
- High school counselors, career center personnel and teaching staff are available to answer specific questions.
- Students **and** parents should review the student's four-year plan each semester, updating it as necessary.

### Some courses may be taken in different semesters than the samples indicate.

- All students must take one semester of health during grades 9-12.
- All students must take at least two semesters of English in their 12<sup>th</sup> grade.
- All juniors and seniors are eligible to take IB courses. Student may choose to take one or more IB exam.
- Juniors may only take two IB SL exams
- IB Diploma students will need to take a minimum of 6 IB exams in 5 or 6 areas.
- WaNIC courses count as Career & Technical Education credits. Registration for WaNIC courses begins in February for the following year.
- All students must take a software technology course or pass the Technology Proficiency exam.
- Elective courses are used to expand knowledge, deepen interest, or to experience a discipline. Please keep graduation requirements and your post-high school plan in mind as you select these courses.
- TA positions do not meet any graduation requirements.

**SAMPLE FOUR-YEAR STUDENTS PLAN: COLLEGE-PREPARATORY PROGRAM**

**9<sup>th</sup> Grade**

First Semester		Second Semester	
1	English 9	1	English 9
2	World Studies 9	2	World Studies 9
3	Algebra 1 or higher	3	Algebra 1 or higher
4	Science**	4	Science
5	Career & Tech Ed Elective* or PE or Health	5	PE or Health
6	World Language, PE or Fine Art	6	World Language, PE or Fine Art

**10<sup>th</sup> Grade**

First Semester		Second Semester	
1	English 10	1	English 10
2	European Studies 10	2	European Studies 10
3	Geometry or higher	3	Geometry or higher
4	Science	4	Science
5	PE or Elective	5	Health or PE
6	World Language	6	World Language

**11<sup>th</sup> Grade**

First Semester		Second Semester	
1	English 11	1	English 11
2	US History	2	US History
3	Algebra 2 or higher	3	Algebra 2 or higher
4	Science	4	Science
5	World Language	5	World Language
6	Fine Art or CADR***	6	Fine Art or CADR**

**12<sup>th</sup> Grade**

First Semester		Second Semester	
1	English elective	1	English elective
2	Math	2	Math
3	PE	3	Elective or PE
4	World Language or CADR	4	World Language or CADR
5	CADR	5	CADR
6	CADR	6	CADR

\*After passing the Software Technology test a Career & Technical Education elective may be taken. Otherwise, students will need to take the software technology course.

\*\*Science

- Biology is recommended in 9<sup>th</sup> or 10<sup>th</sup> grade due to students being required to pass the state's science assessment exam
- Colleges in Washington State require that one credit must be in an algebra-based science course (physics, chemistry, IB physics, or IB chemistry)

\*\*CADRs – Core Academic Distribution Requirements: English, History, Science, Math, World Language, Fine/Visual/Performing Art

## SAMPLE FOUR-YEAR STUDENTS PLAN: TECHNICAL PROGRAM

### 9<sup>th</sup> Grade

First Semester		Second Semester	
1	English 9	1	English 9
2	World Studies 9	2	World Studies 9
3	Math	3	Math
4	Science*	4	Science*
5	PE	5	PE or Health
6	Software Technology	6	Elective

### 10<sup>th</sup> Grade

First Semester		Second Semester	
1	English 10	1	English 10
2	European Studies 10	2	European Studies 10
3	Math	3	Math
4	Science	4	Science
5	PE or Elective	5	Health or PE
6	Fine/Visual/Performing Arts	6	Fine/Visual/Performing Arts

### 11<sup>th</sup> Grade

First Semester		Second Semester	
1	English 11	1	English 11
2	US History	2	US History
3	Math	3	Math
4	Science	4	Science
5	Career & Technical Education or Elective	5	Career & Technical Education or Elective
6	Career & Technical Education or Elective	6	Career & Technical Education or Elective

### 12<sup>th</sup> Grade

First Semester		Second Semester	
1	English elective	1	English elective
2	Math	2	Math
3	Elective	3	Elective
4	Travel/Elective	4	Travel/Elective
5	WaNIC course	5	WaNIC course
6	WaNIC course	6	WaNIC course

\***Science** – Biology is recommended in 9<sup>th</sup> or 10<sup>th</sup> grade due to students being required to pass the state's science assessment exam

## SAMPLE FOUR-YEAR STUDENTS PLAN: 4 YEARS MUSIC & WORLD LANGUAGE

### 9<sup>th</sup> Grade

First Semester		Second Semester	
1	English 9	1	English 9
2	World Studies 9	2	World Studies 9
3	Algebra 1 or higher	3	Algebra 1 or higher
4	Career & Tech Ed Elective*, PE or Science**	4	Science**, PE or Health
5	World Language	5	World Language
6	Music	6	Music

### 10<sup>th</sup> Grade

First Semester		Second Semester	
1	English 10	1	English 10
2	European Studies 10	2	European Studies 10
3	Geometry or higher	3	Geometry or higher
4	Science	4	Science
5	World Language	5	World Language
6	Music	6	Music

### 11<sup>th</sup> Grade

First Semester		Second Semester	
1	English 11	1	English 11
2	US History 11	2	US History 11
3	Algebra 2 or higher	3	Algebra 2 or higher
4	Science, PE or Career & Tech Ed Elective	4	Science, PE or Health
5	World Language	5	World Language
6	Music	6	Music

### 12<sup>th</sup> Grade

First Semester		Second Semester	
1	English Elective	1	English Elective
2	PE, Career & Tech Ed or Health	2	PE, Career & Tech Ed or Health
3	Math	3	Math
4	Science *	4	Science *
5	World Language	5	World Language
6	Music	6	Music

\*After passing the Software Technology test a Career & Technical Education elective may be taken. Otherwise, students will need to take the software technology course.

\*\*Science

- Biology is recommended in 9<sup>th</sup> or 10<sup>th</sup> grade due to students being required to pass the state's science assessment exam
- Colleges in Washington State require that one credit must be in an algebra-based science course (physics, chemistry, IB physics, or IB chemistry)

Physical Education – 0.5 of the required PE credits may be satisfied through two seasons of Skyline sports participation or through a pre-approved outside athletic involvement or class

## SAMPLE FOUR-YEAR STUDENTS PLAN: IB DIPLOMA

### 9<sup>th</sup> Grade

First Semester		Second Semester	
1	Honors English 9	1	Honors English 9
2	Honors World Studies 9	2	Honors World Studies 9
3	Geometry or higher	3	Geometry or higher
4	Biology or Fine/Visual/Performing Art	4	Biology or Fine/Visual/Performing Art
5	Career & Tech Ed* course or PE	5	PE or Health
6	World Language 1 or higher	6	World Language 1 or higher

### 10<sup>th</sup> Grade

First Semester		Second Semester	
1	Honors English 10	1	Honors English 10
2	Honors European Studies 10	2	Honors European Studies 10
3	Algebra 2 or higher	3	Algebra 2 or higher
4	Science** or Fine/Visual/Performing Art	4	Science** or Fine/Visual/Performing Art
5	PE	5	Health or PE
6	World Language 2 or higher	6	World Language 2 or higher

### 11<sup>th</sup> Grade

First Semester		Second Semester	
1	IB American Studies - English 11 Block	1	IB American Studies – English 11 Block
2	IB American Studies Block	2	IB American Studies Block
3	IB Mathematics 1 or higher	3	IB Mathematics 1 or higher
4	IB Science	4	IB Science
5	World Language 3 or IB World Language (SL)	5	World Language 3 or IB World Language (SL)
6	IB Fine Arts or IB Elective	6	IB Fine Arts or IB Elective

### 12<sup>th</sup> Grade

First Semester		Second Semester	
1	IB English (HL)	1	IB English (HL)
2	IB History (HL) – 20 <sup>th</sup> Century History or Social Science (SL)	2	IB History (HL) – 20 <sup>th</sup> Century History or Social Science (SL)
3	IB Mathematics 2 (SL) or higher	3	IB Mathematics 2 (SL) or higher
4	IB Science (SL or HL)	4	IB Science (SL or HL)
5	IB World Language (SL or HL)	5	IB World Language (SL or HL)
6	IB Theory of Knowledge	6	IB Theory of Knowledge

\*After passing the Software Technology test a Career & Technical Education elective may be taken. Otherwise, students will need to take the software technology course.

**\*\*Science**

- Biology is recommended in 9<sup>th</sup> or 10<sup>th</sup> grade due to students being required to pass the state's science assessment exam
- Colleges in Washington State require that one credit must be in an algebra-based science course (physics, chemistry, IB physics, or IB chemistry)

Physical Education – 0.5 of the required PE credits may be satisfied through two seasons of Skyline sports participation or through a pre-approved outside athletic involvement or class

**The IB Diploma requires students to take 3 HL and 3 SL exams. Students of Junior standing may only take 2 SL exams.**

## **SENIOR CLASS RANK COMPUTATION**

### **Senior Class Rank/Valedictorian and Salutatorian Selection**

The Skyline staff and community recognize that when students enroll in International Baccalaureate (IB) classes, they are making informed choices and are navigating a rigorous course of study. As many colleges do, Skyline will recognize such students for their exceptional academic effort through a weighted class ranking system that reflects this added rigor.

As part of the academic honors process and the process for college enrollment all students within the twelfth grade are ranked after October 1st according to their weighted cumulative grade point average (G.P.A.). Students have the option to select a weighted or un-weighted rank when applying for colleges, while the transcript will reflect the state standardized grade point average (G.P.A.).

The valedictorian is the graduating student or students with the highest academic ranking according to their weighted grade point average (G.P.A.). Thus, the salutatorian is the student or students next in academic ranking according to the weighted cumulative grade point average. Students earn valedictorian and salutatorian honors based upon the following criteria:

- 1) Valedictorians are ranked first in their graduating class based upon their weighted cumulative grade point average after the final mid-quarter grade check in fourth quarter of the senior year. Valedictorian and Salutatorian status are announced after the final mid-quarter grade check.
- 2) Valedictorian and Salutatorians candidates must earn a letter grade in all coursework for which a letter grade (A, B, C, D, and F) is an option throughout their high school program and complete all graduation requirements. For example, a pass/fail, satisfactory/unsatisfactory, etc. will disqualify a candidate from becoming class valedictorian or salutatorian if a letter grade option was available.
- 3) Students eligible for Valedictorian or Salutatorian honors must attend and earn semester credit at Skyline High School or from a high school program defined as valid by the Issaquah School District during the last four consecutive semesters prior to graduation. High school programs are defined to include all accredited educational programs for which high school credit is granted with a grade. This includes, but is not limited to, Running Start, OPSI online courses, college enrichment, summer school and WaNIC.
- 4) Students considered for Valedictorian and Salutatorian honors must attend school full time. Enrollment in a senior waiver or as a teacher's assistant will disqualify a candidate for Valedictorian and Salutatorian honors and recognition.
- 5) Students choosing to graduate early are welcome to participate in Skyline's commencement exercises. However, while they will be ranked with their classmates, they are ineligible to receive academic honors from Skyline High School.
- 6) Valedictorian(s) will deliver a speech at commencement.

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## BUSINESS & TECHNOLOGY

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**BUSINESS LAW**

BUS350

**Type of Credit**

Career/Tech Ed

**Credit:** 0.5

Semester

**Grade:** 11-12**Fees:** Optional \$18 DECA dues

**Learning Recommendations:** Consider your learning goals. Consider your learning opportunities and challenges. Consider how well you work individually and in groups. Review the description and strategies below.

**General Description:**

This course concentrates on the fundamentals of contract law. It demonstrates how contracts affect the consumer in areas of employment, housing, mutual rights and obligations. Also covered are criminal rights, torts, marital and family law, and the court system.

**Content:**

- Employment, housing, mutual rights and obligations
- Criminal Rights
- Torts
- Marital & Family Law
- Court System
- Current legal issues

**Strategies:** Students learn through a combination of:

- Discussion
- Mock Trials
- Debate
- Critical thinking
- Writing assignments
- Use of technology

**Equipment to be provided by student:****Schools Offering:** LHS, SHS

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## BUSINESS & TECHNOLOGY

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### CRIMINAL JUSTICE 1

SST505

#### Type of Credit

Career/Tech Ed

Social Studies

NCAA

College Credit

**Credit:** 0.5

Semester

**Grade:** 11-12

**Learning Recommendations:** Consider your learning goals. Consider your learning opportunities and challenges. Consider how well you work individually and in groups. Review the description and strategies below.

#### **General Description:**

The Criminal Justice program provides students with an understanding of the nature and causes of crime, types of crime, criminal psychology, State of Washington criminal and traffic laws, police procedures and strategies. Students typically take a field trip to the Washington State Criminal Justice Training Center.

#### **Equipment to be provided by student:**

**Schools Offering:** SHS

CC: Completion of Criminal Justice 1 & 2 with B average will earn students credit at Bellevue College.

### CRIMINAL JUSTICE 2

SST506

#### Type of Credit

Career/Tech Ed

Social Studies

NCAA

College Credit

**Credit:** 0.5

Semester

**Grade:** 11-12

**Learning Recommendations:** Successful completion of Criminal Justice 1

#### **General Description:**

Students will learn about the different aspects of the criminal justice system including the courts, prisons, juvenile justice, trial defense and prosecution, and community corrections. Students typically take a field trip to the Washington State Prison in Monroe and local District Court or Superior Court in Seattle.

#### **Equipment to be provided by student:**

**Schools Offering:** SHS

CC: Completion of Criminal Justice 1 & 2 with B average will earn students credit at Bellevue College.

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## BUSINESS & TECHNOLOGY

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**ECONOMICS**  
**BUS360**

Type of Credit:  
Career/Tech Ed  
Social Studies

Credit: 0.5  
Semester

Grades: 10-12

**Learning Recommendations:** Consider your learning goals. Consider your learning opportunities and challenges. Consider how well you work individually and in groups. Review the description and strategies below.

**General Description:**

This course gives students a basic understanding of the American economic system. This course examines the allocation of scarce resources and the economic reasoning used by people as consumers, producers, savers, investors, workers, voters, and as government agencies.

**Content:**

- Role of competition and private property
- Supply and demand
- Scarcity
- Market structures
- Role of government in a free enterprise economic system
- Fiscal and monetary policy and investment options
- Money and the role of financial institutions
- Economic stabilization and trade

**Strategies:**

Students learn through a combination of:

- Participating in the stock market
- Running a collective bargaining simulation
- Simulation on productivity
- Direct instruction
- Written assignments
- Use of technology
- Critical thinking

**Equipment to be provided by student:** None

**Schools Offering:** LHS, SHS

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## BUSINESS & TECHNOLOGY

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**GRAPHIC DESIGN 1 (COMPUTER BASED)**

INT240

**Type of Credit**Career/Tech Ed  
Fine/Applied Arts**Credit:** 0.5

Semester

**Grade:** 9-12**Fees:** \$10.00**Learning Recommendations:** Willingness to develop computer knowledge and expand your creativity.

**General Description:** Explore Adobe Photoshop and Illustrator as image manipulation and design tools. Learn how to use photos to create both art and business media. Apply principles of color theory and design. Learn how to use drawing programs and illustration tools to create special effects. Discover career and job opportunities that employ skills learned in this class.

**Content:**

- Adobe Photoshop
- Adobe Illustrator
- Image manipulation
- Equipment such as digital cameras and scanners
- Color theory
- Design theory

**Strategies:**

Students learn through a combination of:

- Hands on projects
- Direct instruction
- Exploration
- Use of technology

**Equipment to be provided by student:****Schools Offering:** SHS, IHS, LHS

**Note:** This course counts as a fine art credit for graduation but may not meet the four-year college admissions requirement for Fine/Visual/Performing Arts.

**GRAPHIC DESIGN 2 (COMPUTER BASED)**

INT241

**Type of Credit**Career/Tech Ed  
Fine/Applied Arts**Credit:** 0.5

Semester

**Grade:** 9-12**Fees:** \$10.00 for supplies**Learning Recommendations:** Successful completion of Graphic Design 1 or Digital Design (PCFC)**General Description:**

In an environment much like a professional production studio, students will use Photoshop as well as drawing and layout programs, to design and print projects for real clients. Students will learn principles of design, layout techniques, and color theory. Student teams will manage the operation of the studio and monitor the quality of productions.

**Content:**

- Principles of design
- Layout techniques
- Color theory

**Strategies:**

Students learn through a combination of:

- Hands on projects
- Direct instruction
- Team work
- Use of technology

**Equipment to be provided by student:****Schools Offering:** IHS, SHS

**Note:** This course counts as a fine art credit for graduation but may not meet the four-year college admissions requirement for Fine/Visual/Performing Arts.

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## BUSINESS & TECHNOLOGY

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**IB BUSINESS AND MANAGEMENT (SL)**  
BUS651

**Type of Credit**  
Career/Tech Ed

**Credit:** 1.0  
Full Year

**Grade:** 11-12  
**Fees:** DECA dues of \$18.00 required  
IB exam fee as appropriate

**Learning Recommendations:** Consider your learning goals. Consider your learning opportunities and challenges. Consider how well you work individually and in groups. Review the description and strategies below.

**General Description:**

This course emphasizes understanding technical innovation, daily business functions including marketing, human resources, management and finance. This course prepares students for a Standard Level examination at the end of the course. For IB Diploma students this fits in Group 3 or 6

**Content:**

- Daily business functions
- Marketing
- Human resources
- Management
- Finance

**Strategies:**

Students learn through a combination of:

- Direct Instruction
- Written assignment where students must solve a real business situation
- Participation in DECA
- Use of technology
- Discussion and critical thinking

**Equipment to be provided by student:**

**Schools Offering:** SHS

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## BUSINESS & TECHNOLOGY

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### IB BUSINESS AND MANAGEMENT (HL)

BUS 652

### Type of Credit

Career/Tech Ed

**Credit:** 1.0

Full Year

**Grade:** 12

**Fees:** DECA dues of \$18.00 required

IB exam fee as appropriate

**Learning Recommendations:** Successful completion of IB Business and Management SL

#### **General Description:**

IB Business and Management HL is an extension of the SL course. This course satisfies **either** group 3 or 6 for IB diploma candidates.

#### **Content:**

- Accounting and finance
- Marketing
- Human resources
- Business strategy
- Operations management
- External business influences

**Strategies:** Students learn through a combination of:

- Direct Instruction
- Written assignment where students must solve a real business situation
- Participation in DECA
- Critical thinking
- Discussions
- Use of Technology

**Equipment to be provided by student:**

**Schools Offering:** SHS

### INTRO TO COMPUTER SCIENCE

INT245

### Type of Credit

Career/Tech Ed

**Credit:** 0.5

Semester

**Grade:** 9-12

**Fees:** None

**Learning Recommendations:** Successful completion of Geometry

#### **General Description:**

This survey course is designed to offer students a hands-on introduction to computer science and the technologies that surround us every day. Students will learn about how computer technologies work and the ideas behind them. The course will cover topics such as computer graphics, robotics, algorithm, and artificial intelligence. The students will also learn to program and implement the ideas they have learned into projects.

#### **Strategies:**

Students will learn through a combination of:

- Direct instruction
- Critical thinking skills
- Individual and group work
- Use of technology

**Equipment to be provided by student:**

**Schools Offering:** IHS, LHS, SHS

## BUSINESS & TECHNOLOGY

### POLICE SCIENCE/FORENSICS 1

INT475

#### Type of Credit

Career/Tech Ed

College Credit

**Credit:** 0.5

Semester

**Grade:** 9-12

**Learning Recommendations:** Consider your learning goals. Consider your learning opportunities and challenges. Consider how well you work individually and in groups. Review the description and strategies below.

**General Description:**

CSI Skyline! Methods and technologies used to solve crimes are studied and applied: evidence types such as fingerprints, tool marks, and shoe prints are collected and analyzed in a classroom crime lab.

**Content:**

- Forensic lab equipment and safety
- Crime scene investigation methods and techniques
- Evidence types and collection methods
- Careers in criminal forensics

**Strategies:**

Students learn through a combination of:

- Lecture/Discussion
- Demonstrations
- Inquiry-based laboratory work
- Critical thinking exercises
- Guest speakers

**Schools Offering:** SHS

cc: Completion of Police Science/Forensics 1 & 2 with B average will earn students credit at Bellevue College.

### POLICE SCIENCE/FORENSICS 2

INT476

#### Type of Credit

Career/Tech Ed

College Credit

**Credit:** 0.5

Semester

**Grade:** 9-12

**Learning Recommendations:** While students are encouraged to complete Police Science/Forensics 1 it is not required.

**General Description:**

Laws and courtroom procedures that determine the admissibility of criminal evidence are learned. Students will investigate an indoor and outdoor crime scene, collect all physical evidence, identify a suspect and present their "case" in front of an actual judge in a mock criminal trial.

**Content:**

- Forensic lab equipment and safety
- Crime scene investigation methods and techniques
- Evidence types and collection methods
- Careers in criminal forensics

**Strategies:**

Students learn through a combination of:

- Lecture/Discussion
- Demonstrations
- Inquiry-based laboratory work
- Critical thinking exercises
- Guest speakers

**Equipment to be provided by student:**

**Schools Offering:** SHS

cc: Completion of Police Science/Forensics 1 & 2 with B average will earn students credit at Bellevue College.

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## BUSINESS & TECHNOLOGY

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### **SALES & MARKETING 1**

BUS 125

### **Type of Credit**

Career/Tech Ed

College Credit

**Credit:** 1.0

Full Year

**Grade:** 10-12

**Fees:** DECA dues of \$18.00 required

**Learning Recommendations:** Consider your learning goals. Consider your learning opportunities and challenges. Consider how well you work individually and in groups. Review the description and strategies below.

#### **General Description:**

This course explores the marketing practices and principles at both the retail and industrial level to give students an overview of the importance of marketing in the business world.

#### **Content:**

- Marketing
- Economics and distribution
- Securing and keeping a job
- Careers in marketing
- Human relations
- Business communications
- Management and operations
- Merchandising

#### **Strategies:**

Students learn through a combination of:

- Membership in DECA
- Participation in DECA conferences
- Direct instruction
- Written assignments
- Use of technology

#### **Equipment to be provided by student:**

**Schools Offering:** IHS, LHS, SHS

**Note:** Students are required to join DECA and take an active role in DECA conferences. These provide students with the opportunity to travel and meet students from Washington State and throughout the United States.

**cc:** Completion of this course with a "B" or better may qualify students for college credit at various community college/technical school programs.

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## BUSINESS & TECHNOLOGY

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**SALES & MARKETING STUDENT STORE**  
BUS 425

**Type of Credit**  
Career/Tech Ed

**Credit:** 1.0  
Full Year

**Grade:** 11-12  
**Fees:** DECA dues of \$18.00 required

**Learning Recommendations:** Successful completion of Sales & Marketing 1 or IB Business & Management SL

**General Description:**

This class provides hands-on-retail experience by operating the Agora (Student Store).

**Content:**

- Marketing
- Purchasing
- Merchandising
- Human relations
- Business communications
- Management and operations
- Inventory control

**Strategies:**

Students learn through a combination of:

- Operation of the Agora
- Membership in DECA
- Participation in DECA conferences

**Equipment to be provided by student:**

**Schools Offering:** LHS, SHS

**Note:** Students are required to join DECA and take an active role in DECA conferences. These provide students with the opportunity to travel and meet students from Washington State and throughout the United States.

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## BUSINESS & TECHNOLOGY

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### **SOFTWARE TECHNOLOGY 1**

BUS100

### **Type of Credit**

Career/Tech Ed

College Credit

**Credit:** 0.5

Semester

**Grade:** 9-12

**Fees:** None

**Learning Recommendations:** Consider your learning goals. Consider your learning opportunities and challenges. Consider how well you work individually and in groups. Review the description and strategies below.

#### **General Description:**

Students who successfully complete this course will be proficient in the basic use software for communication and productivity purposes. Students primarily use the Microsoft Office Suite as the basis of instruction. This course allows students to meet the district graduation requirement for technology competency.

#### **Content:**

- Keyboarding
- Word Processing
- Spreadsheet
- Database
- Presentation
- Web page creation
- Internet Search
- Hardware and Operating System Basics
- Voice Recognition

#### **Strategies:**

Students learn through a combination of:

- Direct instruction and demonstration
- Hands-on projects
- Use of Technology

#### **Equipment to be provided by student:**

**Schools Offering:** IHS, SHS, LHS, TMCHS.

Notes: Students may choose to challenge this course by passing with 80% or higher on the [Technology Challenge Test](#). A tutorial is online. The proficiency test may be taken three times per year up through fall semester of the student's junior year.

cc: Completion of this course with a "B" or better may qualify students for college credit at various community college/technical school programs.

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## BUSINESS & TECHNOLOGY

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### TV/VIDEO PRODUCTION 1

INT250

### Type of Credit

Career/Tech Ed

**Credit:** 1.0

Full Year

**Grade:** 9-12

**Fees:** None

**Learning Recommendations:** Consider your learning goals. Consider your learning opportunities and challenges. Consider how well you work individually and in groups. Review the description and strategies below.

**General Description:**

This class is designed to teach the basics of video production, including electronic news gathering, electronic field production, editing, audio, lighting, scripting, graphics, directing, and production crew work. Depending on the needs and interests of the school, productions may include live television broadcasting, on-camera performance, monthly or bi-monthly magazine, daily school news shows, and/or video features.

**Content:**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Basic video production</li> <li>• Electronic News Gathering</li> <li>• Field Production</li> <li>• Live Television Broadcasting</li> <li>• Editing</li> </ul> | <ul style="list-style-type: none"> <li>• Audio</li> <li>• Lighting Techniques</li> <li>• Scripting</li> <li>• Graphics</li> <li>• Directing</li> <li>• On-Camera performance</li> </ul> |
|--|---|

**Strategies:**

Students learn through a combination of:

- Hands-on projects
- Production teams
- Exploration
- Use of technology
- Development of scripts

**Equipment to be provided by student:**

**Schools Offering:** IHS, LHS, SHS

### TV/VIDEO PRODUCTION 2

INT350

### Type of Credit

Career/Tech Ed

**Credit:** 1.0

Full year

**Grade:** 10-12

**Fees:** \$10

**Learning Recommendations:** Successful completion of TV/Video Production 1 or Intro to Video Production (PCFC)

**General Description:** Explores television production through the advanced application of video techniques to create challenging video projects. Students will create weekly project work and may oversee and assist with production projects in TV/Video Production 1.

**Content:**

- Advanced video techniques
- Video editing

**Strategies:**

Students learn through a combination of:

- Hands-on projects
- Leadership and management
- Team work
- Use of technology

**Schools Offering:** SHS

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## BUSINESS & TECHNOLOGY

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### WEB SITE DESIGN

COM330

### Type of Credit

Career/Tech Ed

Tech Prep

**Credit:** 0.5  
Semester

**Grade:** 9-12

**Learning Recommendations:** Consider your learning goals. Consider your learning opportunities and challenges. Consider how well you work individually and in groups. Review the description and strategies below.

#### **General Description:**

The Web Authoring student will learn to construct web sites using current HTML, site design, imaging, video production, and sound creation applications. Students will do market research on target populations to propose site design. Students will survey, create, design, test, the web site as well as produce personal works for themselves or others.

#### **Strategies:**

- Direct instruction
- Individual and group work
- Use of technology
- Research and creativity

**Equipment to be provided by student:** USB memory stick (thumb drive) recommended

**Schools Offering:** IHS, LHS, SHS

cc: Students who complete this course with a B or better may qualify for college credit at various community and technical college programs.

### YEARBOOK

INT160

### Type of Credit

Career/Tech Ed (at IHS and SHS only)

**Credit:** 1.0  
Full Year

**Grade:** 10-12

**Learning Recommendations:** Successful completion of Graphic Design 1 or Digital Design (PCFC)

#### **General Description:**

In this elective course the staff produces the school yearbook. Students must be self starters, able to work in teams, be conscious of quality control, and will be held to real life deadlines. We will cover basic photography, interviewing techniques, copy writing, page layout and design. Emphasis is on accurate and fair coverage of the school year. Some work beyond the regular school day is required.

#### **Content:**

- Layout and design using Adobe InDesign and Adobe Photoshop software
- Writing copy, captions, and headlines
- Libel and copyright issues
- Digital Photography
- Publicity

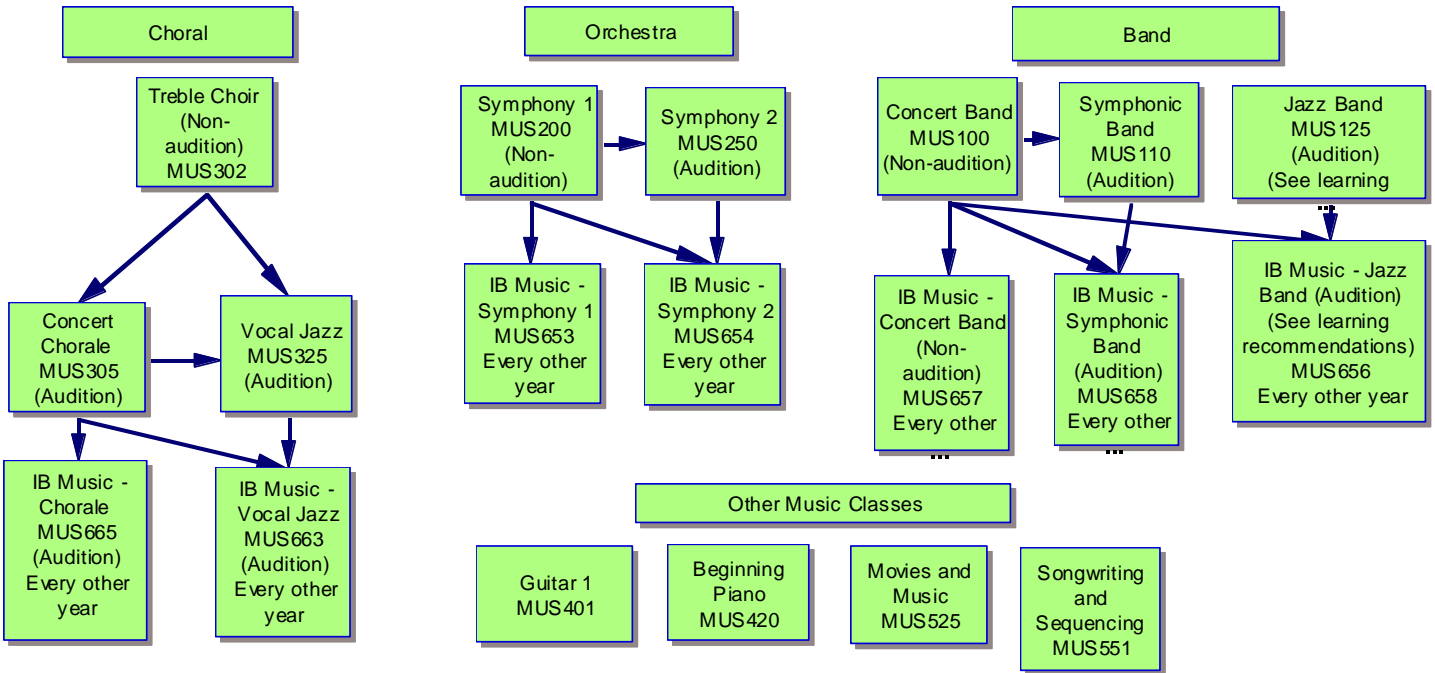
**Strategies:** Students learn through a combination of:

- Modeling
- Individual and team work
- Revision
- Direct instruction
- Use of technology
- Creation of product

**Equipment to be provided by student:** Students will be required to attend selected school events. It is helpful if students have their own digital camera, but class cameras will be available for check out.

**Schools Offering:** SHS – grades 10-12, IHS – grades 10-12, LHS – grades 11-12

# Skyline Music Flow Chart



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## FINE/VISUAL/PERFORMING ARTS

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### **BEGINNING PIANO**

MUS420

### **Type of Credit**

Fine/Visual/Performing Arts

**Credit:** 0.5  
Semester

**Grade:** 9-12  
**Fee:** \$20 book purchase and student provided head-set

**Learning Recommendations:** No prior piano experience necessary.

<p><b>General Description:</b> This is a semester-long course for the beginning pianist. The class will focus on reading music, building chords, and playing songs. Ear training and improvisation will also be included. Class may not be repeated.</p>
<p><b>Content:</b> Music reading skills, including melody, chords, and rhythm. Technical work on piano will include scales and finger exercises. Ear training will include interval recognition, major/minor, and additional music theory.</p>
<p><b>Strategies:</b> Students will each have their own piano keyboard, for full hands-on practice each class period. Assignments in the course book will be rehearsed and graded independently, for self-paced student progress. Recital at the end of the grading period.</p>
<p><b>Equipment to be provided by student:</b> Head-set (ear buds)</p>
<p><b>Schools Offering:</b> IHS, SHS</p>

### **CONCERT BAND**

MUS100

### **Type of Credit**

Fine/Visual/Performing Arts

**Credit:** 1.0  
Full Year

**Grade:** 9-12  
**Fees:** \$70 for uniforms and \$30 for sweatshirt

**Learning Recommendations:** Students must have previous experience with a musical instrument. Several evening performances require commitment.

<p><b>Description:</b> Concert Band is a year-long elective that gives the instrumental music student a continuing course for technical and musical development. The main goal will be the performance of appropriate band literature at the high school level. Performances are mandatory and will include concerts, contests, festivals, assemblies, parades, field shows and community functions. Some after school practices will be required. All Concert Band members will perform in marching and pep bands.</p>
<p><b>Content:</b> Rehearsal technique, ensemble technique, some music theory and history</p>
<p><b>Strategies:</b> Daily rehearsals, concerts, contests, clinics</p>
<p><b>Equipment to be provided by student:</b> Student will need to provide his/her own instrument for practice/rehearsal/performance. Certain large instruments (i.e. percussion, marching percussion, French horn, euphonium, tuba, etc., are available to check out from the school ( District Maintenance/Repair Fee will apply to these checked-out instruments)</p>
<p><b>Schools Offering:</b> SHS, IHS</p>

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## FINE/VISUAL/PERFORMING ARTS

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### **CONCERT CHORALE**

MUS305

### **Type of Credit**

Fine/Visual/Performing Arts

**Credit:** 1.0

Full Year

**Grade:** 9-12 (by audition)

**Fees:** Students will be responsible for the cost of outfits and field trips.

**Learning Recommendations:** Audition on the basis of previous experience, musical ability, and motivation. Several evening performances require commitment.

### **Description:**

Concert Chorale is a year-long elective for the musically advanced student. Members will perform a wide variety of choral literature for mixed choir. Performances include concerts, festivals, contests, assemblies, and community functions. All rehearsals and performances are mandatory. Past field trips have included trips to California, New Orleans, and New York.

### **Content:**

Music from various time periods will be sung in this choir: Renaissance madrigals, classical large works for choir and orchestra, folk songs from around the world, and songs from various holidays will mark our calendar for performances throughout the school year. There will be required evening concerts approximately once a quarter.

### **Strategies:**

Rehearsals are the main activity in this class. Voice parts are learned through sectional practice, large group practice and individual rehearsal. Listening to recordings in various styles assists in learning to perform the variety of genres we sing. Recordings of group rehearsals and performances form an audio portfolio for assessment.

**Schools Offering:** SHS, IHS, LHS

### **GUITAR 1**

MUS401

### **Type of Credit**

Fine/Visual/Performing Arts

**Credit:** 0.5

Semester

**Grade:** 10-12

**Fees:** Supplies \$20

Student must provide his/her own acoustic guitar.

**Learning Recommendations:** No prior guitar experience necessary.

**Description:** This course is designed for the beginning to intermediate guitarist. Students will be instructed in the basic musical concepts of melody, harmony and rhythm, as those concepts apply to the guitar. At the end of the class, students will be able to play basic chords and simple melodies. The course will allow for individualized needs with primarily beginning instruction. Solo work and small ensemble work, such as duet and trio literature will be explored. This class may not be repeated.

### **Content:**

Music reading skills, including melody, chords, and rhythm and bass lines. Technical work on guitar will include scales and finger exercises. Ear training will include interval recognition, major/minor, and additional music theory.

### **Strategies:**

Students will each have their own guitar, for full hands-on practice each class period. Assignments in the course book will be rehearsed and graded independently, to assess student progress. Each class begins with direct instruction with time provided for independent study.

**Equipment to be provided by student:** Acoustic Guitar

**Schools Offering:** LHS,SHS

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## FINE/VISUAL/PERFORMING ARTS

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**IB THEATRE ARTS (SL), (HL)**

ENG670 (SL)/ENG671 (HL)

**ADVANCED THEATRE**

ENG573

**Type of Credit**

Fine/Visual/Performing Arts

Senior Language Arts

**Credit:** 1.0

Full Year

**Grade:** 11-12**Fee:** IB evaluation fee as appropriate

\$15-\$30 texts for plays

Entry fee to each Skyline Drama Production (unless involved in the Production)

**Learning Recommendations:** Seniors should converse with the college of their choice re: acceptance as an English credit. A willingness to perform in front of peers during class is imperative.

**Description:**

This class concentrates on development of skills required in a comprehensive theatre course for the experienced student interested in gaining an advanced understanding of the nature of theatre, both through its study and its creation and practice. Students will participate in assignments which will develop performance skill, an appreciation of historical and international theatre, play analysis and interpretation, and production techniques. Seniors may take this course in lieu of another senior English course for Language Arts Credit IF they have successfully completed three previous years of language arts. The option for Language Arts Credit is open only to seniors and can only be taken in their senior year. A substantial amount of reading of theatrical texts and writing is required. It is mandatory that each student is in attendance once at each Skyline Drama Production as part of this class, unless they are involved in the Skyline Drama Production.

**Any student taking this IB course that chooses not to create an IB portfolio will have Advanced Theatre on their transcript.**

**Content:**

- Three plays for genres outside of current American theatre
- Acting Theory and Practice
- Production Theory and Practice
- Acting and Production Critique
- Creating theatre from non-theatre sources
- Playwright Exercises

**Strategies:**

- Study of acting texts
- Lecture
- Scene and monologue presentations
- Attendance at performances of a disparate variety of plays
- Script Creations
- Script study through group work

**Equipment to be provided by student:**

- Possible texts for plays (\$15 to \$30)

**Schools Offering:** SHS

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## FINE/VISUAL/PERFORMING ARTS

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### **IB VISUAL ARTS (SL)/ADVANCED ART**

ART650 (IB)/ART200 (ADVANCED)

### **Type of Credit**

Fine/Visual/Performing Arts

**Credit:** 1.0

Full Year

**Grade:** 11-12

**Fees:** \$20 for supplies

IB evaluation fee as appropriate

**Learning Recommendations:** Successful completion of Studio Art 1 or Introduction to Art (PCFC) and Studio Art 2

**General Description:** To enroll, students must complete Studio Art 1 or Introduction to Art (PCFC) and Studio Art 2. Students will work out a course of study with the individual teacher. **Any student taking this IB course that chooses not to create the portfolio and review for show will have Advanced Art on their transcript.**

**Schools Offering:** SHS

### **JAZZ BAND**

MUS125

### **Type of Credit**

Fine/Visual/Performing Arts

**Credit:** 1.0

Full Year

**Class meets zero period**

**Grade:** 9-12

**Fees:** Students will be responsible for the cost of outfits and field trips

**Learning Recommendations:** Audition based upon previous experience, musical ability, and motivation. All Wind/Percussion members must maintain concurrent enrollment in the SHS Symphony and/or Concert Bands. Several evening performances require commitment.

### **Description:**

Jazz Band is a year-long elective for the advanced instrumental musician. Members will study and perform a wide variety of jazz band literature including swing, bop, rock, and Latin. Focus will be on correct style, interpretation, refining pitch, rhythmic and tone production. Performances are mandatory and will include concerts, contests, festivals, assemblies, and community functions. Some after school practices will be required.

**Content:** Rehearsal technique, ensemble technique, style, interpretation, some music theory and history

**Strategies:** Daily rehearsals, concerts, contests, clinics

**Equipment to be provided by student:** Student will need to provide his/her own instrument for practice/rehearsal/performance. Certain large instruments (i.e. percussion, bass trombone, etc., are available to check out from the school (District Maintenance/Repair Fee will apply to these checked-out instruments)

**Schools Offering:** IHS, LHS, SHS

## FINE/VISUAL/PERFORMING ARTS

### MOVIES AND MUSIC

MUS525

### Type of Credit

Fine/Visual/Performing Arts

**Credit:** 0.5  
Semester

**Grade:** 10-12  
**Fee:** \$5.00 lab Fee

**Learning Recommendations:** Consider your learning goals. Consider your learning opportunities and challenges. Consider how well you work individually and in groups. Review the description and strategies below.

**General Description:** Have you ever watched a movie and thought about how the music impacts the mood and emotional content within the movie? In this class we will view a large variety of movies and analyze the music within them. We will utilize music theory and your general music knowledge in our analysis.

**Content:** Many major motion pictures will be viewed during the semester in genres such as Jazz, classical, World Music, and musicals. Several composers will be studied including John Williams, Hans Zimmer, Danny Elfman, W.A. Mozart, F. Chopin, and Scott Joplin.

**Strategies:**

Music vocabulary will be stressed throughout the semester, with written descriptions of the film music due weekly. Students will present scenes from a film of their choice, along with appropriate music discussion. Final project for the term will be a student created work defined by the instructor to compile a creative timeline, depicting the films and composers studied during the semester.

**Equipment to be provided by student:**

**Schools Offering:** SHS

### SCULPTURE 1

ART117

### Type of Credit

Fine/Visual/Performing Arts

**Credit:** 0.5  
Semester

**Grade:** 9-12  
**Fee:** \$20

**Learning Recommendations:** Consider your learning goals. Consider your learning opportunities and challenges. Consider how well you work individually and in groups. Review the description and strategies below.

**General Description:**

An introductory course in sculpture. Instruction in additive and subtractive and manipulation techniques will be used with a variety of media to explore the sculptural form. Students will be acquainted with the history of sculpture as well as works by contemporary artists. This course will introduce the principles and elements of design in three-dimensional forms working with clay.

**Content:**

- Working in clay and other formative media
- Elements and principles of design in three-dimensional form
- Technical art skills

**Strategies:**

Students will learn through a combination of:

- Hands on projects, including how to fire ceramics
- Direct instruction
- Skill development
- Review of the human form and anatomy

**Equipment to be provided by student:** Sketch book, pencil

**Schools Offering:** SHS

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## FINE/VISUAL/PERFORMING ARTS

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### **SONGWRITING & SEQUENCING**

MUS551

### **Type of Credit**

Fine/Visual/Performing Arts

**Credit:** 0.5  
Semester

**Grade:** 9-12

**Learning Recommendations:** No experience necessary, but basic skills with computers and electronic piano keyboards are helpful.

#### **General Description:**

Students will use MIDI synthesizers, computers and digital recording equipment to input, edit, arrange, mix and compose electronically generated music and sound for a variety of media applications. Projects may include MIDI composition and performance; digital sound and music recording/editing, music/sound for multimedia, film scoring, and/or TV production.

#### **Content:**

Students will use computers to compose and record basic, one-part pieces, and then advance to multi-part compositions. ProTools software will be used for sequencing and recording projects. Students will use the Finale or Sibelius program to write original music and copy and arrange music provided for them. Students will compose or compile a score to accompany a short film example for their Final Project/Exam.

#### **Strategies:**

Daily instruction and practice in the use of M-audio keyboards and ProTools software, instruction in the use of Finale or Sibelius music printing software. Occasional discussion/study of instrumentation, orchestration and musical form. Individual creation predominates with occasional partner work.

#### **Equipment to be provided by student:**

Ear buds or iPod style headphones and  $\frac{1}{8}$ " to  $\frac{1}{4}$ " headphone adapter plug

**Schools Offering:** SHS, IHS

### **STUDIO ART 1**

ART115

### **Type of Credit**

Fine/Visual/Performing Arts

**Credit:** 0.5  
Semester

**Grade:** 9-12

**Fees:** \$15 for supplies

**Learning Recommendations:** Consider your learning goals. Consider your learning opportunities and challenges. Consider how well you work individually and in groups. Review the description and strategies below.

**General Description:** Students learn art skills and the principles and elements of design. This is an overview of materials, concepts, and skills, including discussions on the artist's historic role in society. This is the ideal course for students who plan to take only one art course. This course is appropriate for all students and serves as necessary preparation for Studio Art 2.

#### **Content:**

- Elements and principles of design using a variety of media
- Technical skills using a variety of media
- Some anatomy of human and other bodies

#### **Strategies:**

Students will learn through a combination of:

- Hands-on projects
- Direct instruction
- Skill development

**Equipment to be provided by student:** Pencil

**Schools Offering:** IHS, SHS

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## FINE/VISUAL/PERFORMING ARTS

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### **STUDIO ART 2**

ART215

### **Type of Credit**

Fine/Visual/Performing Arts

**Credit:** 0.5

Semester

**Grade:** 9-12

**Fees:** \$15 for supplies

**Learning Recommendations:** Successful completion of Studio Art 1 or Introduction to Art (PCFC).

#### **General Description:**

Students will build on skills learned in Studio Art 1 or Introduction to Art. Students will explore a variety of drawing and painting techniques.

#### **Content:**

- Elements and principles of design
- Technical skills
- Anatomy of human and other bodies

#### **Strategies:**

Students will learn through a combination of:

- Hands-on projects
- Direct instruction
- Skill development

**Equipment to be provided by student:** Pencil

**Schools Offering:** SHS

### **STUDIO GRAPHIC ARTS**

INT310

### **Type of Credit**

Fine/Visual/Performing Arts

CTE

**Credit:** 0.5

Semester

**Grade:** 9-12

**Fees:** \$15 for supplies

**Learning Recommendations:** Consider your learning goals. Consider your learning opportunities and challenges. Consider how well you work individually and in groups. Review the description and strategies below.

#### **General Description:**

This is a one semester beginning course in graphics. Students are introduced to art skills used in this field. Principles of design, illustration, lettering, basic printmaking, and a variety of technical art skills will be taught and applied.

#### **Content:**

- Principles of design, illustration and printmaking
- Technical art skills

#### **Strategies:**

Students learn through a combination of:

- Hands-on projects using various media
- Direct instruction
- Skill development
- Review of the human form and anatomy

**Equipment to be provided by student:**

**Schools Offering:** IHS, LHS, SHS

## FINE/VISUAL/PERFORMING ARTS

### **SYMPHONIC BAND**

MUS110

### **Type of Credit**

Fine/Visual/Performing Arts

**Credit:** 1.0

Full Year

**Grade:** 9-12

**Fees:** \$70 for uniforms and \$30 for sweatshirt

**Learning Recommendations:** Audition on the basis of previous experience, musical ability, and motivation. Several evening performances require commitment.

#### **General Description:**

Symphonic Band is a year-long elective for the serious instrumental musician. Members will study and perform a wide variety of band literature for the medium-advanced high school band. Focus will be on refining pitch, rhythmic and tone production skills. Performances are mandatory and will include concerts, contests, festivals, assemblies, parades, field shows and community functions. Some after school practices will be required. All Symphonic Band members will perform in the marching and pep bands

**Content:** Rehearsal technique, ensemble technique, some music theory and history

**Strategies:** Daily rehearsals, concerts, contests, clinics, individual practice

#### **Equipment to be provided by student:**

Student will need to provide his/her own instrument for practice/rehearsal/performance. Certain large instruments (i.e. percussion, marching percussion, French horn, euphonium, tuba, etc., are available to check out from the school ( District Maintenance/Repair Fee will apply to these checked-out instruments)

**Schools Offering:** SHS, LHS

### **SYMPHONY ORCHESTRA 1**

MUS200

### **Type of Credit**

Fine/Visual/Performing Arts

**Credit:** 1.0

Full Year

**Grade:** 9-12

**Fee:** Students will be responsible for the cost of outfits and field trips

**Learning Recommendations:** Three years of experience on a string instrument. Pianists may join with instructor permission. Student must provide their own instrument. For Cello and Bass players, instruments will be available for school use – students must have their own instrument for home practice.

#### **General Description:**

This Skyline-specific orchestra is a non-audition group providing a year-long course for the string player who has three or more years of orchestra experience. Pianists are accepted with permission of the orchestra director. While some individual instruction will occur in class, the main goal will be the performance of orchestra literature as a group. Students will also work on chamber music, theory and history. Every 2-3 years we may tour to a large festival, and travel costs will be higher that year.

#### **Content:**

Rehearsal technique, ensemble technique, some music theory and history.

#### **Strategies:**

Daily rehearsals, concerts, contests, clinics, individual practice

**Equipment to be provided by student:** instrument and performance attire. Celli and basses will be provided for school use.

**Schools Offering:** IHS, SHS, LHS

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## FINE/VISUAL/PERFORMING ARTS

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**SYMPHONY ORCHESTRA 2**  
**(Evergreen Philharmonic)**  
MUS250

**Type of Credit**  
Fine/Visual/Performing Arts

**Credit:** 1.0  
Full Year

**Grade:** 9-12  
**Fee:** Students will be responsible for the cost of outfits  
and field trips

**Learning Recommendations:** All students must audition for this class. Please go to this website for audition information [www.evergreenphilharmonic.org](http://www.evergreenphilharmonic.org). Selection will be based upon musical ability, instrumentation needs, and the dedication of the student. Student must provide their own instrument. Schools will provide specialized instruments such as English Horn, C Clarinet, as well as Cello and Basses for school use - students must have their own instrument for home practice.

**General Description:**

Membership in the **Evergreen Philharmonic** is a year-long elective course for the accomplished musician. Individual instruction will be minimal with the emphasis on rehearsal technique and preparation for performances. The orchestra enjoys a superior reputation and has a busy season of concerts, competitions, and travel. Members are expected to be fully committed to all orchestra activities including after school rehearsals and evening performances.

**Content:**

Rehearsal technique, ensemble technique, some music theory and history

**Strategies:**

Daily rehearsals, concerts, contests, clinics, individual practice

**Equipment to be provided by student:** instrument and performance attire. Celli and basses will be provided for school use.

**Schools Offering:** IHS, SHS, LHS

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## FINE/VISUAL/PERFORMING ARTS

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### **TECHNICAL THEATRE PERFORMANCE & PRODUCTION**

INT360

### **Type of Credit**

CTE

Fine/Visual/Performing Arts

**Credit:** 1.0

Full Year

**Grade:** 9-12

**Fees:** Entry fee to each Skyline Drama Production (unless involved in the Production)

**Learning Recommendations:** Consider your learning goals. Consider your learning opportunities and challenges. Consider how well you work individually and in groups. Review the description and strategies below.

**General Description:** Students in this full year program will concentrate in the major areas of theatre technology, production, and performance. Behind the scene stage experience and leadership skills will be gained through the production of a minimum of three shows during the year. Set design and construction, lighting and sound, make-up and costumes will be emphasized. The many facets of theatre, including advertising, fundraising, theatre administration, and management, are taught. Through performance opportunities, students will gain skills in communication, public speaking, and acting techniques. Careers will be explored through interaction with professional theatre companies, guest artists, field trips, and fieldwork. The course is designed to prepare students for actual work in performance, media and communication related careers, or for advanced training. It is mandatory that each student is in attendance once at each Skyline Drama Production as part of this class, unless they are involved in the Skyline Drama Production.

**Content:**

- Stagecraft.
- Production Design
- House Management
- Stage management
- Running Crew Jobs
- Flying Crew Jobs
- Poster and Program Design
- Production Stage Management
- Lighting
- Sound
- Budgeting
- Advertising
- Costuming
- Shop and Theatre Safety

**Strategies:**

- Building Sets
- Designing Sets
- Participating in House Management for Productions
- Working on Running and Flying Crews
- Creating Posters and Programs
- Applying for Rights for Productions
- Hanging and Operating Lighting and Sound for Productions
- Creating Budgets and Advertising for Productions
- Creating Costume Plates for Productions
- Passing Shop and Theatre Safety Tests

**Equipment to be provided by student:**

Appropriate Clothing for Class Work involving painting, sawdust, etc.

**Schools Offering:** SHS

Note: This course does not meet four-year college admissions requirement for Fine/Visual/Performing Arts

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## FINE/VISUAL/PERFORMING ARTS

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### **THEATRE ARTS 1**

ENG550

### **Type of Credit**

Fine/Visual/Performing Arts

**Credit:** 1.0

Full Year

**Grade:** 9-12

**Fees:** Entry fee to each Skyline Drama Production (unless involved in the Production)

**Learning Recommendations:** Consider your learning goals. Consider your learning opportunities and challenges. Consider how well you work individually and in groups. Review the description and strategies below.

#### **General Description:**

This class explores a wide variety of areas that make up theatre. While the focus of the course is on acting, its principles and techniques, the course also examines related topics including stagecraft, lighting, theatre history, stage makeup, costuming, direction, film, voice criticism, dramatic literature, and related careers.

It is mandatory that each student is in attendance once at each Skyline Drama Production as part of this class, unless they are involved in the Skyline Drama Production.

#### **Content:**

- Acting
- Stagecraft
- Theatre History
- Improvisation
- Lighting
- Script Study
- Voice
- Costuming
- Stage Makeup

#### **Strategies:**

- Performance of Scenes and Monologues
- Improvisation Exercises
- Vocal Exercises
- Group and Partner Work
- Labs

#### **Equipment to be provided by student:**

Appropriate Clothing for Class involving painting, sawdust, etc.

**Schools Offering:** SHS

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## FINE/VISUAL/PERFORMING ARTS

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### **TREBLE CHOIR**

MUS302

### **Type of Credit**

Fine/Visual/Performing Arts

**Credit:** 1.0

Full Year

**Grade:** 9-12

**Fees:** Students will be responsible for the cost of outfits and field trips

**Learning Recommendations:** Ability to match pitches; ability to read text; no choral experience or audition necessary. Course is for higher vocal ranges. Several evening performances require commitment.

#### **Description:**

This course gives students singing experience. Emphasis is placed on group rehearsal techniques, voice production, sight-singing and interpretation of musical periods and styles. Performances may include concerts, contests, festivals, and community functions. Music selection will focus on the treble or higher vocal ranges.

#### **Content:**

Music will be selected to highlight student abilities and enhance learning as individual musicians, as well as a team. There will be required evening concerts approximately once a quarter. A few extra rehearsals, outside of class time, will be required, as well.

#### **Strategies:**

Daily vocal exercises will strengthen student's voices and expand vocal range. Music rehearsals will develop abilities in part-singing, musicianship, and music reading. Solo work will be optional within this choir. Individual practice outside of class.

**Schools Offering:** SHS

### **VOCAL JAZZ ENSEMBLE**

MUS325

### **Type of Credit**

Fine/Visual/Performing Arts

**Credit:** 1.0

Full Year

**Grade:** 10-12

**Fees:** Students will be responsible for the cost of outfits and field trips.

**Learning Recommendations:** Advanced audition and participation in Concert Chorale. Several evening performances require commitment.

#### **General Description:**

Vocal Jazz is a yearlong class for the musically advanced student who wishes instruction in jazz singing, and in the art of madrigal singing. Students learn the different genres/styles of jazz (such as blues, swing, ballads, and Latin). Madrigal and chamber music will be studied at certain points during the year. Instrumentalists (piano, bass, guitar, and drums) are also admitted with approval from the director. Performances include concerts, festivals, contests, assemblies, and community functions. All rehearsals and performances are mandatory. Costs of outfits and field trips are student's responsibility. Members are expected to be fully committed to all choir activities. Travel has included trips to California, New Orleans, and New York as well as a yearly trip to Moscow, Idaho, for the Lionel Hampton Jazz Festival in February.

#### **Content:**

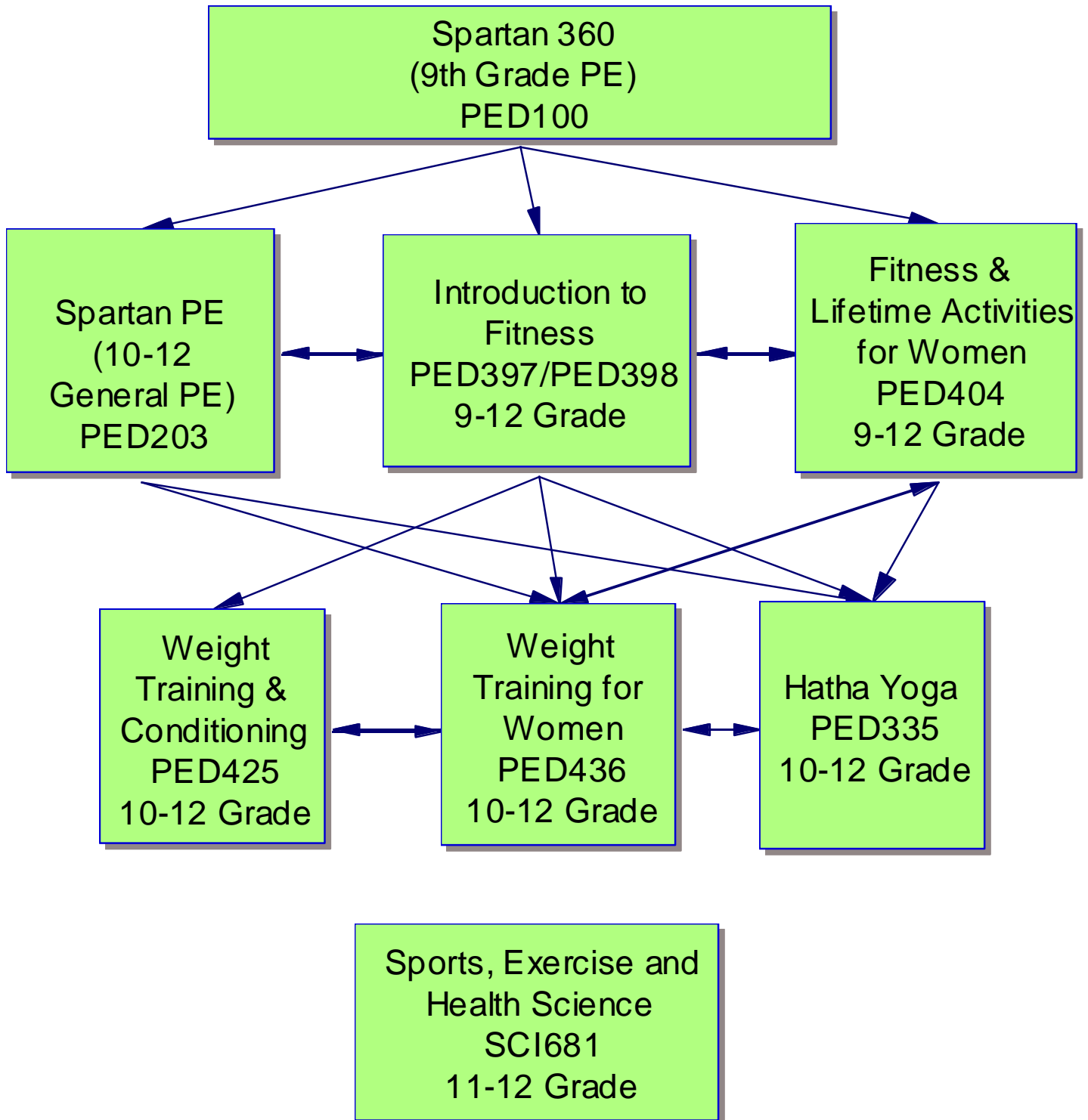
Rehearsals in many jazz styles, including blues, swing, Latin, and ballads. Students also maintain an active status in Concert Chorale, primarily rehearsing with that group during lunches and after school. Madrigal, classical, and folk music is included in the Concert Chorale set of music. This group maintains a busy schedule of performances throughout the school year.

#### **Strategies:**

Jazz styling, improvisation, and close harmonies are learned through sectional practice, large group practice and individual rehearsal. Listening to jazz assists in learning to perform the variety of genres. Recordings of group rehearsals and performances form an audio portfolio for assessment. Individual practice.

**Schools Offering:** SHS, IHS

# Skyline Physical Education Flow Chart (Kinesiology)



## HEALTH AND HUMAN SERVICES

### APPLIED ANATOMY & PHYSIOLOGY

INT525

### Type of Credit

Career/Tech Ed

Science

Applied for **NCAA** approval, not yet granted

**Credit:** 0.5

Semester

**Grade:** 9-12

**Learning Recommendations:** Consider your learning goals. Consider your learning opportunities and challenges. Consider how well you work individually and in groups. Review the description and strategies below. Appropriate for students who are interested in fields requiring medical knowledge.

#### **General Description:**

Applied Anatomy and Physiology will provide basic healthcare information fundamental to any healthcare profession. It is a study of human anatomy, as well as providing opportunities for career research.

#### **Content:**

Medical terminology, anatomy and physiology, diseases and disorders, diagnostic procedures, communicating with patients, record keeping.

#### **Strategies:**

Job shadows, lecture, hand-on activities, lab experiments, games, small group work, and portfolio creation.

**Schools Offering:** SHS

### CHILD DEVELOPMENT

HFL245

### Type of Credit

Career/Tech Ed

College Credit

**Credit:** 0.5

Semester

**Grade:** 9-12

**Fees:** None

**Learning Recommendations:** Health

**General Description:** This course explores how a child's environment affects physical, social, cognitive and psychological growth. It is designed for students who may be considering careers that involve working with children.

#### **Content:**

- Genetics
- Child development from birth to adolescence
- Family growth and development
- Parenting
- Theories in child psychology
- How individuals relate to one another from birth to adolescence

#### **Strategies:**

Students learn through a combination of:

- Direct instruction
- Group discussion and problem solving
- Guest speakers
- Student project and research
- Cooperative learning
- Career exploration
- Interviews

**Equipment to be provided by student:**

**Schools Offering:** SHS, LHS, IHS

cc: Completion of this course with a "B" or better qualifies students for college credit at various community/technical college programs in our area.

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## HEALTH AND HUMAN SERVICES

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### **FITNESS & LIFETIME ACTIVITIES FOR WOMEN**

PED404

**Type of Credit**

Physical Education

**Credit:** 0.5

Full Year/Semester

**Grade:** 9-12 women

**Fee:** \$15 Skyline Physical Education uniform

**Learning Recommendations:** This class was created in response to requests from young women to learn about healthy lifestyle activities specific to their gender and in an environment that supports their open questions and appropriate challenges. Spartan 360 (PE 9) or Spartan PE (10-12 General PE)

**General Description:**

This course is taught in a supportive environment where women feel comfortable participating in a variety of sports, lifetime activities, and fitness training.

**Content:**

In this course, women will participate in sport and games. Students will develop skills in healthy lifelong activities such as archery. Women will also develop correct technique in weight training and other fitness exercises.

**Strategies:**

Students will use the sport education model to increase their knowledge of sport. Students will develop individualized weight training plans based on their personal fitness goals.

**Equipment to be provided by student:** Skyline Physical Education Uniform (Includes T-Shirt & Shorts) \$15 fee. If there is a concern about the fee, please see your counselor

**Schools Offering:** SHS

### **HATHA YOGA**

PED335

**Type of Credit**

Physical Education

**Credit:** 0.5

Semester

**Grade:** 10-12

**Fee:** \$15 for uniform

**Learning Recommendations:** Introduction to Fitness or Spartan 360 (PE 9) or Spartan PE (10-12 General PE)

**General Description:**

This course is for students interested in Yoga. This class is designed to create a supportive and non-competitive atmosphere where students can learn and grow. Yoga should challenge and enrich individuals by allowing him or her to discover their flexibility and strength.

**Content:**

Through physical involvement, each person will experience the positive effects of daily yoga practice. Yoga is something that offers benefits to people at many different levels.

**Strategies:**

Students will learn through a combination of: Yoga practice and Pilates. Health and cardiovascular activities will be included.

**Equipment to be provided by student:** Skyline Physical Education Uniform (Includes T-Shirt & Shorts) \$15 fee. If there is a concern about the fee, please see your counselor.

**Schools Offering:** IHS, SHS

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## HEALTH AND HUMAN SERVICES

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**HEALTH**  
HLT200

**Type of Credit**  
Heath  
CTE  
College Credit

**Credit:** 0.5  
Semester

**Grade:** 9-12

**Learning Recommendations:** Consider your learning goals. Consider your learning opportunities and challenges. Consider how well you work individually and in groups. Review the description and strategies below.

**General Description:**

This semester-long graduation requirement covers a variety of health related topics that affect teens today. The course encourages students to develop healthful attitudes and practices for life-long benefit. It is a state graduation requirement.

**Content:**

- Communicable/Non-communicable Disease
- Relationships
- Conflict Resolution
- Human Sexuality and Development
- CPR First Aid
- Goal Setting
- Heredity
- Media Analysis
- Nutrition
- Stress Management
- Substance Use and Abuse

**Strategies:** Students will learn through a combination of :

- Group discussion and problem solving
- Hands-on activities
- Direct Instruction
- Discovery Learning
- Career Exploration

**Equipment to be provided by student:**

**Schools Offering:** IHS, LHS, SHS, TMCS.

In-district online course available to students over the summer or with full schedules. For more information on registration and fees, visit the Issaquah School District website, [www.issaquah.wednet.edu](http://www.issaquah.wednet.edu) and follow the Academics, ISD Online tab. Or, see counselor for information. *\*Only Health courses taken within the Issaquah School District qualify for Career/Technical Education credit*

cc: Completion of this course with a "B" or better may qualify students for college credit at various community college/technical school programs.

## HEALTH AND HUMAN SERVICES

### **INTRODUCTION TO FITNESS**

PED397/  
PED398 (2<sup>nd</sup> Semester)

### **Type of Credit**

Physical Education

**Credit:** 0.5  
Semester

**Grade:** 10-12  
9 -12 (2<sup>nd</sup> Semester Only)

**Fee:** \$15 for uniform

**Learning Recommendations:** Spartan 360 (PE 9) or Spartan PE (10-12 General PE)

#### **General Description:**

Introduction to fitness gives students an opportunity to develop muscular strength and endurance in the weight room as well as flexibility in a yoga class.

#### **Content:**

Students will spend two/three days in the weight room and two/three days doing yoga. A variety of activities such as circuit training, jogging, rope jumping, aerobic dance are used in combination during this course.

#### **Strategies:**

Students will use the knowledge from this class to develop individual fitness plans. Students will learn skills that will create long healthy learning.

**Equipment to be provided by student:** Skyline Physical Education Uniform (Includes T-Shirt & Shorts) \$15 fee. If there is a concern about the fee, please see your counselor.

**Schools Offering:** SHS, LHS

### **SPARTAN 360 - FRESHMAN PE** **(PHYSICAL EDUCATION 9)**

PED100

### **Type of Credit**

Physical Education

**Credit:** 0.5  
Semester

**Grade:** 9  
**Fee:** \$15 for uniform

**Learning Recommendations:** Entry level PE class for 9<sup>th</sup> grade students

#### **General Description:**

Sport Education is a curriculum model designed to provide authentic sport experiences for all students through key features; seasons, team affiliation, formal competition, festivity, and culminating events. Students take on responsibilities and roles of coaches, captains, trainers, referees and team record keeping.

#### **Content:**

Seasons will include tennis, flag football, basketball, volleyball, team fitness, badminton, pickle ball, soccer, softball, lacrosse

#### **Strategies:**

Students will assume roles not only of players, but coaches, captains, referees and record keepers. Students will learn skills that will create life-long healthy learning.

**Equipment to be provided by student:** Skyline Physical Education Uniform (Includes T-Shirt & Shorts) \$15 fee. If there is a concern about the fee, please see your counselor.

**Schools Offering:** LHS, SHS

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## HEALTH AND HUMAN SERVICES

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**SPARTAN PHYSICAL EDUCATION**  
**(GENERAL PE 10-12)**  
PED203

**Type of Credit**  
Physical Education

**Credit:** 0.5  
Semester

**Grade:** 10-12  
**Fee:** \$15 for uniform

**Learning Recommendations:** Entry level PE class for 10-12<sup>th</sup> grade PE class

**General Description:**

Students will choose from two different physical education units every three weeks for a total of 6 different units through the semester.

**Content:** Emphasis is on rules, strategies, skills and sportsmanship in competitive situations.

**Strategies:** Students choose from the following units: archery, cooperatives games (omnikin and takraw), fly fishing, indoor racquet sports, International sports (cricket, soccer, and lacrosse), martial arts, outdoor racquet sports, orienteering, Team Sports (Basketball and tchoukball), Intro to yoga and intro to weight training.

***Classes depend upon student choice and are subject to change.***

**Equipment to be provided by student:** Skyline Physical Education Uniform (Includes T-Shirt & Shorts) \$15 fee. If there is a concern about the fee, please see your counselor.

**Schools Offering:** SHS

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## HEALTH AND HUMAN SERVICES

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### **SPORTS, EXERCISE AND HEALTH SCIENCE**

SCI681

### **Type of Credit**

Science

Physical Education

Applied for **NCAA** approval, not yet granted

**Credit:** 1.0

Full Year

**Grade:** 11-12

**Fee:** \$15 Skyline Physical Education Uniform

**Learning Recommendations:** None

### **General Description:**

The attainment of excellence in sport is the result of innate ability or skill and the dedicated pursuit of a programme of physical and mental training accompanied by appropriate nutrition. Training programme design should not be left to chance. Rather, it should be designed thoughtfully and analytically after careful consideration of the physiological, biomechanical and psychological demands of the activity. This is the role of the sport and exercise scientist, who, regardless of the athletic event, should be equipped with the necessary knowledge to be able to perform this task competently. Furthermore, in a world where many millions of people are physically inactive and afflicted by chronic disease and ill health, the sport and exercise scientist should be equally proficient when prescribing exercise for the promotion of health and wellness.

Scientific inquiry conducted over many decades, has accumulated a vast amount of information across a range of sub-disciplines that contribute to our understanding of health and human performance in relation to sport and exercise. The Diploma Programme course in sports, exercise and health science involves the study of the science that underpins physical performance and provides the opportunity to apply these principles.

The course incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology and nutrition, which are studied in the context of sport, exercise and health. Students will cover a range of core and option topics and carry out practical (experimental) investigations in both laboratory and field settings. This will provide an opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyse human performance. Where relevant, the course will address issues of internationalism and ethics by considering sport, exercise and health relative to the individual and in a global context.

### **Content:**

The course incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology and nutrition, which are studied in the context of sport, exercise and health. Students will cover a range of core and option topics and carry out practical (experimental) investigations in both laboratory and field settings. This will provide an opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyse human performance. Where relevant, the course will address issues of internationalism and ethics by considering sport, exercise and health relative to the individual and in a global context.

### **Strategies:**

Students will learn the material by:

- Actively gathering and analyzing data
- Participating physically in the theories and strategies learned in the class
- Reading and studying the text
- Completing the Group 4 Project from the SEHS perspective

**Equipment to be provided by student:** Skyline Physical Education Uniform (includes T-Shirt & Shorts) \$15 fee. If there is a concern about the fee, please see your counselor

**Schools Offering:** SHS

Note: This course is a pilot IB program course.

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## HEALTH AND HUMAN SERVICES

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### **SPORTS MEDICINE 1**

INT500

### **Type of Credit**

Career/Tech Ed

Science

College Credit

**Credit:** 1.0

Full year

**Grade:** 10-12

**Fees:** \$10

**Learning Recommendations:** Consider your learning goals. Consider your learning opportunities and challenges. Consider how well you work individually and in groups. Review the description and strategies below.

### **General Description:**

This course covers information fundamental to all healthcare professions with an emphasis in sports medicine. It is an ideal class for students interested in going into medicine or biology. In addition to classroom instruction, students complete a 25 hour job shadow each semester with a healthcare professional of their choosing, with a strong emphasis in working with Skyline's own athletic training program. The job shadow gives students the opportunity to explore healthcare careers they may be interested in pursuing and apply and be witness to what they are learning in class in a working healthcare facility. The standards for this course are based on the National Athletic Trainers' Association's six domains of responsibility/education, the Washington State Science EALR's and the Career & Technical Education Therapeutic and Sports Medicine competencies strands.

### **Content:**

- Medical terminology
- Anatomy & Physiology
- Nutrition
- Emergency Medicine (Students have the opportunity to get certified through the Red Cross in CPR/AED and 1<sup>st</sup> Aid)
- Rehabilitation techniques & modalities
- Various conditions that can occur in athletics and an assortment of other related topics

### **Strategies:**

Students learn through a combination of:

- Lecture/Discussion
- Inquiry-based laboratory work
- Critical thinking exercises
- Multimedia offerings (Computer simulations, video features)
- Demonstrations (teacher or student directed)
- Student project and research
- Job Shadow outside of class
- Work with Skyline's athletic trainer

### **Equipment to be provided by student:**

**Schools Offering:** SHS, IHS, LHS

cc: Completion of this course with a "B" or better qualifies students for college credit at various community/technical college programs in our area.

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## HEALTH AND HUMAN SERVICES

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### **SPORTS MEDICINE 2**

INT505

### **Type of Credit**

Career/Tech Ed

Science

College Credit

**Credit:** 1.0

Full year

**Grade:** 11-12

**Fees:** \$10

**Learning Recommendations:** Successful completion of Sports Medicine 1

### **General Description:**

This course builds on Sports Medicine 1 as students gain a greater understanding of the structure and function of the human body as it relates to injury and illness. Students enroll in Sports Medicine 2 Internship concurrently with this course. Students integrate science, physical skill, clinical experience, and job readiness skills. The skills learned can be applied to everyday life scenarios that will follow students throughout their lives. The standards for this course are based on the National Athletic Trainers' Association's six domains of responsibility/education, the Washington State Science EALR's and the Career and Technical Education Therapeutic and Sports Medicine competencies strands.

### **Content:**

- Anatomy, physiology, kinesiology for each region of the body covered (i.e. ankle, knee, shoulder, abdomen, etc)
- Injuries that can occur in a given region
- Signs and symptoms that may be present at the time of injury
- Injury treatment
- Preventative techniques such as taping, wrapping and safety precautions

### **Strategies:**

Students learn through a combination of:

- Lecture/Discussion
- Inquiry-based laboratory work
- Critical thinking exercises
- Multimedia offerings (Computer simulations, video features)
- Demonstrations (teacher or student directed)
- Student project and research
- Athletic Training Room experience

### **Equipment to be provided by student:**

**Schools Offering:** SHS, IHS, LHS

cc: Completion of this course with a "B" or better qualifies students for college credit at various community/technical college programs in our area.

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## HEALTH AND HUMAN SERVICES

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**SPORTS MEDICINE 2 INTERNSHIP**

INT511

**Type of Credit**

Career/Tech Ed

**Credit:** 1.0

Full Year

**Grade:** 11-12**Learning Recommendations:** Successful completion of Sports Medicine 1**General Description:**

Students in Sports Medicine 2 Internship are concurrently enrolled in Sports Med 2 and are referred to as interns or student athletic trainers (SAT). Outside of the school day students work with a high school sports team and/or have the option to seek internships within local community healthcare facilities. SAT's work home games, travel to away competitions with the teams and participate in team activities. A log of the SAT's hours worked and a written journal of their experiences and reflections must be submitted. Work supervisor will periodically review progress and work experience with the students. The course instructor will make periodic visits to students and employers at off campus worksites. Professionalism and reliability will be emphasized. After completing a year of Sports Medicine 2 Internship, students earn a Washington Vocational Sports Medicine Association (WVSMA) certificate of completion. Interested students should discuss details with the instructor.

**Content:**

- Work with a high school sports team and manage the basic care and treatment of the athletes before, during and after practices and competitions
- Complete internships at local healthcare facilities such as hospitals, physical therapy clinics and high school/college/professional training rooms. Internships may also occur in other specialty areas, such as massage therapy, chiropractic medicine, EMT, strength/aerobic training, dental care, or dietetics.

**Strategies:**

Students learn through:

- Internship experience outside of school hours
- Written journal and reflection

**Equipment to be provided by student:****Schools Offering:** SHS, IHS, LHS

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## HEALTH AND HUMAN SERVICES

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### TEACHING ACADEMY 1

HFL330

### Type of Credit

Career/Tech Ed

College Credit

**Credit:** 1.0

Full Year

**Grade:** 11-12

**Learning Recommendations:** Second semester internships will be available for students in Teaching Academy. Students must provide their own transportation with minimum liability insurance of \$100,000/\$300,000 required.

**Please note taking this class does not guarantee a parking space on campus.**

#### **General Description:**

This course is designed for students who are interested in a career in Education, including those looking at positions such as recreation specialist, coach, corporate trainer or education assistant. The Teaching Academy will include basic instruction at the high school early in the year and an internship at an elementary or secondary school in the Issaquah School District second semester.

#### **Content:**

- Students learn current issues in education, teaching procedures, classroom management and professionalism.
- Students observe in a variety of classrooms and have an opportunity to practice their own teaching skills in a supervised internship experience.

#### **Strategies:**

Students learn through a combination of:

- Direct Instruction
- Group discussion and problem solving
- Guest Speakers
- Student project and research
- Cooperative learning
- Career Exploration
- Observation analyses

#### **Equipment to be provided by student:**

**Schools Offering:** SHS, LHS

cc: Completion of this course with a "B" or better qualifies students for college credit at various community/technical college programs in our area.

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## HEALTH AND HUMAN SERVICES

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### **TEACHING ACADEMY 2**

HFL430

### **Type of Credit**

Career/Tech Ed

College Credit

**Credit:** 1.0

Full Year

**Grade:** 12

**Fees:** None

**Learning Recommendations:** Successful completion of Teaching Academy 1. Students must provide their own transportation with minimum liability insurance of \$100,000/\$300,000 required.

**Please note taking this class does not guarantee a parking space on campus.**

#### **General Description:**

Students will intern for an entire year at an elementary or middle school. Second year teaching interns are responsible for assisting their mentor teacher in all aspects of teaching including developing unit plans, and planning and teaching at least one lesson every two weeks. Any student receiving below 70% will not be permitted to continue to subsequent semesters.

#### **Content:**

- Complete internship at an elementary or middle school.

#### **Strategies:**

Students learn through a combination of:

- Internship experience
- Creation of learning plans
- Reflection regarding techniques

#### **Equipment to be provided by student:**

**Schools Offering:** SHS, LHS

cc: Completion of this course with a "B" or better qualifies students for college credit at various community/technical college programs in our area.

## HEALTH AND HUMAN SERVICES

### **WEIGHT TRAINING & CONDITIONING**

PED425

### **Type of Credit**

Physical Education

**Credit:** 0.5

Semester

**Grade:** 10-12

**Fee:** \$15 for uniform

**Learning Recommendations:** Introduction to Fitness or Fitness & Lifetime Activities for women

#### **General Description:**

This course is available to students who wish to develop muscular tone and strength.

#### **Content:**

Students learn to use weight machines, free weights, dumbbells and Plyometrics exercises throughout the course. Students will learn proper lifting and spotting techniques. A basic kinesthetic and physiological understanding of the muscular system will also be covered.

**Strategies:** Students will develop individualized weight training plans based on their personal fitness goals.

Health and cardiovascular activities will be included.

**Equipment to be provided by student:** Skyline Physical Education Uniform (Includes T-Shirt & Shorts) \$15 fee. If there is a concern about the fee, please see your counselor.

**Schools Offering:** LHS, IHS, SHS

### **WEIGHT TRAINING FOR WOMEN**

PED436

### **Type of Credit**

Physical Education

**Credit:** 0.5

Semester

**Grade:** 10-12

**Fee:** \$15 for Skyline Physical Education uniform

**Learning Recommendations:** This class was created in response to requests from young women to learn about healthy lifestyle activities specific to their gender and in an environment that supports their open questions and appropriate challenges. PE 9 and/or Intro to Fitness

#### **General Description**

A one-semester course in a supportive and comfortable atmosphere where girls can gain muscle strength, control weight, raise metabolism and aerobic capacity in complete 30-minute workouts designed to work every major muscle group.

#### **Content:**

Students learn to use weight machines, free weights, dumbbells and Plyometrics exercises throughout the course. Students will learn proper lifting and spotting techniques. A basic kinesthetic and physiological understanding of the muscular system will also be covered.

#### **Strategies:**

Students will develop individualized weight training plans based on their personal fitness goals.

**Equipment to be provided by student:** Skyline Physical Education Uniform (Includes T-Shirt & Shorts) \$15 fee. If there is a concern about the fee, please see your counselor.

**Schools Offering:** IHS, SHS

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## HUMANITIES

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The Issaquah School District is currently completing a High School Language Arts Curriculum Adoption. Since the district is in the middle of the adoption process, titles of textbooks and novels that are used in all Language Arts classes have been temporarily removed from the Course Description Guide.

### BLOCK CLASSES

**English & Social Studies BLOCK classes are integrated curriculum and will be taught in consecutive periods in cohort groups by a team of English and social studies specialists.**

#### **ENGLISH 9 SAIL BLOCK**

ENG099

#### **Type of Credit**

English

NCAA

**Credit:** 1.0

Full Year

**Grade:** 9

**Learning Recommendations:** Middle School Teacher/Counselor recommendation based upon test score and previous performance in Middle School.

<p><b>General Description:</b> This year-long course follows the same curriculum for English 9, but is designed for the student who learns better through discussion and smaller group instruction. Students apply independent learning in this individualized supportive environment.</p>
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<p><b>Content:</b> Skills-based according to Washington State Grade Level Expectations (GLEs) for reading and writing. The skills include but are not limited to: Reading comprehension, vocabulary building, informational/expository reading, understanding author's purpose and literary devices. Writing skills include the use of multiple drafts, editing, collaborative scoring, and the use of varied audiences and voices. Forms, genres and organizational structures will also be included.</p>
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<p><b>Strategies:</b> Students will learn through a combination of: collaborative/cooperative learning; inquiry-based instruction; writing development; project-based learning experiences and direct instruction formats such as lecture and guided discussion.</p>
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<p><b>Equipment to be provided by student:</b> USB memory stick (thumb drive) recommended</p>
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<p><b>Schools Offering:</b> IHS, LHS, SHS, TMCHS</p>
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## HUMANITIES

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**WORLD STUDIES SAIL 9**  
SST099

**Type of Credit**  
Social Studies  
NCAA

**Credit:** 1.0  
Full Year

**Grade:** 9

**Learning Recommendations:** Middle School Teacher/Counselor recommendation based upon test scores and previous performance in Middle School.

**General Description:** This year-long course focuses on the study of world geography, politics, economics, social systems, and beliefs in non-European regions. It is designed for students who learn better through discussion and the application of school projects. Students Apply Independent Learning (SAIL) in an individualized, supportive environment where the emphasis is on problem solving, cooperation, goal setting, and community involvement.

**Content:**

- Focus on historical, geographic, economic, and civic events in non-European regions and cultures.
- Develop map and chart skills that will aid in understanding key issues of geography including literacy rates, population distribution, etc.
- Compare and analyze how ideas in different times and places bring about continuity, conflict and change.
- Analyze the impact of technology on cultures and on the future.
- Analyze key civic principles (individual vs. collective rights, democratic principles, foreign policy, etc.)
- Analyze how economic choices by one group impact the global community.

**Strategies:**

The approaches taken in this course emphasize technology assisted learning and individualized learning plans. Course instruction includes but is not limited to collaborative and/or cooperative learning groups, inquiry based instruction, project based learning experiences, and direct instruction formats such as lectures.

**Equipment to be provided by student:** USB memory stick (thumb drive) recommended

**Schools Offering:** IHS, LHS, SHS, TMCHS

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## HUMANITIES

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### ENGLISH 9 BLOCK

ENG101

**Credit:** 1.0  
Full Year

### Type of Credit

English

NCAA

**Grade:** 9

**Learning Recommendations:** Consider your learning goals. Consider your learning opportunities and challenges. Consider how well you work individually and in groups. Review the description and strategies below.

#### **General Description:**

This year-long course integrates English and Social Studies curriculums. The English portion of the course will include the student's development of analytical reading, academic writing, and critical thinking and presentation skills. Course content includes short story, poetry, drama, and district-wide required readings. Writing instruction will extend various modes of writing; narrative, compare and contrast, and persuasion. In addition, instruction will include vocabulary building, grammar and spelling.

#### **Content:**

Skills-based according to Washington State Grade Level Expectations (GLEs) for reading and writing. The skills include but are not limited to: Reading comprehension, vocabulary building, informational/expository reading, understanding author's purpose and literary devices. Writing skills include the use of multiple drafts, editing, collaborative scoring, and the use of varied audiences and voices. Forms, genres and organizational structures will also be included.

#### **Strategies:**

Students will learn through a combination of: collaborative/cooperative learning; inquiry-based instruction; project-based learning experiences and direct instruction formats such as lecture and guided discussion.

**Equipment to be provided by student:** USB memory stick (thumb drive) recommended

**Schools Offering:** SHS

### WORLD STUDIES BLOCK 9

SST101

**Credit:** 1.0  
Full Year

### Type of Credit

Social Studies

NCAA

**Grade:** 9

**Learning Recommendations:** Consider your learning goals. Consider your learning opportunities and challenges. Consider how well you work individually and in groups. Review the description and strategies below.

**General Description:** This year-long course integrates social studies and English curriculums for a study of world geography, politics, economics, social systems, and beliefs. The course begins with a study of American culture and individual identity and then progresses through a study of different non-European regions from Africa, Asia, Latin America, and the Middle East. Students will participate in a model United Nations at the end of the year.

#### **Content:**

- Focus on historical, geographic, economic, and civic events and concepts in non-European regions and cultures.
- Develop map and chart skills that will aid in understanding key issues of geography including literacy rates, population distribution, etc.
- Compare and analyze how ideas in different times and places bring about continuity, conflict and change.
- Analyze the impact of technology on cultures and on the future.
- Analyze key civic principles (individual vs. collective rights, democratic principles, foreign policy, etc.)
- Analyze how economic choices by one group impact the global community.

**Strategies:** The approaches taken in this course should include but not be limited to collaborative and/or cooperative learning groups, inquiry based instruction, project based learning experiences, and direct instruction formats such as lectures.

**Equipment to be provided by student:** USB memory stick (thumb drive) recommended

**Schools Offering:** SHS

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## HUMANITIES

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### **HONORS ENGLISH 9 BLOCK**

ENG110

### **Type of Credit**

English

NCAA

**Credit:** 1.0

Full Year

**Grade:** 9

**Learning Recommendations:** Students considering this course should be skilled at analyzing various text formats; critically thinking; able to fluently write a thesis-driven essay; able to participate verbally in a large and small group format; be willing to do independent research.

#### **General Description:**

This year-long course is based on the curriculum for English 9, but is designed for students seeking further challenges, who are willing to read additional and more complex literature, and to undertake extensive writing assignments. Students will be expected to work well both in groups and independently.

#### **Content:**

Skills-based according to Washington State Grade Level Expectations (GLEs) for reading and writing. The skills include but are not limited to: Reading comprehension, vocabulary building, informational/expository reading, understanding author's purpose and literary devices. Writing skills include the use of multiple drafts, editing, collaborative scoring, and the use of varied audiences and voices. Forms, genres and organizational structures will also be included.

#### **Strategies:**

Students will learn through a combination of: collaborative/cooperative learning; inquiry-based instruction; project-based learning experiences and direct instruction formats such as lecture and guided discussion.

**Equipment to be provided by student:** USB memory stick (thumb drive) recommended

**Schools Offering:** SHS

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## HUMANITIES

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### HONORS WORLD STUDIES BLOCK 9

SST110

### Type of Credit

Social Studies

NCAA

**Credit:** 1.0

Full Year

**Grade:** 9

**Learning Recommendations:** Students considering this course should be skilled at critically reading various text formats; critically thinking regarding responses; able to fluently write a five paragraph essay; able to share responses in a large and small group format; be willing to do independent research.

#### **General Description:**

This year-long course is based on the curriculum for World Studies 9, but is designed for the students seeking further challenges in the study of world geography, politics, economics, social systems, and beliefs. The course begins with the study of American culture and individual identify and then progresses through a study of different non-European regions from Africa, Asia, Latin America, and the Middle East. Students will participate in a model United Nations at the end of the year. The Honors course is designed for students who are willing to read additional and more in-depth materials, and to undertake extensive writing assignments. Students will be expected to work well both in groups and independently.

#### **Content:**

- Focus on historical, geographic, economic, and civic events and concepts in non-European regions and cultures.
- Develop map and chart skills that will aid in understanding key issues of geography including literacy rates, population distribution, etc.
- Compare and analyze how ideas in different times and places bring about continuity, conflict and change.
- Analyze the impact of technology on cultures and on the future.
- Analyze key civic principles (individual vs. collective rights, democratic principles, foreign policy, etc.)
- Analyze how economic choices by one group impact the global community.

#### **Strategies:**

The approaches taken in this course should include but not be limited to collaborative and/or cooperative learning groups, inquiry based instruction, project based learning experiences, and direct instruction formats such as lectures.

**Equipment to be provided by student:** USB memory stick (thumb drive) recommended

**Schools Offering:** SHS

## HUMANITIES

### ENGLISH 10 BLOCK

ENG201

### Type of Credit

English

NCAA

**Credit:** 1.0

Full Year

**Grade:** 10

**Learning Recommendations:** Successful completion of English 9 or equivalent

**General Description:** This year-long course integrates English and Social Studies disciplines. The English portion of the course will include the student's refining of analytical skills in reading, writing and thinking. Through a study of European literature, students will examine a wide variety of themes. Students will further develop skills in vocabulary, grammar, mechanics and usage, oral communication, presentation and research skills through analytical essays, poetry, narratives and debate.

**Content:**

Skills-based according to Washington State Grade Level Expectations (GLEs) for reading and writing. The skills include but are not limited to: reading comprehension; informational and complex narrative reading; analysis of story elements; use and understanding and literary devices; analysis of informational and expository text; making predictions and inferences and understanding for text organizational structures. Further writing skills include: analysis and selection strategies for planning writing; use of multiple drafts and editing; collaboration and group evaluation; writing to varied audiences, voices, forms and genres; and the use of organizational structures.

**Strategies:**

Students will learn through a combination of: large and small group discussion; peer evaluation; independently directed reading and analysis; multiple draft writing; and direct instruction, including lecture and note-taking.

**Equipment to be provided by students:** USB memory stick (thumb drive) recommended

**Schools Offering:** SHS

### EUROPEAN STUDIES BLOCK 10

SST201

### Type of Credit

Social Studies

NCAA

**Credit:** 1.0

Full Year

**Grade:** 10

**Learning Recommendations:** Successful completion of World Studies 9 or equivalent

**General Description:** This year-long course integrates English and social studies disciplines, beginning with a brief review of Ancient Civilizations and continues through the Renaissance, Reformation, Enlightenment, Age of Revolution, etc. through World War II. The course focuses on critical thinking, essay writing, note taking, researching, and other relevant skills.

**Content:**

- Renaissance and Reformation
- Enlightenment and Revolution
- Industrialism
- Rise of the Nation State
- World Wars

**Strategies:**

The approaches taken in this course should include but not be limited to collaborative, cooperative learning groups, inquiry based instruction, project based learning experiences and direct instruction formats such as lecture.

**Equipment to be provided by student:** USB memory stick (thumb drive) recommended

**Schools Offering:** SHS

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## HUMANITIES

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### HONORS ENGLISH 10 BLOCK

ENG211

### Type of Credit

English  
NCAA

**Credit:** 1.0  
Full Year

**Grade:** 10

**Learning Recommendations:** Students considering this course should be skilled at critically reading various text formats; critically thinking; able to fluently write a thesis-driven essay using critical analysis of multiple resources; able to share responses in a large and small group format; be willing to do independent research.

#### **General Description:**

This year-long course integrates English and Social Studies disciplines. This English 10 course is designed for students seeking further challenges, who are willing to read additional and more complex literature, and to undertake complex and extensive writing assignments. Students will be expected to work independently.

#### **Content:**

Skills-based according to Washington State Grade Level Expectations (GLEs) for reading and writing. The skills include but are not limited to: reading comprehension; informational and complex narrative reading; analysis of story elements; use and understanding of literary devices; analysis of informational and expository text; making predictions and inferences and understanding for text organizational structures. Further writing skills include: analysis and selection strategies for planning writing; use of multiple drafts and editing; collaboration and group evaluation; writing to varied audiences, voices, forms and genres; and the use of organizational structures.

#### **Strategies:**

Students will learn through a combination of: large and small group discussion; peer evaluation; independently directed reading and analysis; multiple draft writing; and direct instruction, including lecture and note-taking.

**Equipment to be provided by students:** USB memory stick (thumb drive) recommended

**Schools Offering:** SHS

### HONORS EUROPEAN STUDIES 10 BLOCK

SST211

### Type of Credit

Social Studies  
NCAA

**Credit:** 1.0  
Full Year

**Grade:** 10

**Learning Recommendations:** Students considering this course should be skilled at critically reading various text formats; critically thinking regarding responses; able to fluently write a five paragraph essay; able to share responses in a large and small group format; be willing to do independent research

#### **General Description:**

Modern European Studies integrates English and social studies disciplines. It is designed to expand essential skills in reading, writing, speaking, listening, and research. Honors students are expected to work independently and be self-motivated. Higher level thinking and inferential questions will be emphasized.

#### **Content:**

- Renaissance/Reformation
- Enlightenment and Revolutions
- Industrialism
- Rise of Nation State
- World Wars

#### **Strategies:**

European Studies is a student-centered curriculum that integrates Literature and History to present a holistic cultural picture. In block classes teachers collaborate to ensure the curriculum encourages students to make connections and think critically. Teachers use a variety of instructional strategies to foster these connections: cooperative learning groups, inquiry based instruction; project based learning experiences, and other direct instruction formats.

**Equipment to be provided by student:** USB memory stick (thumb drive) recommended

**Schools Offering:** SHS

## HUMANITIES

**ENGLISH 11 BLOCK (AMERICAN STUDIES)**    **Type of Credit**

ENG301

English  
NCAA

**Credit:**  
Full Year

**Grade:** 11  
**Fee:** Optional AP exam fee as appropriate

**Learning Recommendations:** Successful completion of English 9 and English 10 or equivalent

**General Description:**

This year-long course integrates English and Social Studies disciplines. The English portion of the course will focus on refining analytical skills in reading, writing and thinking. Through a study of American literature, students will examine a wide variety of themes. Students will further develop skills in vocabulary, grammar, mechanics and usage, oral communication, presentation and research skills through analytical essays, poetry, narratives and debate.

**Content:**

Skills-based according to Washington State Grade Level Expectations (GLEs) for reading and writing. The skills build from skills developed sophomore year and include but are not limited to: reading comprehension; informational and complex narrative reading; analysis of story elements; use and understanding and literary devices; analysis of informational and expository text; making predictions and inferences and understanding for text organizational structures. Further writing skills include: analysis and selection strategies for planning writing; use of multiple drafts and editing; collaboration and group evaluation; writing to varied audiences, voices, forms and genres; and the use of organizational structures.

**Strategies:**

Students will learn through a combination of: large and small group discussion; peer evaluation; independently directed reading and analysis; multiple draft writing; and direct instruction, including lecture and note-taking.

**Equipment to be provided by student:** USB memory stick (thumb drive) recommended

**Schools Offering:** SHS

**US HISTORY BLOCK**

SST301

**Type of Credit**  
Social Studies  
NCAA

**Credit:**  
Full Year

**Grade:** 11  
**Fee:** Optional AP exam fee as appropriate

**Learning Recommendations:** Successful completion of World Studies, European Studies or equivalent

**General Description:**

This year-long course integrates English and Social Studies disciplines. The Social Studies portion of the course will review the economic, social and political developments of the United States and its governmental structure, with emphasis on the 20<sup>th</sup> century.

**Content:**

The course uses primary and secondary documents and the history text to develop critical thinking, note-taking and written and oral language skills. Units of study will include the following eras in American History: Colonial, revolutionary, constitutional, early republic, westward migration, Civil War, Reconstruction, late 19<sup>th</sup> century, industrialization, progressive era, WWI, Boom or Bust 1920's, WWII, Cold War, Civil Rights Movement, conformity to social revolution, cynicism to conservative resurgence.

**Strategies:**

Students will learn through a combination of: research-based papers; multi-media presentations; visual document analysis using graphs, charts, written documents, political cartoons and photographs; cooperative group projects; identifying bias; and non-fiction text reading and outlining.

**Equipment to be provided by student:** USB memory stick (thumb drive) recommended

**Schools Offering:** SHS

## HUMANITIES

### **IB AMERICAN STUDIES/ENGLISH 11**

ENG650

### **Type of Credit**

English

NCAA

**Credit:** 1.0

Full Year

**Grade:** 11

**Fee:** Optional AP exam fee as appropriate

**Learning Recommendations:** Successful completion of English 9, English 10, or equivalent. For IB diploma and English certificate students this course is a requirement.

#### **General Description:**

This year-long course integrates English and Social Studies disciplines. The English portion of this course introduces students to a range of works of literary merit, emphasizing concept integration, individual enjoyment and lifelong interest in literature and history. The course fuses instruction on analytical and argumentative writing with primarily American Literature-based reading materials. For those students interested in sitting for an IB certificate or diploma exam during their senior year, this course is a prerequisite

#### **Content:**

Skills based using GLEs and IB standards for reading and writing. Skills include: reading comprehension and analysis of narratives and poetry – writing skills including analysis, drafting, editing and evaluation. Students will read works of American and World Literature in preparation for IB assessment.

#### **Strategies:**

Students will learn through a combination of cooperative learning, project-based learning and direct instruction including lecture and note-taking.

**Equipment to be provided by student:** USB memory stick (thumb drive) recommended

**Schools Offering:** SHS

### **IB AMERICAN STUDIES 11 BLOCK**

SST650

### **Type of Credit**

Social Studies

NCAA

**Credit:** 1.0

Full Year

**Grade:** 11

**Fee:** Optional AP exam fee as appropriate

**Learning Recommendations:** Successful completion of World Studies, European Studies, or equivalent. For diploma and history certificate students, this course is a requirement.

#### **General Description:**

This year-long course integrates English and Social Studies disciplines. The Social Studies portion of the course will review the economic, social and political developments of the United States and its governmental structure, with emphasis on the 20<sup>th</sup> century. Students selecting entrance into this course will be ready to meet a fast-paced, in-depth examination of American history in order to meet the requirements of the IB program and the AP exams. Students may comfortably choose to take the Advanced Placement tests in US History. If a student wants to sit for an IB certificate or diploma exam in history during their senior year, this course is a prerequisite.

#### **Content:**

The course uses primary and secondary documents and the history text to develop critical thinking, note-taking and written and oral language skills. Units of study will include the following eras in American History: Colonial, revolutionary, constitutional, early republic, westward migration, Civil War, Reconstruction, late 19<sup>th</sup> century, industrialization, progressive era, WWI, Boom or Bust 1920's, WWII, Cold War, Civil Rights Movement, conformity to social revolution, cynicism to conservative resurgence.

#### **Strategies:**

Students will learn through a combination of: research-based papers; multi-media presentations; visual document analysis using graphs, charts, written documents, political cartoons and photographs; cooperative group projects; identifying bias; and non-fiction text reading and outlining.

**Equipment to be provided by student:** USB memory stick (thumb drive) recommended

**Schools Offering:** SHS

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## HUMANITIES

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### SPLIT BLOCK FORMAT

The intent is to move students in a cohort shared by social studies and English teachers, but not necessarily in consecutive class periods as block classes are structured.

#### ENGLISH 9

ENG100

#### Type of Credit

English

NCAA

**Credit:** 1.0

Full Year

**Grade:** 9

**Learning Recommendations:** Consider your learning goals. Consider your learning opportunities and challenges. Consider how well you work individually and in groups. Review the description and strategies below.

#### **General Description:**

In this year-long course, freshmen will develop analytical reading, academic writing, critical thinking and presentation skills. Course content includes short story, poetry, drama, and district-wide required readings. Writing instruction will extend various modes of writing; narrative, compare and contrast, and persuasion. In addition, instruction will include vocabulary building, grammar and spelling.

#### **Content:**

Skills-based according to Washington State Grade Level Expectations (GLEs) for reading and writing. The skills include but are not limited to: Reading comprehension, vocabulary building, informational/expository reading, understanding author's purpose and literary devices. Writing skills include the use of multiple drafts, editing, collaborative scoring, and the use of varied audiences and voices. Forms, genres and organizational structures will also be included.

#### **Strategies:**

Students will learn through a combination of: collaborative/cooperative learning; inquiry-based instruction; project-based learning experiences and direct instruction formats such as lecture and guided discussion.

**Equipment to be provided by student:** USB memory stick (thumb drive) recommended

**Schools Offering:** IHS, LHS, SHS, TMCHS

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## HUMANITIES

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### **WORLD STUDIES 9**

SST100

### **Type of Credit**

Social Studies

NCAA

**Credit:** 1.0

Full Year

**Grade:** 9

**Learning Recommendations:** Consider your learning goals. Consider your learning opportunities and challenges. Consider how well you work individually and in groups. Review the description and strategies below.

#### **General Description:**

A yearlong freshman level social studies class that is a study of the world geography, politics, economics, social systems, and beliefs. The course will begin with a study of American culture and individual identity and then progress through a series of non-European regional and cultural studies. The course will culminate with students participating in a model United Nations.

#### **Content:**

- Focus on historical, geographic, economic, and civic events in non-European regions and cultures.
- Develop map and chart skills that will aid in understanding key issues of geography including literacy rates, population distribution, etc.
- Compare and analyze how ideas in different times and places bring about continuity, conflict and change.
- Analyze the impact of technology on cultures and on the future.
- Analyze key civic principles (individual vs. collective rights, democratic principles, foreign policy, etc.)
- Analyze how economic choices by one group impact the global community.

**Strategies:** The approaches taken in this course should include but not be limited to collaborative and/or cooperative learning groups, inquiry based instruction, project based learning experiences, and direct instruction formats such as lectures.

**Equipment to be provided by student:** USB memory stick (thumb drive) recommended

**Schools Offering:** IHS, LHS, SHS, TMCHS

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## HUMANITIES

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### ENGLISH 10

ENG200

### Type of Credit

English

NCAA

**Credit:** 1.0

Full Year

**Grade:** 10

**Learning Recommendations:** Successful completion of English 9 or equivalent is recommended

#### **General Description:**

In this course, high school sophomores will focus on refining analytical skills in reading, writing and thinking. Through a study of European literature, students will examine a wide variety of themes. Students will further develop skills in vocabulary, grammar, mechanics and usage, oral communication, presentation and research skills through analytical essays, poetry, narratives and debate.

#### **Content:**

Skills-based according to Washington State Grade Level Expectations (GLEs) for reading and writing. The skills include but are not limited to: reading comprehension; informational and complex narrative reading; analysis of story elements; use and understanding and literary devices; analysis of informational and expository text; making predictions and inferences and understanding for text organizational structures. Further writing skills include: analysis and selection strategies for planning writing; use of multiple drafts and editing; collaboration and group evaluation; writing to varied audiences, voices, forms and genres; and the use of organizational structures.

#### **Strategies:**

Students will learn through a combination of: large and small group discussion; peer evaluation; independently directed reading and analysis; multiple draft writing; and direct instruction, including lecture and note-taking.

**Equipment to be provided by students:** USB memory stick (thumb drive) recommended

**Schools Offering:** IHS, LHS, SHS, TMCHS

### EUROPEAN STUDIES 10

SST200

### Type of Credit

Social Studies

NCAA

**Credit:** 1.0

Full Year

**Grade:** 10

**Learning Recommendations:** Successful completion of World Studies 9 or equivalent recommended

#### **General Description:**

This year-long course begins with a brief review of Ancient Civilizations and continues through the Renaissance, Reformation, Enlightenment, Age of Revolution, etc. through World War II. The course focuses on critical thinking, essay writing, note taking, research, and other relevant skills.

#### **Content:**

- Renaissance and Reformation
- Enlightenment and Revolution
- Industrialism
- Rise of the Nation State
- World Wars

#### **Strategies:**

The approaches taken in this course should include but not be limited to collaborative, cooperative learning groups, inquiry based instruction, project based learning experiences and direct instruction formats such as lecture.

**Equipment to be provided by student:** USB memory stick (thumb drive) recommended

**Schools Offering:** IHS, LHS, SHS, TMCHS

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## HUMANITIES

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**ENGLISH 11**  
ENG300

**Type of Credit**  
English  
NCAA

**Credit:** 1.0  
Full Year

**Grade:** 11

**Learning Recommendations:** Successful completion of English 9, English 10, or equivalent

**General Description:**

In this course, high school juniors will focus on refining analytical skills in reading, writing and thinking. Through a study of American literature, students will examine a wide variety of themes. Students will further develop skills in vocabulary, grammar, mechanics and usage, oral communication, presentation and research skills through analytical essays, poetry, narratives and debate.

**Content:**

Skills-based according to Washington State Grade Level Expectations (GLEs) for reading and writing. The skills build from skills developed sophomore year and include but are not limited to: reading comprehension; informational and complex narrative reading; analysis of story elements; use and understanding and literary devices; analysis of informational and expository text; making predictions and inferences and understanding for text organizational structures. Further writing skills include: analysis and selection strategies for planning writing; use of multiple drafts and editing; collaboration and group evaluation; writing to varied audiences, voices, forms and genres; and the use of organizational structures.

**Strategies:**

Students will learn through a combination of: large and small group discussion; peer evaluation; independently directed reading and analysis; multiple draft writing; and direct instruction, including lecture and note-taking.

**Equipment to be provided by student:** USB memory stick (thumb drive) recommended

**Schools Offering:** IHS, LHS, SHS, TMCHS

**US HISTORY**  
SST300

**Type of Credit**  
Social Studies  
NCAA

**Credit:** 1.0  
Full Year

**Grade:** 11

**Learning Recommendations:** Successful completion of World Studies, European Studies or equivalent

**General Description:**

A required course that includes a review of the economic, social and political developments of the United States and its governmental structure, with emphasis on the 20<sup>th</sup> century.

**Content:**

The course uses primary and secondary documents and the history text to develop critical thinking, note-taking and written and oral language skills. Units of study will include the following eras in American History: Colonial, revolutionary, constitutional, early republic, westward migration, Civil War, Reconstruction, late 19<sup>th</sup> century, industrialization, progressive era, WWI, Boom or Bust 1920's, WWII, Cold War, Civil Rights Movement, conformity to social revolution, cynicism to conservative resurgence.

**Strategies:**

Students will learn through a combination of: research-based papers; multi-media presentations; visual document analysis using graphs, charts, written documents, political cartoons and photographs; cooperative group projects; identifying bias; and non-fiction text reading and outlining.

**Equipment to be provided by student:** USB memory stick (thumb drive) recommended

**Schools Offering:** IHS, LHS, SHS, TMCHS

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## HUMANITIES

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### LANGUAGE ARTS ELECTIVES

Designed as options for 12<sup>th</sup> grade students after successful completion or current enrollment of 9<sup>th</sup>-11<sup>th</sup> grade language arts requirements

#### ADVANCED JOURNALISTIC WRITING

ENG355

#### Type of Credit

English

NCAA

**Credit:** 1.0

Full Year

**Grade:** 11-12

**Learning Recommendations:** Successful completion of Journalistic Writing; student application. Colleges will not accept two years of journalistic writing as college preparatory English.

**Description:** Students proficient in skills taught in Journalistic Writing learn and apply more advanced research, writing, interviewing, editing, and leadership skills. Students analyze journalistic writing forms and publications, applying their learning to their own writing and editing. Further opportunities exist for leadership, column writing, photography, art, advertising, layout, and design. As in professional journalism, responsibility is essential. Some after school work is required.

**Content:**

**Strategies:** Students will learn through a combination of: team collaboration, viewing examples of high quality student media, hands-on production, the writing process, direct instruction, large and small group discussion.

**Equipment to be provided by student:** USB memory stick (thumb drive) recommended

**Schools Offering:** SHS

#### IB ENGLISH 12 (HL)

ENG660

#### Type of Credit

English

NCAA

**Credit:** 1.0

Full Year

**Grade:** 12

**Fee:** IB exam fee as appropriate

**Learning Recommendations:** Senior standing. Certificate or diploma candidates **must** have taken IB American Literature

#### **General Description:**

This course will develop the students' ability to read, interpret and respond to literature. It will introduce students to a range of work of literary merit; promote an international perspective, individual enjoyment, and a lifelong interest in literature. In addition, the course will prepare students to meet the requirements for the IB program and examination.

#### **Content:**

Reading skills – Analysis and comprehension of a variety of genres and formats of reading.

Writing skills – Development of formal writing skills including literature analysis, expository and persuasive writing.

Students will read and analyze literary works from various periods and cultures. Students will complete the World Literature IB assessments and prepare for the IB exams in the spring.

#### **Strategies:**

Discourse, multiple draft writing, lecture, independent reading and peer editing.

**Equipment to be provided by students:** USB memory stick (thumb drive) recommended

**Schools Offering:** SHS

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## HUMANITIES

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### JOURNALISTIC WRITING

ENG354

### Type of Credit

English

NCAA

**Credit:** 1.0

Full Year

**Grade:** 10-12

**Learning Recommendations:** Student application. Students should have comfort with and fluency in writing.

#### **General Description:**

Journalism is a year-long elective class. Members of the journalism course will write and produce the school newspaper. Students study all aspects of journalism with an emphasis on how to write in journalistic style.

#### **Content:**

- Focus on news, opinion and feature writing styles
- Develop skills in digital photography, graphic design, page layout and advertising
- Understand the rights and responsibilities of student media

#### **Strategies:**

Students will learn through a combination of: team collaboration, viewing examples of high quality student media, hands-on production, the writing process, direct instruction, large and small group discussion.

**Equipment to be provided by student:** USB memory stick (thumb drive) recommended

**Schools Offering:** LHS, IHS, SHS

### LITERARY ADAPTATION

ENG456

### Type of Credit

English

Applied for NCAA approval, not yet granted

**Credit:** 0.5

Semester

**Grade:** 12

**Fee:** None

**Learning Recommendations:** Consider your learning goals. Consider your learning opportunities and challenges. Consider how well you work individually and in groups. Review the description and strategies below.

#### **General Description:**

This course will examine the adaptation of different types of literature (poems, faerie tales, short stories, novellas, plays, graphic novels, novels) into the film medium. It will have a comparative focus centered on analyzing changes made between the page and screen and why screenwriters, producers, and directors chose to make those changes.

#### **Content:**

**Skill Content~** Verbal Discourse, Written Literary and Film Analysis, Critical Reading, Comparative Analysis

**Possible Material Content~** Beowulf, Alice and Wonderland, The Body (Stand By Me), Rita Hayworth and the Shawshank Redemption, The Little Mermaid, Taming of the Shrew (10 Things I Hate About You), Heart of Darkness (Apocalypse Now), Of Mice and Men, One Flew Over the Cuckoo's Nest, The Legend of Sleepy Hollow, Road to Perdition, Jabberwocky, V for Vendetta

#### **Strategies:**

Discourse, lecture, film, independent study, cooperative learning projects.

**Equipment to be provided by student:** USB memory stick (thumb drive) recommended

**Schools Offering:** SHS

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## HUMANITIES

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### LITERATURE AND CREATIVE WRITING

ENG525

### Type of Credit

English

NCAA

**Credit:** 0.5

Semester

**Grade:** 12

**Learning Recommendations:** Consider your learning goals. Consider your learning opportunities and challenges. Consider how well you work individually and in groups. Review the description and strategies below.

**Description:**

Students will read and write short stories, poetry, and short non-fiction pieces and will develop a portfolio of their work. This course is structured to study and practice the basic elements of literature; character, plot, point of view, setting and language.

**Strategies:**

Students will learn how to effectively create and critique various forms of creative writing. Student will practice effective writing and critical reading skills.

**Equipment to be provided by student:** USB memory stick (thumb drive) recommended

**Schools Offering:** SHS

### LITERATURE OF SOCIAL CHANGE

ENG421

### Type of Credit

English

Applied for NCAA approval, not yet granted

**Credit:** 0.5

Semester

**Grade:** 12

**Fee:**

**Learning Recommendations:** Consider your learning goals. Consider your learning opportunities and challenges. Consider how well you work individually and in groups. Review the description and strategies below.

**General Description:**

In this course, students will examine fiction, non-fiction, drama, and poetry written to expose social ills and provoke change. Students will explore the historical social and political contexts of these texts, and analyze the influences on the writers as well as the impact on the readership of the time.

**Content:**

Students will read some complete texts and excerpts from longer texts, as well as shorter works. Supplemental materials will include films, primary source reactions, as well as some literary criticism. Students will write several short comparative analyses of how the works succeed in raising awareness of injustice or social problems, and how effective they are as catalysts for change.

**Strategies:**

Students will enhance their critical reading strategies (closely reading text; using historical lenses for analysis; annotating). They will continue to develop the research skills they have learned at the sophomore and junior level. They will also hone their writing skills, including thesis development with strong analysis and support, as well as personal response and persuasive writing. This course will also be centered around discussion, both formal (Socratic seminars, debates, etc.) and informal.

**Equipment to be provided by student:** USB memory stick (thumb drive) recommended

**Schools Offering:** SHS

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## HUMANITIES

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### **MONSTERS IN LITERATURE**

ENG426

### **Type of Credit**

English

Applied for **NCAA** approval, not yet granted

**Credit:** 0.5

Semester

**Grade:** 12

**Fee:**

**Learning Recommendations:** Consider your learning goals. Consider your learning opportunities and challenges. Consider how well you work individually and in groups. Review the description and strategies below.

**General Description:** This course is designed to explore the various monsters written about throughout history, and to study the cultures that created them. Because monsters embody the antithesis of a culture's values, we can learn much about the people they represent. In addition, monsters have been a popular subject for literature throughout history, and never has this been more prevalent than today. It is the goal of this course to teach students to use monsters as a tool through which they can explore and interpret culture, as well as to examine the genre of horror and the techniques authors use to create suspense.

**Content:** The content of this course will include two novels including *Dr. Jekyll and Mr. Hyde*. A great deal of supplemental stories, and source documents, and occasionally films will also make up the rest of the literature content. The writing element of this course will include a research paper, in which students explore a monster of their choosing and its connection to the culture it represents. In addition, students will also be creating a piece of short horror fiction. Students will explore the culture, attitudes, and beliefs of various peoples, and will look at how monsters impact today's society as well.

**Strategies:** This course will utilize inquiry based approaches (research project) to engage students in monsters or other horrific themes that interest them. It will also ask students to think critically, focusing on not only cultural elements, but on elements of suspense, horror, and creative writing. Finally, students will apply the skills they learn to analyze our own culture and the monsters that haunt us today.

**Equipment to be provided by student:** USB memory stick (thumb drive) recommended

**Schools Offering:** SHS

## HUMANITIES

### PUBLIC SPEAKING

ENG410

### Type of Credit

English

NCAA

**Credit:** 0.5

Semester

**Grade:** 12

**Learning Recommendations:** Consider your learning goals. Consider your learning opportunities and challenges. Consider how well you work individually and in groups. Review the description and strategies below.

#### **General Description:**

Public Speaking incorporates interpersonal communication skills, audience awareness, research and speech writing techniques.

#### **Content:**

- Interpersonal communication
- Propaganda
- Informative Speeches
- Persuasive Speeches
- Impromptu
- Facilitation
- Audience and Cultural Awareness
- Rhetoric
- Induction
- Deduction
- Poetry Analysis

#### **Strategies:**

Students will learn how to effectively speak in front of their peers and provide constructive feedback. Students will learn to research in order to develop an effective argument in both the speech and essay format. They will also learn how to effectively use media and other visual aids in speeches.

**Equipment to be provided by student:** USB memory stick (thumb drive) recommended

**Schools Offering:** LHS, SHS, IHS

### THE CLASSICS

ENG435

### Type of Credit

English

NCAA

**Credit:** 0.5

Semester

**Grade:** 12

**Learning Recommendations:** Consider your learning goals. Consider your learning opportunities and challenges. Consider how well you work individually and in groups. Review the description and strategies below.

#### **General Description:**

In this course, students will gain an essential understanding of Greek, Roman and Northern European Mythology and Literature, as well as Arthurian legend. The course will also examine the historical setting of the literature and its influence on popular culture and film, such as Tolkien's "Lord of the Rings" and Rowling's "Harry Potter" series.

#### **Content:**

This class explores different methods of literary and film analysis. Students must analyze primary translated works and adapted readings. Writing focus is on literary analysis and comparative study.

#### **Strategies:**

Discourse, lecture, film, independent study, cooperative learning projects.

**Equipment to be provided by student:** USB memory stick (thumb drive) recommended

**Schools Offering:** SHS

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## HUMANITIES

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### SOCIAL STUDIES ELECTIVES

Designed as options for upperclassmen after successful completion or current enrollment of 9th-11th grade social studies graduation requirement

#### HISTORY OF RELIGION

SST550

#### Type of Credit

Social Studies

NCAA

**Credit:** 0.5

Semester

**Grade:** 11- 12

**Learning Recommendations:** Consider your learning goals. Consider your learning opportunities and challenges. Consider how well you work individually and in groups. Review the description and strategies below.

<b>General Description:</b> This course offers an introductory survey of the world's major religions. Students will gain an essential understanding of Eastern and Western religions.
<b>Content:</b> Hinduism, Buddhism, Judaism, Christianity, and Islam will be studied. Emphasis will be placed on the interaction of religion and culture.
<b>Strategies:</b> Students will learn through a combination of Critical thinking, note-taking, and written and oral language skills, direct instruction, research, and formal and informal discussions.
<b>Equipment to be provided by student:</b> USB memory stick (thumb drive) recommended
<b>Schools Offering:</b> SHS

#### IB HISTORY (HL) – 20<sup>TH</sup> CENTURY

SST655

#### Type of Credit

Social Studies

NCAA

**Credit:** 1.0

Full Year

**Grade:** 12

**Fee:** IB exam fee as appropriate

**Learning Recommendations:** US History or IB American Studies. Certificate or diploma candidates **must** have taken IB American Studies.

<b>General Description:</b> This course will explore international diplomacy and peacekeeping in the 20 <sup>th</sup> century. Specific topics covered include balance of power versus collective security, the creation of effectiveness of international peace organizations, and the origins and effects of the Cold War. In addition, this course will prepare the students to meet the requirements for the IB program and examination.
<b>Content:</b> This course introduces students to content and concepts of American history through the use of primary source documents, and the history text. The two primary areas of focus are the Cold War and international organizations (League of Nations and United Nations).
<b>Strategies:</b> Students will learn through a combination of Critical thinking, note-taking, and written and oral language skills, direct instruction, research, and formal and informal discussions.
<b>Equipment to be provided by student:</b> Textbook, USB memory stick (thumb drive) recommended
<b>Schools Offering:</b> SHS

## HUMANITIES

### **IB PSYCHOLOGY (SL)**

SST670

### **Type of Credit**

Social Studies

NCAA

**Credit:** 1.0

Full Year

**Grade:** 11-12

**Fee:** IB exam fee as appropriate

AP exam fee as appropriate

**Learning Recommendations:** Ability to synthesize and analyze text and research journals. Willingness to work independently.

**General Description:** Psychology is the scientific study of behavior and mental processes. The IB Psychology class will examine the different perspectives within the psychological world, specifically the biological, sociocultural and cognitive perspectives. In addition, students will examine the diagnosis and treatment of dysfunctional behavior. Finally, students will be involved in the process of implementing their own psychological experiment. This course will fulfill IB requirements for IB diploma candidates.

**Content:**

Units of study including the following: 3 perspectives in Psychology (biological, sociocultural and cognitive), dysfunctional behavior, and replication of an experiment (the internal assessment).

**Strategies:**

Students will learn through a combination of: multi-media presentations, research-based papers and presentations, analysis of relevant readings and experimental research, text reading and outlining, performance of an experiment.

**Equipment to be provided by student:** USB memory stick (thumb drive) recommended

**Schools Offering:** SHS

### **IB THEORY OF KNOWLEDGE**

SST660

### **Type of Credit**

Social Studies

NCAA

**Credit:** 1.0.

Full Year

**Grade:** 11-12

**Fee:** IB evaluation fee as appropriate

**Learning Recommendations:** Students should be able to analyze and synthesize information to construct written and oral arguments. IB diploma candidates must take this course.

**General Description:**

Theory of Knowledge examines the assumptions, concepts, and problems underlying the basic disciplines of history, mathematics, language and physical and social sciences, and the arts, and provides students with an elementary understanding of the interrelationships among those disciplines. In this class, students will inquire into the ways one has constructed knowledge, the ways one judges the value of knowledge, the ways knowledge is conveyed, and the relationship between knowledge and values. \*\*This course will fulfill IB requirements for IB diploma candidates.

**Content:**

Reading comprehension and analysis of philosophical texts  
 Understanding philosophical ideas  
 Developing one's own philosophical knowledge  
 Constructing and supporting a complex argument

**Strategies:**

Students will learn through a combination of: Socratic seminars, student-led discussions, reading challenging texts, student presentations, individual research and interviews. Students will also learn by creating presentations, constructing examples of art, written history and scientific knowledge.

**Equipment to be provided by student:** USB memory stick (thumb drive) recommended

**Schools Offering:** SHS

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## HUMANITIES

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### LOCAL GOVERNMENT STUDIES

SST407

### Type of Credit

Social Studies

NCAA

**Credit:** 0.5

Semester

**Grade:** 9-12

**Fee:**

**Learning Recommendations:** Consider your learning goals. Consider your learning opportunities and challenges. Consider how well you work individually and in groups. Review the description and strategies below.

#### **General Description:**

This one semester course begins with an overview of local government structure and purpose. The functions of the different departments found in typical local governments are defined and the interrelationships between them are examined. From this overview, students will select an area(s) of concentration to form a thesis then research state and local government documents, attend city functions and meetings, interview officials, attend site visits, and/or complete an internship of 8 to 20 hours depending upon the scope of needs of their final project. Guest speakers from local government would come to the classroom to share their insights to assist the class in forming a more rounded conclusion about their areas of concentration in relation to others.

#### **Content:**

- Systems/Types of Local Government; Democratic Governance
- Department Functions: Police, Fire, Jails, Risk Management, Parks and Recreation, Human Resources, Engineering, Public Utilities, Legal Services, etc.
- Careers in the Public sector
- Local Government Budgeting
- Citizen Participation: Educating & Empowering Citizens
- Labor Union & Management Relations
- Performance Management in the Public sector
- Growth Management & Economic Development
- Disaster Preparedness

#### **Strategies:**

Students will learn through a combination of:

- Direct instruction
- Class discussion based upon assigned reading of text
- Examination of local government documents and publications
- Case studies of local government problem solving
- Independent research
- Critical thinking exercises
- Guest speakers
- Site visit: City Council meetings, job shadow, etc.
- Internship (optional)

**Equipment to be provided by student:** None

**Schools Offering:** SHS

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## HUMANITIES

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### NORTHWEST STUDIES

SST090

### Type of Credit

Social Studies – Washington State History  
Elective  
NCAA

**Credit:** 0.5  
Semester

**Grade:** 9-12

**Learning Recommendations:** This is a state graduation requirement.

<b>General Description:</b> This is a state graduation requirement for those who have not taken Northwest Studies in 7 <sup>th</sup> or 8 <sup>th</sup> grade or if transferring who have not completed their state history in 7 <sup>th</sup> grade or later.
<b>Content:</b> Northwest studies is a course that surveys the history, geography and economy of the Pacific Northwest, including Native American cultures and the development of Washington territory through statehood. Current issues, including trade with Pacific Rim nations are included.
<b>Strategies:</b> <ul style="list-style-type: none"><li>• Students will learn through a combination of:</li><li>• Reading and exploration</li><li>• Lecture</li><li>• Presentations</li><li>• Activities</li><li>• Film</li></ul>
<b>Equipment to be provided by student:</b> USB memory stick (thumb drive) recommended
<b>Schools Offering:</b> IHS, LHS, SHS, TMCHS



### U.S. GOVERNMENT AND CONSTITUTIONAL ISSUES

SST400

### Type of Credit

Social Studies  
NCAA

**Credit:** 0.5  
Semester

**Grade:** 11-12

**Learning Recommendations:** Consider your learning goals. Consider your learning opportunities and challenges. Consider how well you work individually and in groups. Review the description and strategies below.

<b>General Description:</b> This course will examine the structure of the United States federal government and the rights of its citizens under the Constitution. The focus of the class will be on current political and legal issues while examining historical events as a basis for understanding the current issues. This course is recommended for students considering a career in a legal or political profession as well as any student considering a future internship at a legal or political office.
<b>Equipment to be provided by student:</b> USB memory stick (thumb drive) recommended
<b>Schools Offering:</b> SHS

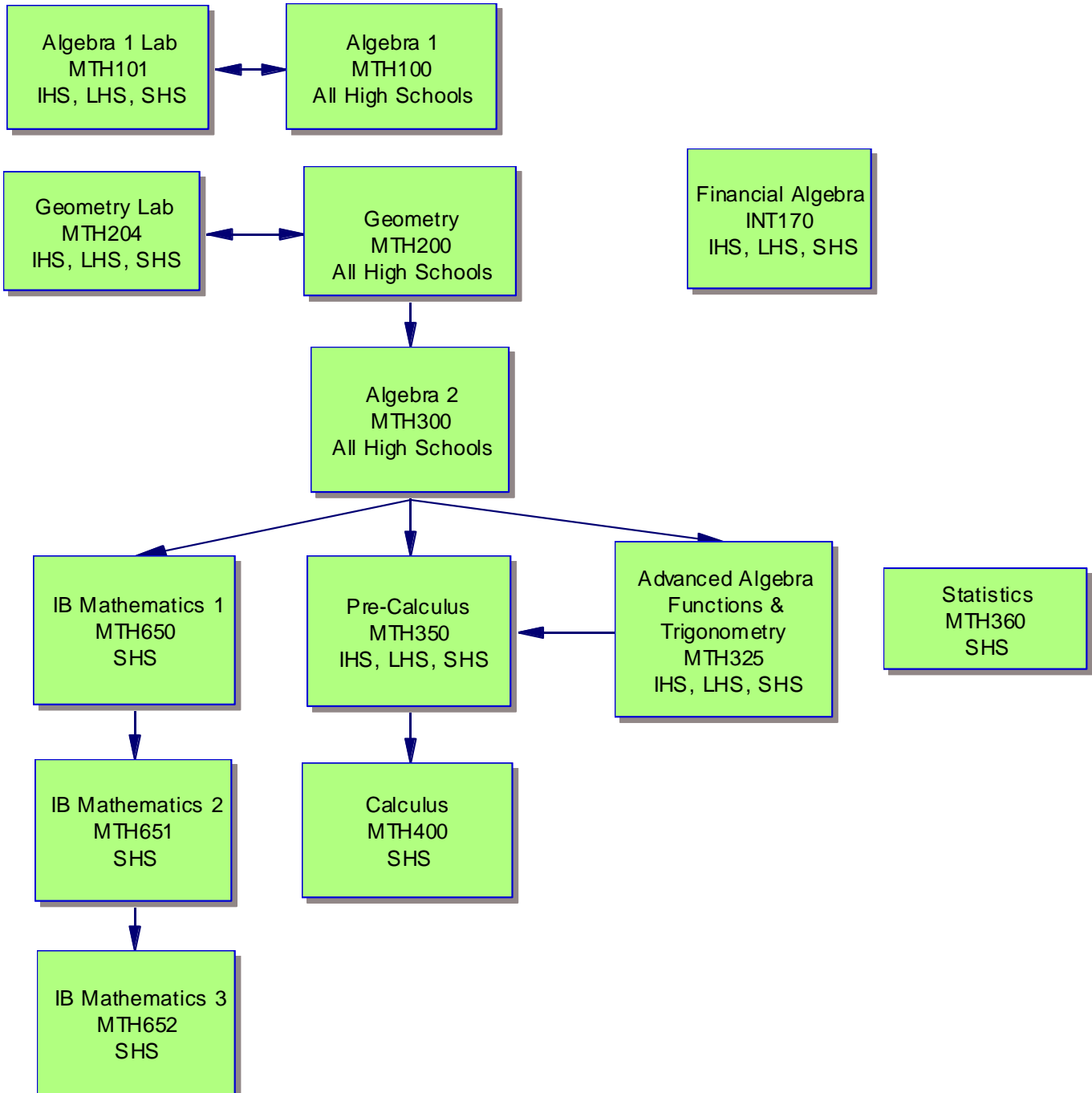
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## MATHEMATICS

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Mathematics is a field growing at a rapid rate, spreading into new disciplines, creating new applications and becoming increasingly crucial to each of our lives. To be prepared to understand and use mathematics fluently, all students are encouraged to learn as much as possible. Students are required to take three years of high school math while in high school for graduation, and most universities recommend four years of mathematics.

### Mathematics Instructional Flow Chart 9-12



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**MATHEMATICS**

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**ADVANCED ALGEBRA FUNCTIONS  
& TRIGONOMETRY**

MTH325

**Type of Credit**

Mathematics

NCAA

**Credit:** 1.0

Full Year

**Grade:** 10 - 12

**Learning Recommendations:** Grade of D or better in Algebra 2

**General Description:**

This course is designed to meet the needs of students who wish to continue with math beyond Algebra 2 and who would benefit from additional scaffolding prior to taking additional math classes. It is meant for students who want to further their studies of mathematics to prepare for the rigors of pre-calculus or other advanced math classes. Enrolling in this class will help students be prepared for college entrance exams.

**Content:** Topics that students will explore and understand in the course include:

- Functions and their transformations, to include: polynomial, radical, rational, exponential, logarithmic, and periodic functions.
- Algebra topics such as linear and polynomial equations, linear programming, solving equations
- Sequences and Series
- Statistics
- Trigonometry: polar coordinates and the unit circle

**Strategies:** Students will learn through a combination of:

- Direct instruction
- Small group investigations and teacher-led investigations

**Equipment to be provided by student:** Graphing Calculator, TI-Nspire (not CAS) is recommended

**Schools Offering:** IHS, LHS, SHS

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## MATHEMATICS

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### ALGEBRA 1

MTH100

### Type of Credit

Mathematics

NCAA

**Credit:** 1.0

Full Year

**Grade:** 9-12

**Learning Recommendations:** Algebra 1 is the first of the series of high school Math courses, which some students begin in Middle School.

#### **General Description:**

This course is designed for students who are beginning their study of Algebra, Geometry and Algebra 2. Students who have struggled in math previously are strongly encouraged to enroll concurrently in Algebra 1 Lab (MTH 100). Students enrolled in Algebra 1 will take the Washington State Algebra 1 End of Course Assessment in the Spring.

**Content:** This course fully integrates numerical, geometric and algebraic perspectives and incorporates problems and applications:

- Development of problem solving strategies.
- Solving, writing and graphing linear equations
- Proportional reasoning
- Solving systems of equations
- Graphing, factoring and solving quadratic equations
- Exponents and Exponential functions
- Transformations

**Strategies:** Students will learn through a combination of :

- Collaborative instructional approach
- Direct Instruction
- Technology enhanced instruction

**Equipment to be provided by student:** Scientific Calculator is required, if you need to purchase one, the TI-30XIIS is recommended. For families considering investing in a graphing calculator, the TI-Nspire (Not CAS) is recommended. A graphing calculator is NOT required until Algebra 2 and above. Please consult the [ISD Math website](#) for details.

**Schools Offering:** IHS, LHS, SHS, TMCHS

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**MATHEMATICS**

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**ALGEBRA 1 LAB**

MTH101

**Type of Credit**

Mathematics

**Credit:** 1.0  
Full Year

**Grade:** 9-12

**Learning Recommendations:** Current enrollment in Algebra 1. Teacher/Counselor recommendation based upon test scores and performance in Middle School.

**General Description:**

Algebra 1 Lab provides a support structure for struggling students to achieve success in an Algebra 1 course. It will strive to accomplish this by providing further explanation, extra practice and review of previously learned concepts as well as previews of upcoming material. Algebra 1 Lab will also offer preparation and practice for the Washington State algebra End of Course Exam. Students must be concurrently enrolled in an Algebra 1 course.

**Content:**

- This course follows the concepts of Algebra 1.

**Strategies:** Students will learn through a combination of:

- Direct instruction
- Large group investigations and small group work
- Extended instruction
- Review of previously taught concepts and skills
- Practice

**Equipment to be provided by student:** At minimum Scientific Calculator is required, if you need to purchase one, the TI-30XIIS is recommended. For families considering investing in a graphing calculator, the TI-Nspire (not CAS) is recommended. A graphing calculator is NOT required until Algebra 2 and above. Please consult the [ISD Math website](#) for details.

**Schools Offering:** IHS, LHS, SHS

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**MATHEMATICS**

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**ALGEBRA 2**

MTH300

**Type of Credit**

Mathematics

NCAA

**Credit:** 1.0

Full Year

**Grade:** 9 - 12

**Learning Recommendations:** Designed for students who have a C- or better in Geometry or passed End of Course Assessment in Geometry AND earned a D or better in Geometry.

**General Description:**

This course builds upon the framework from Algebra 1 and Geometry, develops the concept of functions, and investigates various functions and their applications.

**Content:**

- Basic properties of functions including domain, range, intercepts and asymptotes.
- Sequences and series
- Exponential growth and decay
- Transformations of parent graphs
- Linear systems and an introduction to matrices
- Inverse functions including logarithms
- Polynomials and general systems
- Trigonometric functions (as time allows)

**Strategies:**

Students will learn through a combination of:

- Collaborative instructional approach
- Direct instruction
- Technology enhanced instruction

**Equipment to be provided by students:** Graphing calculator. Students will be using the TI-Nspire calculators in their classrooms. If families already have a TI-83 or 84, it will be sufficient for homework. If you are contemplating the purchase of a new graphing calculator, the Nspire is recommended.

**Schools Offering:** IHS, LHS, SHS, TMCHS

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## MATHEMATICS

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### CALCULUS

MTH400

### Type of Credit

Mathematics

NCAA

CHS through Bellevue College

(Math151-Sem.1/Math 152-Sem. 2)

**Credit:** 1.0

Full Year

**Grade:** 9 - 12

**Fee:** College in the High School fee as appropriate

**Learning Recommendations:** Designed for students who have a C+ or higher average in Pre-Calculus or a C or higher average in IB Mathematics 1.

### **General Description:**

This one-year course develops the topics of limits, derivatives, and integration and their formulas for algebraic and transcendental functions. This class covers all topics typically covered during the first two quarters of college calculus.

### **Content:**

Topics that students will explore and understand in the course include:

- Limits and continuity
- Derivatives
- Application of derivatives including related rates, motion, and optimization
- Indefinite and definite Integrals
- Fundamental Theorem of Calculus
- First order differential equations and slope fields
- Volumes of solids of revolutions
- Integration by parts
- Work done by variable

### **Strategies:**

Students will learn through a combination of :

- Teacher directed instruction
- Small group investigations

**Equipment to be provided by student:** Graphing Calculator. TI-Nspire recommended or TI-83, TI-84 if families already own

**Schools Offering:** SHS

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## MATHEMATICS

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### **FINANCIAL ALGEBRA**

INT170

### **Type of Credit**

Mathematics  
Career/Tech Ed

**Credit:** 1.0

Full Year

**Grade:** 11- 12

**Learning Recommendations:** Designed for students who have completed Algebra 1 and Geometry. This course can serve as the third credit of math for students who elect to take a CTE alternative for the third year requirement through a counselor supported approval process. This course is also appropriate for students who have completed Algebra 2 and want to take a course specifically focusing on the mathematics of personal finance.

### **General Description:**

This course is designed to build upon prior knowledge of math concepts from other courses. This algebra-based CTE course features real-world algebra concepts found in banking, credit, income taxes, insurance, and household budgeting. Step-by-step strategies will help students learn the time value of money, how to evaluate the best cell phone contract, how to build a business plan by knowing costs, profits, and break even points.

### **Content:**

- Real world situations represented through functions, graphs and tables
- Functions: linear, quadratic, exponential, piecewise, and others
- Systems of equations and inequalities
- Exponential growth and decay
- Descriptive statistics topics
- Excel

### **Strategies:**

Students will learn through a combination of:

- Collaborative instructional approach
- Direct Instruction
- Technology enhanced instruction

**Equipment to be provided by students:** Scientific Calculator required, if you need to purchase one, the TI-30XIIS is recommended. For families considering investing in a graphing calculator, the TI-Nspire (Not CAS) is recommended. A graphing calculator is NOT required until Algebra 2 and above. Please consult the [ISD Math](#) website for details.

**Schools Offering:** IHS, LHS, SHS, TMCHS

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## MATHEMATICS

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### GEOMETRY

MTH200

### Type of Credit

Mathematics

NCAA

**Credit:** 1.0

Full Year

**Grade:** 9 - 12

**Learning Recommendations:** Incoming 9<sup>th</sup> graders: a B- or higher average in Integrated Algebra B.  
Current high school students: C- or better in Algebra 1 or passed End of Course Assessment in Algebra 1 AND earned a D or better in Algebra 1

#### **General Description:**

This course has geometry focus built upon an algebraic framework.

#### **Content:**

- Deep study of properties of geometric figures including polygons and circles
- Use construction to explore, make and test conjectures
- Use of proportional reasoning as it relates to similarity and right triangle trigonometry.
- Use of plane and coordinate geometry
- Development and application of spatial visualization skills
- Development of logical argument using justifications
- Continual use of algebraic skills and concepts, including linear systems, quadratics, inequalities, radicals, exponents and rational expressions

#### **Strategies:**

Students will learn through a combination of:

- Collaborative instructional approach
- Direct Instruction
- Technology enhanced instruction

**Equipment to be provided by student:** Scientific Calculator required, if you need to purchase one, the TI-30XIIS is recommended. For families considering investing in a graphing calculator, the TI-Nspire (Not CAS) is recommended. A graphing calculator is NOT required until Algebra 2 and above. Please consult the [ISD Math website](#) for details.

**Schools Offering:** IHS, LHS, SHS, TMCHS

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## MATHEMATICS

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**GEOMETRY LAB**

MTH204

**Type of Credit**

Mathematics

**Credit:** 1.0

Full Year

**Grade:** 10**Learning Recommendations:** Current enrollment in Geometry**General Description:**

Geometry Lab provides a support structure for struggling students to achieve success in a Geometry course. It will strive to accomplish this by providing further explanation, extra practice and review of previously learned concepts as well as previews of upcoming material. Geometry Lab will also offer preparation and practice for the Washington State Geometry End Of Course Exam. Students must be concurrently enrolled in a Geometry course.

**Content:**

- This course follows the concepts of Geometry

**Strategies:**

Students will learn through a combination of:

- Direct instruction
- Large group investigations and small group work
- Extended instruction
- Review of previously taught concepts and skills
- Practice

**Equipment to be provided by student:** Scientific Calculator required, if you need to purchase one, the TCI-30XIIS is recommend. For families considering investing in a graphing calculator, the TI-Nspire (not CAS) is recommended. A graphing calculator is not required until Algebra 2 and above. Please consult the [ISD Math website](#) for details.

**Schools Offering:** IHS, SHS, LHS

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## MATHEMATICS

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**IB MATHEMATICS 1**  
**IB PRE-CALCULUS**  
MTH650

**Type of Credit**  
Mathematics  
**NCAA**  
CHS – through Bellevue College  
(Math141-Sem.1/Math142-Sem.2)

**Credit:** 1.0  
Full Year

**Grade:** 9 - 12  
**Fee:** College in the High School fee as appropriate

**Learning Recommendations:** Designed for students who have a B+ or better in both semesters of Algebra 2 or improvement second semester so that the average is at least a B+.

**General Description:**

IB Mathematics 1 is the first of two years that prepare students to take the IB Standard Level (SL) Math exam. This course is designed for the student who may wish to focus on mathematics, engineering, or science after High School and is ready to learn concepts at a fast pace. All students in this course will be required to complete the IB internal assessment. IB dictates that students may not sit for exams until the spring of their junior year.

**Content:** Topics that students will explore and understand in the course include:

- Polynomial, rational, logarithmic & trigonometric functions
- Trigonometric Identities
- Sequences and series
- Probability and statistics
- Two-dimensional vectors
- Matrices

**Strategies:**

Students will learn through a combination of:

- Teacher directed instruction
- Small group collaboration

**Equipment to be provided by student:** Graphing calculator: TI-Nspire recommended or TI-83, TI-84 if families already own and Scientific Calculator

**Schools Offering:** SHS

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## MATHEMATICS

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**IB MATHEMATICS 2 (SL)****IB CALCULUS (SL)**

MTH651

**Type of Credit**

Mathematics

NCAA

CHS through Bellevue College  
(Math151-Sem.1/Math 152-Sem.2)**Credit:** 1.0

Full Year

**Grade:** 10 - 12**Fee:** IB evaluation fee as appropriate  
College in the High School fee as appropriate**Learning Recommendations:** Designed for students who have a grade of B- or better in IB Mathematics 1.**General Description:**

The IB Mathematics 2 is the second of two years that prepare students to take the IB Standard-Level (SL) Math exam. The course covers all topics typically covered during the first two quarters of college calculus. In addition, it also covers additional IB required topics. The course is designed for the student who may wish to focus on mathematics, engineering, or science after high school and is ready to learn concepts at a faster pace. All students in this course will be required to complete the IB internal assessment. IB dictates that students may not sit for exams until the spring of their junior year.

**Content:** Topics that students will explore and understand in the course include:

- Limits and continuity
- Derivatives
- Application of derivatives including related rates, motion and optimization
- Curve analysis
- L'Hopital's Rule
- Matrices
- Vectors and three-dimensional geometry
- Indefinite and definite Integrals
- Fundamental Theorem of Calculus
- First order differential equations, slope fields, and Euler's approximation
- Volumes of solids of revolutions, arc length, and area of surface of revolution
- Integration by parts, trigonometric substitution, partial fractions, and improper integrals
- Work done by a variable force
- Average Value

**Strategies:**

Students will learn through a combination of:

- Teacher directed instruction
- Small group collaboration

**Equipment to be provided by student:** Graphing calculator: TI-Nspire recommended or TI-83, TI-84 if families already own.**Schools Offering:** SHS

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## MATHEMATICS

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**IB MATHEMATICS 3 (HL)****IB CALCULUS 2 (HL)**

MTH652

**Type of Credit**

Mathematics

NCAA

CHS through Bellevue College –  
Math153-Sem 1/Math 254-Sem 2)**Credit:** 1.0

Full Year

**Grade:** 11 - 12**Fee:** IB evaluation fee as appropriate

College in the High School fee as appropriate

**Learning Recommendations:** Designed for students who have a grade of C or higher in IB Mathematics 2. Certificate or diploma candidates who desire to sit for the HL exam must have taken IB Mathematics 2.

**General Description:**

IB Mathematics 3 prepares students to take the IB Higher-Level (HL) Math exam. This class covers all topics typically covered during the third quarter of college calculus. In addition, it also covers additional IB required topics. This course is designed for the student who may wish to focus on mathematics, engineering, or science after high school and is ready to learn concepts at a fast pace. All students in this course will be required to complete the IB internal assessment.

**Content:** Topics that students will explore and understand in the course include:

- Area, arc length, surface area in polar forms
- Improper integration
- Integration by Weierstrass substitution
- First order differential equations (homogeneous, linear, and exact)
- Second order homogeneous linear differential equations
- Infinite, Taylor and Maclaurin series
- Three-dimensional vectors
- Mathematical induction
- Probability and discrete random variables
- Differentiation and integration of vectors
- Partial derivatives
- Tangent planes, directional derivatives, and gradient
- Double integration
- Surface area and triple integrals
- Complex Numbers
- Vector Valued Functions

**Strategies:**

Students will learn through a combination of:

- Teacher directed instruction
- Small group collaboration

**Equipment to be provided by student:** Graphing calculator: TI-Nspire recommended or TI-83, TI-84 if families already own.

**Schools Offering:** SHS

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## MATHEMATICS

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### PRE-CALCULUS

MTH350

### Type of Credit

Mathematics

NCAA

**Credit:** 1.0

Full Year

**Grade:** 9 - 12

**Learning Recommendations:** Designed for students who earned a grade of C+ or better in Algebra 2 or students who earned a grade of C- or better in Advanced Algebra, Functions and Trigonometry.

### **General Description:**

This course is an in-depth study of rational, polynomial, logarithmic, exponential and trigonometric functions.

### **Content:**

- Parent functions and transformations
- Periodic functions
- Inverse trigonometric functions
- Applications of trigonometric and circular functions
- Trigonometric properties, identities and parametric equations
- Triangle trigonometry
- Properties of linear, exponential, power, and logarithmic functions
- Probability and counting principles
- Conic sections
- Sequences and series
- Polynomial and rational functions

### **Strategies:**

Students will learn through a combination of:

- Direct instruction
- Small group investigations and teacher-led investigations

**Equipment to be provided by student:** Graphing Calculator required, TI-Nspire (Non-CAS is recommended)

**Schools Offering:** IHS, LHS, SHS

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## MATHEMATICS

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### **STATISTICS**

MTH360

### **Type of Credit**

Mathematics

NCAA

**Credit:** 1.0

Full Year

**Grade:** 9-12

**Fee:**

**Learning Recommendations:** Designed for students with a grade of B- or higher in Algebra 2 OR a grade of C or higher in Pre-Calculus or IB Mathematics 1

### **General Description:**

Statistics introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will observe patterns and departures from patterns, decide what and how to measure, produce models using probability and simulation and confirm models. Appropriate technology, from manipulatives to calculators and application software, will be used regularly for instruction and assessment.

### **Content:**

Topics that students will explore and understand in the course include:

- How statistics is applied in real life
- How to appropriately collect and analyze data to validate research questions
- Analyze and interpret graphical displays
- Summarize bivariate data including correlation, best-fit-line
- Understand the basic properties of and underlying patterns of probability.
- Find the variability and distributions of samples
- Hypothesis testing
- Comparing treatment groups
- Analyze categorical data and goodness-of-fit tests

### **Strategies:**

Students will learn through a combination of:

- Teacher directed instruction
- Group based and individual based exploration
- Technology labs
- Independent learning

**Equipment to be provided by student:** Graphing Calculator, TI-Nspire (Non-CAS is recommended)

**Schools Offering:** SHS

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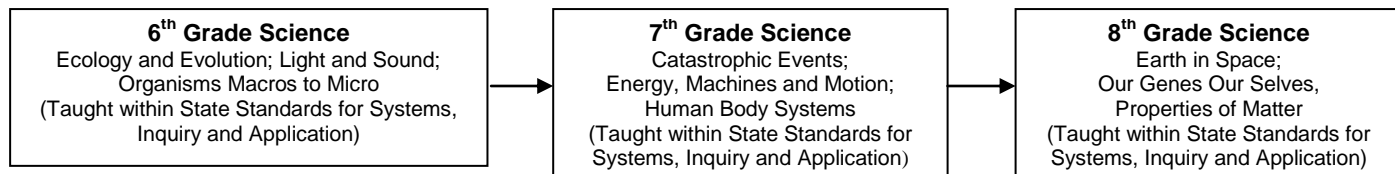
## PHYSICAL EDUCATION

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For Physical Education, please see Health & Human Services section page 50.

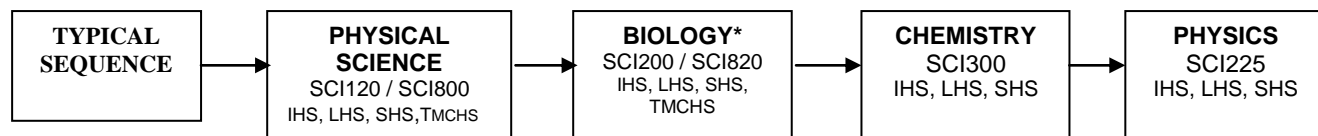
# SCIENCE

## Issaquah School District Science Instructional Flow Chart Grade 6-12

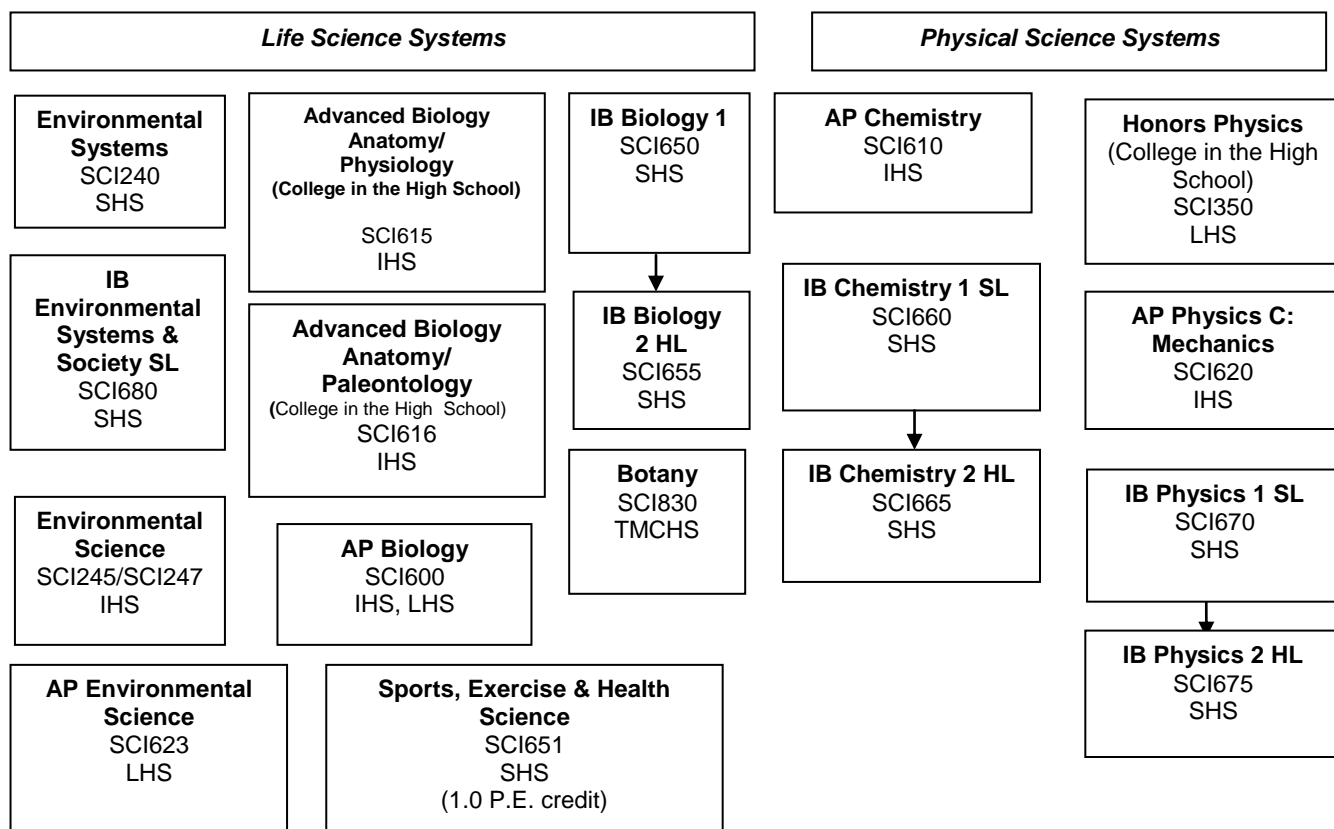


**Careful consideration of course Learning Recommendations is critical to science success.**  
**Please refer to your high school's course catalog to make informed choices.**

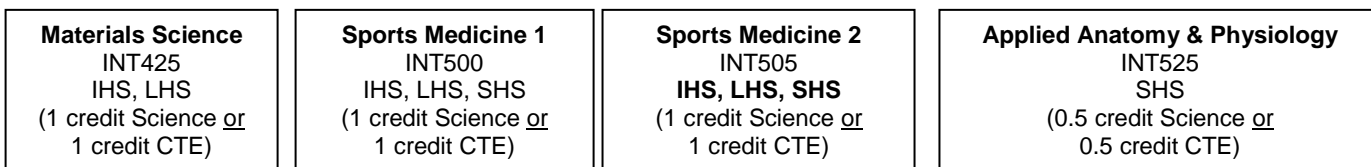
***Beginning with the graduating class of 2013 students will need to pass the Washington State Biology End of Course Exam***



### ELECTIVE SCIENCE COURSES USUALLY TAKEN DURING GRADES 11-12



### CTE COURSES THAT QUALIFY FOR SCIENCE EQUIVALENCY



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## SCIENCE

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**Science CADR:** At least two years of laboratory science are required for admission including one full year of an algebra-based lab science such as chemistry, or physics. (i.e. both semesters in the same field). **\*All 6 public 4 year Washington schools require one year of chemistry, or physics.**

### **BIOLOGY**

SCI200

### **Type of Credit**

Science

NCAA

**Credit:** 1.0

Full Year

**Grades:** 9-12

**Fee:** Note packet required, price TBD

### **Learning Recommendations:**

- Successful completion of Physical Science
- Proficient in lab technique, grade level reading, and graphing

### **General Description:**

Biology provides a knowledge base that helps students understand the nature of life, and prepares them to make informed decisions about health, medicine, genetics, and the environment. There is an emphasis on problem solving and using scientific inquiry. Successful completion of this course prepares students for the Washington State Biology End of Course Exam. This course fulfills college prep requirements as outlined by the Higher Education Board of the State of Washington (HEC Board) as a lab-based science course.

### **Content:**

Students will be actively engaged in learning and experiencing the following:

- Biochemistry
- Cellular biology; respiration, reproduction, use of matter and energy
- Classification and relationship among organisms
- Ecology, ecosystems and human impact on the biosphere and population
- Evolution with speciation, natural selection, adaptation and diversity
- Genetics to include molecular genetics, genetic regulation of life processes and genetic engineering
- Plant systems physiology and anatomy; photosynthesis

Skills Taught in this Course:

- Inquiry-based laboratory work
- Use and care of microscopes and probe ware
- Problem solving and critical thinking strategies
- Extended data analysis and graphing techniques

**Strategies:** Students will learn through a combination of:

- Lecture/Discussion
- Inquiry based laboratory work
- Critical thinking exercises
- Multimedia offerings (Computer simulations, video features)
- Online textbook, web activities & reinforcement
- Demonstrations (teacher or student directed)
- Student project and research
- Cooperative learning
- Interdisciplinary applications are used when appropriate/possible
- Communication
- Scientific inquiry

**Equipment to be provided by student:** set of colored pencils, journal or notebook , basic calculator

**Schools Offering:** IHS, LHS, SHS, at TMCHS this is offered as a semester long course

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## SCIENCE

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### CHEMISTRY

SCI300

### Type of Credit

Science

NCAA

**Credit:** 1.0

Full Year

**Grade:** 9-12

**Fee:** Lab Manuals required, price TBD

### **Learning Recommendations:**

- Successful completion of Physical Science.
- Successful completion of Algebra 1 and concurrent enrollment in Algebra 2.
- Proficient in the use of computer software for word processing and spreadsheets.
- Proficient in lab technique, problem solving and critical thinking.

### **General Description:**

Emphasis on lab skills and scientific inquiry. Emphasis on critical thinking and problem solving. Chemistry is a quantitative science and students do a significant amount of math. This course fulfills (1) college prep science requirement, as outlined by the Higher Education Board of the State of Washington (HEC Board), as a lab-based *and* algebra based science course.

### **Content:**

Students will be actively engaged in learning and experiencing the following:

- Structure of Matter: including atomic theory, the periodic table, chemical bonding with formula writing and equations, molecular structure
- States of Matter: Gases, liquids, solids with physical, chemical and phase change and their characteristics.
- Reaction types: acids, bases, and precipitation
- Equilibrium and reaction rates: gas and ionic equilibrium and factors affecting rates of reactions
- Thermodynamics: Energy changes in chemical and physical reactions
- Application of chemistry in daily life and environment

Skills taught in this course:

- Extended inquiry based laboratory work with emphasis on analysis of data
- Extended problem solving and critical thinking strategies
- Use of sophisticated equipment and probe ware to investigate chemistry phenomena
- Data analysis and graphing techniques
- Communication through scientific writing

**Strategies:** Students will learn through a combination of:

- Inquiry based laboratory work with emphasis on analysis of data
- Critical thinking exercises
- Cooperative learning
- Technology based data collection devices for data collection
- Demonstrations (teacher and student led)
- Student project and research
- Interdisciplinary applications are used when appropriate/possible
- Communication through scientific writing
- Lecture/discussion

**Equipment to be provided by student:** journal or notebook, graphing or scientific function calculator (TI-83+, TI-84 or TI-Nspire)

**Schools Offering:** IHS, LHS, SHS

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## SCIENCE

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### ENVIRONMENTAL SYSTEMS 1

SCI240

### Type of Credit

Science

NCAA

**Credit:** 1.0

Full Year

**Grade:** 10-12

### **Learning Recommendations:**

- Concurrent enrollment in Algebra 1 or above.
- Successful completion of Physical Science or Biology.
- Familiarity with the steps in the scientific process.

### **General Description:**

This is a yearlong laboratory course, which fulfills the science requirements for graduation and university entrance. This course is based upon field-based data collection and scientific inquiry-based lab work.

### **Content:**

Students will be actively engaged in learning and experiencing the following:

- Foundations
- Natural Selection (heredity, adaptation, speciation)
- Classification and taxonomy
- Energy Transfer
  - Cellular – photosynthesis, chemosynthesis, respiration
  - Ecological – biotic trophic level transfer
  - Global – Abiotic resource cycling (carbon, nitrogen, water)
- Biome and Wetland Classification (Western Washington)
- Population dynamics
- Human Impact
  - Water quality, air quality, soil analysis
- Field data collection (job/career skills)
- Human health and the environment

### **Strategies:**

Students will learn through a combination of:

- Lecture
- Field-based data collection
- Inquiry-based laboratory work
- Student-based research and presentation
- Critical thinking exercises
- Computer-based modeling
- Interdisciplinary applications (where appropriate)

**Equipment to be provided by student:** composition notebook, appropriate field clothing.

**School Offered:** SHS

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## SCIENCE

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### **IB BIOLOGY 1**

SCI650

### **Type of Credit**

Science

NCAA

**Credit:** 1.0

Full Year

**Grade:** 11-12

**Fee:** IB exam fee as appropriate

Workbook fee TBA

### **Learning Recommendations:**

- Completion of Biology (a grade of B or better is highly encouraged)
- Proficient in the use of computer software for word processing and spreadsheets
- Scheduling preference will be given (when necessary) to juniors planning to complete the two-year IB Biology course sequence.

### **General Description:**

This fast-paced biology course will allow students to expand their knowledge of biology by building upon topics covered in general biology. This course will prepare students for university-level biology courses, and it will also prepare students for either the IB Biology higher level exam or the AP biology test. This course fulfills (1) college prep science requirement, as outlined by the Higher Education Board of the State of Washington (HEC Board), as a lab-based based science course.

### **Content:**

Students will be actively engaged in learning and experiencing the following:

- Cellular biology
- Classical genetics
- Molecular genetics and biotechnology
- Evolution
- Diversity and classification of life
- Scientific process and inquiry
- Biochemistry

### **Strategies:**

Students will learn through a combination of:

- Lecture/discussion
- Laboratory work
- Inquiry and critical thinking exercises
- Computer simulations
- Teacher-led and student-led demonstrations
- Student project and research
- Model Building
- Cooperative learning

**Equipment to be provided by student:** Composition book, 3" binder, graphing or scientific function calculator (TI-83+, TI-84 or TI-Nspire)

**Schools offering:** SHS

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## SCIENCE

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**IB BIOLOGY 2 (HL)**

SCI655

**Type of Credit**

Science

NCAA

**Credit:** 1.0

Full Year

**Grade:** 12**Fee:** IB exam fee as appropriate

AP exam fee as appropriate

Workbook – fee TBA

**Learning Recommendations:**

- Successful completion of IB Biology 1 (a grade of B or better is highly encouraged)
- Proficient in the use of computer software for word processing and spreadsheets
- Chemistry recommended.
- Certificate or diploma candidates who desire to sit for the HL exam must have taken IB Biology 1.

**General Description:**

This IB course builds and expands on the curriculum of IB Biology 1. This course will prepare students for University level biology courses, and it will also prepare students for either the IB Biology higher level exam. This course fulfills (1) college prep science requirement, as outlined by the Higher Education Board of the State of Washington (HEC Board), as a lab-based or algebra based science course

**Content:**

Students will be actively engaged in learning and experiencing the following:

- Human anatomy and physiology, including:
  - Excretion
  - Neurobiology
  - Muscular systems
  - Immune system
- Cellular respiration
- Photosynthesis
- Group 4 Project
- Ecology and human impact on eco systems

**Equipment to be provided by student:** 3" Binder, composition book, graphing or scientific function calculator (TI-83+, TI-84 or TI-Nspire)

**Schools Offering:** SHS

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## SCIENCE

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**IB CHEMISTRY 1 (SL)**

SCI660

**Type of Credit**

Science

NCAA

**Credit:** 1.0

Full Year

**Grade:** 11-12**Fee:** IB exam fee as appropriate**Learning Recommendations:**

- Working knowledge of the fundamentals of basic chemistry, such as what is taught in Physical Science or General Chemistry.
- Proficient in fundamental lab techniques and lab safety
- Adept in the use of word processing software
- Proficient in basic Algebra and Geometry skills; successful completion of or concurrent enrollment in Algebra 2 is recommended.

**General Description:**

This course is a first year high school chemistry course that satisfies the standard level requirements of the IB Diploma program. This course will cover the same essential topics as the general chemistry course, but at a greater depth. Students will develop an understanding and appreciation for chemistry concepts. This course fulfills (1) college prep science requirement, as outlined by the Higher Education Board of the State of Washington (HEC Board), as a lab-based or algebra based science course

**Content:**

Students will be actively engaged in learning and experiencing the following:

- Methods and Applications of physical measurement
- Physical and Chemical properties
- Atomic structure
- Molecular shapes and structure
- Electrochemistry
- Acids and bases
- Oxidation and reduction
- Equilibrium
- Organic chemistry
- Web based work

**Strategies:**

Students will learn through a combination of:

- Lecture/Discussion
- Laboratory work
- Inquiry and critical thinking exercises
- Teacher-led demonstrations
- Student-led demonstrations
- Student project and research

**Equipment to be provided by student:** Scientific Calculator (TI-83+, TI-84 or TI-Nspire)

**Schools Offering:** SHS

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## SCIENCE

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**IB CHEMISTRY 2 (HL)**

SCI665

**Type of Credit**

Science

NCAA

**Credit:** 1.0

Full Year

**Grade:** 12**Fee:** IB exam fee as appropriate

AP exam fee as appropriate

**Learning Recommendations:** Successful completion of IB Chemistry 1**General Description:**

This course is a second year high school chemistry course that satisfies the higher level requirements of the IB Diploma program. This course will cover all the topics outlined in the IB syllabus specific to higher level studies. This class can only be taken by seniors, and is designed for students who have already taken one full year of HS chemistry. Students who have already taken IB Chemistry (SL) may register for the IB higher level exam; all other student may register for the IB standard level exam. This course fulfills (1) college prep science requirement, as outlined by the Higher Education Board of the State of Washington (HEC Board), as a lab-based or algebra based science course

**Content:**

Students will be actively engaged in learning and experiencing the following:

- Acid/Base reactions
- Oxidation/Reduction
- Organic chemistry
- Thermodynamics (entropy and enthalpy)
- Additional topics as decided by instructor
- Analytic chemistry

**Strategies:**

Students will learn through a combination of:

- Lecture/Discussion
- Laboratory work
- Inquiry and critical thinking exercises
- Teacher-led demonstrations
- Student-led demonstrations
- Student project and research

**Equipment to be provided by student:** Scientific calculator (TI-83+, TI-84 or TI-Nspire)**Schools Offering:** SHS

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## SCIENCE

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### **IB ENVIRONMENTAL SYSTEMS & SOCIETY (SL)**

SCI680

### **Type of Credit**

Science

NCAA

**Credit:** 1.0

Full Year

**Grades:** 11-12

**Fee:** IB exam fee as appropriate  
AP exam fee as appropriate  
\$20 Field Trip Fee

### **Learning Recommendations:**

- Successful completion of either Environmental Systems 1 or Biology with a grade of C or better is encouraged
- Working knowledge of using algebra and making graphs
- Savvy in the scientific process

### **General Description:**

This is a yearlong college-level laboratory course, taught as part of the International Baccalaureate program (standard level). Students will be prepared to sit for either the IB/SL exam or the AP Environmental Science exam. This course fulfills (1) college prep science requirement, as outlined by the Higher Education Board of the State of Washington (HEC Board), as a lab-based based science course.

### **Content:**

Students will be actively engaged in learning and experiencing the following:

- Topic 1 – Systems and models
- Topic 2 – The ecosystem
- Topic 3 – Human population, carrying capacity & resource use
- Topic 4 – Conservation and biodiversity
- Topic 5 – Pollution management of soils, water and air
- Topic 6 – Global warming
- Topic 7 – Environmental value systems
- Advanced field research

### **Strategies;**

Students will learn through a combination of:

- Lecture
- Field data collection
- Laboratory work
- Computer-based modeling
- Inquiry and critical thinking exercises
- Student project and independent research
- Interdisciplinary cooperative learning (Group IV Project)

**Equipment to be provided by student:** Two composition notebooks, appropriate field clothing, 1/2" binder.

**Schools Offering:** SHS

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## SCIENCE

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### **IB PHYSICS 1 (SL)**

SCI670

### **Type of Credit**

Science

NCAA

**Credit:** 1.0

Full Year

**Grade:** 11-12

**Fee:** IB exam fee as appropriate

Optional Field trip incurs fee at end of year

Web assignment fee TBA

### **Learning Recommendations:**

- Working knowledge of the fundamentals of basic physics principles, such as what is taught in Physical Science
- Proficient in fundamental lab techniques and lab safety
- Adept in the use of word processing software
- Proficient in basic Algebra and Geometry skills; successful completion of or concurrent enrollment in Algebra 2 is encouraged.

### **General Description:**

In this course students will explore the fundamental principles that govern the physical world. This is a relatively fast-paced course covering the topics necessary to prepare students for the IB standard level physics exam in May and to prepare students for university-level physics courses. This course fulfills (1) college prep science requirement, as outlined by the Higher Education Board of the State of Washington (HEC Board), as a lab-based or algebra based science course.

### **Content:**

Students will be actively engaged in learning and experiencing the following:

- Methods and Applications of physical measurement and measurement uncertainties
- Mechanics: (topics such as: uniform accelerated motion; forces; work and energy; momentum; and uniform circular motion)
- Thermal physics
- Oscillations and waves
- Nuclear and atomic physics
- Electric currents
- Fields and forces; gravity, electricity and magnetism
- Astrophysics
- Amusement park physics
- Energy, power and climate change

### **Strategies:**

Students will learn through a combination of:

- Lecture/discussion
- Laboratory work
- Inquiry and critical thinking exercises
- Computer simulations
- Teacher-led demonstration
- Student-led demonstration
- Student project and research
- Interdisciplinary applications are used when appropriate/possible
- Web based assignments

**Equipment to be provided by student:** Scientific calculator (TI-83+, TI-84 or TI-Nspire) will be required for some labs.) 2 composition books, USB memory stick (thumb drive)

**Schools Offering:** SHS

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## SCIENCE

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### **IB PHYSICS 2 (HL)**

SCI675

### **Type of Credit**

Science

NCAA

**Credit:** 1.0

Full Year

**Grade:** 12

**Fees:** IB exam fee as appropriate

AP exam fee as appropriate

Optional Field trip incurs fee at end of year

Web assignment fee - TBA

### **Learning Recommendations:**

- Successful completion of IB Physics 1
- Concurrent enrollment in Pre-calculus or higher

### **General Description:**

IB Physics 2 is a continuation of the topics of study begun in the first year of the IB Physics sequence. This is a relatively fast-paced course covering the topics necessary to prepare students for the IB higher level physics exam in May and to prepare students for university-level physics courses. Students will be encouraged to take the IB (HL) exam and/or the AP Physics B exam. This course fulfills (1) college prep science requirement, as outlined by the Higher Education Board of the State of Washington (HEC Board), as a lab-based or algebra based science course.

### **Content:**

Students will be actively engaged in learning and experiencing the following:

- Methods and applications of physical measurement and measurement uncertainties
- Motion in gravitational and electrical fields
- Thermodynamics – processes, concepts, and entropy
- Wave Phenomena – Doppler effect; wave interference; diffraction, and polarization
- Quantum and nuclear physics – matter as waves; photoelectric effect; x-rays; mass spectrometry; radioactive decay.
- Electricity and magnetism – electrostatic potential; electromagnetic induction; alternating current

### **Strategies:**

Students will learn through a combination of:

- Lecture
- Laboratory work
- Inquiry and critical thinking exercises
- Computer Simulations and labs
- Teacher-led and/or student-led demonstrations
- Student project and research
- Cooperative learning
- Interdisciplinary applications are used when appropriate/possible
- Web based Homework assignments

**Equipment to be provided by student:** scientific calculator (TI-83+, TI-84 or TI-Nspire will be required for some labs). 2 composition books, USB memory stick (thumb drive)

**Schools Offering:** SHS

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## SCIENCE

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### PHYSICAL SCIENCE

SCI120

### Type of Credit

Science

NCAA

**Credit:** 1.0

Full Year

Grade: 9-12

### **Learning Recommendations:**

- Familiarity with the steps in the scientific process, investigative design and basic lab skills.
- Because of the foundational nature of Physical Science and the role it plays in preparing many students for chemistry, physics, and biology, we encourage all incoming 9<sup>th</sup> grade students to register for Physical Science.

### **General Description:**

A yearlong laboratory course which fulfills the district science requirements for graduation.

- This is a foundational course for high school science courses.
- The course is designed for students who would like an introduction to the fundamentals of physics, chemistry, and earth space science.
- Skills taught in this course will provide students with the content background and lab techniques necessary to be more successful in all other lab-based science courses.
- Emphasis is on problem solving, scientific inquiry and laboratory skills.
- Quantitative and qualitative analysis of major concepts will be covered.
- This course meets lab-based requirements high school graduation and has been approved by the NCAA as a lab-based course.

### **Content:**

Students will be actively engaged in learning and experiencing the following:

- The atomic structure of matter, the periodic table, introduction to chemical bonding, naming of chemical compounds and conservation of matter
- Mixtures, acids and bases
- Lab safety and the use and care of lab equipment
- Newton's laws of motion, energy, sound and waves
- Heat and energy transformations and phase changes
- Investigation of dynamic Earth systems: example, plate tectonics, and climatology
- Composition of Earth materials: examples, radioactive decay, history of the earth
- Investigating astronomy topics: examples, the solar system, stellar and galactic evolution

Skills taught in this course:

- Fundamental laboratory techniques and lab safety
- Increased use of metric units and conversion techniques
- Graphical Analysis and interpretation fundamentals
- Use of electronic tools for data collection and manipulation

### **Strategies:**

- Inquiry based laboratory work with emphasis on critical analysis of data and student designed experiments
- Use of electronic tools for data collection and manipulation
- Demonstrations of scientific principles
- Student projects research and presentations
- Cooperative learning groups
- Lecture/discussion

**Equipment to be provided by student:** goggles, colored pencils, basic calculator, three ring binder, lab notebook and ruler.

**Schools Offering:** IHS, LHS, SHS, at TMCHS this course is offered as a semester long course

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## SCIENCE

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### PHYSICS

SCI225

### Type of Credit

Science

NCAA

**Credit:** 1.0

Full Year

**Grade:** 9-12

**Fee:** Web assignment fee - TBA

### **Learning Recommendations:**

- Successful completion of Physical Science
- Successful completion of Algebra 1 and Geometry, and concurrent enrollment in Algebra 2 or higher
- Proficient in the use of computer software for word processing and spreadsheets
- Proficient in graphing and data analysis

### **General Description:**

- This is a yearlong laboratory course, which fulfills the science requirements for graduation and university entrance.
- Students will gain an understanding of the fundamental principles of the physical world and an appreciation of many of the phenomena they experience in their lives.
- Emphasis on lab skills and scientific inquiry.
- Emphasis on critical thinking and problem solving.
- Physics is a quantitative science and students do a significant amount of math.
- This course fulfills (1) college prep science requirement, as outlined by the Higher Education Board of the State of Washington (HEC Board), as a lab-based *and* algebra based science course.

### **Content:**

Students will be actively engaged in learning and experiencing the following:

- Methods and application of physical measurement
- Mechanics
- Wave mechanics
- Color, light and/or sound and optics
- Other topics included but not limited to:
  - Rocketry and Aerospace Science (SHS)
  - Thermodynamics, electricity, magnetism, Modern Physics (IHS)
  - Thermodynamics, electricity, lunar astronomy (LHS)

Skills Taught in this Course:

- Increased use of Inquiry-based and guided laboratory work
- Expanded problem solving and critical thinking strategies
- Use of sophisticated equipment and probe ware to investigate physics phenomena
- Data analysis and graphing techniques
- Communication through scientific writing

### **Strategies:**

Students will learn through a combination of:

- Lecture/discussion
- Inquiry-based and guided laboratory work
- Problem solving and critical thinking exercises
- Interactive, student and teacher led demonstrations
- Student projects and research with emphasis on communication
- Cooperative learning

**Equipment to be provided by student:** Scientific function calculator (TI-83+, TI-84 or TI-Nspire recommended and is needed for some labs)

**Schools Offering:** IHS, LHS, SHS

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**SCIENCE**

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**SPORTS, EXERCISE AND HEALTH SCIENCE**

SCI681

**Type of Credit**

Science

Physical Education

Applied for **NCAA** approval, not yet granted**Credit:** 1.0

Full Year

**Grade:** 11-12**Fee:** \$15 Skyline Physical Education Uniform**Learning Recommendations:** None**General Description:**

The attainment of excellence in sport is the result of innate ability or skill and the dedicated pursuit of a programme of physical and mental training accompanied by appropriate nutrition. Training programme design should not be left to chance. Rather, it should be designed thoughtfully and analytically after careful consideration of the physiological, biomechanical and psychological demands of the activity. This is the role of the sport and exercise scientist, who, regardless of the athletic event, should be equipped with the necessary knowledge to be able to perform this task competently. Furthermore, in a world where many millions of people are physically inactive and afflicted by chronic disease and ill health, the sport and exercise scientist should be equally proficient when prescribing exercise for the promotion of health and wellness.

Scientific inquiry conducted over many decades, has accumulated a vast amount of information across a range of sub-disciplines that contribute to our understanding of health and human performance in relation to sport and exercise. The Diploma Programme course in sports, exercise and health science involves the study of the science that underpins physical performance and provides the opportunity to apply these principles.

The course incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology and nutrition, which are studied in the context of sport, exercise and health. Students will cover a range of core and option topics and carry out practical (experimental) investigations in both laboratory and field settings. This will provide an opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyse human performance. Where relevant, the course will address issues of internationalism and ethics by considering sport, exercise and health relative to the individual and in a global context.

**Content:**

The course incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology and nutrition, which are studied in the context of sport, exercise and health. Students will cover a range of core and option topics and carry out practical (experimental) investigations in both laboratory and field settings. This will provide an opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyse human performance. Where relevant, the course will address issues of internationalism and ethics by considering sport, exercise and health relative to the individual and in a global context.

**Strategies:**

Students will learn the material by:

- Actively gathering and analyzing data
- Participating physically in the theories and strategies learned in the class
- Reading and studying the text
- Completing the Group 4 Project from the SEHS perspective

**Equipment to be provided by student:** Skyline Physical Education Uniform (includes T-Shirt & Shorts) \$15 fee. If there is a concern about the fee, please see your counselor

**Schools Offering:** SHS

Note: This course is a pilot IB program course.

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## WORLD LANGUAGES

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**FRENCH 1**

FOR110

**Type of Credit**

Elective

NCAA

**Credit:** 1.0

Full Year

**Grade:** 9-12**Fee:** Purchase of workbooks. Approx. \$15**Learning Recommendations:** Grade of C or better in Language Arts class**General Description:**

French 1 is a yearlong class that provides an introduction to the culture and language of the French-speaking world. Students will study geography and cuisine of French-speaking countries. Students will learn to communicate in spoken and written French at a functional level. Students will develop listening and reading skills and are introduced to elementary grammar. Level I students must be prepared to be taught predominantly in French. However, English will be used sparingly to support the comprehension of some complex grammatical structures.

**Content:**

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• Greetings</li><li>• Descriptions of people and things</li><li>• School life</li><li>• Home and family</li><li>• Cafés and restaurants</li><li>• Foods and shopping</li></ul> | <ul style="list-style-type: none"><li>• Clothing</li><li>• Travel</li><li>• Sports</li><li>• Seasons and weather</li><li>• Daily routine</li><li>• Leisure time</li><li>• Cultural activities</li></ul> |
|--|---|

**Strategies:**

Students will learn through a combination of :

- Collaborative learning opportunities
- Communicative activities
- Listening activities
- Writing and presentation of dialogues
- Cultural readings in the target language
- Connections to other discipline in French
- A variety of assessments, written and oral

**Equipment to be provided by student:** Workbooks are approximately \$15. If there is a concern about the fee, please see your counselor**Schools Offering:** IHS, LHS, SHS, IMS, PCMS

## WORLD LANGUAGES

**FRENCH 2**

FOR120

**Type of Credit**

Elective

NCAA

**Credit:** 1.0

Full Year

**Grade:** 9-12

**Fee:** Purchase of workbooks. Approx. \$15

**Learning Recommendations:** Designed for the students who earned a grade of C- or better in French 1

**General Description:**

French 2 is a yearlong class continuing the study of the culture and language of the French-speaking world. Students will continue to learn to communicate in spoken and written French. Students will develop listening and reading skills and will add to their knowledge of French grammatical structures. In level 2, students and teachers will be communicating predominantly in French. It is expected that second level students will be able to utilize conversational French to function in the class with limited use of English.

**Content:**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Imperfect</li> <li>• Passé Composé</li> <li>• Future</li> <li>• Conditional</li> <li>• Direct and indirect object pronouns, y and en</li> <li>• Introduction to the subjunctive</li> <li>• Cinema, theaters, and museums</li> <li>• Health and medicine</li> </ul> | <ul style="list-style-type: none"> <li>• Telecommunication</li> <li>• Airport and trains</li> <li>• Banks and post office</li> <li>• Food</li> <li>• Driving</li> <li>• Hospitals</li> <li>• Hotels</li> <li>• French subway and bus systems</li> </ul> |
|---|---|

**Strategies:**

Students will learn through a combination of :

- Collaborative learning opportunities
- Communicative activities
- Listening activities
- Writing and presentation of dialogues and stories
- Cultural readings in the target language
- Connections to other disciplines in French
- A variety of assessments, written and oral
- 

**Equipment to be provided by student:** Workbooks are approximately \$15. If there is a concern about the fee, please see your counselor.

**Schools Offering:** IHS, LHS, SHS,

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## WORLD LANGUAGES

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**FRENCH 3**  
**(UW FRENCH 103\*)**  
FOR130

**Type of Credit**  
Elective  
NCAA  
College Credit

**Credit:** 1.0  
Full Year

**Grade:** 10-12  
**Fee:** Purchase of note packet and texts. Approx. \$30-\$50  
College tuition as appropriate

**Learning Recommendations:** Designed for the students who earned a grade of C- or better in French 2

**General Description:**

French 3 is a continuation of French 2. It is a yearlong class that provides ongoing exploration of the culture and language of the French-speaking world. Students will develop their communicative skills in spoken and written French at a functional level. Students will build on listening and reading skills and will continue their study of French grammar. In level 3, students and teachers will be communicating almost exclusively in French. It is expected that third level students will be able to utilize conversational French to function in the class with very little use of English.

**Content:**

- Travel
- Current Events
- Arts/Leisure
- Countries/Geography
- Personal Values
- Health
- Arts/Sciences
- *Le Petit Nicolas* and a variety of authentic texts

**Strategies:**

Students will learn through a combination of :

- Collaborative learning opportunities
- Communicative activities
- Listening activities
- Writing and presentation of dialogues
- Cultural readings in the target language
- Connections to other discipline in French
- A variety of assessments, written and oral

**Equipment to be provided by student:** Note packet required. Texts are approximately \$30-\$50. If there is a concern about the fee, please see your counselor.

**Schools offering:** IHS, SHS, LHS

cc: This is a college-in-the-high school course that offers students the option of earning college credit through the University of Washington. Students are responsible for any fees or tuition affiliated with obtaining this college credit.

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## WORLD LANGUAGES

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**IB FRENCH 1 (SL)**  
**(UW FRENCH 201\*)**  
FOR650

**Type of Credit**  
Elective  
NCAA  
College Credit

**Credit:** 1.0  
Full Year

**Grade:** 11-12  
**Fee:** Purchase of note packet and texts. Approx \$30-\$50  
College tuition as appropriate.  
IB exam fee as appropriate

**Learning Recommendations:** Designed for the students who earned a grade of B- or better in French 3

**General Description:**

IB French is a year-long class that provides ongoing exploration of the culture and language of the French-speaking world. The emphasis of the course is to provide culture and language to students who love French. Students have the option of taking the IB French exam in the spring. Preparation for the IB French exam includes in-class essays, multiple speaking/listening assessments and a variety of written texts. Students in their first year of IB French who choose to take the HL IB exam, must take the standard level (SL) course. Students in their first year of IB French have the option of taking the IB exam at the standard level (SL). Students will develop their communicative skills in spoken and written French at an advanced level. Students will build on listening and reading skills and will continue their study of detailed, advanced French grammar. Daily homework, attendance and participation are essential. In IB French 1, students and teachers will be communicating almost exclusively in French. Students must be prepared to be taught solely in French. It is expected that IB level students will be able to utilize conversational French to function in the class without the use of English.

**Content:**

- Professions
- Internet/Information Technologies
- Geographic Exploration of France
- French Literature, short stories, novels, poetry
- Family, friends, personal relationships
- Current events
- Environment, weather, ecology
- Immigration
- French Resistance & Second World War
- Famous French people

**Strategies:**

Students will learn through a combination of :

- Collaborative learning opportunities
- Communicative activities
- Listening activities
- Writing and presentation of dialogues, speeches, presentations
- Variety of cultural readings in the target language
- Connections to other disciplines
- A variety of assessments, written and oral

**Equipment to be provided by student:** Note packet required. Texts are approximately \$30-\$50. If there is a concern about the fee, please see your counselor

**Schools offering:** SHS

cc: This is a college-in-the-high school course that offers students the option of earning college credit through the University of Washington. Students are responsible for any fees or tuition affiliated with obtaining this college credit.

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## WORLD LANGUAGES

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### **IB FRENCH 2 (HL)**

FOR655

### **Type of Credit**

Elective

NCAA

**Credit:** 1.0

Full Year

**Grade:** 12

**Fee:** Purchase of note packet and texts. Approx. \$30-\$50  
IB exam fee as appropriate  
AP exam as appropriate

**Learning Recommendations:** Designed for the students who earned a grade of B- or better in IB French 1 or teacher approval. Certificate or diploma candidates who wish to sit for the HL exam must have taken IB French 1.

### **General Description:**

IB French is a year-long class that provides ongoing exploration of the culture and language of the French-speaking world. The emphasis of the course is to provide culture and language to students who love French. Students have the option of taking the IB French exam in the spring. Preparation for the IB French exam includes in-class essays, multiple speaking/listening assessments and a variety of written texts. Students in their first year of IB French who choose to take the IB exam, must take the standard level (SL) exam. Students in their second year of IB French have the option of taking the IB exam at the higher level (HL). Students will develop their communicative skills in spoken and written French at an advanced level. Students will build on listening and reading skills and will continue their study of detailed, advanced French grammar. Daily homework, attendance and participation are essential. Students will complete most of the same work as the rest of the class with some independent study. In IB French 2, students and teachers will be communicating almost exclusively in French. Students must be prepared to be taught solely in French. It is expected that IB level students will be able to utilize conversational French to function in the class without the use of English.

### **Content:**

- Professions
- Internet/Information Technologies
- Geographic Exploration of France
- French Literature, short stories, novels, poetry
- Family, friends, personal relationships
- Current events
- Environment, weather, ecology
- Immigration
- French Resistance & Second World War
- Famous French people
- Some independent study units

### **Strategies:**

Students will learn through a combination of :

- Collaborative learning opportunities
- Communicative activities
- Listening activities
- Writing and presentation of dialogues, speeches, presentations
- Variety of cultural readings in the target language
- Connections to other discipline in French
- A variety of assessments, written and oral
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**Equipment to be provided by student:** Note packet required. Texts are approximately \$30-\$50. If there is a concern about the fee, please see your counselor

**Schools offering:** SHS

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## WORLD LANGUAGES

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### **JAPANESE 1**

FOR410

### **Type of Credit**

Elective

NCAA

**Credit:** 1.0

Full year

**Grade:** 9-12

**Fee:** Two workbooks – approx. \$55

**Learning Recommendations:** Grade of C or better in Language Arts class

**General Description:** Japanese 1 is a yearlong course that provides an introduction to the spoken and written language of Japan. Students develop listening and speaking skills and are introduced to elementary grammar. Students learn hiragana, katakana and some basic kanji. Emphasis is on understanding the culture embedded in the language. Good attendance is essential and listening and speaking skills depend on class participation. Level I students must be prepared to be taught predominantly in Japanese. However, English will be used sparingly to support the comprehension of some complex grammatical structures.

**Content:** Topics include but are not limited to -

- Family
- Hobbies
- Personal characteristics
- Dates and times
- School
- Health
- Shopping
- Counting and counters

**Strategies:**

Students will learn through a combination of :

- Teacher lecture
- Oral and written practice
- Skits
- Speeches
- Cultural activities
- Group projects
- Films and television

**Equipment to be provided by student:** One or more workbooks. If there is a concern about the fee, please see your counselor.

**Schools Offering:** IHS, LHS, SHS

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## WORLD LANGUAGES

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**JAPANESE 2**  
FOR420

**Type of Credit**  
Elective  
NCAA

**Credit:** 1.0  
Full year

**Grade:** 10-12  
**Fee:** Purchase of workbooks - \$cost TBD

**Learning Recommendations:** Designed for the students who earned a grade of C- or better in Japanese 1

**General Description:**

Japanese 2 is a yearlong continuation of Japanese 1. Students expand vocabulary and sentence structure, understanding and usage. Continued emphasis is on all language skills including speaking, listening, reading and writing of kana as well as kanji. Daily homework and good attendance are required. In level 2, students and teachers will be communicating predominantly in Japanese. It is expected that second level students will be able to utilize conversational Japanese to function in the class with limited use of English.

**Content:** Topics include but are not limited to:

- Foods and meals
- Birthdays and parties
- Lengthy self-introduction
- Driving and rules
- Restaurants
- Holidays
- Work
- Prefectures and cities

**Strategies:**

Students will learn through a combination of:

- Teacher lecture
- Oral and written practice
- Reading
- Skits
- Cultural activities
- Speeches
- Group projects
- Films and television

**Equipment to be provided by student:** One or more workbooks. If there is a concern about the fee, please see your counselor.

**Schools Offering:** IHS, LHS, SHS

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## WORLD LANGUAGES

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**JAPANESE 3**  
**(UW JAPANESE 102)\***  
FOR635

**Type of Credit**

Elective

NCAA

College Credit

**Credit:** 1.0  
Full Year

**Grade:** 11-12

**Fee:** Purchase of Note Packet - \$cost TBD  
College tuition as appropriate

**Learning Recommendations:** Designed for the students who earned a grade of C- or higher in Japanese 2

**General Description:**

Japanese 3 is a one-year continuation of Japanese 2, which extends vocabulary and studies kanji and grammatical patterns. Students may take on special projects. Activities include reading, writing, listening and extemporaneous speaking. Japanese 3 may be offered in combination with Japanese 4 and may require strong independent study skills. Good attendance and daily homework are required. Students have the option of taking the Japanese proficiency exam, the SAT II or taking this course for UW in the High School credit for a fee. In level 3, students and teachers will be communicating almost exclusively in Japanese. It is expected that third level students will be able to utilize conversational Japanese to function in the class with very little use of English. Students must be able to give an oral presentation in front of class.

**Content:**

- Casual speech
- Discourse around family & health
- Asking permission
- 100-150 more kanji
- Manners and culture

**Strategies:**

Students will learn through a combination of :

- Pair work
- Group work
- Individual presentations
- Skits
- Presentations to peers
- 100-150 more kanji

**Equipment to be provided by student:**

Texts : Adventures in Japanese 2 & 3; Nakama 1, Note Packet required \$TBD. If there is a concern about the fee, please see your counselor.

**Schools Offering:** LHS, SHS

cc: This is a college-in-the-high school course that offers students the option of earning college credit through the University of Washington. Students are responsible for any fees or tuition affiliated with obtaining this college credit.

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## WORLD LANGUAGES

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**IB JAPANESE 1 (SL)**

FOR660

**Type of Credit**

Elective

NCAA

**Credit:** 1.0

Full Year

**Grade:** 11-12**Fees:** Purchase of note packet - \$cost TBD

IB exam fee as appropriate.

AP exam fee as appropriate.

**Learning Recommendations:** Designed for the students who earned a grade of B- or better in Japanese 3**General Description:**

IB Japanese (SL) will prepare the student to communicate competently in the skill areas of reading, writing, speaking and listening in preparation for the Standard Level exam in May – students have the option to take the AP test as well and receive a grade for the class separate from the exam. The IB student is mature, self-motivated, linguistically competent, and studious. In IB Japanese 1, students and teachers will be communicating almost exclusively in Japanese. Students must be prepared to be taught solely in Japanese. It is expected that IB level students will be able to utilize conversational Japanese to function in the class without the use of English. Students MUST be able to give an oral presentation in front of class.

**Content:**

This course follows the guidelines of the IB curriculum for students who speak Japanese as a second language.

**Strategies:**

Students will learn through a combination of:

- Thematic units covering culture, literature and current events
- Essays
- Live and taped oral presentations
- Discussion and analysis of literature, media sources, art and film
- Instruction and students' participation exclusively in Japanese
- 100-150 more kanji
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**Equipment to be provided by students:** Note Packet required \$TBD. If there is a concern about the fee, please see your counselor.

**Schools Offering:** SHS

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## WORLD LANGUAGES

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**SPANISH 1**  
FOR310

**Type of Credit**  
Elective  
NCAA

**Credit:** 1.0  
Full Year

**Grade:** 8-12  
**Fee:** Purchase of workbooks – approx \$20

**Learning Recommendations:** Grade of C or better in Language Arts class

**General Description:**

This introductory class to the Spanish language will focus on listening comprehension, reading, writing, and speaking. Students will explore the various cultures that speak Spanish natively. Level I students must be prepared to be taught predominantly in Spanish. However, English will be used sparingly to support the comprehension of some complex grammatical structures.

**Content:**

This course will use the text “Paso a Paso” and the accompanying workbook. Students will explore the various grammatical functions as well as vocabulary in chapters 1 – 12.

**Strategies:**

Students will learn through a combination of :

- Tests/Quizzes from the text curriculum
- Daily homework
- In class activities
- Daily conversation in Spanish
- Written and Oral exams
- 

**Equipment to be provided by student:** Practice Workbook, (Cost: approx. \$20) Spanish/English Dictionary recommended. If there is a concern about the fee, please see your counselor.

**Schools Offering:** IHS, LHS, SHS, BLMS, IMS, MMS, PCMS, PLMS

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## WORLD LANGUAGES

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**SPANISH 2**  
FOR320

**Type of Credit**  
Elective  
NCAA

**Credit:** 1.0  
Full Year

**Grade:** 9-12  
**Fee:** Purchase of workbooks – approx. \$20

**Learning Recommendations:** Designed for the students who earned a grade of C- or better in Spanish 1

**General Description:**

This class is a continuation of Spanish 1 and aims to further develop proficiency in speaking, listening, reading comprehension, and writing through a rich source of materials, such as conversation, visuals, paired practices, and a strong emphasis on vocabulary acquisition. In level 2, students and teachers will be communicating predominantly in Spanish. It is expected that second level students will be able to utilize conversational Spanish to function in the class with limited use of English.

**Content:**

This course will use the text “Paso a Paso” and the accompanying workbook. Students will explore the various grammatical functions as well as vocabulary in chapters 1 – 12.

**Strategies:**

Students will learn through a combination of:

- Communicative activities
- Listening activities
- Writing and presentation of dialogues and stories
- Cultural readings in the target language
- Connections to other disciplines in Spanish
- A variety of assessments, written and oral

**Equipment to be provided by students:** Practice Workbook (Cost: approx. \$20), Spanish/English Dictionary recommended. If there is a concern about the fee, please see your counselor.

**Schools Offering:** IHS, LHS, SHS

## WORLD LANGUAGES

### **SPANISH 3**

FOR330

### **Type of Credit**

Elective

NCAA

**Credit:** 1.0

Full Year

**Grade:** 10-12

**Fee:** Purchase of workbooks – approx. \$20 and Spanish/English Dictionary

**Learning Recommendations:** Designed for the students who earned a grade of C- or better in Spanish 2

#### **General Description:**

In level 3, students and teachers will be communicating almost exclusively in Spanish. It is expected that third level students will be able to utilize conversational Spanish to function in the class with very little use of English. Spanish 3 extends vocabulary and studies advanced grammatical patterns as well as cultural and historical concepts.

#### **Content:**

This course covers all of the basic tenses, including subjunctive.

#### **Strategies:**

Students will learn through a combination of the following :

- Reading and analyzing authentic texts
- Writing essays and dialogues
- Extemporaneous speaking such as presentations and dialogues
- Discussion of literary and journalistic works, current events and language structures

**Equipment to be provided by student:** Spanish/English dictionary, Spanish 3 Workbook (Cost: approx. \$20). If there is a concern about the fee, please see your counselor.

**Schools Offering:** IHS, SHS

### **SPANISH 4**

FOR340

### **Type of Credit**

Elective

NCAA

**Credit:** 1.0

Full Year

**Grade:** 11-12

**Fee:** Purchase of workbooks, novel and Spanish/English Dictionary  
Approx. cost \$85

**Learning Recommendations:** Designed for the students who earned a grade of B- or better in Spanish 3

#### **General Description:**

This course is designed to further develop reading, writing, listening and speaking skills through a study of advanced grammar, literature, and other cultural materials. The skills developed will help students prepare for college proficiency tests and/or future study of Spanish. In level 4, students and teachers will be communicating almost exclusively in Spanish. Students must be prepared to be taught solely in Spanish. It is expected that fourth level students will be able to utilize conversational Spanish to function in the class without the use of English.

**Content:** This course fine tunes and expands the skills learned in Spanish 3.

#### **Strategies:**

Students will learn through a combination of:

- Essay writing
- Discussion and analysis of literature, art, media sources, and film
- Oral presentations
- Instruction and students' participation exclusively in Spanish

**Equipment to be provided by students:** Spanish/English dictionary, Spanish 4 Workbook (Cost: approx. \$65) novel (Cost: approx. \$20). If there is a concern about the fee, please see your counselor.

**Schools Offering:** SHS

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## WORLD LANGUAGES

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**IB SPANISH 1 (SL)**

FOR670

**Type of Credit**

Elective

NCAA

**Credit:** 1.0

Full Year

**Grade:** 11-12**Fee:** Purchase of workbooks – approx. cost \$85  
IB exam fee as appropriate  
AP exam fee as appropriate**Learning Recommendations:** Designed for the students who earned a grade of B- or better in Spanish 3**General Description:**

IB Spanish (SL) will prepare the student to communicate competently in the skill areas of reading, writing, speaking and listening. Students may take the Standard Level exam in May and receive a grade for the class separate from the exam. The IB student is mature, self-motivated, linguistically competent, and studious. Students must be prepared to be taught solely in Spanish. In IB Spanish 1, students and teachers will be communicating almost exclusively in Spanish. Students must be prepared to be taught solely in Spanish. It is expected that IB level students will be able to utilize conversational Spanish to function in the class without the use of English.

**Content:**

This course follows the guidelines of the IB curriculum for students who speak Spanish as a second language.

**Strategies:** Students will learn through a combination of:

- Thematic units covering culture, literature and current events
- Essays
- Live and taped oral presentations
- Discussion and analysis of literature, media sources, art and film
- Instruction and students' participation exclusively in Spanish

**Equipment to be provided by students:** Novels; Workbook (Cost: approx. \$85). If there is a concern about the fee, please see your counselor.**Schools Offering:** SHS

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## WORLD LANGUAGES

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**IB SPANISH 2 (HL)**

FOR671

**Type of Credit**

Elective

NCAA

**Credit:** 1.0

Full Year

**Grade:** 11-12**Fee:** Purchase of workbooks. Approx. cost \$50

IB exam fee as appropriate

AP exam fee as appropriate

**Learning Recommendations:** Designed for the students who earned a grade of B- or better in IB Spanish 1. Certificate and diploma candidates who wish to sit for the HL exam must have taken IB Spanish 1.

**General Description:**

Spanish IB 2 is a continuation of IB 1 in which students have the option of taking either the Standard Level exam or the High Level exam in May. The curriculum is the same as the IB 1 course, with higher standards set for the IB 2 students. Thematic units alternate every other year to accommodate IB 2 students who are in combined classes of IB 1 and IB 2 students. In IB Spanish 2, students and teachers will be communicating almost exclusively in Spanish. Students must be prepared to be taught solely in Spanish. It is expected that IB level students will be able to utilize conversational Spanish to function in the class without the use of English.

**Content:**

This course follows the guidelines of the IB curriculum for students who speak Spanish as a second language.

**Strategies:**

Students will learn through a combination of:

- Thematic units covering culture, literature and current events
- Essays
- Live and taped oral presentations
- Discussion and analysis of literature, media sources, art and film
- Instruction and students' participation exclusively in Spanish

**Equipment to be provided by student:** Novels; Workbook (Cost: approx. \$50), will change from year to year. If there is a concern about the fee, please see your counselor.

**Schools Offering:** SHS

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## MISCELLANEOUS COURSE OFFERINGS

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### LEADERSHIP FOR OFFICERS (ASB)

LDR300

### Type of Credit

Elective

**Credit:** 1.0

Full Year

**Grade:** 9-12

**Learning Recommendations:** Mandatory for those holding a position as an ASB Elected Officer, an ASB Appointed Officer, Class Council President or Cheer Liaison. Other officers may be permitted as space and programs warrant.

#### **General Description:**

By planning, implementing and evaluating original school-wide and community projects, this course challenges student officers to define their leadership styles and develop their interpersonal skills. Officers represent student opinion to administration, staff, other schools, community committees and parents, as well as receive input from those entities. The projects require time outside of the class period. Students will develop techniques in time management, communication, goal-setting, reflection and evaluation.

#### **Content:**

The purpose of this course is to provide student with the knowledge, skills, and experience needed to be a successful leader, this may include, but is not limited to:

- Communicate effectively one-on-one and in a group, demonstrating competence with written and oral communication.
- Assess the leadership needs of a group, serve as an effective role model, and utilize different leadership styles as needed.
- Identify, assess and evaluate the values and characteristics strong leaders possess.
- Work cooperatively as a team member, recognizing each person has value and talent, while holding them responsible for working towards a goal.
- Recognize a need, research an issue, accept responsibility, take initiative and follow through on solving a problem.
- Effectively plan, organize, conduct, and evaluate activities or projects.
- Follow established procedures in conducting activities in the school and community, learning that the process is as important as the final product.
- Develop authentic, accurate goals and identify a method to measure your progress toward reaching them.
- Effectively manage time and resources.
- Perform the duties of the office to which they were elected or appointed

#### **Strategies:**

A variety of strategies are used every year depending on the goals, projects and needs of the students and the school. These strategies may include, but are not limited to:

- Differentiated Instruction
- Cooperative Learning
- Direct Instruction
- Self Directed Learning
- Service Learning

**Schools Offering:** SHS

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## MISCELLANEOUS COURSE OFFERINGS

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### GUIDED STUDIES

ENG080

### Type of Credit

Elective

**Credit:** 1.0  
Full Year

**Grade:** 10-11 with 11<sup>th</sup> grade having priority

**Learning Recommendations:** Teacher/Counselor recommendation

#### **General Description:**

Guided Studies is dedicated to supporting student success in the Humanities curriculum and on state standardized tests. This class is taken as a 7<sup>th</sup> course and utilizes a pull-out model and outside of class time. Strategies will emphasize reading, writing and study skills in accordance with the 10<sup>th</sup> and 11<sup>th</sup> grade Humanities curriculum and in preparation for the Reading and Writing HSPE

**Content:** Study skills, time management strategies, organizational strategies, and self-advocacy suggestions.

**Strategies:** The instructor will visit students in their classes and meet with them individually after school and at lunch. Instructional strategies include both individualized meetings as well as instructional sessions with other students.

**Schools Offering:** SHS

### SPECIAL EDUCATION PEER TUTOR

WTR200/WTR201

### Type of Credit

Elective

**Credit:** 0.5  
Semester

**Grade:** 9-12  
**Fee:** None

**Learning Recommendations:** Consider your learning goals. Consider your learning opportunities and challenges. Consider how well you work individually and in groups. Review the description and strategies below.

#### **General Description:**

As a peer tutor, students are assigned to a special education classroom with students having mild to severe disabilities. Tutors are responsible for assisting with special education students in academic, life skills, or even in general education classes. Tutors are expected to work with students one-on-one or in small groups.

#### **Content:**

Students are required to keep a daily journal of their activities in class, must present a power point presentation of a disability, and attend two peer tutor trainings, as arranged by the LRC II teacher.

**Schools Offering:** SHS

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## CENTER BASED LIFE SKILLS

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*Center Based Life Skills provides educational programs for significant learning differences. The Individualized Education Program sets forth a plan of goals and objectives, which specifies accommodations and services necessary to meet the students' educational needs.*

**ADAPTIVE PE**

YVP109

**Type of Credit**

Physical Education

**Credit:** 0.5

Semester

**Grade:** 9-12

**Fee:**

**Learning Recommendations:** Must be an LRCII student

**General Description:**

This class will facilitate the development of skills to enable students with special needs to safely and successfully participate in team, individual, and lifetime activities.

**Content:**

Students will develop locomotor skills, striking with implements, kicking, throwing, physical fitness activities as well as modified game play.

**Strategies:**

Students will learn to successfully demonstrate communication, problem solving, sports, and self-advocacy skills to improve their level of skill and participation. Students will learn skills that will create life-long healthy learning.

**Equipment to be provided by student:**

**Schools Offering:** SHS

**APPLIED ADULT LIVING**

YVP275

**Type of Credit**

Science/Health/Fine Arts

**Credit:** 1.0

Full Year

**Grade:** 9-12

**Learning Recommendations:** Must be an LRCII student

**General Description:**

Students will be taught living skills needed to live as independently as possible

**Content:**

Students will learn the following skills:

- Cooking
- How to do laundry
- Home and community safety and health
- House cleaning
- How to use the dishwasher
- How to have appropriate conversation/social interactions
- How to utilize public transportation

**Schools Offering:** SHS

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## CENTER BASED LIFE SKILLS

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### **BASIC SKILLS**

YVP263

### **Type of Credit**

Social Studies/History/Fine Arts

**Credit:** 0.5

Semester

**Grade:** 9-12

**Learning Recommendations:** Must be an LRCII student

#### **General Description:**

In this class students will learn the basic functional skills necessary to participate in the working world and in the community.

**Content:** Students will be taught the following skills in this class:

- Using a map, newspaper, a calendar, the Internet, and accessing other resources
- Time Management and how to follow a daily schedule
- Information about our local community and surrounding areas

**Schools Offering:** SHS

### **FUNCTIONAL MATH**

YVP210

### **Type of Credit**

Mathematics

**Credit:** 1.0

Full Year

**Grade:** 9-12

**Learning Recommendations:** Must be an LRCII student

#### **General Description:**

Students will be taught functional math skills needed to participate in the working world and in the community.

**Content:**

Students will learn the following skills in class:

- Money usage
- Telling Time
- Measurement
- Using a calculator
- Basic addition
- Basic subtraction
- Basic multiplication
- Basic division
- Fractions
- Computing answers to word problems

**Schools Offering:** SHS

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## CENTER BASED LIFE SKILLS

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### **FUNCTIONAL READING**

YVP197

### **Type of Credit**

Language Arts

**Credit:** 1.0

Full Year

**Grade:** 9-12

**Learning Recommendations:** Must be an LRCII student

#### **General Description:**

In this class students will be taught functional reading skills needed to participate in the working world and in the community.

**Content:** Students will be taught the following skills in this class:

- Reading decoding
- Reading comprehension
- How to read community and job related signs

**Schools Offering:** SHS

### **PRE-VOCATIONAL TRAINING**

YVP265

### **Type of Credit**

CTE/Software Technology

**Credit:** 1.0

Full Year

**Grade:** 9-12

**Learning Recommendations:** Must be an LRCII student

#### **General Description:**

In this class students will be taught the skills needed in the working world

**Content:**

- How to fill out application forms
- Prepare a resume
- Presentation and classroom discussion on appropriate job social and readiness skills
- Students will participate in school and community jobs that have been organized by the teacher, and will be supported by adult support staff

**Schools Offering:** SHS

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## RESOURCE

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Resource students are assigned to classes on the basis of their own choices and with recommendations of Resource teachers and parents. The Individualized Education Program (IEP) sets forth a plan of goals and objectives, which specifies accommodations and services necessary to meet the students' needs.

### **INTRODUCTION TO ALGEBRA**

YRR250

### **Type of Credit**

Mathematics

**Credit:** 1.0

Full Year

**Grade:** 9-12

**Fee:** None

**Learning Recommendations:** IEP with a qualification in the area of math, math placement test and teacher recommendation

#### **General Description:**

This course builds on the key principles from Practical Math 3 and prepares the students for algebra. Students learn many of the critical components that are central to understanding algebraic equations. Topics include the study of number and operations (positive and negative integers, estimations, proportions, ratios, rates), algebra (variables, coefficients, equations, graphing linear equations, translating English words to algebraic expressions, slope and intercept), geometry, measurement, data analysis and probability, problems solving, and reasoning and proof. Continued practice on computational skills, including fractions, mixed numbers and decimals in all operations, is emphasized. Concepts involving critical thinking and problem solving are taught through guided practice and application of math concepts to everyday living situations.

#### **Equipment to be provided by student:**

**Schools Offering:** IHS, LHS, SHS

### **FINANCIAL MATH**

YRR255

### **Type of Credit**

Mathematics

**Credit:** 1.0

Full Year

**Grade:** 10-12

**Learning Recommendations:** Students enrolled in this course must have an IEP with a qualification in the area of math. This course may also be open to all IEP students who have obtained the necessary general education math requirements, but would like to take this course as an additional mathematics credit or non-departmental elective (subject to the approval of IEP case manager.)

#### **General Description:**

This comprehensive review and study of arithmetic skills that apply to both personal and vocational business opportunities. Topics include whole numbers, fractions, percentages, basic statistics, and graphs. Practical applications in finance, taxes, budgeting, banking and home ownership are provided.

**Content:** Students will be assessed through classroom participation, projects, homework assignments, and test/quizzes.

**Strategies:** This course will be taught by an LRC-1 teacher and can be modified to meet the needs of all the student enrolled.

**Equipment to be provided by student:** Calculator

**Schools Offering:** SHS

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## RESOURCE

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### LEARNING STRATEGIES

YRR701/YRR702

### Type of Credit

Elective

**Credit:** 0.5  
Semester

**Grade:** 9-12  
**Fee:** None

**Learning Recommendations:** Must have an IEP that states extra support or specially designed instruction is required.

#### **General Description:**

Provides a structured class where students receive study skills instruction and assistance with assignments. Emphasis is placed on reading and writing strategies used in general education texts, application of basic writing skills, the use of a planner, and students developing self-advocacy skills necessary for success in general education classes. Grades are based on completion of assignments, attendance and participation. This is an elective course open to all Resource Program (I.E.P.) students.

#### **Equipment to be provided by student:**

**Schools Offering:** IHS, LHS, SHS

### PRACTICAL MATH 2

YRR220

### Type of Credit

Mathematics

**Credit:** 1.0  
Full Year

**Grade:** 9-12  
**Fee:** None

**Learning Recommendations:** IEP with a qualification in the area of math, math placement test and teacher recommendation

**General Description:** This class focuses on continuing to develop Number Sense, consolidating student understanding of whole numbers and operations on whole numbers. It draws on the student's background knowledge of mathematics and offers a balanced approach to computational practice. Topics of factors, patterns, and multiples are addressed through the introduction of least common multiple, greatest common factor, prime factorization, and exponents. Concepts involving critical thinking and problem solving are taught through guided practice and application of math concepts to everyday living situations

#### **Equipment to be provided by student:**

**Schools Offering:** IHS, LHS, SHS

### PRACTICAL MATH 3

YRR230

### Type of Credit

Mathematics

**Credit:** 1.0  
Full Year

**Grade:** 9-12  
**Fee:** None

**Learning Recommendations:** IEP with a qualification in the area of math, math placement test and teacher recommendation

**General Description:** This course builds on the key principles from Practical Math 2 and prepares the students for pre-algebra. Students begin to develop a more complete understanding of the number system and higher mathematics. Topics include the study of rational numbers (fractions, decimals, and percents), geometry, measurement, and statistics (analyzing data, working with graphs). Continued practice on computational skills, including fractions, mixed numbers, and decimals in all operations, is emphasized. Concepts involving critical thinking and problem solving are taught through guided practice and application of math concepts to everyday living situations.

#### **Equipment to be provided by student:**

**Schools Offering:** IHS, LHS, SHS

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## RESOURCE

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### **READING & WRITING LAB 9**

YRR156

### **Type of Credit**

Elective

**Credit:** 1.0

Full Year

**Grade:** 9

**Fee:** None

**Learning Recommendations:** IEP, Teacher and parent permission

**General Description:** The Lab provides SDI in the areas of Reading and Written Language to support students who are included in general education Humanities classes. The class provides students with the opportunity to deepen their understanding of the material introduced in their general education classes in an alternative environment by collaborating in a group of peers on reading and writing tasks

**Equipment to be provided by student:**

**Schools Offering:** IHS, LHS, SHS

### **READING & WRITING LAB 10**

YRR157

### **Type of Credit**

**Credit:** 1.0

Full Year

**Grade:** 10

**Fee:** None

**Learning Recommendations:** IEP, Teacher and parent permission

**General Description:**

The Lab provides SDI in the areas of Reading and Written Language to support students who are included in general education Humanities classes. The class provides students with the opportunity to deepen their understanding of the material introduced in their general education classes in an alternative environment by collaborating in a group of peers on reading and writing tasks.

**Equipment to be provided by student:**

**Schools Offering:** IHS, LHS, SHS

### **READING & WRITING LAB 11**

YRR158

### **Type of Credit**

**Credit:** 1.0

Full Year

**Grade:** 11

**Fee:** None

**Learning Recommendations:** IEP, Teacher and parent permission

**General Description:**

The Lab provides SDI in the areas of Reading and Written Language to support students who are included in general education Humanities classes. The class provides students with the opportunity to deepen their understanding of the material introduced in their general education classes in an alternative environment by collaborating in a group of peers on reading and writing tasks.

**Equipment to be provided by student:**

**Schools Offering:** IHS, LHS, SHS

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## RESOURCE

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### **READING & WRITING LAB 12**

YRR159

### **Type of Credit**

**Credit:** 1.0  
Full Year

**Grade:** 12  
**Fee:** None

**Learning Recommendations:** IEP, Teacher and parent permission

**General Description:**

The Lab provides SDI in the areas of Reading and Written Language to support students who are included in general education Humanities classes. The class provides students with the opportunity to deepen their understanding of the material introduced in their general education classes in an alternative environment by collaborating in a group of peers on reading and writing tasks.

**Equipment to be provided by student:**

**Schools Offering:** IHS, LHS, SHS

### **READINGS IN US HISTORY**

YRR309

### **Type of Credit**

Language Arts

**Credit:** 1.0  
Full Year

**Grade:** 11  
**Fee:** None

**Learning Recommendations:** IEP, Teacher and parent permission

**General Description:**

This two semester course is designed to address essential academic learning requirements identified in the Issaquah School District US History curriculum. Thorough SDI students will examine major ideas, eras, themes, developments, turning points, chronology, and cause-and effect relationships in US History.

**Equipment to be provided by student:**

**Schools Offering:** IHS, LHS, SHS

### **RESOURCE ENGLISH 9**

YRR100

### **Type of Credit**

Language Arts

**Credit:** 1.0  
Full Year

**Grade:** 9  
**Fee:** None

**Learning Recommendations:** IEP, Teacher Permission

**General Description:**

This course is designed to help students develop their skills in reading and written language by using real world projects and examples. Emphasis is placed on reading comprehension, writing mechanics, personal communications and written expression. The textbook Writers In: School to Work will be supplemented with high interest anthologies, short stories, magazines, novels and videos.

**Equipment to be provided by student:**

**Schools Offering:** IHS, LHS, SHS

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## RESOURCE

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**RESOURCE ENGLISH 10**

YRR120

**Type of Credit**

Language Arts

**Credit:** 1.0

Full Year

**Grade:** 10**Fee:** None**Learning Recommendations:** IEP, Teacher Permission**General Description:**

This course is designed to help students develop their skills in reading and written language by using real world projects and examples. Emphasis is placed on reading comprehension, writing mechanics, personal communications and written expression. The textbook Writers In: School to Work will be supplemented with high interest anthologies, short stories, magazines, novels and videos.

**Equipment to be provided by student:****Schools Offering:** IHS, LHS, SHS**RESOURCE ENGLISH 11**

YRR130

**Type of Credit**

Language Arts

**Credit:** 1.0

Full Year

**Grade:** 11**Fee:** None**Learning Recommendations:** IEP, Teacher Permission

**General Description:** This course is designed to help students develop their skills in reading and written language by using real-world projects and examples. Emphasis is placed on reading comprehension, writing mechanics, personal communications and written expression. The textbook Writers Inc: School to Work will be supplemented with high interest anthologies, short stories, magazines, novels and videos.

**Equipment to be provided by student:****Schools Offering:** IHS, LHS, SHS

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## RESOURCE

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### **RESOURCE ENGLISH 12**

YRR140

### **Type of Credit**

Language Arts

**Credit:** 1.0

Full Year

**Grade:** 12

**Fee:** None

**Learning Recommendations:** IEP, Teacher Permission

<p><b>General Description:</b> This course integrates reading comprehension, written and oral language and the process for successful transition into a post graduation career, training or educational placement. The textbook Writers Inc: School to Work will be supplemented with practical experience directed at compiling a portfolio the students will use for career development.</p>
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<p><b>Equipment to be provided by student:</b></p>
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<p><b>Schools Offering:</b> IHS, LHS, SHS</p>
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### **WORK EXPERIENCE**

YRR510

### **Type of Credit**

CTE

**Credit:** 1.0

Full Year

**Grade:** 11-12

**Fee:** None

**Learning Recommendations:** IEP, Teacher and parent permission

<p><b>General Description:</b> These are paid or unpaid school or community work placements. Periodic evaluation of work skills is done by the employer and school personnel to aid the student in developing successful employment skills. 180 hours are required to earn 0.5 credits.</p>
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<p><b>Equipment to be provided by student:</b></p>
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<p><b>Schools Offering:</b> IHS, LHS, SHS</p>
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## **EQUAL OPPORTUNITY**

The Issaquah School District provides equal opportunity in its programs, activities, and employment and does not discriminate on the basis of race, color, national origin/language, creed/religion, sex, sexual orientation-including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability, age, marital status, honorably discharged veteran or military status and HIV/Hepatitis C status. The employees below have been designated to handle questions and complaints of any such alleged discrimination:

### **Parent/Volunteer and Employee/Applicant-Related Issues**

Kathy Miyauchi, Executive Director of Personnel Services

565 NW Holly Street

Issaquah, WA 98027

425-837-7060

[miyauchik@issaquah.wednet.edu](mailto:miyauchik@issaquah.wednet.edu)

### **Student-Related Issues**

Dennis Wright, Director of Career and Counseling Services

565 NW Holly Street

Issaquah, WA 98027

425-837-7045

[wrightd2@issaquah.wednet.edu](mailto:wrightd2@issaquah.wednet.edu)

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