

SEQUIM HIGH SCHOOL



2019-2020
Course Catalog
And Reference



Sequim High School's mission is to help students develop the skills for successful living, learning, and working.

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NON-DISCRIMINATION POLICY

Sequim School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination: Title IX Coordinators, Civil Rights Compliance Coordinators: Randy Hill, 503 N. Sequim Ave., Sequim, WA 98382, 360-582-3261, rhill@sequim.k12.wa.us and for Section 504/ADA Coordinator, Matt Duchow, 503 N. Sequim Ave., Sequim, WA 98382, 360-582-3401, mduchow@sequim.k12.wa.us

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SEQUIM HIGH SCHOOL GRADUATION REQUIREMENTS

	Class of 2020	Class of 2021 and Beyond
English	4.0	4.0
Math	Algebra I 1.0 Geometry 1.0 Algebra II 1.0 TOTAL 3.0	Algebra I 1.0 Geometry 1.0 Algebra II 1.0 TOTAL 3.0
Science	3.0	3.0
Social Studies	WA State History 0.5 World Studies 0.5 Western Civ. 0.5 US History 1.0 Gov't/CI 1.0 TOTAL 3.5	WA State History 0.5 World Studies 0.5 Western Civ. 0.5 US History 1.0 Gov't/CI 1.0 TOTAL 3.5
Health	0.5	0.5
Physical Education	1.5	1.5
IT Academy	0.5 (can be used for CTE credit)	0.5 (can be used for CTE credit)
CTE	1.0	1.0
Art	2.0 (1.0 can be PPR*)	2.0 (1.0 can be PPR*)
World Language	2.0 (can be PPR*)	2.0 (can be PPR*)
Electives	3.0	3.0
TOTAL	24.0	24.0
Testing Requirements		
English Language Arts	ELA Smarter Balanced Assessment	ELA Smarter Balanced Assessment
Math	Math Smarter Balanced Assessment	Math Smarter Balanced Assessment
Science	Not Required	Washington Comprehensive Assessment of Science
Additional Requirements		
High School and Beyond Plan (HSBP) Attendance at HIV Presentation		

*PPR = Personalized Pathway Requirements: Up to three locally determined courses that lead to a specific post-high school career outcome chosen by the student, based on the student's interest and their High School and Beyond Plan.

Running Start: Students must meet all graduation requirements identified above and below. Beginning with the class of 2008, they are not exempt from meeting the course, subject area, credit, Certificate of Academic Achievement, and High School Plus Educational Plan requirements.

All students in the Sequim School District are required to pursue a course of study that is targeted at earning a high school diploma. Students will create and maintain a five-year plan, the HSBP, that reflects graduation with a diploma as the end result. Individual student schedules must include a balance of courses in the core curricular areas of English, math, science, social studies, fine arts, health, physical education and career and technical education that will result in the earning of a high school diploma in four years.

Make sure you’re completing the credits and courses you need for high school graduation and beyond.

If you’re graduating from high school in **2018**, you’ll need to meet the state’s **high school graduation requirements**. If you want to be considered for admission at a four-year public college in Washington, you’ll need to meet the **credits required in the minimum college admission standards**. And if you’re interested in college athletics and athletic scholarships, you’ll need to meet **NCAA academic eligibility requirements**.

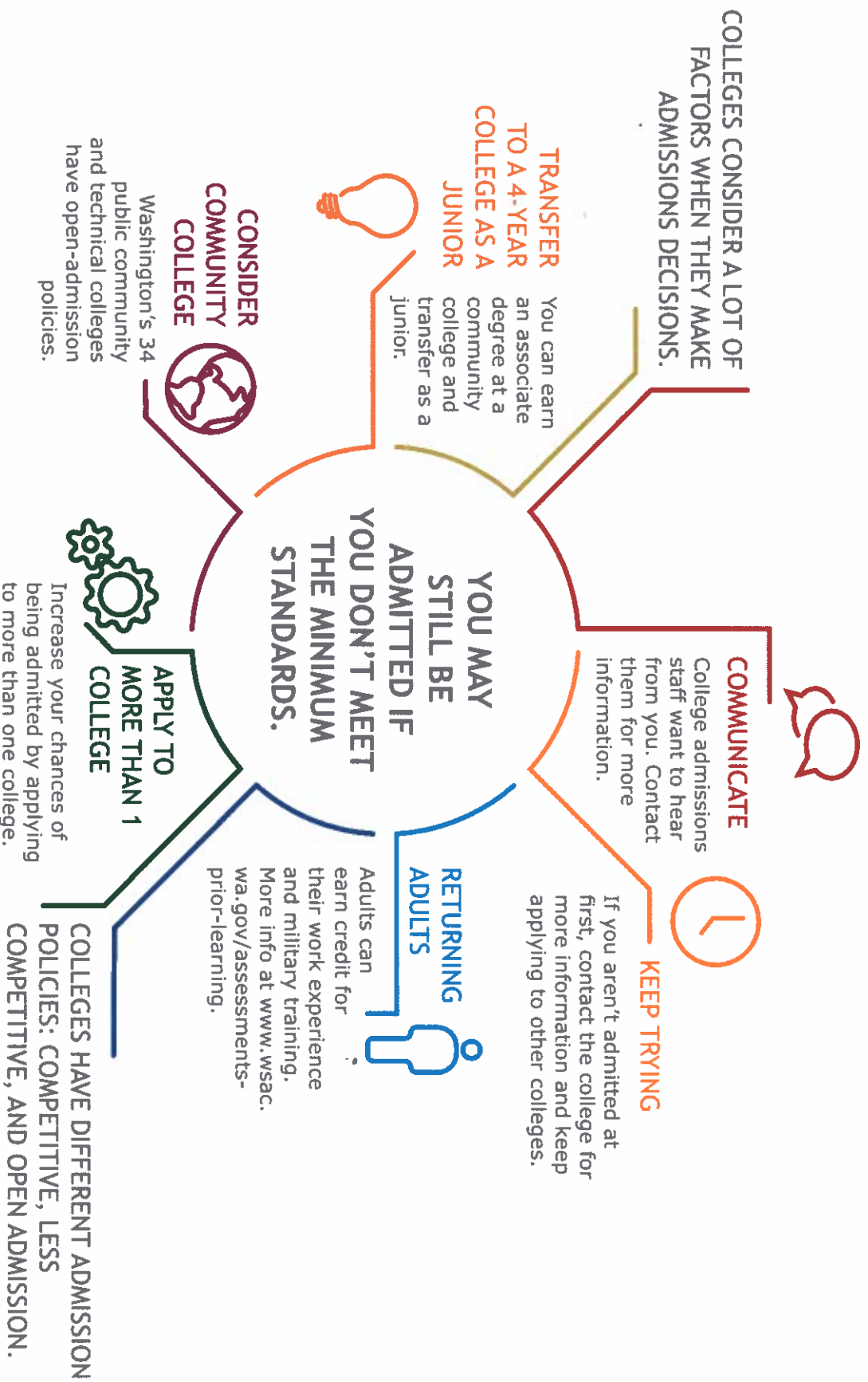


These are the **MINIMUM** requirements. Improve your chances of success by going beyond the minimum.

High School Graduation			Four-Year Public College Admissions		NCAA Division I Athletics	
Check with your counselor to find out if your district has additional requirements.			Explore the colleges you’re interested in to see if they require more than the minimum.		These are required to participate in Division I athletics or to receive an athletics scholarship.	
Subject	Credits	Courses	Credits	Courses	Credits	Courses
English Language Arts	4		4	Must include 3 credits of college preparatory coursework, including literature and composition. May include 1 credit of elective English.	4	
Mathematics/Quantitative	3	Algebra 1, Geometry, Algebra 2 sequence or Integrated Math 1, Math 2, Math 3 sequence or a third credit of math	3	Algebra 1, Geometry, Algebra 2 sequence or Integrated Math 1, Math 2, Math 3 sequence <i>Must include Senior year math-based quantitative course (additional math, algebra-based science, or AP computer science course)</i>	3	Algebra 1 or higher
Science	2	At least one lab Note: Class of 2019 will need 3 credits of science	2	One algebra-based science course and one biology, chemistry, or physics	2	Natural or physical science One year of lab, if offered
Social Studies (Social Science)	3	U.S. History and Government Contemporary World History Geography and Problems Must include 0.5 credits civics and 0.5 credits social studies	3	History or any of the social sciences, such as: anthropology, contemporary world problems, economics, geography, government, political science, psychology, or sociology	2	
Arts	1	Performing or visual arts	1	Fine, visual or performing arts Additional coursework in these areas may substitute	X	
World Language	X		2	Two credits of the same world language	X	
Health and Fitness	2	Must include: 0.5 credits of Health, 1.5 credits of Fitness	X		X	
Occupational Education	1	Career and technical course	X		X	
Additional courses	4	Electives	X		4	Any subject above, foreign language, or comparative religion, philosophy
					1	Additional English, math, or natural/physical science course

You have options.

Even if you don't meet the minimum standards.



Alternatives to Passing State Exams

Certificate of Academic Achievement (CAA) Options

Students who have not passed state tests can use the CAA Options, or “graduation alternatives,” to meet assessment graduation requirements. Students must attempt a state test at least once or fulfill other eligibility criteria before accessing CAA options.

12th Grade Transfer Students

Students who transfer into a Washington public school from another state or from an in-state non-public school setting in their 11th or 12th grade year may be eligible to access graduation alternatives without first attempting a state test. Depending on the transfer student’s situation, there are two possible alternatives: 1) Waiver or 2) Direct Access. For more information, visit:

bit.ly/Transerfl1th12th

Dual Credit Courses

A student who completes a dual credit course in English language arts or mathematics in which the student earns college credit may use passage of the course as an objective alternative assessment. OSPI is currently in the process of establishing the method and criteria for applying this new assessment graduation alternative created by the passage of Engrossed Substitute House Bill (ESHB) 2224.

GPA Comparison

A student’s grades in English and/or math courses are compared with the grades of students who took the same courses and passed the state test. This option is available only to students in their 12th-grade year who have an overall grade-point average of 3.2.

College Admission/AP

Students may use their SAT, SAT with Essay, ACT, or ACT with Writing tests, or specified Advanced Placement (AP) examinations to show they have key skills expected of high school graduates.

Minimum acceptable scores on college-entrance exams:

- **ELA** SAT with Essay: 410
 ACT with Writing: 14
- **Math** SAT: 430 ACT: 16

Students must earn a 3 or better on one of the following AP exams:

- **ELA**
 - English Language and Composition
 - English Literature/Composition
 - Macroeconomics
 - Microeconomics
 - Psychology
 - U.S. History
 - World History
 - U.S. Government and Politics
 - Comparative Government and Politics
- **Math**
 - Calculus
 - Statistics

Pre-college Testing

Students will need to submit scores from SAT or ACT test in order to be considered for admission to any of the six public Washington state baccalaureate institutions and most other four-year schools. Further details and registration information are available at: www.collegeboard.org and www.act.org

SBA used in Lieu of College Placement Exams

An agreement has been made by Washington public baccalaureate, community and technical colleges in regards to the Smarter Balance Assessment (SBA). A score of 3 or 4 on the SBA will qualify a student for placement in entry college-level math and English classes.

Direct Transfer Agreement

The majority of Washington four-year public institutions have an agreement with the state community colleges regarding admission and transfer of credits. Consult individual admissions offices for details. Running Start students will apply as an “undergraduate freshman”. Transcripts will be evaluated upon admission. UW still requires a comprehensive review. Consult with the admissions offices of the colleges/universities you plan to apply to.

Admission Requirements for Independent (Private) and out-of-state Colleges

Admission requirements for independent and out-of-state colleges vary. Students who are considering these options should consult with their counselor, research the admission requirements by reviewing the college’s website, and communicate directly with the college admissions office. Many private colleges will use the Common Application for admissions. Their website is www.commonapp.org.

Importance of Completing More Than the Minimum College-Prep Curriculum

Just completing the minimum college-prep core curriculum, even with high grades and GPA, is no guarantee that an applicant will be accepted by a four-year college. Additional criteria are often considered. If there is some question in the college admissions office as to whether an applicant should be accepted, other factors may be considered such as:

- Academic courses completed beyond the minimum requirement
- Challenging senior-year curriculum
- Honors or Advanced Placement courses
- College or university courses taken while in high school
- Academic awards
- Extra-curricular school or community activities
- Grade trend: Improvement in grades
- Personal challenges or adversity
- First generation college degree

A listing of CADR courses offered at Sequim High School is on the course offering pages within this catalog. More information is available at www.wsac.wa.gov.

Remember, senior year counts and colleges do look at senior year classes and grades. Plan your senior year carefully and continue to put forth your best efforts.

Admission to Community (two-year) Colleges and Technical Colleges

Although community and technical colleges do not have the same minimum core preparation requirements as the four-year colleges/universities, a strong core academic preparation is still very important. Planning and meeting the core requirements for four-year schools, even though you may be planning on attending a community or technical college, will give you better preparation. Plus, if you change your mind and want to attend a four-year college directly, you’ll have the preparation. Admission will vary by college. Please see college websites for application information.

Eligibility to Participate in High School and College Athletics

HIGH SCHOOL ELIGIBILITY: All Sequim High School athletes must meet WIAA requirements to be eligible to participate at Sequim High School. Eligibility requirements are outlined in the Co-curricular Policy. For further information contact Sequim High School Athletic Director at 582-3600.

NCAA Collegiate Athletic and Scholarship Eligibility

Students wishing to practice and compete their freshman year at a NCAA Division I or Division II College must satisfy the requirements of the NCAA. Students wishing to receive financial aid from a Division I or II College must also satisfy the requirements of the NCAA. A student’s eligibility for practice, competition, and financial aid in their freshman year at a Division I or II college must be certified by the NCAA Initial Eligibility Clearing-house. Detailed information is available on the NCAA website at: www.eligibilitycenter.org.

These regulations can change on an annual basis. It is the student’s responsibility to carefully plan and meet all NCAA eligibility requirements. See your athletic director or counselor for assistance.

Grade Replacement Policy

Under state policy, students may re-take a course for grade improvement. The original course letter grade must remain on the transcript, but the credit will be zeroed out effectively removing it from GPA calculation. The original class also will not be able to meet any graduation requirements, because there will be zero credit associated with the course. The student must meet with their counselor prior to this request as this could significantly impact the student's fulfillment of credit requirements for graduation.

Sequim Options School (Alternative School)

Our number one priority at Sequim Options School (SOS) is supporting students on their path to graduation whether it's early or on time, we want all SHS students to exit high school with a diploma in hand. SOS is a proven and successful program within the Sequim School District assisting hundreds of Sequim Students in achieving their High School diploma. Over the past five years SOS has achieved a student graduation rate of 84.5%. As a small program within the District we are able to meet student educational challenges through a variety of non-traditional methods. These methods include: tailoring student schedules in order to meet graduation requirements, facilitating computer-based classes designed to support students in achieving their educational goals, developing a classroom culture that ensures student "buy-in", improves student conduct, and develops personal character.

How to be considered for Sequim Options School:

- See your counselor and receive an SOS application. Priority goes to super-seniors, then seniors and if space allows, juniors. Generally, there are not changes made during the semester.
- Return the application to your counselor (please note you must commit to SOS's contract)
- The counselors send it to Mrs. Mahitka (lead SOS teacher)
- Set up an interview; however, an interview does not equal acceptance, our program is not always the best fit for everyone.
- Interview with Mrs. Mahitka
- If accepted, begin schedule planning

Other Credit Retrieval Options for Students Deficient in Credit

- Independent Study: See your teacher and counselor for planning and approval.
- Work Experience Credit: All job sites and hours of work will be outside of the school setting and must conform to all of the applicable policies and student rules. Enrollment is required through the Work Based Learning instructor. (See the Cooperative Work-Based Learning description.)
- Summer school, if offered.
- Peninsula College Credit: **Must** be approved by your SHS counselor prior to enrollment at college.
- Music: Credit for study with private music teachers may be granted at .25 credits per semester. Request the "Applied Music Registration" form prior to the start of a course to ensure credit. See your counselor.
- Approved online classes (see following information):

Online Class Procedure

- Secure permission and course details from the SHS counselor.
- This permission, if granted, will be given IN WRITING and will be retained in the counseling office.
- A maximum of (2) credits may be obtained from online courses during a (4) year high school experience.
- If prior written approval is **not** received, credits will be called into question and may not be granted.

Earning College Credit in the High School

Students can get a head start on college by earning college credit while still in high school. The following programs are available at Sequim High School:

Running Start

- Call Peninsula College (417-6340) to make arrangements to take the ACCUPLACER test. Or, see Peninsula College website for details.
- Take the ACCUPLACER Test or submit proof of approved alternate placement to the college by mid-April.
- Bring passing score sheet to SHS counseling office by the end of April, AND make an appointment to meet with your Counselor. By turning this score sheet in to your Counselor, it serves as your Declaration of Intent to participate in Running Start.
- By mid-May, meet with your High School Counselor to complete the Running Start process.
- By the first of June, turn in Planning Form to Peninsula College; also turn in completed Peninsula College application and High School transcript.
- Peninsula College advisors will meet with new Running Start students during June; students will be notified of the dates.

If you do not follow this process and meet these deadlines you will have to wait until SHS counselors have time available in September. This may be after classes begin at Running Start, so do not delay.

Remember that the High School and Beyond Plan (HSBP) created in your Den class during senior year is still a graduation requirement. If you are not enrolled in a Den class during your senior year due to Running Start, you must make arrangements with your 11th grade Den teacher to complete the plan outside of class time in order to fulfill that graduation requirement. More Running Start information is available at the Peninsula College website www.pencol.edu.

College Enrichment

Students may take college level courses other than through Running Start by paying the tuition themselves. If a student wanted to take a course(s) in the summer quarter, for example, he/she could if academically ready to do so. Some students who may not qualify for Running Start may be able to take some college level courses at Peninsula College at their own expense. Just as with Running Start, the student would earn concurrent college and high school credit. Students must have their counselor fill out a form prior to taking the class in order to receive credit. Courses must be coded 100 level or above in order to post as SHS credit.

Advanced Placement

Sequim High School offers several Advance Placement courses. AP courses are rigorous courses that follow a college-level curriculum. Students receive high school credit as with any other course. However, in the spring, students taking AP courses have the opportunity to take an AP exam. Students receive a score of 1 through 5. Students may be awarded some college credit by the four-year college where they eventually enroll. Usually a score of 3 or above will result in some college credit. There is a fee for taking the test.

Peninsula College Dual Credit (formerly known as Tech/Prep)

Dual credit enables students interested in a college degree to pursue college level training while still in high school. SHS has several courses students may take while in high school which also qualify for college credit from Peninsula College. The curriculum covered and the grading standards and criteria of selected courses were compared with similar courses at Peninsula College. For those courses that meet Peninsula College's requirements, Peninsula College will also award college credit that will be included on the student's Peninsula College transcript. Students must earn at least a "B" in the high school dual credit course to receive college credit. For example, if a student earns at least a "B" in Windows, he/she will also receive four credits for Peninsula College's Introduction to Windows course. Application for college credit is completed through your high school course teacher. There are credit limitations for PC dual credit courses that can actually be used toward a degree or certification.

Course titles and courses approved for PC dual credit may change. Therefore, check with your teacher to verify availability of dual credit courses. Below is the SHS dual credit articulation agreement between Sequim High School and Peninsula College. This lists the high school course, the college equivalent of that course and the credits that can be earned for that course.

High School Course	Articulation	Offered	College Credit
A+ Computer	Upgrading and Maintaining PC IT 162	1st Semester	5
A+ Computer	A+ Certification IT 163	2nd Semester	5
Automotive Technology	ATEC 100	Both Semesters	2
Microsoft Imagine Academy	Intro to PowerPoint CAT 114	Both Semesters	2
Microsoft Imagine Academy	Windows File Management CAT 116	Both Semesters	1
Microsoft Imagine Academy	MS Word Basics CAT 117	Both Semesters	1
Microsoft Imagine Academy	MS Excel Basics CAT 118	Both Semesters	1
Multimedia I	Digital Image Editing Media 201	1st Semester	5
Photography I	Intro to Digital Photography Media 175	Year Long Class	4

STUDENT SCHEDULE CHANGE POLICY

Reason for Change	Time Period	Authorization Required
1. Unassigned period	First 3 days of semester	Change request form with parent approval
2. Missing graduation requirement	After 3rd day of semester	Principal, Assistant Principal, or Counselor May require a conference with the student, parent, and teacher Parent approval required
3. Math placement		
4. More appropriate course level placement		
5. Missing college entrance requirement		
6. Conflict with Running Start schedule		
Disciplinary removal from class	Any time	Principal or Assistant Principal
Teacher request – student incorrectly placed	Any time	Teacher, Parent, Counselor

TRANSCRIPT POSTING POLICY: COURSE CHANGES

Transcript Notation	Time Period	Authorization Required	Impact on GPA
“W” – Student requests a different course or course withdrawal, if student is passing.	After 10 th day of semester	Change request form with parent approval. Principal, Assistant Principal, or Counselor	Does not calculate into GPA
“F” – Student requests a different course or course withdrawal, if student is failing.	After 10 th day of semester	Change request form with parent approval. Principal, Assistant Principal, or Counselor	Calculates into GPA

CLASS FEE INFORMATION

The Sequim School District believes in funding basic education, and when possible, will access the district budget to prevent student fees for classes that traditionally have fees. For more information on fees, see the ASB Secretary.

HOW TO READ THE COURSE DESCRIPTIONS

Final grades and credits are awarded on a semester basis. The individual curriculum for most courses is designed to cover the length of the whole school year. To be able to record the grade and credit for each semester, each year-long “course” is divided into two, separate semester courses that together cover the whole school year. This is an example from the Course Catalog:

- ❶ ALGEBRA II
- ❷ (MTH301/302)
- ❸ Credit: 1.0
- ❹ Length: Year
- ❺ Prerequisite: Successful Completion of Both Semesters of Algebra I and Geometry
- ❻ Fee: None

Course Description Explanations:

- ❶ Course title
- ❷ Course number: MTH301 is the number for the 1st half of the course. In a year-long course, the last digit “1” indicates that this is the number for the 1st half and that it is offered only during the 1st semester. MTH302 is the number for the 2nd half of the course. The last digit “2” identifies it as the second half of ALGEBRA II and is offered only during the 2nd semester. To take Algebra II for the whole year, a student must register for both MTH301 and MTH302. In courses that are only one semester long, the course number usually ends with a “1” and it may be offered either or both semesters. For example, HEALTH is only one semester long, its number is HOM101, and it is offered both semesters.
- ❸ Credit value: The “1.0” means that taking it for a full year would earn one credit.
- ❹ Length: This course is 2 semesters or a full year long.
- ❺ Prerequisites: Any requirements that must be met before a student can take this course.
- ❻ If there is a fee for workbooks or materials it will be listed here.

THE ARTS (PERFORMING AND VISUAL)

Required for graduation: 2 credits (4 semesters)

GRADE LEVEL				COURSE OFFERINGS	COURSE LENGTH	PREREQUISITE
9	10	11	12	Performing Arts: Band		
✓	✓	✓	✓	Concert Band	Year	✓
✓	✓	✓	✓	Jazz Ensemble	Year	✓
✓	✓	✓	✓	Music Production	Sem or Year	
		✓	✓	Music Theory, Advanced Placement	Year	
✓	✓	✓	✓	Percussion Ensemble	Year	✓
	✓	✓	✓	Wind Ensemble	Year	✓
				Performing Arts: Choir		
	✓	✓	✓	Select Choir	Year	✓
✓	✓	✓	✓	Sequim H.S. Choir	Year	
	✓	✓	✓	Vocal Ensemble	Year	✓
✓	✓	✓	✓	Women’s Chorus	Year	✓
				Visual Arts		
✓	✓	✓	✓	Art History, Introduction to	Sem or Year	
✓	✓	✓	✓	Ceramics I	Sem or Year	
	✓	✓	✓	Ceramics II	Sem or Year	✓
✓	✓	✓	✓	Drama	Sem or Year	
✓	✓	✓	✓	Drawing I	Sem or Year	✓
	✓	✓	✓	Drawing II	Sem or Year	✓
✓	✓	✓	✓	Floral Design I/II	Sem or Year	
✓	✓	✓	✓	Glass Fusing	Sem	✓
✓	✓	✓	✓	*Multimedia I	Sem or Year	✓
	✓	✓	✓	Multimedia II	Sem or Year	✓
✓	✓	✓	✓	Music Production	Sem or Year	
✓	✓	✓	✓	Painting I/II	Sem or Year	✓
	✓	✓	✓	*Photography I	Sem or Year	✓
		✓	✓	Photography II	Sem or Year	✓
			✓	Photography III	Sem or Year	✓
		✓	✓	Studio Art, Advanced Placement	Year	✓

The Arts Course Descriptions

Performing Arts: Band

CONCERT BAND (MUS101/102)

Credit 1.0/Length: Year

Prerequisite: Instructor Permission, Audition or 7th and 8th Grade Band

Fee: See Band Director for Additional Fees

The band is a concert, pep and marching ensemble that prepares for many performances during the year including major concerts, parades and district adjudication.

DRAMA (DRA201/202)

Credit 0.5-1.0/Length: Sem or Year

This course features a balance between hands-on theatrical production projects and the academic study of drama as literatures and an art form. Students will work to solve artistic problems and learn acting terminology. Experiences may include movement, improvisation, dramatic conflict, characterization, play appreciation, technical theater, lighting, costuming, auditioning and scene-work.

JAZZ ENSEMBLE (MUS301/302)

Credit 1.0/Length: Year

Prerequisite: Auditions and Instructor Permission

This course is designed to develop an understanding of the components necessary to perform jazz and popular music. Topics will include jazz history, jazz style, improvisation, and professionalism. You must be a member of the Concert Band or Wind Ensemble to participate in this group.

MUSIC PRODUCTION (MUS 251/252)

Credit 0.5-1.0/Length: Sem or Year

Do you want to develop your skills in creating, recording, and editing music in a computer software environment? This class will be project-based with ample time to create both individually and collaboratively. You do not have to be a musician to benefit from this class. Instruction will be given on how to record with microphones and with software instruments, how to process sound with effects, how to mix and edit songs, and how to converse with others while working together to make music, podcasts, or audio for video.

MUSIC THEORY, ADVANCED PLACEMENT (MUS501/502)

Credit 1.0/Length: Year

Grade Level: Junior or Senior Standing

Fee: See Band Director for Additional Fees

AP Music Theory is an advanced music course that covers several aspects of music. This is a college level

course that is designed to help students pass the AP music theory test. Items covered in the class are elements of music notation, figured bass writing, sight singing, aural training, analysis and many other items. All students in the class will be required to take the test in May. There will also be fees for workbooks and materials (approximately \$40).

PERCUSSION ENSEMBLE (MUS351/352)

Credit 1.0/Length: Year

Prerequisite: Some Band Experience

Fee: See Band Director for Additional Fees

This is an intermediate and advanced level ensemble. Students will have an opportunity to improve their instrument specific skills while focusing on percussion fundamentals. Extra-curricular performances will be required in this class.

WIND ENSEMBLE (MUS201/202)

Credit 1.0/Length: Year

Prerequisite: One Year or More of Concert Band, Audition or Instructor Permission

Grade Level: Sophomore, Junior or Senior Standing

Fee: See Band Director for Additional Fees

Students will continue to develop their skills while learning about music theory and performing demanding literature. The students will participate at sporting events, major concerts, parades and district adjudications.

Performing Arts: Choir

SELECT CHOIR (MUS261/262)

Credit 1.0/Length: Year

Prerequisite: Audition in Spring, One Year or More of Previous Choir Experience, Instructor Permission

Grade Level: Sophomore, Junior or Senior Standing

Fee: See Choir Director for Additional Fees

The Select Choir is an audition choir. This course requires a serious time commitment, both in school and out of school. Both high school and college level music will be studied along with music theory, ear training and Music History. This is a performance class and most performances will be mandatory and others will be strongly encouraged to participate in.

SEQUIM HIGH SCHOOL CHOIR (MUS151/152)

Credit 1.0/Length: Year

Fee: See Choir Director for Additional Fees

This Choir is an introductory, non-audition choir. Areas of focus will be vocal techniques, music theory, and stage presence. This choir will have many performances throughout the year. This is a performance class and students will be expected to participate in performances.

VOCAL ENSEMBLE (MUS181/182)**Credit 1.0/Length: Year****Prerequisite: Audition in Spring, One Year or More of Previous Choir Experience, Instructor Permission****Grade Level: Sophomore, Junior or Senior Standing****Fee: See Choir Director for Additional Fees**

The vocal ensemble class is designed for advanced choral students interested in singing madrigals, vocal jazz, and a cappella music of many styles. This class will not exceed 16 students (four on each vocal part) to qualify for district and state ensemble competitions. The emphasis will be tone production, beauty, and blend. Students in this class will be expected to audition for the Washington All-State and the All-Northwest Choirs. In addition, students will be expected to sing with the ensemble at district and state solo/ensemble festivals and competitions. Auditions are held in the spring.

WOMEN'S CHORUS (MUS171/172)**Credit 1.0/Length: Year****Prerequisite: Audition in Spring, One Year or More of Previous Choir Experience, Instructor Permission****Fee: See Choir Director for Additional Fees**

The Women's Chorus is designed for experienced choral students interested in singing literature of many contrasting styles and historical periods for SSA/SSAA voicing. The emphasis will be developing musicianship skills, tone production, beauty, and blend. Students in the Women's Chorus will perform in all school concerts as well as for community events. Students will also be eligible to audition for the Washington All-State and All-Northwest Choirs and participate in district and state solo/ensemble festivals. By audition only: grades 9, 10, 11, and 12. Auditions are held in the spring.

Visual Arts

ART HISTORY, INTRODUCTION TO (ART 511/512)**Credit 0.5- 1.0/Length: Sem or Year****Fee: May Be A Class Fee**

This course is designed for young, creative minds to learn to express themselves using an array of mixed-media. Students will learn about the Elements and Principles of Art, along with learning about master artists throughout history. Within this class students will create two-dimensional art such as drawings and paintings; and three-dimensional artwork such as clay or wire sculpture. This is an excellent course for beginners and for advanced students that would like to apply a wide range of techniques to their own work.

CERAMICS I (ART351/352)**Credit 0.5- 1.0/Length: Sem or Year****Fee: May Be A Class Fee**

This is a course in using clay as a medium for three-dimensional sculpture. Projects will range from hand-built vessels, to humanoid forms, boxes, tiles, indoor/outdoor pieces and abstract sculptures. The course will focus on methods for creating interesting form, texture and rhythm in ceramic work, through hand building with slabs, coils or patches of clay. Students will also be encouraged to mix the ceramic medium with other materials in their sculpture and develop work which is pleasing to the eye as well as functional. This is an excellent course for any level of artist, especially those who are kinesthetic learners interested in working in a three-dimensional style.

CERAMICS II (ART355/356)**Credit 0.5- 1.0/Length: Sem or Year****Prerequisite: One Semester of Ceramics I or Instructor Permission****Fee: May Be A Class Fee**

This course will be an exploration in advanced clay working. This class will work with larger projects in hand building. Students will also collaborate on group ceramic sculpture and work toward building an advanced portfolio in ceramic sculpture. Content will focus on advanced techniques to build larger work, mix media, and glaze work. Students will be encouraged to develop consistency in the technical aspects of their work and also work toward conceptual meaning in their work.

DRAWING I (ART101/102)**Credit 0.5-1.0/Length: Sem or Year****Prerequisite: Successful Completion of a Semester of Intro to Art or Successful Completion of SMS Art I/II (7/8); 1st Semester Recommended Before Taking 2nd Semester****Fee: May Be A Class Fee**

Most students find this to be a challenging course. Learning specific techniques and developing and building your realistic drawing skills are the focus of this class. You will work in a variety of materials: pen and ink, artist's pencils 6H to 6B, pastels, X-acto knives and colored pencils. You will learn how to: draw buildings in one and two-point perspective, how to carve texture into scratchboard, draw people in correct proportion, use colored pencils to show depth and texture, and use pen and ink in a variety of projects. If you are considering a future in architecture, design, computers, engineering, etc. then this course will help you improve your ability to present visual ideas. You will be a better observer and artist by the time you complete this course.

DRAWING II (ART301/302)

Credit 0.5-1.0/Length: Sem or Year

Prerequisite: Full Year of Drawing I, "B" or Grade or Higher in Drawing I and Instructor Permission

Grade Level: Sophomore, Junior or Senior Standing

Fee: May Be A Class Fee

Students must be able to demonstrate understanding, ability and proficiency in several areas of drawing including 1 and 2-point perspective, shading, realistic drawing (still-life, people, etc.) and pen and ink. Instructor Recommendation is based on certain criteria including student motivation, responsibility, and ability to work independently and willingness to experiment with new media. The students and teacher will develop a plan of work to be completed during the school year. The goal of this class is to increase drawing skills, artistic ability and creativity, leading to the development of a personal portfolio of student work.

FLORAL DESIGN I/II (VOC 251/252)

Credit: 0.5-1.0 (2-for-1 CTE and Art)

Length: Sem or Year

Prerequisites: Must Take Floral Design 1st Semester Before Taking Floral Design 2nd Semester

1st Semester: Students will develop workplace readiness and employability skills while they learn about plant and flower I.D., proper care and handling of plants and cut flowers, history of floral design, floral design principles, creating monthly floral arrangements, cost/price analysis, proper care and use of floral tools and lab equipment, assembly and presentation of personal portfolios.

2nd Semester: This is a continuation of the Floral Design skills from 1st semester. The class continues to develop skills necessary for the floral design industry. More project-based and aid to first year students will be required. Marketing and selling of floral design products will be enhanced as well as plant identification. Leadership and employability skills are strongly emphasized for the preparation in the workforce.

GLASS FUSING (ART421/422)

Credit: 0.5/Length: Sem

Grade Level: Sophomores, Juniors and Seniors

Have First Priority

Fee: May Be A Class Fee

Are you interested in learning how to cut and piece together layers of stained glass, then fuse it in a kiln to create jewelry, 3-D glass art, platters or bowls? Glass fusing has grown rapidly in popularity over the past few years. Sometimes referred to as fused glass, warm glass, or kiln work, this craft involves molding and manipulating glass inside a kiln. Fused glass is beautiful to look at, but creating the form is the fun part. Learn about fitting glass together to create a picture or design,

then adding iridized glass or dichroic glass to make certain parts shimmer with radiance. Learn about different kinds of compatible glass and about the affects you can get by "slumping" the glass in a kiln. The class fee covers several projects, depending on the amount of glass used. For additional larger projects (e.g. plates, large bowls), you will need to purchase more glass.

MULTIMEDIA I (MUL101/102)

Credit 0.5-1.0 (2-for-1 CTE and Art)

Length: Sem or Year

***PC dual credit available**

1st Semester: Photoshop: Have you ever heard of Photoshop and wanted to learn how to use all the great tips and tricks? In this course, students will explore a range of multimedia applications with most focus going towards digital image editing using Photoshop.

2nd Semester: Video & Audio Editing and

Animation: Students will be introduced to video editing using Adobe Premiere Pro and Animation using a variety of programs.

MULTIMEDIA II (MUL201/202)

Credit: 0.5 – 1.0 (2-for-1 CTE and Art)

Length: Sem or Year

Prerequisite: Full Year of Multimedia I or Instructor Permission

Grade Level: Sophomore, Junior, or Senior Standing

Known around campus as Advanced Multimedia, in this course, students will continue their exploration of multimedia applications. Students will use a variety of creative computer applications to create digital images, digital video and audio, animation and interactive multimedia. This class is project-intensive, hands-on, and requires a high level of student initiative and independence.

PAINTING I/II (ART161/162)

Credit 0.5-1.0/Length: Sem or Year

Prerequisite: Successful Completion of a Semester of Intro to Art or Successful Completion of SMS Art I/II (7/8); 1st Semester Recommended Before Taking 2nd Semester

Fee: May Be A Class Fee

1st Semester: Students will be using their drawing abilities throughout this course which is a necessary skill in doing almost any artwork. This class includes a brief overview of 1- and 2-point perspective, then moves on to mixing acrylic paints for an imaginative abstract color wheel. Students will also learn a variety of tricks and techniques to add texture and interest to their paintings, using a variety of media including: gel medium, collage, oil pastels, and resist. Students will also paint a large monochromatic portrait and will complete the semester by painting on a large canvas in a subject matter of their own choice.

2nd Semester: Watercolors can be exciting once you learn techniques that can make your paintings unique. Sprinkling of salt can cause explosive or sparkly effects, and paper towels and sponges can create textural rocks and earth. You will practice many techniques then use them to enhance a larger painting. The fascinating work comes in May when we paint on pieces of silk fabric with silk dyes to create luminescent paintings. Resist keeps your lines and colors within boundaries, and salt, again, can add some amazing effects. The dyes flow beautifully on silk and many pieces will be worth framing when complete. If you like to paint, this is the class for you.

PHOTOGRAPHY I (PHO101/102)

Credit 0.5-1.0 (2-for-1 CTE and Art)

Length: Sem or Year

Prerequisite: Microsoft Imagine Academy is

Recommended; Students Must Complete 1st

Semester Photography I Before Taking 2nd Semester

Grade Level: Sophomore, Junior, or Senior Standing

*** PC dual credit available for full year**

1st Semester: This course is a "hands on" learning experience that will explore digital SLR photography. Students will learn the basic principles of photography including: Camera Basics, Composition, Focus, and Lenses. Topics include camera care and usage and some basic Photoshop assignments. Students will be evaluated on photographic assignments as well as tests and class projects.

2nd Semester: This course is a "hands on" learning experience that will explore digital SLR photography. Students will explore the artistic side of photography covering topics such as light, composition, point of view and subject placement. Topics include camera care and usage and Photoshop assignments. Students will be evaluated on photographic assignments as well as tests and class projects.

PHOTOGRAPHY II (PHO201/202)

Credit 0.5-1.0 (2-for-1 CTE and Art)

Length: Sem or Year

Prerequisite: Both Semesters of Photography I or Instructor Permission

Grade Level: Junior or Senior Standing

1st Semester: This course is a "hands on" learning experience that will explore more advanced photography subjects, including portraiture and studio lighting.

2nd Semester: In addition to Digital SLR cameras, students will focus on black and white photography. Students will be evaluated on photographic assignments as well as tests and class projects.

PHOTOGRAPHY III (PHO301/302)

Credit 0.5-1.0 (2-for-1 CTE or Art)

Length: Sem or Year

Prerequisite: Both Semesters of Photography II or Instructor Permission

Grade Level: Senior Standing

1st Semester: This course is a "hands on" learning experience that will explore more advanced photography subjects, including advanced lighting techniques and critical analysis of photographs. Students will also be given assignments to take photos of various events at the high school, such as clubs, sports, and other activities. Students will be evaluated on photographic assignments as well as tests and class projects.

2nd Semester: This course is a "hands on" learning experience that will explore more advanced photography subjects, including learning about influential photographers, what techniques made them the best and how to incorporate these techniques in their own photos. Students will also be given assignments to take photos of various events at the high school, such as clubs, sports, and other activities. Students will create a work portfolio. Students will be evaluated on photographic assignments as well as tests and class projects.

STUDIO ART, ADVANCED PLACEMENT (ART451/452)

Credit 1.0/Length: Year

Prerequisite: Completed AP Course Request Form and At Least One Visual Arts Course

Grade Level: Junior or Senior Standing

Fee: Advanced Placement Fee for Participating Students

AP Studio Art is for highly motivated students who are seriously interested in the study of Art. This includes those wanting to pursue a career in graphic arts, architecture, commercial art, interior design, advertising, fashion design, etc. While structure and instruction will be a part of the course, students will be required to work independently on projects with guidance and support from the instructor and various community artists. The program will require significant commitment both in and out of the class. Instead of a written exam, students will submit portfolios for evaluation at the end of the school year in either Drawing, 2-D Design, or 3-D Design. These portfolios are reviewed by college, university, and secondary school art instructors using rigorous standards. Scoring guidelines will be shared with students and compilation of the portfolios will be strongly supported in class.

CAREER AND TECHNICAL EDUCATION

An estimated 85% of all jobs and careers require some type of post-high school education or training. Career and Technical Education Courses provide exploratory classes as well as preparatory training for entry-level employment and/or for post-high school education programs. Some courses may also qualify to meet certain core preparation requirements for admission to four-year (baccalaureate) colleges and universities. Other CTE options may be available; please see your counselor for details.

Required for graduation: 1 credit (2 semesters) of Career and Technical Education

GRADE LEVEL				COURSE OFFERINGS	COURSE LENGTH	PREREQUISITE
9	10	11	12			
	✓	✓	✓	Agricultural Biology	Year	
		✓	✓	Agricultural Communications	Sem or Year	✓
✓	✓	✓	✓	Agricultural Horticulture	Sem or Year	
✓	✓	✓	✓	Agricultural Science	Year	
✓	✓	✓	✓	Assistant, Staff	Sem or Year	✓
✓	✓	✓	✓	Automotive Mechanics, Introduction to	Sem or Year	
✓	✓	✓	✓	Automotive Technology	Year	
✓	✓	✓	✓	Business Math	Sem	
✓	✓	✓	✓	CAD I-Computer Aided Drafting & Design Technology	Year	
	✓	✓	✓	CAD II-Computer Aided & Mechanical Design	Year	✓
	✓	✓	✓	CAD/CADD Architectural Draft & Design	Year	✓
	✓	✓	✓	CAD/CADD Modeling in 3D	Year	✓
	✓	✓	✓	Cisco Network Training I	Year	✓
		✓	✓	Cisco Network Training II	Year	✓
	✓	✓	✓	Computer Programming I/II	Sem or Year	✓
		✓	✓	*Computer Repair A+ Cert.	Year	✓
✓	✓	✓	✓	Computer Science A, Advanced Placement	Year	✓
✓	✓	✓	✓	Computer Science Principles, Advanced Placement	Year	✓
	✓	✓	✓	Culinary Arts I	Sem or Year	✓
		✓	✓	Culinary Arts II	Sem or Year	✓
✓	✓	✓	✓	Floral Design I/II	Sem or Year	
		✓	✓	Food Science and Safety	Year	✓
✓	✓	✓	✓	●●Health	Sem	
✓	✓	✓	✓	Law, Introduction to	Sem	
✓	✓	✓	✓	Marketing, Fashion	Sem	
✓	✓	✓	✓	Marketing, Sports Recreation & Entertainment	Sem	
✓	✓	✓	✓	*●●Microsoft Imagine Academy	Sem	
✓	✓	✓	✓	*●●Microsoft Imagine Academy, Honors	Sem	
✓	✓	✓	✓	*Multimedia I	Sem or Year	
	✓	✓	✓	Multimedia II	Sem or Year	✓
✓	✓	✓	✓	Personal Finance	Sem	
	✓	✓	✓	*Photography I	Sem or Year	✓
		✓	✓	Photography II	Sem or Year	✓
			✓	Photography III	Sem or Year	✓
✓	✓			PLTW BioMedical Science I: Principles of BioMedical Science	Year	✓
	✓	✓	✓	PLTW BioMedical Science II: Human Body Systems	Year	✓
		✓	✓	PLTW BioMedical Science III: Medical Interventions	Year	✓

✓	✓	✓	✓	PLTW Engineering I: Introduction to Engineering Design	Year	
	✓	✓	✓	PLTW Engineering II: Aerospace Engineering	Year	✓
	✓	✓	✓	Real World	Sem	
✓	✓	✓	✓	Robotics Foundations I	Year	
	✓	✓	✓	Robotics Foundations II	Year	✓
		✓	✓	Veterinary Science I	Year	✓
			✓	Veterinary Science II	Year	✓
✓	✓	✓	✓	Video Game Design	Sem	
✓	✓	✓	✓	Video Productions-GNN	Year	
✓	✓	✓	✓	Welding I	Sem or Year	
	✓	✓	✓	Welding II	Sem or Year	✓
✓	✓	✓	✓	Woodworking Technology I	Year	
	✓	✓	✓	Woodworking Technology II-Cabinet Making & Millwork	Year	✓
		✓	✓	Work-Based Learning	Sem or Year	✓
	✓	✓	✓	Yearbook – Annual	Year	✓

***Prepares students for industry-standard certification exams.**

●● Required for graduation, but does not count toward the 1 credit of Career & Technical Education required for graduation.

The “two-for-one” policy for Career and Technical Education (CTE) courses allows students who take **CTE-equivalent** courses to satisfy two graduation requirements while earning one credit for a single course. The purpose of this policy is to create flexibility for students to choose more elective courses or to address other graduation requirements. A “Request for Two-for-One Credit Waiver” form (see pg. 52) must be completed.

Career and Technical Education Course Descriptions

AGRICULTURAL BIOLOGY (VOC371/372)

This Class Fulfills the Biology Requirements for Sophomores

Credit 1.0 (2-for-1 CTE and Science)

Length: Year

Grade Level: Sophomore, Junior, or Senior Standing

Have you ever wondered about the environment and all its living systems? This course will focus on the study of life and how living systems interact with each other as well as the environment. Students will investigate various life science scenarios through inquiry-based laboratory instruction. Students will utilize science knowledge and skills and algebraic analysis to develop solutions to real world problems. Students will be required to complete a research/experimentation project as part of this course.

AGRICULTURAL COMMUNICATIONS (VOC431)

Credit: 0.5-1.0/Length: Sem or Year

Prerequisite: Instructor Permission

Grade Level: Junior or Senior Standing

This is an independent study course that requires teacher’s permission. Students will develop an understanding of the Agricultural communications industry through the process of research. This class is highly project based and students will develop speeches, write press releases, prepare videos and photograph agricultural events. Students will also present materials to the public in a variety of communication means and aid in the upkeep of the Agricultural website.

AGRICULTURAL HORTICULTURE (VOC211/212)

Credit: 0.5-1.0 (2-for-1 CTE and Science)

Length: Sem or Year

Through a cooperative and team-oriented learning environment, students will discover: plant anatomy and physiology, plant propagation, plant diseases & treatment, sales and marketing, and the responsibilities and dynamics of greenhouse management

FFA Membership and Active Participation is Strongly Recommended for Enrollment in All Ag Courses.

AGRICULTURAL SCIENCE (VOC 101/102)**Credit: 1.0 (2-for-1 CTE and Science)****Length: Year**

Students will acquire and develop their knowledge of animal science, anatomy and physiology of live animals, livestock production, ecology, and wildlife management. Hands-on labs will explore beef, dairy, swine, and poultry. **FFA Membership and Active Participation is Strongly Recommended for Enrollment in All Ag Courses.**

ASSISTANT, STAFF (TEA501/502)**Credit: 0.5-1.0/ Length: Sem or Year****Prerequisite: Staff Approval**

Students will earn a grade and CTE credit for all TA positions. Beyond their scheduled TA period, they will meet with a CTE staff mentor one time per week during zero hour. Students are expected to learn business skills and procedures and apply these to their staff assistant position. This business education course introduces students to the areas and topics involved in working as an assistant in business, combining a business approach and practical application to help develop career potential in jobs and college related work.

**AUTOMOTIVE MECHANICS,
INTRODUCTION TO (VOC231/232)****Credit 0.5- 1.0/Length: Sem or Year**

Enroll in the Automotive Technology Introduction class at Sequim High School and have the opportunity to enjoy a class that is mostly hands-on in an auto-shop lab. Learn the basics of light duty vehicle maintenance under the instruction of an ASE master certified technician. You will have the opportunity to learn the basics about automotive engines, brakes, steering, suspension, transmissions, electrical/electronics, heating and AC, as well as engine performance. This is a real-world experience working on vehicles using the same tools and equipment used by professionals.

AUTOMOTIVE TECHNOLOGY (VOC511/512)**CREDIT 2.0 (This is a 2-period commitment)****Length: Year**

Want a class that is mostly hands on? Sign up for this auto mechanics course and have two hours a day in an auto shop. Work on cars and trucks (even your own) while being taught from an ASE certified master automotive technician. You will learn about the eight areas of auto repair and diagnosis: engine repair, brakes, steering and suspension, manual transmissions and drivetrains, automatic transmissions and drivetrains, heating and air conditioning, electrical and electronic systems, and engine performance (my favorite). This course is based on the ASE Education Foundation Maintenance & Light Repair (MLR) and Automobile Service Technician (AST) standards. You will gain skills

that will prepare you for an entry level position in the automotive field. You will also find this course beneficial if you plan on pursuing a post-secondary education related to the automotive field. Freshmen must meet with their counselor first to ensure the student is able to have 2 consecutive periods open to take the class.

BUSINESS MATH (BUS312)**Credit 0.5****Length: Sem**

Calling all entrepreneurs! This course is designed to apply basic math skills to business situations. Topics include: personnel, production, purchasing, sales, marketing, warehousing and distribution, services, accounting, and financial management. Students will use a 10-key calculator in class. An online virtual business simulation will be used throughout the semester to apply concepts learned in class to the real world.

**CAD I - COMPUTER AIDED DRAFTING &
DESIGN TECHNOLOGY (VOC111/112)****Credit 1.0/Length: Year**

Computer Aided Drafting and Design acquaints students with the visual language of design. Students will experience the techniques of design in drafting using state of the art programs, computers and equipment including a laser engraver and 3D printer. Students will be exposed to CAD programs from several manufacturers and design techniques in several disciplines. The class is recommended for anyone considering a future in engineering, architecture, interior design, animation, civil engineering, surveying and the trades.

**CAD II - COMPUTER AIDED &
MECHANICAL DESIGN (VOC221/222)****Credit 1.0/Length: Year****Prerequisite: CAD I****Grade Level: Sophomore, Junior, or Senior Standing**

This class will build upon CAD I with an emphasis in mechanical in 3D design. Students in this class will produce three dimensional models using state of the art software, computer systems, 3D printer and laser engraver. Student models will be used to create scenes for renderings and introductory animations. Students will use a variety of techniques and software packages, including the use of GPS units and related software to explore the emerging and changing world of 3D design in CAD.

**CAD/CADD - ARCHITECTURAL DRAFTING
& DESIGN (VOC411/412)****Credit 1.0****Length: Year****Prerequisite: CAD I****Grade Level: Sophomore, Junior, or Senior Standing**

In this class, students will design residential & small commercial structures in 3D using a variety of current software packages including AutoCAD, AutoDesk's Revit & Architectural Design software packages. The design process allows students to do a virtual animated walk through of the structure as it is being created. Students will produce a complete set of plans, a physical 3D model using a laser engraver in addition to renderings of their designs that could be used to actually build the structure. Students will also design the interior of the structures, site layouts, basic landscaping and be introduced to GPS technologies.

CAD/CADD – MODELING IN 3D

(VOC393/394)

Credit 1.0

Length: Year

Prerequisites: CAD I

Grade Level: Sophomore, Junior, or Senior Standing

This class will build upon CAD I. Students will learn to create complex three dimensional models that can be used in computer simulations, animations, gaming and rendering. The students will use up to date 3D modeling software packages relevant to today's CAD industry. The students will also have access to a laser engraver and 3D printer to assist them in the building of the 3D models created in the CAD environment. We will also explore a variety of fields currently using CAD, from engineering to architecture and even the entertainment industry. This is an excellent class for anyone interested in engineering, architecture, game modeling or any of the design fields.

CISCO NETWORK TRAINING

Through the Cisco Networking Academics program, high school students can learn the information needed to prepare them for the Cisco Certified Networking Associate exam. This certification positions them for immediate openings in the job market or for engineering and science-focused college studies. The Cisco Networking Academy is a complete, four-semester program on the principles and practice of designing, building, and maintaining networks capable of supporting local, national and global organizations.

CISCO NETWORK TRAINING I (CSC351/352)

Credit 1.0/Length: Year

Prerequisite: Imagine Academy

Grade Level: Sophomore, Junior or Senior Standing

Offered Every Other Year: Odd Grad Years

The first semester focus on networking the home and small business. The second semester focus is on small to medium businesses or internet service provider.

CISCO NETWORK TRAINING II (CSC451/452)

Credit 1.0/Length: Year

Prerequisite: CISCO Network Training I

Grade Level: Junior or Senior Standing

Offered Every Other Year: Odd Grad Years

This course is the second part of the CISCO Networking Academy program. The first semester will focus on routing and switching in the enterprise. Semester 2 will focus on designing and supporting computer networks.

COMPUTER PROGRAMMING I/II

(CSC201/202)

Credit 0.5-1.0 / Length: Sem or Year

Prerequisite: Imagine Academy; 1st Semester CP is Required Before Taking 2nd Semester

Grade Level: Sophomore, Junior, or Senior Standing

1st Semester Computer Programming I:

Programming for the Web: This course will start with basic HTML syntax to include basic web design, frames, forms, tables, and cascading style sheets. Programming with Java Script will enhance the interactivity of web pages. Concepts include intro to object-oriented program, variables, if/else, math concepts, "while loops" and "for loops". Students will create a Web Quest which is an entire site devoted to teaching others about a subject of the student's choice.

2nd Semester Computer Programming II: This course introduces Visual Basic.NET and the Visual Studio Integrated Development Environment. Key concepts include: variables, decision making, repetition, menus, dialogue boxes, functions, and arrays. Besides business applications, students will create a variety of games.

COMPUTER REPAIR A+ CERTIFICATION

(CSC251/252)

Credit 1.0/Length: Year

Prerequisite: IT Academy

Grade Level: Junior or Senior Standing

*** PC dual credit available**

Offered Every Other Year: Even Grad Years

This is a 2-semester course designed to prepare students for the A+ exam certification exam. Upon passing the exam, students will be qualified to work in A+ certified computer-repair centers and generally recognized work-wide in the industry as having the fundamental skills required for building and maintaining computers and computer-related equipment. Students will provide repair service for any students, parents, and staff that request. Students will have the opportunity to research the latest in hardware and software and prepare bid specs to build new computers for the school.

**COMPUTER SCIENCE A, ADVANCED
PLACEMENT (CSC701/702)**

Credit 1.0 (2-for-1 CTE and Science)

Length: Year

Prerequisite: Algebra 1

Fee: AP Test Fee for Students Taking the Test

AP Computer Science is a fast-paced, yearlong course. Meant to replicate a college introductory programming class, the course is designed for students who have an interest in business or computer related careers. Students will be learning JAVA, with an emphasis on problem solving, computer science theory, and program syntax. Students will learn by designing, writing, and testing their own software. This course will prepare students for success on the Advanced Placement exam.

**COMPUTER SCIENCE PRINCIPLES,
ADVANCED PLACEMENT (CSC751/752)**

Credit 1.0 (can meet IT Academy requirement)

Length: Year

Prerequisite: Algebra 1

Fee: AP Test Fee for Students Taking the Test

The AP Computer Science Principles course is designed to be equivalent to a first-semester introductory college computing course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course engages students in the creative aspects of the field by allowing them to develop computational artifacts based on their interests. Students will also develop effective communication and collaboration skills by working individually and collaboratively to solve problems, and will discuss and write about the impacts these solutions could have on their community, society, and the world.

CULINARY ARTS I (VOC381/382)

Credit: 0.5-1.0/Length: Sem or Year

Prerequisite: Current Food Worker's Card

Grade Level: Sophomore, Junior, or Senior Standing

Students will follow standards and procedures used in the culinary industry. Students will acquire a food handler's card. Students will learn proper sanitation, proper use of equipment and safety tests. Recipe research, reading and adjusting will be implemented. Students will work in groups during labs and some activities. Along with hands on labs, students will be required to do research and textbook work in all areas of culinary arts. Leadership skills and employment discussions will be expected by all students. Safety, sanitation, taste, presentation and cleanup will be graded for each lab. Students will be able to adjust recipes to feed a party of twenty. Students will be able to enter the culinary workforce at the entry level.

CULINARY ARTS II (VOC421/422)

Credit: 0.5-1.0/Length: Sem or Year

Prerequisite: Current Food Worker's Card & Full Year of Cooking I

Grade Level: Junior or Senior Standing

Students will continue to develop and create recipes. Cooking techniques will be demonstrated and then put into practice. Students will work in groups on independent cooking projects. Community based food service and presentations will be assessed. Baking, sautéing, knife skills, and meat preparation will be covered. Students will be able to prepare and execute a four course meal. A food handler's card is required as well as safety tests on file.

FLORAL DESIGN I/II (VOC 251/252)

Credit: 0.5-1.0 (2-for-1 CTE and Art)

Length: Sem or Year

Prerequisites: Must Take Floral Design 1st Semester Before Taking Floral Design 2nd Semester

1st Semester: Students will develop workplace readiness and employability skills while they learn about plant and flower I.D., proper care and handling of plants and cut flowers, history of floral design, floral design principles, creating monthly floral arrangements, cost/price analysis, proper care and use of floral tools and lab equipment, assembly and presentation of personal portfolios.

2nd Semester: This is a continuation of the Floral Design skills from 1st semester. The class continues to develop skills necessary for the floral design industry. More project-based and aid to first year students will be required. Marketing and selling of floral design products will be enhanced as well as plant identification. Leadership and employability skills are strongly emphasized for the preparation in the workforce.

FOOD SCIENCE AND SAFETY

Credit: 1.0/Length: Year (2-for-1 CTE and Science)

Prerequisite: Successful completion of 9th grade science and Ag Biology or PLTW Biomedical Science I
Grade Level: Sophomore, Junior, or Senior Standing

Food Science and Safety is a specialization course in the CASE Program of Study. Students will complete hands-on activities, projects, and problems that simulate actual concepts and situations found in the food science and safety industry, allowing students to build content knowledge and technical skills. Students will investigate areas of food science including food safety, food chemistry, food processing, food product development, and marketing. In addition, students will explore connections between the Food Science and Safety lessons, Supervised Agricultural Experience, and FFA components that are important for the development of an informed agricultural education student. Students will investigate, experiment, and learn about documenting a project, solving problems, and

communicating solutions to their peers and members of the professional community.

HEALTH (HOM101)

Required for Graduation

Credit 0.5/Length: Sem

Join in as we explore many topics in your life. We will dive into different cultures health habits and compare them to what we experience in America. Students will have the opportunity to use their creativity and research skills in these projects. We will learn how to manage stress, communication skills, nutrition, decision making, and other essential skills you can use to improve your mental, social, and physical health! **Students will have the opportunity in this class to earn their CPR card.**

LAW, INTRODUCTION TO (BUS451)

Credit 0.5/Length: Sem

This course is designed to help students prepare to recognize and understand how the law works in their community and throughout the country; as well as to understand how the law strives to promote fairness, equal justice, and individual rights. Topics include: the Constitution and lawmaking, ethics & morals, criminal law, juvenile justice, tort law, the dual court system, contracts, consumer protection, housing law, family law, death & wills. Assessment is through projects, class discussions and case studies.

MARKETING, FASHION (BUS160)

Credit 0.5/Length: Sem

This is a specialty marketing course that uses the fashion industry as the learning vehicle. We will discuss topics such as the fashion cycle, fashion economics, promoting a fashion image, and technology in fashion marketing. This class will give you a perspective on how marketing shapes the future of the fashion industry and an opportunity to explore possible careers within this exciting industry. The class is comprised of many hands-on projects and a fun field trip! Students will put on a fashion show during the Winter Wishes assembly.

MARKETING, SPORTS RECREATION AND ENTERTAINMENT (BUS151)

Credit 0.5/Length: Sem

This course is a step-by-step journey that will take you through the world of sports, recreation and entertainment marketing. Apply business concepts through college, amateur, and professional sports including marketing products and services through sports, public image, and careers in sports marketing. Explore the entertainment industry including careers in entertainment and recreation marketing. Class discussions, cooperative learning groups, projects, and computer simulation will be the primary teaching tools. The class is comprised of many hands-on projects, a

virtual business simulation, and a trip to one of the Seattle stadiums.

MICROSOFT IMAGINE ACADEMY

In partnership with Microsoft and the Washington State Office of the Superintendent of Public Instruction, the Sequim School District offers students the opportunity to earn Microsoft Office Specialist (MOS) Certification. The MOS Certification is a qualification that colleges and employers look for. College admissions boards see certification as an indicator of motivation and digital literacy. Employers view it as a real-world, recognized credential that shows a comprehensive level of skill proficiency. Three levels of certification are available: Specialist, Expert and Master.

MICROSOFT IMAGINE ACADEMY (CMP321)

Required for Graduation

Credit 0.5/Length: Sem

*** PC dual credit available**

This course is required but does not count toward the Career & Technical Education graduation requirement.

This semester course prepares students for success in high school and beyond. To that end, Microsoft Office Specialist certification is offered in Word (Core level), PowerPoint and Outlook. Students will use these applications extensively in both required and elective courses throughout their high school careers.

MICROSOFT IMAGINE ACADEMY, HONORS (CMP721)

Credit 0.5/Length: Sem

*** PC dual credit available**

Prerequisite: Instructor's Permission

The Microsoft Imagine Academy Honors option has more rigorous expectations of students. The learning pace is accelerated, and more in-depth thinking is required to complete projects. Students must be highly motivated and capable of independent problem solving. All subjects taught in the Microsoft Imagine Academy course are covered, with students choosing an additional MOS certification area to work towards.

MULTIMEDIA I (MUL101/102)

Credit 0.5-1.0 (2-for-1 CTE and Art)

Length: Sem or Year

*** PC dual credit available**

1st Semester: Photoshop: Have you ever heard of Photoshop and wanted to learn how to use all the great tips and tricks? In this course, students will explore a range of multimedia applications with most focus going towards digital image editing using Photoshop.

2nd Semester: Video & Audio Editing and Animation: Students will be introduced to video editing using Adobe Premiere Pro and Animation using a variety of programs.

MULTIMEDIA II (MUL201/202)**Credit: 0.5 – 1.0 (2-for-1 CTE and Art)****Length: Sem or Year****Prerequisite: Full Year of Multimedia I or****Instructor Permission****Grade Level: Sophomore, Junior, or Senior Standing**

Known around campus as Advanced Multimedia, in this course, students will continue their exploration of multimedia applications. Students will use a variety of creative computer applications to create digital images, digital video and audio, animation and interactive multimedia. This class is project-intensive, hands-on, and requires a high level of student initiative and independence.

PERSONAL FINANCE (BUS311)**Credit: 0.5****Length: Sem**

This course is designed to apply basic math skills to personal financial situations. This semester focuses on math as it applies to the student as an employee and as a consumer. Topics include: gross and net pay, budgeting, checking and savings accounts, cash purchases, credit cards, loans, vehicle transportation, housing costs, insurance and investments. A virtual business simulation will be used throughout the semester to apply concepts learned in class.

PHOTOGRAPHY I (PHO101/102)**Credit 0.5-1.0 (2-for-1 CTE and Art)****Length: Sem or Year****Prerequisite: Microsoft Imagine Academy is****Recommended; Students Must Complete 1st****Semester Photography I Before Taking 2nd Semester****Grade Level: Sophomore, Junior, or Senior Standing***** PC dual credit available for full year**

1st Semester: This course is a "hands on" learning experience that will explore digital SLR photography. Students will learn the basic principles of photography including: Camera Basics, Composition, Focus, and Lenses. Topics include camera care and usage and some basic Photoshop assignments. Students will be evaluated on photographic assignments as well as tests and class projects.

2nd Semester: This course is a "hands on" learning experience that will explore digital SLR photography. Students will explore the artistic side of photography covering topics such as light, composition, point of view and subject placement. Topics include camera care and usage and Photoshop assignments. Students will be evaluated on photographic assignments as well as tests and class projects.

PHOTOGRAPHY II (PHO201/202)**Credit 0.5-1.0 (2-for-1 CTE and Art)****Length: Sem or Year****Prerequisite: Both Semesters of Photography I or****Instructor Permission****Grade Level: Junior or Senior Standing**

1st Semester: This course is a "hands on" learning experience that will explore more advanced photography subjects, including portraiture and studio lighting.

2nd Semester: In addition to Digital SLR cameras, students will focus on black and white photography. Students will be evaluated on photographic assignments as well as tests and class projects.

PHOTOGRAPHY III (PHO301/302)**Credit 0.5-1.0 (2-for-1 CTE and Art)****Length: Sem or Year****Prerequisite: Both Semesters of Photography II or****Instructor Permission****Grade Level: Senior Standing**

1st Semester: This is a "hands on" learning experience that will explore more advanced photography subjects, including advanced lighting techniques and critical analysis of photographs. Students will also be given assignments to take photos of various events at the high school, such as clubs, sports, and other activities. Students will be evaluated on photographic assignments as well as tests and class projects.

2nd Semester: This is a "hands on" learning experience that will explore more advanced photography subjects, including learning about influential photographers, what techniques made them the best and how to incorporate these techniques in their own photos. Students will also be given assignments to take photos of various events at the high school, such as clubs, sports, and other activities. Students will create a work portfolio. Students will be evaluated on photographic assignments as well as tests and class projects.

PLTW BIOMEDICAL SCIENCE I:**PRINCIPLES OF BIOMEDICAL SCIENCE****(SCI231/232)****Credit 1.0 (2-for-1 CTE and Science)****Length: Year****Grade Level: Freshman (see prerequisite) and****Sophomore Standing****Prerequisite: Requires 8th Grade Teacher****Recommendation; B or Higher in 9th Grade****Science**

In this introductory course of the Project Lead the Way (PLTW) Biomedical Science program, students explore concepts of biology and medicine to determine factors that led to the death of a fictional person. While investigating the case, students examine autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the

person's life. The activities and project introduce students to human physiology, basic biology, medicine, and research process while allowing them to design their own experiments to solve problems.

PLTW BIOMEDICAL SCIENCE II: HUMAN BODY SYSTEMS (SCI233/234)

Credit 1.0 (2-for-1 CTE and Science)

Length: Year

Prerequisite: C or Higher in PLTW Biomedical Science I or Chemistry

Grade Level: Sophomore, Junior or Senior Standing

In this second course of the Project Lead the Way (PLTW) Biomedical Science program, students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis in the body. Exploring science in action, students build organs and tissues on a skeletal mannequin; use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration; and take on the roles of biomedical professionals to solve real-world medical cases.

PLTW BIOMEDICAL SCIENCE III: MEDICAL INTERVENTIONS (SCI235/236)

Credit 1.0 (2-for-1 CTE and Science)

Length: Year

Prerequisite: C or Higher in AP Biology or PLTW Biomedical Science II

Grade Level: Junior or Senior Standing

In this third course of the Project Lead the Way (PLTW) Biomedical Science program, students follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease. Students explore how to detect and fight infection, screen and evaluate the code in human DNA, evaluate cancer treatment options, and prevail when the organs of the body begin to fail. Through real-world cases, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.

PLTW ENGINEERING: INTRODUCTION TO ENGINEERING DESIGN (CTE511/512)

Credit 1.0 (2-for-1 CTE and Science)

Length: Year

In this first engineering course of Project Lead the Way, students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software, 3D printer, laser cutter and an engineering notebook to document their work.

PLTW ENGINEERING II: AEROSPACE ENGINEERING (CTE513/514)

Credit 1.0 (2-for-1 CTE and Science)

Length: Year

Prerequisite: Sophomore, Junior or Senior Standing; C or Higher in Geometry

This second engineering course of Project Lead the Way propels students' learning in the fundamentals of atmospheric and space flight. As they explore the physics of flight, students bring the concepts to life by designing an airfoil, propulsion system, and rockets. They learn basic orbital mechanics using industry standard software. They also explore robot systems through projects such as remotely operated vehicles.

REAL WORLD (HOM401)

Credit 0.5/Length: Sem

Grade Level: Sophomore, Junior, or Senior Standing

In this class you will learn necessary skills to guide you in your post high school decisions and path! We will discuss finances, careers, purchases, etc.. We will also cover how to develop healthy relationships, handle sexual pressures, the mysteries of children, their development, and how to make decisions about parenting. We will end the semester by exploring travel, lifestyles, nutrition, and home styles!

ROBOTICS FOUNDATIONS I (VOC561/562)

Credit 1.0

Length: Year

This class will introduce students to the world of robotics, electronics and design. The students will build small robots using the Lego NXT & Tetrix systems that they will use to complete a variety of tasks and challenges throughout the class. The students will learn the basics of how to use a variety of sensors, servo motors and programming techniques. The robots will use a variety of configurations, sensors and locomotion. The basics of electronics, mechanics, pneumatics, and power systems will be covered.

ROBOTICS FOUNDATIONS II (VOC571/572)

Credit 1.0

Length: Year

Prerequisite: Robotics Foundations I

This class will build upon the basics that the students learned in Robotics I and challenge them to design and program robots to complete more rigorous challenges. The students will build small robots using the Lego Tetrix system that they will use to complete a variety of tasks and challenges throughout the class. The students will learn the basics of how to use a variety of sensors, servo motors and programming techniques. Additionally, students will learn how to design and create parts for the robots using laser and 3D printer technology that they will use to complete challenges established in the class.

VETERINARY SCIENCE I (CTE311/312)

Credit 1.0 (2-for-1 CTE and Science)

Credit: 1.0/ Length: Year

Prerequisite: Completion of Ag Biology or PLTW Biomedical Science I: Principles of Biomedical Science

Students will learn and apply basic skills that veterinarians need to know. Small and large animal practices will be learned with hands-on practical training. The intention of this course is to prepare students for a career in Veterinary Medicine. This course is full of practical labs that will utilize live and non-live animals. **FFA Membership and Active Participation is Strongly Recommended for Enrollment in All Ag Courses.**

VETERINARY SCIENCE II (CTE313/314)

Credit 1.0 (2-for-1 CTE and Science)

Credit: 1.5/ Length: Year (300 hours)

Prerequisite: Completion of Veterinary Science I and Instructor Permission

This independent internship class will have students learning on site at local veterinary clinics for 300 hours during the school year. Weekly teacher checks and site evaluations will be completed. Students will learn and apply basic skills that Veterinarians, Veterinary Technicians and Veterinary Assistants need to know. This will provide students with direct, hands-on learning. **FFA Membership and Active Participation is Strongly Recommended for Enrollment in All Ag Courses.**

VIDEO GAME DESIGN (CSC361)

Credit: 0.5/ Length: Sem

The Video Game Design course is intended to give students the skills needed to take an amazing journey into the world of game development. Here is where a cool idea can turn into a really exciting game. This course includes an introduction to tools and techniques used in computer game design and development, and applications for entertainment games, serious games, and simulations. The course includes an analysis of the concepts and tools used in computer game artificial intelligence, interaction of three-dimensional objects, story-boarding, and other areas. Students will have the opportunity to work with computer game engines, editors, and programming languages used in the game development community. Knowledge of computer programming is not required.

VIDEO PRODUCTION- GROWL NEWS

NETWORK (VOC543/544)

Credit: 1.0/Length: Year

Are you self-motivated, creative, and have a passion for video and broadcasting? Then we want you to join our team! The GNN is our weekly project-we record, edit and produce short video clips about SHS, our community, the nation, and the world! The class is

student driven. Our vision is to be the place where students, staff and the community see what is happening at Sequim High School. All grade levels are welcome! Tech Prep credits are offered.

WELDING I (VOC141/142)

Credit 0.5-1.0/Length: Sem or Year

The welding program is designed to build competencies in metal fabrication. The areas that are covered include SMAW arc welding (all positions), GMAW (MIG), gas welding, gas cutting, plasma cutting, brazing, soldering, tool sharpening, tap and die use, and general projects. Once the student has completed the required skills, projects may be built with instructor approval.

WELDING II (VOC201/202)

Credit 0.5-1.0/Length: Sem or Year

Prerequisite: Completion of Welding I (with a grade of C or better) or Instructor Permission
Grade Level: Sophomore, Junior, or Senior Standing

This class will build upon skills learned in Welding I. Students will learn how to use Tungsten Inert Gas (TIG), GMAW wire feed process, plasma cutting, distortion control techniques, weld testing/inspection, alternative metals, stainless steel, aluminum, and cast iron and have an opportunity for student projects. This is an outstanding class for students wishing to improve their skills or wanting to pursue a career in the technical fields. Students should be ready to take a Welding certification test by the end of this class.

WOODWORKING TECHNOLOGY I

(VOC121/122)

Credit 1.0/Length: Year

This is a general woodworking program designed to give students a broad experience in the field of woodworking. Students will learn proper tool and machine uses, joinery, safety, finishing techniques, abrasives and material recognition. Each student will develop skills in the use of hand and power tools including a laser engraver develop knowledge in the selecting, buying, using and maintaining of wood products.

WOODWORKING TECHNOLOGY II- CABINET MAKING AND MILLWORK

(VOC241/242)

Credit 1.0/Length: Year

Prerequisite: Woodworking Technology I
Grade Level: Sophomore, Junior, or Senior Standing

This is an introductory class into cabinetmaking, millwork and general residential construction techniques. Students will build a variety of cabinets using a variety of materials with industry standard techniques in a facility that is excellent in its ability to produce virtually any project. Additionally, the shop has

acquired a laser engraver that will be used to create designs on projects.

WORK-BASED LEARNING (VOC461/462)

Credit 0.5-1.0/Length: Sem or Year

Prerequisite: Completed/Taking a Qualifying

CTE Class; Counselor Permission

Grade Level: Junior or Senior Standing

Students may enroll in this course at any time during the school year. This is a program that lets a student receive high school credit for a paid work experience. The student must have completed or is taking a “qualifying” CTE class, and the work experience must include an extension of learning objectives from the CTE class. Work-Based Learning integrates classroom instruction with productive, structured, work experiences that are directly related to the goals and objectives of the student’s educational program. The school and participating businesses/organizations develop a written training and evaluation plan to guide and measure the progress and success of the student. The student will sign a contract at the high school with a Work-Based Learning Coordinator, who will monitor this program. Students must document 360 work hours to earn one credit. **Only ½ credit of Work Based Learning may be applied to CTE Credit.**

YEARBOOK -ANNUAL (ELE451/452)

Credit 1.0/Length: Year

Prerequisite: Imagine Academy and Instructor

Permission. Photography Recommended

Grade Level: Sophomore, Junior, or Senior Standing

A very high level of student initiative and independence is needed to be successful in this class. The student will develop skills in design, copy writing, graphics and photography. This class uses Adobe InDesign and PhotoShop to produce *The Greywolf*, SHS’s yearbook. Meeting deadlines and fulfilling commitments are a big part of the grade. Time outside of class may be required to complete assignments.

ELECTIVES ONLY

GRADE LEVEL				COURSE OFFERINGS	COURSE LENGTH	PREREQUISITE
9	10	11	12	Electives		
		✓	✓	Academic Leadership	Sem or Year	✓
	✓	✓	✓	Anthropology	Sem	✓
✓	✓	✓	✓	Creative Writing	Sem or Year	
	✓	✓	✓	Economics	Sem	✓
✓	✓	✓	✓	Leadership	Year	✓
	✓	✓	✓	Psychology I	Sem or Year	
	✓	✓	✓	Sociology	Sem	✓
✓	✓	✓	✓	Study Skills	Sem or Year	

Elective Course Descriptions

ACADEMIC LEADERSHIP (ELE231/232)

Credit 0.5 OR 1.0/Length: Sem or Year

Prerequisite: Administrative Placement; Senior in good academic standing; Juniors with Special Permission

This course will include working with Special Education study skills' students, with the emphasis on helping others develop academic skills specific to language arts and mathematics. It will expose the students to modified academics and one on one instruction. Students interested in the field of education and tutoring others should take this course.

ANTHROPOLOGY (SOC221)

Credit 0.5 (Elective)/Length: Sem

Grade Level: Sophomore, Junior, or Senior Standing

Anthropology is the study of human behavior in all places and all times. It investigates the origins and the nature of humans as a species. Anthropology is broken down into four subfields, each of which studies one aspect of humanity, that together illustrate what it means to be human. The four subfields include Physical Anthropology, Cultural Anthropology, Archaeology, and Linguistics. The course will emphasize each subfield and pay special attention to evolutionary theory, primatology, cultural relativism, non-western cultural patterns and interactions, evolutionary psychology, shamanism, and primitive tool making.

CREATIVE WRITING (ENG 351/352)

Credit 0.5 or 1.0 (Elective)/Length: Sem or Year

This is a workshop class focusing on the art of writing. Students will be given freedom to write for their own individual purpose and will focus on improving the technical and conceptual aspects of their writing through experimentation and involvement in class activities, discussion, and revision. Students will explore writing in a variety of forms and styles. They will share and critique their own and others' writing, revise their work for a class-published anthology and present selected work at small "coffee shop" readings.

ECONOMICS (SOC 211)

Credit 0.5 or 1.0 (Elective)/Length: Sem or Year

Grade Level: Junior or Senior Standing; Sophomore with Permission

This elective course is designed to help students understand money and the economy. Economics teaches the principles of microeconomics and macroeconomics. We will cover production, consumption, and distribution of goods and services at the local, national, and global level; interactions among supply, demand, and price; government finances and influence on the economy; and personal financial literacy.

LEADERSHIP (ELE501/502)

Credit 1.0 (Elective)/Length: Year

Prerequisite: Instructor Permission, ASB Officer or Link Commissioner

This zero hour class is designed to develop leadership skills through planning and implementation of those plans through a variety of activities and projects. This course is a requirement for all ASB officers and Link Crew Commissioners. For all non ASB Officers and non Link Commissioners, admission to Leadership requires an application and acceptance. Limited spots are available.

PSYCHOLOGY I (SOC351/352)**Credit 0.5-1.0 (Elective)/Length: Sem or Year****Grade Level: Sophomore, Junior or Senior Standing****1st Semester:**

Through reading, discussion and group work, you will discover how people think, why they behave the way they do, and learn more about yourself and how you grow. Subjects covered will include the following: What is Psychology? Psychological Methods, Biology and Behavior, Sensation and Perception, Consciousness, Learning, Thinking and Language, Psychological Disorders, and Methods of Therapy.

2nd Semester:

Subjects covered will include the following: Infancy and Childhood, Adolescence, Motivation and Emotion, Theories of Personality, Psychological Tests, Gender Roles, Stress and Health, Social Cognition, Social Interaction.

SOCIOLOGY (SOC100)**Credit 0.5 (Elective)/Length: Sem****Grade Level: Junior or Senior Standing; Sophomore with Permission**

This course is designed to introduce students to the sociological study of society. Sociology focuses on the

systematic understanding of social interaction, social organization, social institutions, and social change. Major themes in sociological thinking include the interplay between the individual and society, stability and change in society, consequences of social inequality and the social construction of human life. Sociology also develops critical thinking by revealing the social structures and processes that shape diverse forms of human life. Goals: Describe, explain and predict aspects of social problems; Identify and offer explanations for social inequality; Take the role of the other person; Describe the tension between generalization and stereotyping and social forces and determinism.

STUDY SKILLS (ELE111/112)**Credit 0.5- 1.0 (Elective)/Length: Sem or Year**

This class focuses on strategies that encourage students to become independent learners. Students will learn about and identify their individual learning style(s), and they are allowed to focus on their core classes while learning organizational skills, test taking strategies, note taking skills, effective communication, and self-advocacy. Students will also gain a better understanding and use of their Skyward account.

ENGLISH LANGUAGE ARTS

Required for graduation: 4 credits (8 semesters)

GRADE LEVEL				COURSE OFFERINGS	COURSE LENGTH	PREREQUISITE
9	10	11	12			
✓				9 th Grade English Language Arts	Year	
✓				◆ Honors 9 th Grade English Language Arts	Year	✓
	✓			10 th Grade English Language Arts	Year	
	✓			◆ Pre-Advanced Placement 10 th Grade English Language Arts	Year	✓
		✓		11 th Grade English Language Arts	Year	
		✓		+ ◆ Advanced Placement English Language & Composition	Year	✓
			✓	12 th Grade English Language Arts	Year	
			✓	Bridge to College English Language Arts	Year	✓
			✓	+ ◆ Advanced Placement English Literature & Composition	Year	✓

+ This course is designed to comply with the curricular requirements set forth by the College Board as described in the Advanced Placement Literature and Composition Course and Advanced Placement Language and Composition Course Descriptions.

◆ *Summer reading and writing homework is required to stay in the course.*

HONORS AND ADVANCED PLACEMENT ENGLISH LANGUAGE ARTS PREREQUISITES

Instructor Recommendation, a B or higher in previous ELA class, completion of required summer homework, and a satisfactory score on the entrance exam are needed to be eligible for placement in an Honors/AP course. If the student receives a grade of “C” or less in an Honors/AP ELA course, that student will be required to enroll in a regular ELA course the following semester.

Students who enroll in Honors and AP courses will work at a more accelerated pace, deal with more sophisticated and mature ideas, write extensively and coherently, and read and comprehend at a more accelerated and advanced level. Higher level thinking skills will be emphasized.

ADVANCED PLACEMENT COURSE INFORMATION

College Credit Information: More than 90 percent of four-year colleges in the United States give students credit, advanced placement, or both on the basis of AP Exam scores. Some institutions require a 3 or higher for credit, some require a 4 or 5, and a small number of prestigious institutions do not accept AP credit. Further information can be found at:

<http://www.collegeboard.com/student/testing/ap/about.html>

English Language Arts (ELA) Course Descriptions

myPerspectives™ English Language Arts' curriculum is a learning environment that allows students of all levels, in grades 9 through 12, to read texts and engage in meaningful activities designed to inspire thoughtful conversations, high level discussions and lively debate. Designed with an emphasis on a connected approach to learning, students are exposed to various perspectives uniquely presented by authors through literature that spans time periods, cultures and distinct writing styles. Centered around Essential Questions, *myPerspectives* delivers an interactive, unit of study that exposes learners to both classic and contemporary fiction and non-fiction texts. Each unit of study also integrates a visual/audio media selection that promotes additional technology-based learning opportunities. The instructional model of *myPerspectives* is based on scientific research that constitutes best practices for delivering the 21st century skills and independent learning habits needed for college and career success.

Freshman

9th GRADE ENGLISH LANGUAGE ARTS (ENG101/102)

Required for Graduation

Credit 1.0/Length: Year

9th Grade English Language Arts' *myPerspectives*™ curriculum focuses on the themes and ideas including: survival; literature of Civil Rights; star-crossed romances; journeys of transformation; world's end; and American voices.

HONORS 9TH GRADE ENGLISH LANGUAGE ARTS (ENG711/712)

This Course Fulfills Graduation Requirements

Credit 1.0/Length: Year

Prerequisite: Instructor Recommendation, B- or Higher in Previous ELA Classes & Satisfactory Score on Vocabulary Entrance Exam

Students in Honors ELA courses will work independently at a more accelerated pace, deal with more sophisticated and mature ideas, write extensively and coherently, and read and comprehend at a more advanced level than in standard ELA courses. Honors 9th Grade English Language Arts' *myPerspectives*™ curriculum focuses on the themes and ideas throughout the world including: survival; literature of Civil Rights; star-crossed romances; journeys of transformation; world's end; and American voices.

Sophomore

10TH GRADE ENGLISH LANGUAGE ARTS (ENG301/302)

Required for Graduation

Credit 1.0/Length: Year

10th Grade English Language Arts' *myPerspectives*™ curriculum focuses on the following themes and ideas from both world and American classic and contemporary literature: Inside the nightmare; outsiders and outcasts; extending freedom's reach; all that glitters; virtue and vengeance; and blindness and sight.

PRE-ADVANCED PLACEMENT 10TH GRADE ENGLISH LANGUAGE ARTS (ENG731/732)

This Course Fulfills Graduation Requirements

Credit 1.0/Length: Year

Prerequisite: B- or Higher in Previous ELA Classes

This pre-advanced placement course is designed to expose students to a wide variety of literary texts, while training them to see not only specialized rhetorical devices, but also embedded literary elements found in an array of writing modalities. Success in this class requires independent reading, writing and critical thinking outside class time. Students should be highly self-motivated and willing to work at an accelerated pace.

Junior

11TH GRADE ENGLISH LANGUAGE ARTS (ENG201/202)

Required for Graduation

Credit 1.0/Length: Year

11th Grade English Language Arts' *myPerspectives*™ curriculum focuses on the themes and ideas including: the American individual and society; freedom, power, protest and change; grit and grandeur; facing our fears; and ordinary lives and extraordinary tales in American shorts stories. Students will also read a variety of classic and contemporary American novels and will write a series of academic essays including a research essay.

**ADVANCED PLACEMENT ENGLISH
LANGUAGE AND COMPOSITION
(ENG801/802)**

This Course Fulfills Graduation Requirements

Credit 1.0/Length: Year

**Prerequisite: Completed AP Course Request
Form, B- or Higher in Previous ELA Classes or
Instructor Permission**

Fee: AP Test Fee for Students Taking the Test

This is a rigorous and challenging introductory college-level course designed to develop writing and analytical skills. Students will read and carefully dissect prose written in a variety of time periods, disciplines, and contexts, increasing their understanding of rhetoric and its effects. Through analytical reading and frequent writing, students develop their awareness of the interactions among a writer's purpose, audience, and rhetorical strategies, while strengthening their own effectiveness in composition. Students will read, analyze, and respond to essays, letters, speeches, images and fiction. Students prepare for the AP Language Exam, and those who earn a satisfactory score will be granted college credit and/or advanced placement at most colleges and universities. Summer reading and writing homework is required.

Senior

**12TH GRADE BRIDGE TO COLLEGE
ENGLISH LANGUAGE ARTS (ENG761/762)**

Required for Graduation

Credit 1.0/Length: Year

Grade Level: Senior Standing

**Prerequisite: Seniors who have not met standard
on their ELA SBA.**

This course will develop students' college and career readiness by building skills in critical reading, academic writing, speaking and listening, research and inquiry, and language use as defined by the Washington State's K-12 Learning Standards for high school ELA. Students will engage with rigorous texts and activities that support the standards' additional goals of developing the capacities of literacy, including deepening appreciation of other cultures, valuing evidence and responding to varying tasks across content areas, and navigating technology to support their work. Students will learn to evaluate the credibility of information, critique others' opinions, and construct their own opinions based on evidence. By the end of the course, students will be able to use strategies for critical reading, argumentative writing, and independent thinking while reading unfamiliar texts and responding

to them in discussion and writing. The course will also develop essential habits of mind necessary for student success in college, including independence, productive persistence, and metacognition. For seniors who score a Level 2 on the Smarter Balanced ELA 11th grade assessment, the *Bridge to College English Language Arts* course will offer an opportunity (with a B or better course grade) to place into college-credit courses when entering college directly from high school.

**12TH GRADE ENGLISH LANGUAGE ARTS
(ENG411/412)**

Required for Graduation

Credit 1.0/Length: Year

Grade Level: Senior Standing

12th Grade English Language Arts' *myPerspectives*TM curriculum focuses on the following themes and ideas in British and World literature: forging a hero: warriors and leaders; reflecting on society: argument, satire, and reform; facing the future, confronting the past: Shakespeare extend study; seeing things new: visionaries and skeptics; discovering the self: individual, nature, and society; and finding a home: nation, exile, and dominion.

**ADVANCED PLACEMENT ENGLISH
LITERATURE AND COMPOSITION
(ENG751/752)**

This Course Fulfills Graduation Requirements

Credit 1.0/Length: Year

**Prerequisite: Completed AP Course Request
Form, B- or Higher in Previous ELA Classes or
Instructor Permission**

Fee: AP Test Fee for Students Taking the Test

This is a college level course, with the intellectual challenges and workload consistent with a typical undergraduate English literature course. In addition to the AP designation on a transcript, students who earn a satisfactory score on the AP English Literature and Composition test will be granted college credit at most colleges and universities. This course will focus on college-level ability in close-reading, mature discussion, and perceptive critical analyses of imaginative literature from a wide variety of genres and periods. In their reading, discussing and analyzing, students will concentrate on such broad features as a work's structure and theme as well as smaller-scale stylistic elements within a given work such as diction, imagery, details, language, syntax, and tone. A student's skill in composition is also expected to develop in terms of structural, stylistic, and rhetorical maturity. Summer reading and work will be part of the first semester grade.

MATHEMATICS

Enrollment in mathematics courses is based on performance in PREREQUISITE courses and/or instructor recommendation.

Required for graduation: 3 credits (6 semesters)

Required: Algebra I, Geometry, and Algebra II or Bridge to College Math

It is strongly recommended that 4-year college bound students are enrolled in a math course their senior year.

GRADE LEVEL				COURSE OFFERINGS	COURSE LENGTH	PREREQUISITE
9	10	11	12			
✓				Intensified Algebra I	Year	Placement based on previous grades, standardized test scores, teacher recommendation or otherwise noted
✓				Algebra I	Year	Placement based on previous grades, standardized test scores, teacher recommendation or otherwise noted
	✓			Geometry	Year	Algebra I
✓	✓			Geometry, Honors	Year	"B" Grade or Higher in Algebra I
	✓	✓	✓	Math Credit Retrieval	Year	Attempted Algebra I or Geometry
	✓	✓	✓	Algebra II or Algebra II, Honors	Year	Algebra I and Geometry "B" grade or higher for Honors
		✓	✓	Bridge to College Math	Year	Algebra I and Geometry
	✓	✓	✓	UW Math 120 Pre-Calculus	Year	Algebra II Honors or Algebra II
		✓	✓	AP Calculus AB	Year	UW Math 120 Pre-calculus
			✓	AP Calculus BC	Year	AP Calculus AB
		✓	✓	AP Statistics	Year	Algebra II or Algebra II Honors

Mathematics Course Descriptions

ALGEBRA I (MTH191/192)

Credit 1.0/Length: Year

Prerequisite: Algebra Placement is Based on Previous Grades, Standardized Test Scores, and Instructor Recommendation

This course is designed to promote understanding of the properties and concepts needed for success on the math Smarter Balanced Assessment. Some of the topics include equations and inequalities, number patterns, sets, real numbers, systems of linear equations, simplifying and factoring polynomials, quadratics, data analysis, and radical expressions.

ALGEBRA II (MTH301/302)

Credit 1.0/Length: Year

Prerequisite: C Grade or Better in Both Semesters of Algebra I and Geometry or Concurrently Enrolled in Geometry with Instructor Recommendation

This course helps students to meet graduation requirements and prepare for the SBA test. It advances the first year of algebra into more complex situations. Some of the topics include systems of equations and inequalities, polynomial, radical, rational, exponential,

logarithmic, and trigonometric functions, sequences, and series.

ALGEBRA II, HONORS (MTH303/304)

Credit 1.0/Length: Year

Prerequisite: B Grade or Better in Both Semesters of Algebra I and Geometry or Concurrently Enrolled in Geometry with Instructor Recommendation

Honors Algebra II prepares students for college level math and advances the first year of algebra into more complex situations with greater depth and pace than Algebra II (Gen. Ed.). Some of the topics include conic sections, systems of equations and inequalities, polynomial, radical, rational, exponential, logarithmic, and trigonometric functions, sequences, and series.

BRIDGE TO COLLEGE MATHEMATICS (MTH351/352)

Credit 1.0/Length: Year

Prerequisite: Attempted but has not passed the Math SBA

Grade Level: Junior or Senior Standing

This year long class is intended for students who have not passed the math SBA and/or students who are not ready for Algebra II. It addresses standards throughout high school and even earlier, including Algebra I, statistics and geometry, and the Algebra II standards

agreed to as essential college and career readiness standards for all students, regardless of their intended degree or career path. The course consists of eight units: algebraic expressions, equations, measurement and proportional reasoning, linear functions, linear systems of equations, exponential functions, quadratic functions, and summarizing and interpreting statistical data. Passing both semesters is equivalent to passing the SBA. The class also qualifies as a 3rd year math course.

CALCULUS AB, ADVANCED PLACEMENT (MTH801/802)

Credit 1.0/Length: Year

Prerequisite: Successful Completion of Both Semesters of Pre-Calculus

Fee: AP Test Fee for Taking the Test

The primary objective of this course is to enable students to understand and apply the big ideas of Advanced Placement Calculus: limits, derivatives, integrals, and the fundamental theorem of calculus. The course is roughly equivalent to a first semester college calculus course. . Class can be taken concurrently with AP Statistics. College credit can be earned by receiving a score of 3 or higher on the AP Calculus AB Exam in May.

CALCULUS BC, ADVANCED PLACEMENT (MTH901/902)

Credit 1.0/Length: Year

Prerequisite: Successful Completion of Both Semesters of Advanced Placement Calculus AB

Fee: AP Test Fee for Taking the Test

The primary objective of this course is to enable students to understand and apply the big ideas of Advanced Placement Calculus: limits, derivatives, and integrals and the fundamental theorem of calculus. The course is roughly equivalent to both first and second semester college calculus courses; it extends the content learned in AB to different types of equations and introduces the topic of sequences and series. Class can be taken concurrently with AP Statistics. College credit can be earned for both semesters by receiving a score of 3 or higher on the AP Calculus BC Exam in May.

GEOMETRY (MTH201/202)

Credit 1.0/Length: Year

Prerequisite: Successful Completion of Both Semesters of Algebra I

This course is designed to give a basic presentation of geometric facts involving lines, triangles, circles, and polygons with limited emphasis on a formal proof/reason structure.

GEOMETRY, HONORS (MTH221/222)

Credit 1.0/Length: Year

Prerequisite: B Grade or Higher Both Semesters of Algebra I

A rigorous study of geometric facts involving lines, triangle, circles, and polygons in which the student will be encouraged to think and make conjectures while persevering through challenging problems and exercises. You will be required to explain both your thinking and your analysis of diverse problems. There will be an emphasis on definitions, postulates, theorems and corollaries, and then using them to write proofs in a logical fashion.

INTENSIFIED ALGEBRA I (MTH195/196)

Credit 2.0 (1.0 Math and 1.0 Elective)

Length: Year

Prerequisite: Offered to 9th Grade. Placement is Based on Previous Grades in Middle School Math Courses, Standardized Test Scores, and Teacher Recommendation

Intensified Algebra I is a comprehensive program for a two-period block Algebra class that helps students who are significantly behind become successful in algebra *within one academic year*. This course re-engages learners through multiple representations of mathematical ideas. It uses online, hands-on exploration tools – animations, simulations, and rich practice problems – that build comprehension of key concepts. It incorporates routines and structures to help struggling learners access and organize their understanding of crucial mathematics content. One math credit and one elective credit will be granted upon successful completion.

MATH CREDIT RETRIEVAL (MTH181/182)

Credit 1.0/Length: Semester or Year

Prerequisite: Attempted Algebra 1 or Geometry

This course is designed for students who need to recover a semester or year of Algebra 1 and/or Geometry. The course utilizes an ALEKS software program where students are able to work at their own pace through the required material. A math instructor will be available to assist students. Student progress will be monitored and successful completion of this course will place student back on track to graduate.

PRE-CALCULUS MATH 120, UW (MTH511/512)**Credit 1.0/Length: Year****Prerequisite: Successful Completion of Both Semesters of Algebra II****Fee: \$325 For 5.0 College Credit; Students May Still Take the Class and Choose Not to Get the UW Credit But Still Get SHS Credit**

This course is a college in the high school pre-calculus class. Topics include basic properties of functions, graphs; with emphasis on linear, quadratic, trigonometric, exponential functions and their inverses. Emphasis on multi-step problem solving with story problems.

STATISTICS, ADVANCED PLACEMENT (MTH401/402)**Credit 1.0/Length: Year****Prerequisite: Completed AP Course Request Form and Algebra II****Fee: AP Test Fee for Students Taking the Test**

This course studies the process of gathering, organizing, and drawing conclusions from data. The course is intended for college-bound juniors and seniors who wish to take an advanced math class. Class can be taken concurrently with UW Math 120 or AP Calculus. College credit can be earned by receiving a score of 3 or higher on the AP Statistics Exam in May.

PHYSICAL EDUCATION

Required for graduation: 1.5 credits (3 semesters)

All PE courses are eligible for repeated credit except General PE.

See the Physical Education department chair regarding Independent P.E. options.

GRADE LEVEL				COURSE OFFERINGS	COURSE LENGTH	PREREQUISITE
9	10	11	12			
✓	✓	✓	✓	Advanced Physical Fitness (APF)	Sem or Year	✓
✓	✓	✓	✓	Fitness Walking and Wellness	Sem or Year	✓
✓				General PE	Sem	
	✓	✓	✓	PE Leadership	Sem or Year	✓
✓	✓	✓	✓	Personalized Fitness Training, Zero Hour	Sem or Year	✓
✓	✓	✓	✓	Racquet Sports	Sem or Year	✓
✓	✓	✓	✓	Weight Training	Sem or Year	✓

Physical Education Course Descriptions

ADVANCED PHYSICAL FITNESS (PED401/402)

Credit 0.5-1.0/Length: Sem or Year

Prerequisite: Completion of General PE

APF will consist of individual workout programs for students based on their interest and need. Emphasis is on strength, agility, and injury prevention. This class will help improve performance and athletic ability.

FITNESS WALKING & WELLNESS (PED351/352)

Credit 0.5-1.0/Length: Sem or Year

Prerequisite: Completion of General PE

This course will focus on students achieving and maintaining a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, and strategies. Students will establish personal fitness goals, using principles of aerobics, strength and core training. Students will engage in daily walking and jogging. This course will include both physical and written assignments.

GENERAL PE (PED101)

Required for All 9th Graders

Credit 0.5/Length: Sem

This class includes a combination of learning and fitness activities with an emphasis on the components of fitness and fitness planning. Topics include: nutrition, body composition, principles of training, and health management techniques. Learning activities include lectures, homework, and a CBA. This class will spend two days a week improving muscle strength and endurance using resistance training. This class also focuses on developing body core, functional movement patterns and joint stability exercises. Three days a week will be a sport specific unit. General PE is a prerequisite for all other PE classes.

PERSONALIZED FITNESS TRAINING, ZERO HOUR (PED203/204)

Credit 0.5-1.0/Length: Sem or Year

Prerequisite: Completion of General PE

This course gives students a chance to experience many forms of physical activity, including but not limited to, cardio, weight training, core training, yoga, circuit training and specific skill-based sports training. The variety of activities will enable students to assess their current level of physical fitness and determine what they enjoy doing for a workout. By the end of the course, students will be able to create their own workout plan to use in the future.

PE LEADERSHIP (PED099/100)

Credit 0.5-1.0/Length: Sem or Year

Prerequisite: Completion of General PE

This course will include working with the Adaptive PE students, with the emphasis being to help others develop physical skills. It will expose the students to modified sports and games.

RACQUET SPORTS (PED451/452)

Credit 0.5-1.0/Length: Sem or Year

Prerequisite: Completion of General PE

This course will include instruction in individual and team sports with an emphasis on lifetime skill acquisition, including lifting weights. **Students are encouraged to provide their own racquets.**

WEIGHT TRAINING – GENERAL (PED201/202)

Credit 0.5-1.0/Length: Sem or Year

Prerequisite: Completion of General PE

This class will expose the students to a variety of weight training methods and styles and will include circuit, free weights, machine, and Olympic lifts plus speed and agility training. Two days a week will be a sport specific unit.

SCIENCE

Sequim High Science Pathways

3 credits (6 semesters) of science are required for graduation. Of these credits, at least 1 must be a life science and at least 1 must be a physical science. Below are some recommended course sequences, although moving between the different options is also possible. (L=Life Science, P= Physical Science, *=fulfills CTE requirement)
Students that select option B, C, D, or E are encouraged to take more than one science class during either their junior or senior year.

	Option A	Option B	Option C	Option D	Option E
Pathway Profile	Provides students access to grade-level materials and concepts and prepares them for the Washington Comprehensive Assessment of Science	Intended for students who are particularly interested in natural resources or agriculture	Intended for students who are particularly interested in medical fields	Intended for students who are passionate about Engineering and Technology	Intended for students in accelerated courses and others interested in advanced pathways in science
Possible Careers	Trade fields that will benefit from critical thinking and collaboration skills	Agriculture, Natural Resource Management	Health Care	Engineering	Science, Math, or Technology-based fields
Post High-School goals	Community College or Technical School	Community College, Technical School, or University	Community College, Technical School, or University	Community College, Technical School, or University	4-year university, possibly with scholarship and entrance into top schools
9th Grade Course	Integrated Science I (P) OR Agricultural Science (P*)	Agricultural Science (P*)	Principles of Biomedical Science (L*)	Principles of Biomedical Science (L*) OR Engineering(P*)	Principles of Biomedical Science (L*)
10th Grade Course	Principles of Biomedical Science (L*) OR Agricultural Biology (L*)	Agricultural Biology (L*)	Honors or UW Chemistry (P)	Principles of Biomedical Science (L*) OR Engineering (P*)	Honors or UW Chemistry (P)
11th Grade Course	Chemistry (P) or Physics (P) or Astronomy (P) or Integrated II (P)	Chemistry (P) or Veterinarian Science (L*) or Food Safety Science (P*)	Human Body Systems (L*)	Aerospace Engineering (P*)	AP Biology (L)
12th Grade Course	Not Required	Chemistry (P) or Veterinarian Science (L*) Or Food Safety Science (P*)	Medical Interventions (L*)	AP Computer Science (P*)	AP Physics (P)

SCIENCE

GRADE LEVEL				COURSE OFFERINGS	COURSE LENGTH	PREREQUISITE
9	10	11	12			
	✓	✓	✓	Agricultural Biology	Year	✓
✓	✓	✓	✓	Agricultural Horticulture	Sem or Year	
✓	✓	✓	✓	Agricultural Science	Year	
	✓	✓	✓	Astronomy 101, University of Washington	Year	✓
	✓	✓	✓	Biology, Advanced Placement	Year	✓
✓	✓			PLTW BioMedical Science I: Principles of BioMedical Science	Year	✓
	✓	✓	✓	PLTW BioMedical Science II: Human Body Systems	Year	✓
		✓	✓	PLTW BioMedical Science III: Medical Interventions	Year	✓
✓	✓	✓	✓	PLTW Engineering I: Introduction to Engineering Design	Year	
	✓	✓	✓	PLTW Engineering II: Aerospace Engineering	Year	✓
	✓	✓	✓	Chemistry	Year	✓
	✓	✓	✓	Chemistry 110, University of Washington (this class is considered Honors Chemistry)	Year	✓
		✓	✓	Food Science and Safety	Year	✓
✓	✓			Integrated Science I	Year	
		✓	✓	Integrated Science II	Year	✓
		✓	✓	Physics	Year	✓
		✓	✓	Physics I, Advanced Placement	Year	✓
		✓	✓	Veterinary Science I	Year	✓
			✓	Veterinary Science II (Independent Study)	Year	✓

Science Course Descriptions

AGRICULTURAL BIOLOGY (VOC371/372)

Credit 1.0 (2-for-1 CTE and Science)

Length: Year

Grade Level: Sophomore, Junior, or Senior Standing

Have you ever wondered about the environment and all its living systems? This course will focus on the study of life and how living systems interact with each other as well as the environment. Students will investigate various life science scenarios through inquiry based laboratory instruction. Students will utilize science knowledge and skills and algebraic analysis to develop solutions to real world problems. Students will be required to complete a research/experimentation project as part of this course.

AGRICULTURAL HORTICULTURE (VOC211/212)

Credit: 0.5-1.0 (2-for-1 CTE and Science)

Length: Sem or Year

Through a cooperative and team-oriented learning environment, students will discover:

- Plant anatomy and physiology
- Plant propagation

- Plant diseases & treatment
- Sales and marketing
- The responsibilities and dynamics of greenhouse management

FFA Membership and Active Participation is Strongly Recommended for Enrollment in All Ag Courses.

AGRICULTURAL SCIENCE (VOC 101/102)

Credit: 1.0 (2-for-1 CTE and Science)

Length: Year

Students may take this course instead of Integrated Science their 9th grade year. Students will acquire and develop their knowledge of animal science, anatomy and physiology of live animals, livestock production, ecology, and wildlife management. Hands-on labs will explore beef, dairy, swine, and poultry. **FFA Membership and Active Participation is Strongly Recommended for Enrollment in All Ag Courses.**

ASTRONOMY 101, UW (SCI973/SCI974)**Credit: 1.0/Length: Year****Prerequisite: B Grade or Higher in Biology or Instructor Permission****Grade Level: Sophomore, Junior and Senior Standing****Fee: \$325 For 5.0 College Credit; Students May Still Take the Class and Choose Not to Get the UW Credit But Still Get SHS Credit**

This is a 5-credit college course (normally a semester at college) that is taught in the high school as a yearlong course. This class is designed for non-science majors who would like to complete their science requirement while in high school. The class will explore and explain the universe. We will learn how planets, stars, solar systems and galaxies formed. How do stars create atoms and other interesting topics like the birth and death of stars in super novae explosions, asteroids, neutron stars, quasars, and black holes. These credits can be transferred to other colleges besides UW but likely will not count towards students thinking of majoring in a science field.

BIOLOGY, ADVANCED PLACEMENT (SCI961/962)**Credit 1.0/Length: Year****Offered Every Other Year: Even Grad Years****Prerequisite: Completed AP Course Request Form and Successful Completion of Biology with a B or Higher****Grade Level: Sophomore, Junior or Senior Standing****Fee: AP Test Fee for Students Taking the Test**

This class is an advanced survey of general biology that includes biochemistry, cellular biology, molecular genetics and heredity, biotechnology, diversity, structure and function of organisms, and ecology and evolution. Class will include labs, lectures, group discussions and presentations, hands-on projects will provide experience in experimental design, hypothesis testing, data analysis, and presentation. This course is the equivalent of an introductory college biology class and will prepare you to take the Advanced Placement Biology test for possible college credit.

CHEMISTRY (SCI471/472)**Credit 1.0/Length: Year****Prerequisite: Successful Completion of Algebra I and C or Higher in Previous Science Class**

Chemistry is the study of atoms and how they interact. This class will make students look at things happening at the atomic level. How does soap work? How does your car battery work? What causes the different colors in fireworks? These are just some of the questions that will be answered during the course. Some of the labs and topics include: mixtures and compounds, separation techniques, chemical equations, the mole, the periodic table, chemical bonding, solutions, acids

and bases, oxidation and reduction reactions, organic chemistry and biochemistry. Students will also do a fair amount of math, so the successful completion of Algebra I is highly recommended.

CHEMISTRY 110, UW (SCI965/966)**Credit 1.0/Length: Year****Prerequisite: B or Higher in Algebra I and B or Higher in Previous Science Class****Grade Level: Sophomore, Junior and Senior Standing****Fee: \$325 for 5.0 College Credits**

UW Chemistry 110 is a great opportunity for 10th, 11th and 12th grade students to complete a general college science requirement while in high school. The class will cover the material used at the University of Washington for their Chemistry 110 class, but instead of covering the material in only 11 weeks, this class will take the whole year. Some of the topics covered in this class include atomic structure, chemical reactions, acids and base reactions, chemical energy transfers, and much more. Students will have the opportunity to further explore these topics by performing many labs. Students who do not want to pay for the college credits may still take the course; however, there will be some differences.

COMPUTER SCIENCE A, ADVANCED PLACEMENT (CSC701/702)**Credit 1.0 (2-for-1 CTE and Science)****Length: Year****Prerequisite: Algebra 1****Fee: AP Test Fee for Students Taking the Test**

AP Computer Science is a fast-paced, yearlong course. Meant to replicate a college introductory programming class, the course is designed for students who have an interest in business or computer related careers. Students will be learning JAVA, with an emphasis on problem solving, computer science theory, and program syntax. Students will learn by designing, writing, and testing their own software. This course will prepare students for success on the Advanced Placement exam.

FOOD SCIENCE AND SAFETY**Credit: 1.0/Length: Year (2-for-1 CTE and Science)****Prerequisite: Successful completion of 9th grade science and Ag Biology or PLTW Biomedical Science I**
Grade Level: Sophomore, Junior, or Senior Standing

Food Science and Safety is a specialization course in the CASE Program of Study. Students will complete hands-on activities, projects, and problems that simulate actual concepts and situations found in the food science and safety industry, allowing students to build content knowledge and technical skills. Students will investigate areas of food science including food safety, food chemistry, food processing, food product development, and marketing. In addition, students will explore connections between the Food Science and Safety

lessons, Supervised Agricultural Experience, and FFA components that are important for the development of an informed agricultural education student. Students will investigate, experiment, and learn about documenting a project, solving problems, and communicating solutions to their peers and members of the professional community.

INTEGRATED SCIENCE I (SCI111/112)

Credit 1.0/Length: Year

Integrated Science provides a foundation for success in chemical, physical, and earth sciences for 9th graders and select 10th graders. The class involves frequent lab work and explores interesting topics including properties of materials, the periodic table, chemical bonding, Newton's laws, collisions, energy resources, climate, weather, and astronomy. Students can look forward to not only learning science facts, but also actively conducting experiments in their own investigative lab groups. Through it all, students will learn not just basic science, but also how to think like scientists by gathering data and coming to logical conclusions.

INTEGRATED SCIENCE II (SCI131/132)

Credit 0.5 or 1.0/Length: Sem or Year

Prerequisite: Junior or Senior Standing

Integrated science II provides students a diversity of current topics in both physical and life sciences. This is the perfect course for students that are looking to fulfill their third year science requirement for high school graduation, but who aren't on a four-year college prep track. The emphasis will be on scientific literacy and the ability to think critically about scientific research presented in popular media. To the extent possible, the class will involve hands-on projects and will require the application of only basic algebra. The class can be taken for a full year or for just a semester if desired for credit retrieval.

PLTW BIOMEDICAL SCIENCE I: PRINCIPLES OF BIOMEDICAL SCIENCE (SCI231/232)

Credit 1.0 (2-for-1 CTE and Science)

Length: Year

**Grade Level: Freshman (see prerequisite) and
Sophomore Standing**

**Prerequisite: Requires 8th Grade Teacher
Recommendation; B or Higher in 9th Grade
Science**

In this introductory course of the Project Lead the Way (PLTW) Biomedical Science program, students explore concepts of biology and medicine to determine factors that led to the death of a fictional person. While investigating the case, students examine autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the

person's life. The activities and project introduce students to human physiology, basic biology, medicine, and research process while allowing them to design their own experiments to solve problems.

PLTW BIOMEDICAL SCIENCE II: HUMAN BODY SYSTEMS (SCI233/234)

Credit 1.0 (2-for-1 CTE and Science)

Length: Year

**Prerequisite: C or Higher in PLTW Biomedical
Science I or Chemistry**

Grade Level: Sophomore, Junior or Senior Standing

In this second course of the Project Lead the Way (PLTW) Biomedical Science program, students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis in the body. Exploring science in action, students build organs and tissues on a skeletal mannequin; use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration; and take on the roles of biomedical professionals to solve real-world medical cases.

PLTW BIOMEDICAL SCIENCE III: MEDICAL INTERVENTIONS (SCI235/236)

Credit 1.0 (2-for-1 CTE and Science)

Length: Year

**Prerequisite: C or Higher in AP Biology or PLTW
Biomedical Science II**

Grade Level: Junior or Senior Standing

In this third course of the Project Lead the Way (PLTW) Biomedical Science program, students follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease. Students explore how to detect and fight infection, screen and evaluate the code in human DNA, evaluate cancer treatment options, and prevail when the organs of the body begin to fail. Through real-world cases, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.

PLTW ENGINEERING: INTRODUCTION TO ENGINEERING DESIGN (CTE511/512)

Credit 1.0 (2-for-1 CTE and Science)

Length: Year

In this first engineering course of Project Lead the Way, students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software, 3D printer, laser cutter and an engineering notebook to document their work.

**PLTW ENGINEERING II: AEROSPACE
ENGINEERING (CTE513/514)**

Credit 1.0 (2-for-1 CTE and Science)

Length: Year

Prerequisite: Sophomore, Junior or Senior

Standing: C or Higher in Geometry

This second engineering course of Project Lead the Way propels students' learning in the fundamentals of atmospheric and space flight. As they explore the physics of flight, students bring the concepts to life by designing an airfoil, propulsion system, and rockets. They learn basic orbital mechanics using industry standard software. They also explore robot systems through projects such as remotely operated vehicles.

PHYSICS (SCI461/462)

Credit 1.0/Length: Year

Prerequisite: C Grade or Higher in Algebra I

Grade Level: Junior or Senior Standing

Physics provides an in-depth look at many fundamental laws of nature. Some of the topics to be studied are acceleration, force, gravity, energy, momentum, circular motion, relativity, fluid dynamics, waves, optics, electricity, and magnetism. While learning new concepts, students will have many opportunities to perform labs and build devices that illustrate the fundamental laws. These include model rockets, stick bridges, gliders, solar heaters, collision protection, battery and solar powered cars and more.

**PHYSICS I, ADVANCED PLACEMENT
(SCI931/932)**

Credit 1.0/Length: Year

**Prerequisite: Completed AP Course Request
Form and B Grade or Higher in Algebra II**

Fee: AP Test Fee for Students Taking the Test

In this course, the student learns how to observe and describe the physical universe in a more accurate way with the use of algebra and trigonometry. Some of the

topics to be studied are motion, forces, interactions between objects, energy and energy transfer, fluid dynamics, optics, electricity, magnetism, and applications of physics. This course is equivalent to introductory college physics and helps to prepare the student to take the Advanced Placement Physics B test in the spring which could lead to college credit.

VETERINARY SCIENCE I (CTE311/312)

Credit 1.0 (2-for-1 CTE and Science)

Length: Year

**Prerequisite: Completion of Ag Biology or PLTW
Biomedical Science I: Principles of Biomedical Science**

Students will learn and apply basic skills that veterinarians need to know. Small and large animal practices will be learned with hands-on practical training. The intention of this course is to prepare students for a career in Veterinary Medicine. This course is full of practical labs that will utilize live and non-live animals. **FFA Membership and Active Participation is Strongly Recommended for Enrollment in All Ag Courses.**

VETERINARY SCIENCE II (CTE313/314)

Credit: 1.5/ Length: Year (300 hours)

**Prerequisite: Completion of Veterinary Science I
and Instructor Permission**

This independent internship class will have students learning on site at local veterinary clinics for 300 hours during the school year. Weekly teacher checks and site evaluations will be completed. Students will learn and apply basic skills that Veterinarians, Veterinary Technicians and Veterinary Assistants need to know. This will provide students with direct, hands-on learning. **FFA Membership and Active Participation is Strongly Recommended for Enrollment in All Ag Courses.**

SOCIAL STUDIES

Required for graduation: *3.5 credits (7 semesters)

*If students passed Washington State History in middle school, the .5 social studies credit requirement will be waived, but they will need to complete .5 credits in a course of their choosing.

GRADE LEVEL				COURSE OFFERINGS	COURSE LENGTH	PREREQUISITE
9	10	11	12			
✓	✓	✓	✓	Washington State History	Sem	
✓				World Studies	Sem	
✓				World Studies, Honors	Sem	✓
	✓			Western Civilization	Sem	
	✓			Western Civilization, Honors	Sem	✓
		✓		United States History	Year	
		✓		United States History, Advanced Placement	Year	✓
			✓	Contemporary Issues & United States Government	Year	✓
			✓	Contemporary Issues & United States Government, Advanced Placement	Year	✓

HONORS SOCIAL STUDIES PROGRAM

Students may register for Honors' courses. These courses are intended for the self-motivated student who is interested in a more advanced, accelerated level of study. Good reading comprehension and solid writing will be an assumed prerequisite.

Social Studies Course Descriptions

WASHINGTON STATE HISTORY (SOC101)

Required for Graduation

If this Course was Not Successfully Completed in Middle School, it Must Be Passed in High School
Credit 0.5/Length: Sem

The emphasis is on a basic understanding of the Pacific Northwest's geologic history, native population, and westward expansion of European people. Geography, basic government, and contemporary environmental concerns are integrated into the program. Notebook organizations and basic skills are stressed.

Freshman

WORLD STUDIES (SOC111)

Required for Graduation

Credit 0.5/Length: Sem

This course focuses on world history from the Industrial Revolution to the 20th century. Emphasis will be placed on non-western nations, developing historical thinking skills and content knowledge of world history.

WORLD STUDIES, HONORS (SOC711)

This Course Fulfills Graduation Requirements

Credit 0.5/Length: Sem

Prerequisite: Instructor Permission and Grade of A- or Higher in 8th Grade Social Studies

This course focuses on world history from the Industrial Revolution to the 20th century. Emphasis will be placed on non-western nations. This course is for self-motivated students interested in a more rigorous understanding of the events covered in the standard World Studies course. Good reading comprehension and solid writing will be assumed as a prerequisite.

Sophomore

WESTERN CIVILIZATION (SOC241)

Required for Graduation

Credit 0.5/Length: Sem

This course addresses the origins of western thought. It will focus on understanding culture, which colors ones understanding of experience. Topics addressed include the Age of Absolutism, Scientific Revolution, the Age of Enlightenment, the Age of Revolutions, and Napoleon. Emphasis will be placed on reading, writing, and analysis of primary and secondary sources.

WESTERN CIVILIZATION, HONORS
(SOC741)

This Course Fulfills Graduation Requirements

Credit 0.5/Length: Sem

**Prerequisite: Instructor Permission and
Successfully Completed Honors World Studies or
World Studies with an A-**

In addition to covering the basic components of the standard Western Civilization course, students in the Honors class will be expected to read and synthesize writings from advanced educational institutions including lectures from the Washington State University Western Civilization course. This course is for self-motivated students interested in a more robust understanding of the events covered in the standard Western Civilization course. Good reading comprehension and solid writing will be assumed as a prerequisite.

Junior

UNITED STATES HISTORY (SOC301/302)

Required for Graduation

Credit 1.0/Length: Year

This course surveys American history with particular emphasis on the 20th century. The focus will be on historical research, organization, and critical thinking through the scope of the five founding ideals established in the Declaration of Independence: democracy, equality, rights, liberty, and opportunity.

**UNITED STATES HISTORY, ADVANCED
PLACEMENT (SOC901/902)**

This Course Fulfills Graduation Requirements

Credit 1.0/Length: Year

**Prerequisite: Successfully Completed Honors
Western Civilization or Western Civilization with
an B or higher AND Honors World Studies or
World Studies with a B or higher.**

Fee: AP Test Fee for Students Taking the Test

This U.S. History course is the equivalent of an introductory college-level course and prepares students to take the AP U.S. History exam in the spring. Most colleges award credit based on exam performance. This is a rigorous fast-paced course with an expectation of daily study outside of class. Tests are timed and will measure how well students meet introductory college writing and analysis skills. Students

will focus on learning historical content and using historical thinking skills to engage in analysis. A grade of C or higher is required for students to remain enrolled in the course second semester.

Senior

**CONTEMPORARY ISSUES AND US
GOVERNMENT (SOC451/452)**

Required for Graduation

Credit 1.0/Length: Year

Prerequisite: Senior Standing

Contemporary Issues deals with the problems of growing world population, diminishing resources, social problems, and deterioration of the world environment. The course also studies international conflicts, their origins and dynamics. U.S. Government deals with: (1) the philosophies and functioning of alternative governmental systems; fascism, communism, and forms of democracy; (2) the structure and form of U.S. governmental systems at local, state and national levels; (3) political behavior and participation in the U.S. system of government.

**CONTEMPORARY ISSUES AND US
GOVERNMENT, ADVANCED PLACEMENT
(SOC911/912)**

This Course Fulfills Graduation Requirements

Credit 1.0/Length: Year

**Prerequisite: Completed AP US History or US
History with an B or higher and Good Writing Skills
Fee: AP Test Fee for Students Taking the Test**

The AP American Government and Contemporary Issues class is the equivalent of an introductory college-level course and prepares the student to take the AP test in the spring, which could lead to the awarding of college credit. Mastery of contemporary events and historical precedents and their effects on modern day functioning of American Government are the cornerstones of this courses' study. Students will use critical thinking and evaluative skills to master the concepts of Domestic policy, Foreign policy and Economic policy as they provide the foundation for America's involvement in world affairs. Students will evaluate, compare and pursue theoretical solutions to the challenges facing American Government at the Federal, State and local levels. A grade of C or higher is required for students to remain enrolled in the course second semester.

SPECIAL PROGRAMS

GRADE LEVEL				COURSE OFFERINGS	COURSE LENGTH	PREREQUISITE
9	10	11	12	Special Programs		
✓	✓	✓	✓	English Language Learners (ELL)	Year	✓
✓	✓	✓	✓	^Special Education Life Skills	Year	✓
		✓	✓	Special Education SDI Career Readiness	Sem	✓
✓	✓	✓	✓	^Special Education SDI Case Manager Study Skills	Year	✓
✓				^Special Education SDI English Language Arts I	Year	✓
	✓			^Special Education SDI English Language Arts II	Year	✓
		✓		^Special Education SDI English Language Arts III	Year	✓
			✓	^Special Education SDI English Language Arts IV	Year	✓
✓	✓	✓	✓	^Special Education SDI Math I	Year	✓
✓	✓	✓	✓	^Special Education SDI Math II Algebra Prep	Year	✓
✓	✓	✓	✓	^Special Education SDI Math III Algebra	Year	✓
✓	✓	✓	✓	^Special Education SDI Math IV Geometry	Year	✓

^Special Education classes are provided to students who qualify for Special Education Services. All schedules must be coordinated with their case manager. Please contact a teacher in the department for assistance.

Special Programs Course Descriptions

ENGLISH LANGUAGE LEARNERS

Credit 1.0/Length: Year

Prerequisite: Administrative Placement

ELL is a program designed for students whose first language is not English. Students are placed in this program by administration after meeting specific criteria.

SDI CAREER READINESS (CSM201/202)

Credit 1.0

Length: Sem (This is a 2-period commitment)

Prerequisite: Administrative Placement

This course is for juniors and seniors with IEPs to prepare them for transitioning from high school to the post-secondary world of both work and continuing education. This class will focus on learning about your IEP, your interests, career exploration, skills and goals as they relate to your transition from school to career. You will create a 'Personal Career Portfolio' with a table of contents that includes; a cover letter of interest to a prospective employer, a resume, job applications, an interview review, college applications, and will include a job shadow component within the school or community.

SDI CASE MANAGER STUDY SKILLS (CSM101/102)

Credit 1.0/Length: Year

Prerequisite: Administrative Placement

This course is designed for students who qualify for Special Education services but are not enrolled in any SDI classes. SDI will be delivered in each student's qualifying area(s). Students will be provided in-class learning support for other classes as time permits.

SDI ENGLISH LANGUAGE ARTS I (ENG011/012)

Credit 1.0/Length: Year

Prerequisite: Special Services Eligible in Subject Area & Administrative Placement

This is a 9th grade course that follows the Washington State Learning Standards for Language Arts with modifications and accommodations according to each student's IEP. Novels, short stories and current articles will be used to support reading. The development of the five paragraph essay will address essay writing by intruding 3 parts of an essay: introduction, the body and the conclusion. Sentence structure, active and passive voice and subject/verbs will be explored. Literary terms and concepts will be used as the vocabulary in the area of literacy and reading. Knowledge will be demonstrated through Project Based Learning and classroom community.

SDI ENGLISH LANGUAGE ARTS II **(ENG021/022)**

Credit 1.0/Length: Year

Prerequisite: Special Services Eligible in Subject Area & Administrative Placement

This is a 10th grade course that follows the Washington State Learning Standards for Language Arts with modifications and accommodations according to each student's IEP. Building on SDI I, novels and short stories will be covered both semesters, with a focus on character development, dialogue, genre and symbolism. Essays will follow the five paragraph essay steps introduced in SDI I. Writing will focus on use of commas, semicolons and colons. Informative reading will consist of the WA State Drivers Handbook as well as vocational information pamphlets. Literary terms and concepts will be used as the vocabulary in the area of literacy and reading. Knowledge will be demonstrated through Project Based Learning and classroom community.

SDI ENGLISH LANGUAGE ARTS III **(ENG 023/024)**

Credit 1.0/Length: Year

Prerequisite: Special Services Eligible in Subject Area & Administrative Placement

- This 11th grade course focuses on:
- Following the Washington State Learning Standards for Language Arts with modifications and accommodations according to each student's IEP
- Focusing on American literature
- Writing informative and argumentative essays
- Analyzing informational texts, theme, meaning, poetry imagery, figures of speech, etc.
- Real life applications of resumes, job applications, and job interviewing practice

SDI ENGLISH LANGUAGE ARTS IV **(ENG025/026)**

Credit 1.0/Length: Year

Prerequisite: Special Services Eligible in Subject Area & Administrative Placement

This 12th grade course focuses on:

- Following the Washington State Learning Standards for Language Arts with modifications and accommodations according to each student's IEP
- Focusing on classic and contemporary literature dealing with issues in today's society
- Investigating career options for graduating seniors
- Informative and argumentative writing
- Literary and technical reading skills
- Developing a Senior Portfolio
- Creating a Scholarship Notebook

SDI MATH I (MTH011/012)

Credit 1.0/Length: Year

Grade Level: All

Prerequisite: Special Services Eligible in Subject Area & Administrative Placement

Students will receive specially designed instruction to meet IEP goals and objectives in math. This is a review of basic math skills (addition, subtraction, multiplication, and division) as well as percent, decimals, and measurement applications as they apply to real-life situations. Students will also receive specially designed instruction on SBA (Smarter Balanced Assessment) test-taking strategies.

SDI MATH II ALGEBRA PREP (MTH021/022)

Credit 1.0/Length: Year

Grade Level: All

Prerequisite: Special Services Eligible in Subject Area & Administrative Placement

Students will receive specially designed instruction to meet IEP goals and objectives in math. Emphasis is on number sense and operations, measurement, reasoning and problem solving, as well as basic pre-algebra skills. Students will also receive specially designed instruction on SBA (Smarter Balanced Assessment) test-taking strategies.

SDI MATH III ALGEBRA (MTH023/024)

Credit 1.0/Length: Year

Grade Level: All

Prerequisite: Special Services Eligible in Subject Area & Administrative Placement

Students in these classes receive specially designed instruction to meet IEP goals and objectives in math. Emphasis is on number sense and operations, measurement, reasoning and problem solving, as well as basic algebra skills. Students will also receive specially designed instruction on SBA (Smarter Balanced Assessment) test-taking strategies.

SDI MATH IV GEOMETRY (MTH027/028)

Credit 1.0/Length: Year

Grade Level: All

Prerequisite: Special Services Eligible in Subject Area & Administrative Placement

Students will receive specially designed instruction to meet IEP goals and objectives in math. Emphasis is on number sense and operations, measurement, reasoning and problem solving, as well as basic geometry skills. Students will also receive specially designed instruction on SBA (Smarter Balanced Assessment) test-taking strategies.

**SPECIAL EDUCATION LIFE SKILLS
PROGRAM**

Credit 1.0/Length: Year

Prerequisite: Administrative Placement

The Life Skills program is designed to expand and increase the academic, community and vocational skills of students with significant disabilities. Areas of emphasis include:

- Functional Academics
- Vocational Education/Instruction
- Transition (Post-High School) Instruction
- Community Awareness
- Functional Daily Life Skills

Specialists in the areas of occupational therapy, physical therapy and speech/language therapy assist with students who qualify in the areas of:

- Gross Motor
- Fine Motor
- Language and communication

WORLD LANGUAGE

World Language courses require a 'C' average or Instructor Recommendation to enroll. Completion of 1st semester is required to continue to 2nd semester. Students need to maintain a C or better to continue on to second semester. Most courses include group projects completed outside of class.

Required for graduation: 2 credits (4 semesters)

GRADE LEVEL				COURSE OFFERINGS	COURSE LENGTH	PREREQUISITE
9	10	11	12			
✓	✓	✓	✓	American Sign Language I	Year	✓
	✓	✓	✓	American Sign Language II	Year	✓
✓	✓	✓	✓	Spanish I	Year	✓
✓	✓	✓	✓	Spanish II	Year	✓
✓	✓	✓	✓	Spanish III	Year	✓
	✓	✓	✓	Spanish IV- Honors	Year	✓
		✓	✓	Spanish Language & Culture, Advanced Placement	Year	✓

World Language Course Descriptions

AMERICAN SIGN LANGUAGE I (WLG121/122)

Credit 1.0/Length: Year

Prerequisite: A Minimum "C" Grade in Previous ELA Class

ASL-I will introduce non-signers to the target language. Students are exposed to ASL initially through gestures, finger spelling and written English glosses. Elementary structured forms and manageable, essential vocabulary for communicative situations are taught progressively. Vocabulary includes: basic objects, colors, clothing, family, time, days, months, dates, numbers, greetings, frequent adjectives, verbs, and classroom expressions. Students develop receptive and expressive signing skills. Please note: students are NOT allowed to use spoken English at any time during this course without prior instructor permission. Blatant use of English results in removal from class. Also: Not all private universities accept ASL as meeting the World Language requirement.

AMERICAN SIGN LANGUAGE II (WLG 221/222)

Credit 1.0/Length: Year

Prerequisite: A Minimum "C" Grade in ASL I

ASL II continues to expand the grammar, vocabulary and culture taught in year 1. Students sign longer dialogues, share stories and interpret songs and jokes using ASL and knowledge of Deaf culture. Note: Not all private universities accept ASL as meeting the World Language requirement.

SPANISH I (WLG101/102)

Credit 1.0/Length: Year

Prerequisite: A Minimum "C" Grade in Previous ELA Class

Spanish I introduces non-Spanish speakers to the target language. Students are exposed to Spanish initially through oral communication, elementary structured forms and manageable, essential vocabulary for communicative situations. Vocabulary includes basic objects, colors, clothing, family, time, days, months, dates, numbers, greetings, frequent adjectives, verbs, and classroom expressions. Students convey meaning by properly using basic grammatical structures. Students develop written, speaking, listening, and reading skills, as well as cultural understanding. This class is not appropriate for native Spanish speakers.

SPANISH II (WLG201/202)

Credit 1.0/Length: Year

Prerequisite: Minimum "C" Grade in Spanish I

Spanish II expands the written, oral, listening and reading skills taught in Spanish I. In Spanish II, students develop a functional command of words and phrases that deal with immediate needs and everyday situations at home or while traveling. Students comprehend simple questions about family, residence, self, interests, and more. Grammatical structures increase to include commands, past tenses and introduction to the subjunctive tense. Students must speak Spanish in class. Cultural knowledge is expanded. This class is appropriate for native Spanish speakers that have no experience reading and writing in Spanish, but speak Spanish at home.

SPANISH III (WLG301/302)

Credit 1.0/Length: Year

Prerequisite: Minimum “C” Grade in Spanish II

With the exception of grammatical explanations, the class is taught in Spanish. Students have more communicative opportunities. Writing structure is emphasized. Students listen to and read authentic materials. Topics are discussed in the target language and participation is expected. Grammar study continues, vocabulary is increased and cultural understanding grows. Grammar includes past, present, future, subjunctive and perfect tenses. Group projects, completed outside of class using audiovisual equipment, are required. This class is usually the best fit for the first year of Spanish instruction for a native Spanish speaker.

SPANISH IV A- HONORS (WLG401/402)

Credit 1.0/Length: Year

Prerequisite: Minimum “C” Grade in Spanish III

Offered Every Other Year: Odd Grad Years

Spanish IV A is designed to develop proficiency in Spanish and to prepare for university placement examinations. Students in Spanish IV comprehend descriptions and narration referring to past, present or future events. Comprehension of native speakers is increased by use of audio visual materials. Grammar deals with complex sentence structure.

SPANISH IV B - HONORS (WLG403/404)

Credit 1.0/Length: Year

Prerequisite: Minimum “C” Grade in Spanish III or Spanish IV-A

Offered Every Other Year: Even Grad Years

Spanish IV B continues to develop proficiency in the language and to prepare for university placement examinations. This course is designed for both new students to Spanish IV and for those students who have already completed one year of Spanish IV but wish to continue their study of language. The grammatical content will be the same but the vocabulary taught, the literature read and the thematic units will be different than the previous year. Exchange students that speak Spanish in their home country should select Spanish IV.

SPANISH LANGUAGE AND CULTURE, ADVANCED PLACEMENT (WLG471/472)

Credit 1.0/Length: Year

**Prerequisite: Completed AP Course Request Form;
Minimum “C” Grade in Spanish IV**

AP Spanish IV is designed to develop proficiency in Spanish language and culture and to prepare for university placement examinations. Students in AP Spanish IV comprehend descriptions and narration referring to past, present or future events. Comprehension of native speakers is increased by use of audio visual materials. Grammar deals with

complex sentence structure. Students have the opportunity to take the Advanced Placement Exam in the spring and earn college credit. A fee is required for the exam. Students are expected to speak Spanish at all times in this class.

WORLD LANGUAGE I COMPETENCY

Credit 1.0/Length: N/A Grade: P/F

Summary Description: The student has completed a district determined language proficiency assessment and demonstrated at least Novice Mid (NM) proficiency across skill levels.

Students with language proficiency at the Novice Mid level generally demonstrate these language skills: In *listening*, the student can understand some everyday words, phrases and questions about self, personal experiences and surroundings, when people speak slowly and clearly. In *reading*, the student can understand familiar words and short, simple phrases or sentences. In *interpersonal communication*, the student can interact with help using memorized words and phrases. The student can answer simple questions on very familiar topics. In *speaking*, the student can use simple phrases and sentences to provide information about self and immediate surroundings. In *writing*, the student can provide some basic information on familiar topics in lists and simple forms. Credit descriptions based on Linguafolio's Nationally Recognized Grid.

WORLD LANGUAGE II COMPETENCY

Credit 1.0/Length: N/A Grade: P/F

Summary Description: The student has completed a district determined language proficiency assessment and demonstrated at least Novice High (NH) proficiency across skill levels.

Students with language proficiency at the Novice High level generally demonstrate these language skills: In *listening*, the student can understand ideas on familiar topics, expressed through phrases, short sentences and frequently used expressions. In *reading*, the student can understand the main idea and some details in simple texts. In *interpersonal communication*, the student can exchange information about familiar tasks, topics and activities. In *speaking*, the student can use a series of phrases and sentences to provide basic information about simple topics. In *writing*, the student can write simple descriptions and short messages on familiar topics. Credit descriptions based on Linguafolio's Nationally Recognized Grid.

WORLD LANGUAGE III COMPETENCY

Credit 1.0/Length: N/A Grade: P/F

Summary Description: The student has completed a district determined language proficiency assessment and demonstrated at least Intermediate Low (IL) proficiency across skill levels.

Students with language proficiency at the Intermediate Low level generally demonstrate these language skills: In *listening*, the student can understand main ideas and a few details in sentences, short conversations and some forms of media. In *reading*, the student can understand the main idea and many details in some texts that contain familiar vocabulary. In *interpersonal communication*, the student can begin and carry on an unrehearsed conversation on a limited number of familiar topics. In *speaking*, the student can connect basic sentences to provide information on familiar topics. In *writing*, the student can write about familiar topics and experiences in series of sentences. Credit descriptions based on Linguafolio's Nationally Recognized Grid.

WORLD LANGUAGE IV COMPETENCY

Credit 1.0/Length: N/A Grade: P/F

Summary Description: The student has completed a district determined language proficiency assessment and demonstrated at least Intermediate Mid (IM) proficiency across skill levels.

Students with language proficiency at the Intermediate Mid level generally demonstrate these language skills: In *listening*, the student can understand ideas on familiar topics expressed through a series of sentences. In *reading*, the student can understand most details in texts that contain familiar vocabulary and the main idea and many details in texts that contain unfamiliar vocabulary. In *interpersonal communication*, the student can state views and begin and carry on conversations on a variety of familiar topics and in uncomplicated situations. In *speaking*, the student can connect sentences in order to describe experiences, events, and opinions. In *writing*, the student can summarize, describe or explain familiar topics and support views with some details. Credit descriptions based on Linguafolio's Nationally Recognized Grid.

Course Offerings

Grade				Course	Course Codes	Course Length	Pre-Requisite	CAGR	ARTS: PERFORMING & VISUAL	CAREER & TECHNICAL	TECH PREP CREDIT	ELECTIVES ONLY	ENGLISH LANGUAGE ARTS	MATHEMATICS	PHYSICAL EDUCATION	SCIENCE	SOCIAL STUDIES	SPECIAL PROGRAMS	WORLD LANGUAGE
9	10	11	12																
✓				9th Grade English Language Arts	ENG101/102	Year		♦					♦						
✓				9th Grade English Language Arts, Honors	ENG711/712	Year	♦	♦					♦						
	✓			10th Grade English Language Arts	ENG301/302	Year		♦					♦						
	✓			10th Grade English Language Arts, Pre-Advanced Placement	ENG731/732	Year	♦	♦					♦						
		✓		11th Grade English Language Arts	ENG201/202	Year		♦					♦						
			✓	12th Grade English Language Arts	ENG411/412	Year		♦					♦						
		✓	✓	Academic Leadership	ELE231/232	Sem or Year	♦					♦						♦	
✓	✓	✓	✓	Advanced Physical Fitness	PED401/402	Sem or Year	♦							♦					
	✓	✓	✓	Agricultural Biology	VOC371/372	Year		♦		♦						♦			
		✓	✓	Agricultural Communications	VOC431	Sem or Year	♦			♦									
✓	✓	✓	✓	Agricultural Horticulture	VOC211/212	Sem or Year		♦		♦						♦			
✓	✓	✓	✓	Agricultural Science I	VOC101/102	Year		♦		♦						♦			
✓	✓	✓	✓	Algebra I	MTH191/192	Year	♦	♦						♦					
		✓	✓	Algebra II	MTH301/302	Year	♦	♦						♦					
	✓	✓	✓	Algebra II, Honors	MTH303/304	Year	♦	♦						♦					
✓	✓	✓	✓	American Sign Language I	WLG121/122	Year	♦	♦											♦
	✓	✓	✓	American Sign Language II	WLG221/222	Year	♦	♦											♦
	✓	✓	✓	Anthropology	SOC221	Sem		♦				♦							
✓	✓	✓	✓	Art History, Introduction to	ART511/512	Sem or Year		♦	♦										
✓	✓	✓	✓	Assistant, Staff	TEA501/502	Sem or Year	♦			♦									
	✓	✓	✓	Astronomy 101, University of Washington	SCI973/974	Year	♦	♦								♦			
✓	✓	✓	✓	Automotive Mechanics, Introduction	VOC231/232	Year				♦									
✓	✓	✓	✓	Automotive Technology	VOC511/512	Year				♦									
	✓	✓	✓	Biology, Advanced Placement (offered even grad years)	SCI961/962	Year	♦	♦								♦			
			✓	Bridge to College English Language Arts	ENG761/762	Year	♦	♦					♦						
		✓	✓	Bridge to College Mathematics	MTH351/352	Year	♦	♦						♦					
✓	✓	✓	✓	Business Math	BUS312	Sem				♦									
✓	✓	✓	✓	CAD I-Computer Aided Drafting & Design Technology	VOC111/112	Year				♦									
	✓	✓	✓	CAD II-Computer Aided & Mechanical Design	VOC221/222	Year	♦			♦									
	✓	✓	✓	CAD/CADD Architectural Drafting & Design	VOC411/412	Year	♦			♦									
	✓	✓	✓	CAD/CADD Modeling in 3D	VOC393/394	Year	♦			♦									
		✓	✓	Calculus AB, Advanced Placement	MTH801/802	Year	♦	♦						♦					
		✓	✓	Calculus BC, Advanced Placement	MTH901/902	Year	♦	♦						♦					
✓	✓	✓	✓	Ceramics I	ART351/352	Sem or Year		♦	♦										
	✓	✓	✓	Ceramics II	ART355/356	Sem or Year	♦	♦	♦										
	✓	✓	✓	Chemistry	SCI471/472	Year		♦								♦			
	✓	✓	✓	Chemistry 110, University of Washington	SCI965/966	Year	♦	♦								♦			
	✓	✓	✓	CISCO Network Training I (offered odd grad years)	CSC351/352	Year	♦			♦									
		✓	✓	CISCO Network Training II (offered odd grad years)	CSC451/452	Year	♦			♦									
	✓	✓	✓	Computer Programming I / II	CSC201/202	Sem or Year	♦			♦									

Course Offerings

Grade				Course	Course Codes	Course Length	Pre-Requisite	CAGR	ARTS: PERFORMING & VISUAL	CAREER & TECHNICAL	TECH PREP CREDIT	ELECTIVES ONLY	ENGLISH LANGUAGE ARTS	MATHEMATICS	PHYSICAL EDUCATION	SCIENCE	SOCIAL STUDIES	SPECIAL PROGRAMS	WORLD LANGUAGE
9	10	11	12																
		✓	✓	Computer Repair A+ Certification (offered even grad years)	CSC251/252	Year	◆			◆	◆								
	✓	✓	✓	Computer Science, Advanced Placement	CSC701/702	Year		◆		◆						◆			
✓	✓	✓	✓	Computer Science Principles, Advanced Placement	CSC751/752		◆			◆									
✓	✓	✓	✓	Concert Band	MUS101/102	Year	◆	◆	◆										
			✓	Contemporary Issues/US Government	SOC451/452	Year		◆									◆		
			✓	Contemporary Issues/US Government, Advanced Placement	SOC911/912	Year	◆	◆									◆		
✓	✓	✓	✓	Creative Writing	ENG351/352	Sem or Year						◆							
	✓	✓	✓	Culinary Arts I	VOC381/382	Sem or Year				◆									
		✓	✓	Culinary Arts II	VOC421/422	Sem or Year	◆			◆									
✓	✓	✓	✓	Drama	DRA201/202	Sem or Year			◆										
✓	✓	✓	✓	Drawing I	ART101/102	Sem or Year		◆	◆										
	✓	✓	✓	Drawing II	ART301/302	Sem or Year	◆	◆	◆										
	✓	✓	✓	Economics	SOC211	Sem	◆					◆							
		✓		English Language & Composition, Advanced Placement	ENG801/802	Year	◆	◆					◆						
✓	✓	✓	✓	English Language Learners (ELL)		Year	◆					◆						◆	
			✓	English Literature & Composition, Advanced Placement	ENG751/752	Year	◆	◆					◆						
✓	✓	✓	✓	Fitness Walking and Wellness	PED351/352	Sem or Year	◆							◆					
✓	✓	✓	✓	Floral Design I / II	VOC251/252	Sem or Year	◆	◆	◆	◆									
		✓	✓	Food Science and Safety		Year	◆			◆						◆			
✓				General PE	PED101	Sem								◆					
✓	✓	✓	✓	Geometry	MTH201/202	Year	◆	◆						◆					
✓	✓	✓	✓	Geometry, Honors	MTH221/222	Year	◆	◆						◆					
✓	✓	✓	✓	Glass Fusing	ART421	Sem		◆	◆										
✓	✓	✓	✓	Health	HOM101	Sem													
✓	✓			Integrated Science I	SCI111/112	Year		◆								◆			
	✓	✓	✓	Integrated Science II	SCI131/132	Year	◆	◆								◆			
✓				Intensified Algebra I	MTH195/196	Year		◆						◆					
✓	✓	✓	✓	Jazz Ensemble, Zero Hour	MUS301/302	Year	◆	◆	◆										
✓	✓	✓	✓	Law, Introduction to	BUS451	Sem				◆									
✓	✓	✓	✓	Leadership	ELE501/502	Year	◆					◆							
	✓	✓	✓	Math Credit Retrieval	MTH181/182	Sem or Year	◆							◆					
✓	✓	✓	✓	Marketing, Fashion	BUS160	Sem				◆									
✓	✓	✓	✓	Marketing, Sports Recreation & Entertainment	BUS151	Sem				◆									
✓	✓	✓	✓	Microsoft Imagine Academy	CMP321	Sem					◆								
✓	✓	✓	✓	Microsoft Imagine Academy, Honors	CMP721	Sem	◆				◆								
✓	✓	✓	✓	Multimedia I	MUL101/102	Sem or Year		◆	◆	◆	◆								
	✓	✓	✓	Multimedia II	MUL201/202	Sem or Year	◆	◆	◆	◆									
✓	✓	✓	✓	Music Production	MUS271/272	Sem or Year			◆										
		✓	✓	Music Theory, Advanced Placement	MUS501/502	Year		◆	◆										
✓	✓	✓	✓	Painting I / II	ART161/162	Sem or Year	◆	◆	◆										
	✓	✓	✓	PE Leadership	PED099/100	Sem or Year	◆							◆					

Course Offerings

Grade				Course	Course Codes	Course Length	Pre-Requisite	CAGR	ARTS: PERFORMING & VISUAL	CAREER & TECHNICAL	TECH PREP CREDIT	ELECTIVES ONLY	ENGLISH LANGUAGE ARTS	MATHEMATICS	PHYSICAL EDUCATION	SCIENCE	SOCIAL STUDIES	SPECIAL PROGRAMS	WORLD LANGUAGE
9	10	11	12																
✓	✓	✓	✓	Percussion Ensemble	MUS351/352	Year	♦	♦	♦										
✓	✓	✓	✓	Personal Finance	BUS311	Sem				♦									
✓	✓	✓	✓	Personalized Fitness Training, Zero Hour	PED203/204	Sem	♦								♦				
	✓	✓	✓	Photography I	PHO101/102	Sem or Year	♦	♦	♦	♦	♦								
		✓	✓	Photography II	PHO201/202	Sem or Year	♦	♦	♦	♦									
			✓	Photography III	PHO301/302	Sem or Year	♦	♦	♦	♦									
✓	✓			PLTW BioMedical Sciene I: Principles of BioMedical Science	SCI231/232	Year	♦	♦		♦						♦			
	✓	✓	✓	PLTW Biomedical Science II: Human Body Systems	SCI233/234	Year	♦	♦		♦						♦			
		✓	✓	PLTW Biomedical Science III: Medical Interventions	SCI235/236	Year	♦	♦		♦						♦			
✓	✓	✓	✓	PLTW Engineering I:Introduction to Engineering Design	CTE511/512	Year		♦		♦						♦			
	✓	✓	✓	PLTW Engineering II: Aersospace Engineering	CTE513/514	Year	♦	♦		♦						♦			
		✓	✓	Physics	SCI461/462	Year		♦								♦			
		✓	✓	Physics I, Advanced Placement	SCI931/932	Year	♦	♦								♦			
	✓	✓	✓	Pre-Calculus Math 120, University of Washington	MTH511/512	Year	♦	♦						♦					
	✓	✓	✓	Psychology I	SOC351/352	Sem or Year		♦				♦							
✓	✓	✓	✓	Racquet Sports	PED451/452	Sem or Year	♦								♦				
	✓	✓	✓	Real World	HOM401	Sem				♦									
✓	✓	✓	✓	Robotics Foundations I	VOC561/562	Year				♦									
	✓	✓	✓	Robotics Foundations II	VOC571/572	Year	♦			♦									
	✓	✓	✓	Select Choir	MUS261/262	Year	♦	♦	♦										
✓	✓	✓	✓	Sequim High School Choir	MUS151/152	Year		♦	♦										
	✓	✓	✓	Sociology	SOC100	Sem						♦							
✓	✓	✓	✓	Spanish I	WLG101/102	Year	♦	♦											♦
✓	✓	✓	✓	Spanish II	WLG201/202	Year	♦	♦											♦
✓	✓	✓	✓	Spanish III	WLG301/302	Year	♦	♦											♦
	✓	✓	✓	Spanish IV-A - Honors (offered odd grad years)	WLG401/402	Year	♦	♦											♦
	✓	✓	✓	Spanish IV-B - Honors (offered even grad years)	WLG403/404	Year	♦	♦											♦
		✓	✓	Spanish Language and Culture, Advanced Placement	WLG471/472	Year	♦	♦											♦
		✓	✓	Special Education SDI Career Readiness	CSM201/202	Sem	♦	♦				♦						♦	
✓	✓	✓	✓	Special Education Life Skills		Year	♦											♦	
✓	✓	✓	✓	Special Education SDI Case Manager Study Skills	CSM101/102	Sem or Year	♦											♦	
✓				Special Education SDI English I	ENG011/012	Year	♦											♦	
	✓			Special Education SDI English II	ENG021/022	Year	♦											♦	
		✓		Special Education SDI English III	ENG023/024	Year	♦											♦	
			✓	Special Education SDI English IV	ENG025/026	Year	♦											♦	
✓	✓	✓	✓	Special Education SDI Math I	MTH011/012	Year	♦											♦	
✓	✓	✓	✓	Special Education SDI Math II Algebra Prep	MTH021/022	Year	♦											♦	
✓	✓	✓	✓	Special Education SDI Math III Algebra	MTH023/024	Year	♦											♦	
✓	✓	✓	✓	Special Education SDI Math IV Geometry	MTH027/028	Year	♦											♦	
		✓	✓	Statistics, Advanced Placement	MTH401/402	Year	♦	♦						♦					

Course Offerings

Grade				Course	Course Codes	Course Length	Pre-Requisite	CAGR	ARTS: PERFORMING & VISUAL	CAREER & TECHNICAL	TECH PREP CREDIT	ELECTIVES ONLY	ENGLISH LANGUAGE ARTS	MATHEMATICS	PHYSICAL EDUCATION	SCIENCE	SOCIAL STUDIES	SPECIAL PROGRAMS	WORLD LANGUAGE
9	10	11	12																
		✓	✓	Studio Art, Advanced Placement	ART451/452	Year	◆	◆	◆										
✓	✓	✓	✓	Study Skills	ELE111/112	Sem or Year						◆							
		✓	✓	U.S. History	SOC301/302	Year		◆									◆		
		✓		U.S. History, Advanced Placement	SOC901/902	Year	◆	◆									◆		
		✓	✓	Veterinary Science I	CTE311/312	Year	◆	◆		◆						◆			
			✓	Veterinary Science II	CTE313/314	Year	◆	◆		◆						◆			
✓	✓	✓	✓	Video Production- GNN	VOC541/542	Year				◆									
	✓	✓	✓	Vocal Ensemble	MUS181/182	Year	◆	◆	◆										
✓	✓	✓	✓	Washington State History	SOC101	Sem		◆									◆		
✓	✓	✓	✓	Weight Training	PED201/202	Sem or Year	◆								◆				
✓	✓	✓	✓	Welding I	VOC141/142	Sem or Year				◆									
	✓	✓	✓	Welding II	VOC201/202	Sem or Year	◆			◆									
	✓	✓	✓	Western Civilization	SOC241	Sem		◆									◆		
	✓			Western Civilization, Honors	SOC741	Sem	◆	◆									◆		
	✓	✓	✓	Wind Ensemble	MUS201/202	Year	◆	◆	◆										
✓	✓	✓	✓	Women's Chorus	MUS171/172	Year	◆	◆	◆										
✓	✓	✓	✓	Woodworking Technology I	VOC121/122	Year				◆									
	✓	✓	✓	Woodworking Technology II-Cabinetmaking & Millwork	VOC551/552	Year	◆			◆									
		✓	✓	Work-Based Learning	VOC461/462	Year	◆			◆									
✓	✓	✓	✓	World Studies	SOC111	Sem		◆									◆		
✓				World Studies, Honors	SOC711	Sem	◆	◆									◆		
	✓	✓	✓	Yearbook (Annual)	ELE451/452	Year	◆			◆									

**SEQUIM SCHOOL DISTRICT
WAIVER OF GRADUATION REQUIREMENTS**

Students requesting a waiver of high school graduation requirements are to complete the following form and submit required documentation in accordance with Procedure 2410P-High School Graduation Requirements, Waiver of Graduation Requirements. The principal is responsible for evaluating educational experiences of individual students and recommending graduation to the superintendent when requirements have been met. A waiver of graduation requirements is granted by the principal in accordance with district policy. .

Parents are responsible to review procedures for waiving of a graduation requirement and provide any required documentation with this form.

Waiver is requested for _____ credits in the subject area of _____ in accordance with Section _____ of Procedure 2410P-Waiver of Graduation Requirements.

Student: _____ Grade: _____ Anticipated Graduation: _____

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

.....
HS Office Use

_____ Approved

_____ Denied - necessary documentation is incomplete. Additional needed documents are: _____

Other Reasons for Denial: _____

Principal Signature: _____ Date: _____

Date of Parent Notification: _____ Via: ___ Phone, ___ Mail, ___ Confirmed Email

A copy of this waiver request shall be placed in the student's cumulative file. Parents, or eligible students, may appeal per Procedure 4220P within 10 work days of the principal's denial and no later than within 30 calendar days before graduation.

Waiver of Graduation Requirements:

The following procedure shall be followed in graduation waiver requests:

A. The principal is responsible for evaluating educational experiences of individual students and recommending graduation to the superintendent when requirements have been met.

An individual student may be granted an exemption from any requirement in this policy if such requirement impedes the progress toward graduation provided there is a direct relationship between the failure to meet the requirement and the student's ability. When a 12th grade student transfers from another high school, the student may be permitted to graduate with a lesser number of credits provided that minimum state-course and credit requirements are satisfied and the student successfully passes a full schedule of classes during his/her 12th year of school.

B. Waiver of graduation requirements is determined by the principal. The procedure for processing requests for waiver shall be as follows: **1)** Request shall be initiated in writing using the current *Waiver of Graduation Requirements Form* by the parent or the eligible student. **2)** The principal shall investigate the request for waiver of graduation requirements. **3)** The principal shall make a determination in writing based upon appropriate data and upon conclusions of the investigation. **4)** The principal shall develop appropriate record keeping procedures for storage of all pertinent data relating to each waiver request. **5)** The parent or eligible student shall be notified that an appeal to the decision on waiver requests may be made in writing to the superintendent no later than 30 days prior to the anticipated graduation date. **6)** All state requirements must be satisfied except that Washington history and government may be waived for students who have completed and passed a state history and government course in another state during grades seven through twelve and who have fulfilled study of the Washington state constitution through an alternative learning experience approved by the principal. **7)** Physical education, pursuant to RCW 28A.230.050, may be waived upon written request of a parent or guardian on account of physical disability, employment or religious belief or because of participation in directed athletics or military science and tactics. This shall not alter the credit requirements established by the board. **7a)** Full or partial waiver for physical disability shall be evaluated consistent with 504 or IEP requirements; **7b)** Waiver for religious belief shall be granted upon receipt of a signed request from the individual's regional religious leader describing the spiritual belief prohibiting participation in physical education; **7c)** Waiver of 1.5 credits shall be granted for student's successfully completing armed services basic training prior to graduation. **7d)** Waiver for up to 1.5 credits shall be granted for participation in directed WIAA, Community League, and Olympic athletics. Credit shall be waived for students with full course schedules for each high school year according to the following procedure: **7d1)** Parents shall provide signed verification of practice/competition hours; **7d2)** .5 credit waiver shall be waived for every 90 hours of directed health and fitness activities up to a maximum of 1.5 credits.



Sequim High School

*Principal – Shawn Langston
Assistant Principal – Mark Willis
Assistant Principal – Kristi Queen*

*Counselor – Melee VanderVelde
Counselor – Erin Fox
Counselor – Steve Erickson*

Request for Two-for-One Credit Waiver

NOTE: Beginning with the class of 2016, students will have the ability to take one course and meet two graduation requirements per WAC 180-51-067. This does not remove the 24 credit requirement at Sequim High School but allows the student to meet two specific graduation requirements.

Fill out the information below to apply the 2 for 1 policy to your graduation requirements:

Student Name: _____ Grad Year: _____

Course	Post Credit	Waive Credit	Year of Credit
<i>Example: Photography</i>	<i>1.0 Art</i>	<i>1.0 CTE</i>	<i>2013-14</i>

I understand that this process will waive a graduation requirement, but will not result in credit. In addition, it is my responsibility to meet college admission requirements.

Requested By:

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

SEQUIM HIGH SCHOOL COURSE CHANGE REQUEST

Student Name:

(Last) (First)

Grade: _____ Date: _____

Parent E-mail: _____

Phone: _____

1. This is a **request** form **only**. There are no guarantees that your request will be granted.
2. **Course change requests must be submitted no later than the third day of the semester.**
3. You will be notified if your request has been approved.
4. You must remain in the assigned classes until you are notified by a counselor.
5. Schedule change requests will be handled in the priority listed below; teacher initials or comments may be needed.
6. Approval of this request will be subject to course availability and master schedule flexibility.
7. Form must be completely filled out to be considered for a schedule change.

Classes are built upon student course requests and alternate requests. Elective requests after the fact will not be permitted.

REASON FOR REQUEST: (Check Appropriate Reason)

- | | |
|--|---|
| _____ 1. Unassigned Period | _____ 4. Placement to More Appropriate Course Level |
| _____ 2. Missing Graduation Requirement | Teacher Initials _____ |
| _____ 3. Math Placement - Change must be made by math teacher. Request that your teacher send an e-mail to your counselor. | _____ 5. Missing College Entrance Requirement |
| | _____ 6. Conflict with Running Start/PC Schedule |

No other reasons for schedule changes will be considered (i.e. change in lunch/electives/teachers)

CHANGE REQUESTED:

(BE SURE TO REVIEW THE MASTER SCHEDULE TO SEE IF YOUR REQUEST IS FEASIBLE)

	DROP REQUESTED	ADD REQUESTED	ALTERNATE REQUESTED
PERIOD	CLASS	CLASS	CLASS
0			
1			
2			
3			
4			
5			
6			

Parent Signature Required: _____

COUNSELOR USE ONLY

Counselor Response:

- _____ Your change has been processed. Attached is your new schedule.
- 1.) Show this to affected teachers and return any books/instructional materials no longer needed.
 - 2.) Your name will appear on the fine list if you do not return these items.
- _____ Your request does not fit into the above guidelines.
- _____ One or more of the courses you requested are full.
- _____ Other: _____

OFFICE USE
IEP: ☐ Yes ☐ No
Case Manager:



Sequim High School

*Principal – Shawn Langston
Assistant Principal – Mark Willis
Assistant Principal – Kristi Queen*

*Counselor – Melee VanderVelde
Counselor – Erin Fox
Counselor-Steve Erickson*

Request for Personalized Pathway Requirement (PPR) Waiver

NOTE: Beginning with the class of 2019, students will have the ability waive their second year of Art credit or their World Language credits to take additional coursework to support their future career goal. This does not remove the 24 credit requirement at Sequim High School but allows the student to take additional coursework to support their future career goal.

Fill out the information below to apply the PPR policy to your graduation requirements:

Student Name: _____ Grad Year: _____

Future Career Goal: _____

Post-secondary Education Needed to Reach Future Career Goal:

Course	Waive Credit	Year of Credit
<i>Example: 2.0 Welding II</i>	<i>2.0 World Language</i>	<i>2016-17</i>

I understand that this process will waive a graduation requirement, and will increase my required elective credit. In addition, it is my responsibility to meet college admission requirements.

Requested By:

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Counselor Signature: _____ Date: _____