



# FRIDAY HARBOR HIGH SCHOOL

ENGAGE THE COMMUNITY • ADVOCACY • CULTIVATE EQUITY

PROVIDE OPPORTUNITIES • CULTIVATE GLOBAL AWARENESS



## *Course Catalog*

2020-2021



# FRIDAY HARBOR HIGH SCHOOL

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# Letter from the Principal

Dear Parents, Guardians, and Students,

We are very pleased to introduce our Course Description Guide for 2020-2021. The faculty and staff have worked hard to create a program and a set of offerings that are varied, yet rigorous academically. We believe that parents should be involved in every aspect of their child's high school education, right up to the day of graduation. Course selection is a collaborative process. High school parents need to be involved with students as they plan their high school educational program and prepare for life beyond high school.

Choices and selections made now create opportunities for the future. We strongly encourage all students to continue their education beyond high school. Technical schools and two-year programs are filled with older high school graduates who are returning for the education they neglected to plan for in high school. In this day and age, a high school diploma will not be enough to meet a student's goals, dreams, and aspirations. Students must see high school as the bridge to further educational opportunities, a necessity in today's increasingly technological society. We've tried to place in this catalog what is needed to plan course selections for 2020-2021 and 2021-2022 school years, as well as what is needed to prepare for this "new future."

As you will note in its entirety, the High School & Beyond Plan (HSBP) is a part of our curriculum and a requirement for graduation. The components of the HSBP are embedded within 9th grade English, junior year Community Projects class, and senior year English requirements. Seniors are required to take a full year of English; their choices are a full year of AP English, or one semester of Senior Analytical Writing paired with an English class of their choice for their other semester.

This is an exciting time for all of us at Friday Harbor High School as we continue to ask students to present the impact choices had on the development of their future goals. We sincerely hope that this handbook meets your needs and answers your questions. If you have any concerns or need to discuss the specifics of any courses listed, please do not hesitate to contact Gordy Waite or myself.

Warm regards,



Fred Woods, Principal\*  
Friday Harbor High School



Gordy Waite, Counselor  
Friday Harbor High School

\*Fred Woods was the Principal at the time of publishing and distribution of this catalog.

# Graduation Requirements

SUBJECT	Credits Required
English <sup>1</sup>	4.0
Math <sup>2</sup> (Integrated Math I, II, & III)	3.0
Science (Biology, Chemistry, Science Elective)	3.0
Social Studies <sup>3</sup>	3.0
Visual and Performing Arts <sup>4</sup>	2.0
Technology and Life Skills <sup>5</sup>	1.0
Fitness and Health <sup>6</sup>	2.0
Foreign Language <sup>4</sup>	2.0
Electives/Advisory <sup>7</sup>	4.5
<b>TOTAL CREDITS</b>	<b>24.5 Credits</b>

<sup>1</sup> English 9, English 10, and one semester of Senior Analytical Writing or AP English during senior year are required and contain components for the High School & Beyond Plan.

<sup>2</sup> Integrated III (Algebra 2) can be replaced by another math class. Colleges prefer that students take math through precalculus.

<sup>3</sup> World History, US History, American Government are required Social Studies classes. WA State History Requirement must be met.

<sup>4</sup> Two credits of Foreign Language and one credit of Art can be replaced based on student's High School and Beyond Plan.

<sup>5</sup> Includes required Community Project Class in Grade 11.

<sup>6</sup> 0.5 Credit of Fitness and Health strongly recommended during 9<sup>th</sup> or 10<sup>th</sup> grade. "Sports Option" can be used for 1.0 credit (See PE Section Sports Option for details).

<sup>7</sup> Running Start and transfer students may substitute an elective credit for Advisory credit as appropriate.

# High School & Beyond Plan

The purpose of the High School & Beyond Plan is for all students to demonstrate their skills and readiness for the next step after graduation, their 5<sup>th</sup> year and beyond. Students also demonstrate their ability to apply what they have learned throughout their school career. This is a final process that confirms mastery of time management, communication, problem solving, and personal planning skills. The High School & Beyond Plan concludes with a celebration, the “Senior Exhibition,” that showcases the students’ discoveries and accomplishments in a presentation to a panel of community members and an Advisory class. The components of this project are based on the following learning objectives:

1. Read with comprehension, write effectively, and communicate successfully in a variety of ways and settings and with a variety of audiences;
2. Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history, including different cultures and participation in representative government; geography; arts; and health and fitness;
3. Think analytically, logically, and creatively, and to integrate technology literacy and fluency as well as different experiences and knowledge to form reasoned judgments and solve problems; and
4. Understand the importance of work and how performance, effort, and decisions directly affect future career and educational opportunities.

The High School & Beyond Plan consists of six components:

1. Enrollment in the Community Project Experience class during junior year, which will include a 20-hour investment in a Community Experience of “choice”, an initial career research paper, and developing of a 5<sup>th</sup> year plan.
2. A collection of work samples, academic reflections, and college/career goals for 5<sup>th</sup> year planning over the four-year high school experience.
3. Successful completion of graduation credits.
4. Successful completion of state mandated testing requirements.
5. Successful completion of senior year English requirements. One full year of AP English taken senior year, or one semester of Senior Analytical Writing paired with an English class of their choice for their other semester.
6. Culminate with a Senior Exhibition given to a panel of community members and an Advisory.

To ensure that high school graduates have all the skills and knowledge defined in the learning objectives, most districts have added performance assessments to their graduation requirements. The assessments require students to demonstrate the ability to apply what they have learned and show that they are prepared for work and or further education. In the fall, 9<sup>th</sup> grade students will be assigned to an advisor who will help them understand the relationship between the learning goals and the High School & Beyond Plan and all of its requirements. The High School & Beyond Plan is an opportunity for every student to demonstrate that they are able to think analytically, logically and creatively, and are able to integrate experiences and knowledge to form reasoned judgments and solve problems upon graduation.

# Advanced Placement Offerings

Classes are rotated and are offered based on enrollment requests and staff availability.

AP COURSE	2020-2021	2021-2022	2022-2023	2023-2024
AP Language & Composition	x		x	
AP Literature & Composition		x		x
AP Calculus AB	x	x	x	x
AP Calculus BC	x	x	x	x
AP Environmental Science	x		x	
AP Biology		x		x
AP Physics I		x		x
AP Chemistry	x		x	
AP U.S. History	x	x	x	x
AP Government	x	x	x	x
AP World History	x	x	x	x
AP Studio Art	x	x	x	x
AP Computer Science Principles	x	x	x	x

\*Students taking AP courses are required to take the Advanced Placement test. There is a \$96 fee for the AP Exam administered through the College Board (\$5 for students on Free & Reduced Lunch). Exams are ordered in the Fall and the fee is incurred at that time. **Students who drop the class second semester will incur a \$40 exam cancellation fee.** Students taking an Advanced Placement course will continue to do class work after the AP test date and take a FHHS AP course final examination. To register for an AP course, the teacher, student and parent must sign an “AP Course Approval Form” which the student can get from the teacher or in the office. Student and parent signatures mean that the student and parent understand the requirements of the course.\*

# Classes with Fees

CLASS	FEE	PER	DUE
AP Literature/Language	Book - \$100-125 Additional Paperbacks - \$20-30 Exam Fee - \$96	Year	1 <sup>st</sup> Semester
AP Calculus	Book - \$100-125 Exam Fee - \$96	Year	1 <sup>st</sup> Semester
AP Chemistry/Physics	Book - \$100-125 Exam Fee - \$96	Year	1 <sup>st</sup> Semester
AP Environmental Science/Biology	Book - \$100-125 Exam Fee - \$96	Year	1 <sup>st</sup> Semester
AP World History	Book - \$100-125 Exam Fee - \$96	Year	1 <sup>st</sup> Semester
AP US History	Book - \$100-125 Exam Fee - \$96	Year	1 <sup>st</sup> Semester
AP Government	Book - \$100-125 Exam Fee - \$96	Year	1 <sup>st</sup> Semester
AP Computer Science Principles	Book - \$100-125 Exam Fee - \$96	Year	1 <sup>st</sup> Semester
AP Studio Art	Art Supply Fee - \$70 Exam Fee - \$96	Year	30 days from start of semester
Art Classes	Art Supply Fee - \$70	Year	30 days from start of semester
Culinary Arts Classes	Food Supplies - \$35	Semester	30 days from start of semester
Band Classes	Uniform Fee - \$15 Percussion Fee - \$20 Book Fee - \$16	Year	30 days from start of semester
STEM Classes	Consumable Materials - \$20	Semester	30 days from start of semester

\*Students are encouraged to purchase used textbooks if possible.

# English

As citizens of a global society we need to communicate clearly, effectively, and with purpose for known and unknown audiences in a variety of modes: print, audio, digital, and visual. Powerful language and communication skills are gateways to the world and our future career goals. Effective, articulate, and collaborative conversation in diverse communities is imperative to civilized society. Listening, speaking, reading, and writing are necessary for success in post-secondary education, but they are also fundamental life skills in this age of information. Collaboration and presentation in a variety of physical and digital formats are necessary skills for the 21<sup>st</sup> century. Therefore, public speaking and presentation skills, introduced in grade 9 and highlighted in English and Social Studies classes, are integrated throughout the curriculum. Through facilitated class discussions and individual oral presentations, students are encouraged to achieve clear and controlled speech that appropriately and purposefully address a variety of audiences.

In order to meet the minimum requirements for graduation at FHHS, students must earn four credits (8 semesters) of English. Two semesters of English are required at each grade level, 9 through 12. A specific course is mandated at grades 9, 10, and 12. Freshmen and Sophomores are provided a solid foundation to high school level language skills and expectations. Seniors are required to take one semester of Senior English paired with one English class of their choice, or a full year of AP English during the senior year in order to prepare for their Senior Exhibition. Other English credits can be selected from the course offerings listed each semester.

**ENGLISH 9**

GRADE: 9

CREDIT: 1.0

ENG 298 (Semester 1)

ENG 299 (Semester 2)

\*Required yearlong course for freshmen. Sign up for both semesters.

This is a required yearlong class for all freshmen. We will begin fall semester reviewing the qualities which make for good literature. Short stories, plays and novels will be read, discussed and used as the springboards for writing analytical essays. The multi-paragraph format writing will be emphasized and practiced. Some personal writing will also be required. In May all students will be required to complete a career I-Search paper and Power Point presentation in partial fulfillment of the High School & Beyond Plan. Students will be required to read additional books outside of class.

**ENGLISH 10: TO THE WORLD AND  
BACK**

GRADE: 10

CREDIT: 1.0

ENG 301 (Semester 1)

ENG 302 (Semester 2)

\*Required yearlong course for sophomores. Sign up for both semesters.

This is a required yearlong class for all sophomores. We will spend first semester examining your place in the world through personal essay writing/memoir and journalism. We will read about the Pacific North West including wilderness, resource-based community, and Native American literature. We will finish the semester with a brief survey of American Literary development in relationship to historical and world movements/eras. Spring semester we will focus on World Literature in poetry, short stories, and novels, ending in Britain with Shakespeare's *Midsummer Night's Dream*.

**AEROSPACE LIT & DESIGN**

GRADE: 11, 12

CREDIT: 0.5

ENG 400 (Semester 2)

Aerospace Lit and Design explores science fiction, NASA and aerospace industry design proposals and the field of team dynamics to predict the ways humans will settle outer space. In this class, students become part of a fictional aerospace corporation that designs the operations, infrastructure, human factors, automations and business ventures that go into colonizing space and other planets. The final product for this class is a professional grade design proposal (a Statement of Work) that we submit to various NASA-sponsored national and international contests. Along the way we read, watch and critique classic and emerging science fiction masterpieces, practice research skills, predict technological advancements, practice design briefs, and learn the fundamentals of concise, clear technical writing. A select group of class members may be asked to form an Aerospace Design Team that travels to NASA to compete in the International Space Settlement Design competition or to present their designs at aerospace industry symposiums.

**CONTEMPORARY LIT & FILM**

GRADE: 11, 12

CREDIT: 0.5

ENG 155

This course will focus on 10-12 great short stories and how they were successfully adapted to film. Students will examine literature as film and film as literature. The stories and films will cover a wide range of genre and style. Titles may include such short stories as *The Body* by Stephen King adapted to *Stand by Me* and *The Sentinel* by Arthur C. Clarke as *2001 Space Odyssey*. Students will be asked to “adapt” a scene from a favorite story or novel as a screen play and write an original script for a short film.

**EPIC LITERATURE**

GRADE: 11, 12

CREDIT: 0.5

ENG 139

Epic: the story of the heroes, battles and journeys that shape our civilization. Long before #epic reached 13 million Instagram posts, long before the first YouTube videos of full-court shots and XGames craziness, and way before some surfer cried out “Whoa! Epic, dude!”, to describe some sick move, the Epic was THE story of our species where men and gods battled for the heart of civilization and the soul of our species.

This class will explore the genre of the Epic in its poem form going back to the ancient Greeks, will follow the Epic’s long and powerful influence on modern works such as *The Lord of the Rings*, *Narnia*, and *Percy Jackson*.

**FOOD: FISH, FOWL, FARM & FORK**

GRADE: 11, 12

CREDIT: 0.5

ENG 309

Why does food matter? Is eating a political act? Are you what you eat? Where does our food come from? We will explore these topics through exposure to excellent (mostly non-fiction) writing about food, agriculture and environmental sustainability, possible cooking ‘labs’ that will help us learn through the preparation and tasting of food, and interactions with experts like farmers, fishermen, hunters and other food producers through guest appearances and field trips to local restaurants and farms. Along the way, we’ll write food blogs based on tasting notes, restaurant reviews, personal essays and a final critique of the way we eat. This course will address three themes: **food and culture**, **food and the environment**, and **food and power**.

**SPEECH COMMUNICATIONS I**

GRADE: 11, 12

CREDIT: 0.5

ENG 651

At some point in your life, you’ll be asked to speak in front of other people. This course will make sure you’ll be ready to knock their socks off! From campfire storytelling, to wedding toasts to demonstration speeches to formal debates, if it’s a form of public speaking we’ll practice it. Students will develop their own personal speaking style, work on crafty persuasion tactics and learn techniques to overcome stage fright. We will also practice improvisation and study famous speeches from history to Hollywood. Be prepared! Be believed! Take speech.

**AP LANGUAGE & COMPOSITION**

Grade: 11, 12

Credit: 1.0

ENG 157 (Semester 1)

ENG 158 (Semester 2)

\*Yearlong course. Sign up for both semesters.

\*FEE: AP costs are between \$50-\$100 for the books and approximately \$96 for the AP examination fee. AP Course Approval Form required.

The content and activities of this class prepare students to take the AP Language/Composition exam in May 2021. Students who earn a 3, 4 or 5 score on the exam may petition the college they attend for college credit for the course. Because this class operates on a college level, it is intended for the confident reader and competent writer. Students develop critical thinking skills through peer critiques, journals, and writing that include expository, narrative and argumentative essays. They read fiction, nonfiction, poetry and prose from a variety of periods. Lively class discussion of these works is based on reading finished outside of class.

**SENIOR ANALYTICAL WRITING**

GRADE: 12

CREDIT: 0.5

ENG 800 (Semester 1)

ENG 808 (Semester 2)

\*Semester long course, sign up for only 1 semester.

This is a 1 semester class focused on communication, academic reflection, and preparation for the senior exhibition in June. Students will create and participate in Socratic Seminars on a variety of literary and social events, write in a variety of formal genres, study purposeful integration of visual aids, write an academic reflection essay, complete a resume, and prepare/practice a 25 minute Senior Exhibition presentation. Students who take this class Fall semester should understand that they will be completing Senior Exhibition work by February that they will need to hold on to and revisit individually for presentation in May/June.

**ENGLISH LANGUAGE LEARNERS**

GRADE: 9, 10, 11, 12

CREDIT: 0.5

\*Placement test required to enter class.

The primary goal of this class is to develop English language proficiency. The class assists students in communicating effectively in English, in all four language domains, reading, writing, speaking and listening, in order to maximize learning in academic content as well as to use English appropriately in all settings. Components of the class include academic vocabulary development, direct instruction in reading with a focus on comprehension and fluency, journaling, English grammar and writing projects. Curriculum is driven by the Washington English Language Proficiency Standards.

Students are required to take a placement test to enter this class. Once in the class they are required to take the WELPA (Washington English Language Proficiency Assessment) annually until they exit the program. The WELPA is given annually as mandated by the state and provides exiting criteria.

**LANGUAGE ARTS LAB**

GRADE: 9, 10, 11, 12

CREDIT: 0.5

ENG 967 (Semester 1)

ENG 968 (Semester 2)

\*Students must be eligible for special education services to take this class.

Language Arts Laboratory courses provide instruction in basic language skills, integrating reading, writing, speaking, and listening, while placing great emphasis on the progress of individual students. Course content depends upon students' abilities and may include vocabulary building, improving spelling and grammar, developing writing and composition skills, reading silently or aloud, and improving listening and comprehension abilities.

**ENGLISH FUTURES**

GRADE: 9, 10, 11, 12

CREDIT: 0.5

ENG 306 (Semester 1)

ENG 308 (semester 2)

\*Students must be eligible for special education services to take this class.

This course is designed to assist students in reaching their reading goals. Each student has an Individual Education Plan. The reading material will assist students with improving comprehension, understanding the main idea, vocabulary, spelling and grammar.

# Mathematics

## Math Course Sequences:

Integrated I → Integrated II → Integrated III → Pre-Calculus → AP Calculus AB or BC

Integrated I → Integrated II → Integrated III → Other Math courses as appropriate

Students are required to successfully complete a minimum of six semesters of math (3 credits) in grades 9-12. Any of the courses offered by the Math Department can be used to satisfy this minimum requirement. In addition, a student must demonstrate mathematical competency in order to graduate. Competency will be demonstrated by performance on statewide assessment tests or other avenues outlined by the state.

Students in the Core Connections Integrated series use problem-solving strategies, questioning, investigating, analyzing critically, gathering and constructing evidence, and communicating rigorous arguments justifying their thinking. Students learn in collaboration with others while sharing information, expertise, and ideas. The course is well balanced among procedural fluency (algorithms and basic skills), deep conceptual understanding, strategic competence (problem solving), and adaptive reasoning (extension and application). The lessons in the courses meet all of the content standards of the Common Core State Standards for Mathematics. The course embeds the CCSS Standards for Mathematical Practice as an integral part of the lessons in the course.

Students are strongly encouraged to maintain and improve their math skills by taking math courses beyond the minimum graduation requirements, in preparation for jobs, college, or future training. The University of Washington, Washington State University, Western Washington University, as well as technical schools are currently recommending math classes through “Pre-Calculus.” However, Integrated I, II and III (Algebra, Geometry, and Algebra II) constitute the minimum entrance requirement for most schools. Students expecting to major in a math-related field should finish calculus if possible.

## NOTE:

- Calculators: A TI-84 PLUS Silver graphing calculator is highly recommended for all math students.
- Before registering in a math course, check with your current math teacher regarding your options.

**INTEGRATED MATH I**

GRADE: 9, 10

CREDIT: 1.0

MAT 301 (Semester 1)

MAT 302 (Semester 2)

\*Yearlong course. Sign up for both semesters.

\*Teacher Signature required on Course Enrollment Form

Integrated I is the first year of a three-year course progression in which students will discover the concepts of algebra, geometry and statistics with an overall theme of problem solving. The essential skills and concepts that will be mastered in this course include: exponents, functions, transformations, regression, sequences, systems of equations, congruence, coordinate geometry, inequalities, statistics, and constructions.

**INTEGRATED MATH II**

GRADE: 9, 10, 11

CREDIT: 1.0

MAT 621 (Semester 1)

MAT 622 (Semester 2)

\*Yearlong course. Sign up for both semesters.

\*Teacher Signature required on Course Enrollment Form

Integrated II uses algebra to write and solve equations arising from geometric situations. Geometric transformations, investigations of patterns, properties of plane figures, probability, and investigations of functions including square root and simple inverse functions, manipulation of expressions to solve problems such as factoring and geometric modeling are all included in the second year of the integrated courses.

**INTEGRATED MATH III**

GRADE: 9, 10, 11, 12

CREDIT: 1.0

MAT 322 (Semester 1)

MAT 323 (Semester 2)

\*Yearlong course. Sign up for both semesters.

\*Teacher Signature required on Course Enrollment Form

Integrated Math III aims to apply and extend what students have learned in previous courses by focusing on finding connections between multiple representations of functions, transformations of different function families, finding zeros of polynomials and connecting them to graphs and equations of polynomials, modeling periodic phenomena with trigonometry, and understanding the role of randomness and the normal distribution in making statistical conclusions.

**APPLIED MATH WITH PERSONAL  
FINANCE**

GRADE: 11, 12

CREDIT: 0.5

MAT 700 (Semester 1)

\*PREREQUISITES: Algebra I, Geometry

\*Teacher signature required on Course Enrollment Form.

This course is designed to connect algebra and thinking quantitatively to what is going on in your life. The objective is to understand finance in mathematical terms and gain confidence in your ability to manage money. It will review and strengthen your algebra mechanics, problem solving skills, and quantitative/qualitative analysis of real life issues. The course will focus on Financial Literacy competence.

**PERSONAL FINANCE**

GRADE: 11, 12

CREDIT: 0.5

MAT 702 (Semester 2)

\*PREREQUISITES: Algebra I, Geometry

\*Teacher signature required on Course Enrollment Form.

This is a reality-based class with the goal of creating financially responsible high school students. This semester-long class will cover four distinct categories in personal finance:

- Saving, Budgeting, and Investing
- Credit and Debt
- Financial Responsibility and Money/Investing Management
- Insurance/Risk Management and Income/Careers

**PRE-CALCULUS**

GRADE: 11, 12

CREDIT: 1.0

MAT 629 (Semester 1)

MAT 630 (Semester 2)

\*Yearlong course. Sign up for both semesters.

\*Teacher Signature required on Course Enrollment Form

A yearlong course covering advanced study of polynomial functions, finite sequences, exponential functions, trigonometry, conic sections, data analysis, vectors, limits, probability and statistics. Students develop a working knowledge of this basic set of functions as preparation for the descriptive and analytical techniques in calculus. A graphing calculator is required (TI-84 PLUS Silver is recommended). There is an option for 5 quarter credits per semester available through Central Washington University when taking this class.

**AP CALCULUS AB**

GRADE: 11, 12

CREDIT: 1.0

MAT 600 (Semester 1)

MAT 601 (Semester 2)

\* Yearlong course. Sign up for both semesters. AP Course Approval Form required.

\*FEE: AP costs range from \$100 - \$150 for the books and approximately \$96 for the AP exam fee. A graphing calculator is required (TI-84 PLUS Silver is recommended)

Calculus AB is a college level mathematics course that prepares students to take the Advanced Placement exam in the spring. Both tests and homework assignments reflect the ability of students to handle rigorous assignments at the college level. Basic course concepts include functions, graphs, limits, and asymptotic and unbounded behavior, continuity as a property of functions, derivatives and integrals. A graphing calculator is required for this course. Students who receive a 3, 4, or 5 on the AP test may petition the college they attend for college credit for the course.

**AP CALCULUS BC**

GRADE: 11, 12

CREDIT: 1.0

MAT 650 (Semester 1)

MAT 651 (Semester 2)

\* Yearlong course. Sign up for both semesters.

\*FEE: AP costs range from \$100 - \$150 for the books and approximately \$96 for the AP Exam fee. A graphing calculator is required (TI-84 PLUS Silver is recommended). AP Course Approval Form required.

Calculus (BC) is a college level mathematics course that prepares students to take the Advanced Placement exam in the spring. This course overlaps and continues beyond the AB course. Both tests and homework assignments reflect the ability of students to handle rigorous assignments at the college level. Basic course concepts include functions, graphs, limits, and asymptotic and unbounded behavior, continuity as a property of functions, derivatives and integrals. A graphing calculator is required for this course. Students who receive a 3, 4, or 5 on the AP test may petition the college they attend for college credit for the course.

**BRIDGE TO COLLEGE COURSE**

GRADE: 12

CREDIT: 1.0

**MATHEMATICS**

MAT 501 (Semester 1)

MAT 502 (Semester 2)

\*Yearlong course. Sign up for both semesters.

The Bridge to College course for Mathematics is a fourth-year (senior-level) course. The course is designed for those students who scored a Level 2 on the Smarter Balanced high school assessment (10th grade). Taking this course is one of the graduation pathways to meet the Mathematics Smarter Balanced Assessment Standard in order to earn a diploma from Friday Harbor High School. Students who earn a "B" or better in the Bridge Course are eligible to enter credit-bearing coursework in any of the State of Washington Community and Technical Colleges. The course is grounded in essential career and college readiness expectations as reflected in the Washington State K-12 Learning Standards for Mathematics (the Common Core State Standards) to ensure that students passing the course are fully prepared for college-level coursework.

**GENERAL MATH RR**

GRADE: 9, 10, 11, 12

CREDIT: 0.5

MAT 949 (Semester 1)

MAT 950 (Semester 2)

\*Students must be eligible for special education services to take this class.

This course is designed to reinforce General Applied Math and Pre-Algebra courses to reinforce general math skills, extending these skills to include some pre-algebra and algebra topics. Students will use these skills in a variety of practical consumer, business and occupational applications.

**MATH FUTURES**

GRADE: 9, 10, 11, 12

CREDIT: 0.5

MAT 306 (Semester 1)

MAT 307 (Semester 2)

\*Students must be eligible for special education services to take this class.

This course is designed to assist students in mastering basic math concepts that are part of their individualized goals. This class will help students who need a basic understanding of math concepts that are necessary for success in everyday situations at school, work and home.

**GENERAL APPLIED MATH**

GRADE: 9, 10, 11, 12

CREDIT: 0.5

MAT 235 (Semester 1)

MAT 236 (Semester 2)

\*Students must be eligible for special education services to take this class.

General Applied Math courses reinforce general math skills, extend these skills to include some pre-algebra and algebra topics, and use these skills in a variety of practical, consumer, business, and occupational applications. Course topics typically include rational numbers, measurement, basic statistics, ratio and proportion, basic geometry, formulas, and simple equations.

**STUDENT STORE**

GRADE: 9, 10, 11, 12

CREDIT: 0.5

MAT 403 (Semester 1)

MAT 404 (Semester 2)

\*Students must be eligible for special education services to take this class.

The student store will provide a learning opportunity to engage students in obtaining the fundamentals of operating a profitable business. Students will learn business, entrepreneurial and leadership skills as part of this course. The class will consist of both coursework and hands-on experience operating the student store. This class may be taken as a semester or a yearlong class. Math Credit or Technology and Life Skills will be given for this course.

# Science

Science promotes curiosity and a sense of wonder, encourages life-long exploration, and provides a foundation for understanding the natural world. Science courses promote hands-on learning in an environment that fosters inquiry. Through scientific investigation, students expand their knowledge to better understand and explain the phenomena they observe in the world around them.

Learning in science depends on actively doing science. Active engagement in hands-on science learning enables students to create a personal sense from the physical world.

Two years of lab science courses (4 semesters) and one year of a science elective (2 semesters) is the minimum graduation requirement for all students in grades 9-12. All students should enroll in additional science courses to maximize learning possibilities and create post-high school options.

Lab Sciences: Washington State defines a lab science as, “any instruction that provides opportunities for students to interact directly with the material world, or with data drawn from the material world, using the tools, data collection techniques, models and theories of science.”

**BIOLOGY – THE LIVING EARTH**

Grade: 9, 10, 11, 12

Credit: 1.0

SCI 701 (Semester 1)

SCI 702 (Semester 2)

\*Yearlong course. Sign up for both semesters.

\*Lab Science

This is a full yearlong course of Biology. We examine the chemistry of life, the cellular basis of life, DNA and genetics. We examine the cellular basis of energy, how energy moves through ecosystems, how the environment works in small scale and across the entire planet, how animals exist and change throughout time in their environment and what types of environments are present on planet Earth. Key biological concepts are further reinforced and elaborated upon through lab experiences. This content is vital for success on the new Next Generation Science Standards exam.

**CHEMISTRY – IN THE EARTH SYSTEM**

Grade: 9, 10, 11, 12

Credit: 1.0

SCI 661 (Semester 1)

SCI 662 (Semester 2)

\*Yearlong course. Sign up for both semesters.

\*Lab Science

This is a full yearlong course of Chemistry. Students will attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. The theoretical aspects of chemistry are emphasized including the structure of matter, kinetic theory of gases, chemical equilibria, chemical kinetics and thermodynamics. Key chemical concepts are further reinforced and elaborated upon through lab experiences. This content is vital for success on the new Next Generation Science Standards exam.

**HUMAN ANATOMY & PHYSIOLOGY**

Grade: 10, 11, 12

Credit: 0.5

SCI 508 (Semester 1)

\*PREREQUISITES: Physics, Chemistry, Biology, or Instructor Permission

This course is a challenging and intensive investigation of human body systems that includes the molecular, cellular and tissue level of the organ systems. Students will engage in discussion, activities and laboratories, and write research papers to gain a better understanding of the structure and physiologic processes of the healthy body. Current trends and treatments in medicine as well as medical ethics are explored. Guest speakers are invited to make presentations. This class will consider career opportunities within the medical field. This course may be taken for college credit as a UW in the High School Course. Students will be required to register with the University of Washington and complete additional honors level projects during the semester.

**EPIDEMIOLOGY: INFECTIOUS  
DISEASES**

Grade: 10, 11, 12

Credit: 0.5

SCI 509 (Semester 2)

\*PREREQUISITES: Anatomy & Physiology

This course is the second semester component of the Health Science Pathway for students interested in careers in medicine or health science. Students will learn about the human body's response to infectious disease, the history of disease in the 21st century and the upcoming issues that the world will be facing. This course will showcase careers in health science as well as the efforts of the Centers for Disease Control and Prevention. Part of this course will be required training in HIV as part of the requirements for WA State Certified Nursing Assistant requirements as well as other industry recognized trainings. This course is a requirement for the health science worksite learning opportunities.

**MARINE BIOLOGY**

GRADE: 10, 11, 12

CREDIT: 0.5

SCI 527 (Semester 1)

\*NOTE: This course may be used to meet a science (non-lab).

We live in a small island community surrounded by the ocean, yet few people know what lies beneath the surface of the water. This course will focus on the scientific study of the ecology and behavior of microbes, plants, and animals inhabiting our local and worldwide oceans, coastal waters, and saltwater wetlands including their interactions with the physical environment. We will cover marine botany, marine invertebrates, ichthyology, marine mammals, marine population dynamics, and the latest trends in biodiversity.

**OCEANOGRAPHY**

GRADE: 10, 11, 12

CREDIT: 0.5

SCI 523

\*PREREQUISITES: Physics, Chemistry, Biology, or Instructor Permission

\*Lab Science

This in-depth course will introduce you to the fundamental principles of oceanography with special emphasis on the waters that surround us – the Washington coast and the Salish Sea. Course content includes the geologic history of the planet, the physics and chemistry of coastal waters, marine food webs and ecology, and relevant environmental concerns. Key concepts are further reinforced and elaborated upon through lab experiences. This course may be taken for college credit as a College in the High School Course through Skagit Valley Community College. Students will be required to registers through Skagit Valley Community College and complete additional honors level requirements throughout the course.

**AP CHEMISTRY**

Grade: 10, 11, 12

Credit: 1.0

SCI 750 (Semester 1)

SCI 751 (Semester 2)

\*Yearlong course. Sign up for both semesters.

\*PREREQUISITES: C or above in Biology, Physics I, and Chemistry I

\*Lab Science

\*FEE: AP costs range from \$100 - \$150 for the books and approximately \$96 for the AP Exam fee. AP Course Approval Form required.

AP Chemistry is designed to be the equivalent of a college general chemistry course. Students will attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. The theoretical aspects of chemistry are emphasized including the structure of matter, kinetic theory of gases, chemical equilibria, chemical kinetics and thermodynamics. The quantitative differences from Chemistry I include the number of topics treated, the time spent on the course, and the nature and variety of experiments done in the laboratory.

**AP ENVIRONMENTAL SCIENCE**

Grade: 10, 11, 12

Credit: 1.0

SCI 850 (Semester 1)

SCI 852 (Semester 2)

\*Yearlong course. Sign up for both semesters.

\*PREREQUISITES: C or above in Biology and Chemistry

\*Lab Science

\*FEE: AP costs range from \$100 - \$150 for the books and approximately \$96 for the AP Exam fee. AP Course Approval Form required.

This course will focus on the “real science” behind environmental problems. The goal of this course will be to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. Students will identify and analyze environmental problems both natural and human-made. They will evaluate the relative risks associated with these problems and will examine and problem solve alternative solutions for preventing further problems. Students who receive a 3, 4, or 5 on the AP exam may petition the college they attend for college credit for the course.

**STEM FOUNDATIONS**

GRADE: 9, 10

CREDIT: 0.5

STM 100

\*FEE: Each student will be assessed \$20 to cover partial cost of consumable materials for this class.

\*Required prerequisite for STEM Development and Principles of STEM

STEM Foundations is a project-based class where students apply principles of science, math, and technology in an introduction to the challenges, tools and disciplines of the field of engineering. Shop machines, computers, engineering software, and precision tools will be combined with challenging texts and classroom instruction. This course will introduce students to the challenges and fun of engineering and technology studies through great design and build projects. Students will explore different production materials to learn about their properties and about choosing the right material for the job. Culminating projects include: VEX Robotics Challenges, 3D Printing, Laser Cutting, CNC Routing, Underwater ROV Builds, Bridge design and testing as well as other STEM challenges.

**STEM DEVELOPMENT**

GRADE: 10, 11, 12

CREDIT: 0.5

STM 200

\*FEE: Each student will be assessed \$20 to cover partial cost of consumable materials for this class.

\*PREREQUISITE: STEM Foundations

The second course in our introductory STEM courses STEM Development will build on your existing knowledge of the tools and software in our STEM center and push your engineering and design expertise. This project based course will introduce topics from automation to coding as well as advanced topics in Computer Aided Design, Rapid Prototyping and more. Culminating Projects include: Kickstarter Campaign, Autonomous Vehicle Challenges, User Interaction Design, CNC Routing, and Structural Engineering.

**PRINCIPLES OF STEM**

GRADE: 11, 12

CREDIT: 0.5

STM 300

\*FEE: Each student will be assessed \$20 to cover partial cost of consumable materials for this class.

\*Instructor permission required before enrolling in course.

\*Course is repeatable for credit with written instructor permission.

\*PREREQUISITE: STEM Foundations & STEM Development

In Principles of STEM students will explore the practices of science research and engineering design, perform a substantive literature review, and conduct an in-depth, student-initiated STEM project. Student work will be prepared for participation in at least one or more approved STEM Competitions or Showcase Events of their choice. Students will have the opportunity and support to enter their projects for prize recognition, scholarship and in some cases money. Emphasis is placed on college level reading, writing, and oral communication practices used in Scientific and Engineering Research and Design.

# Social Studies

The Social Studies department is committed to developing reflective and enlightened democratic citizens who effectively participate in local, state, national and international affairs. This global approach helps students to develop an appreciation and understanding of their own cultural heritage, including diversity and its role in contemporary society. Students will study the motives, actions, and consequences of human beings as individuals, as groups and as societies in a variety of places and times. In studying this wide array of information, students will not only learn about human history in general, but also about themselves.

Throughout the social studies curriculum each student develops thinking, writing, speaking, listening, and reading skills, and learns how to articulate, modify, and defend positions by learning to analyze a defined body of content. Additionally, the student learns about the physical world in geographical contexts.

Clearly, students need to acquire a basis of knowledge before they can communicate ideas effectively or think critically. However, the knowledge explosion and the increasingly sophisticated means whereby students can readily access information suggest that students must be equipped with thinking skills and thinking attitudes to evaluate a bewildering array of choices. In social studies classes, students are presented with a varied set of learning activities to develop these thinking skills, as well as reading, writing and speaking skills. All students are encouraged to listen to a news broadcast daily and read newspapers and journals available in the home, the school and San Juan libraries.

Minimum Required for Graduation:

6 Semesters of Social Studies – 3.0 Credits

2 semesters of World History

2 Semesters of U.S. History

2 semesters of American Government

\*Washington State History must be met prior to graduation

\*NOTE: It is suggested that students interested in taking AP classes take them in the following order:

10<sup>th</sup> Grade: AP World History

11<sup>th</sup> Grade: AP US History

12<sup>th</sup> Grade: AP US Government

## **WASHINGTON HISTORY**

GRADE: 9,10, 11, 12

CREDIT: 0.5

SSC 508

\*Required to graduate.

This course will examine the history of Washington from its geological formation to the present. Emphasis will be given to Native American cultures and the development of the state and its role in American history. Current political, social and economic issues and events will also be covered.

## WORLD HISTORY

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### **CURRENT EVENTS**

GRADE: 9,10, 11, 12

CREDIT: 0.5

SSC 538

This course focuses on an in-depth look at some of the biggest political, economic and social problems in the U.S. and the world today. Students will read current newsmagazines and newspapers to familiarize themselves with major events. The class will rely heavily on discussions and debates. Internet research skills are important.

### **WORLD WAR II & WORLD HISTORY**

GRADE: 9,10, 11, 12

CREDIT: 0.5

SSC 547

World War II was one of the most important events in the 20<sup>th</sup> century. This course will examine the history of the 20<sup>th</sup> century through the lens of World War II. The causes for the start of WWII, including WWI, and the impact of the war, including the Cold War. The class will study the political, social, economic, and technological aspects of World War II using various methods to do research and develop projects.

### **VIETNAM WAR & THE WORLD IT**

GRADE: 9,10, 11, 12

CREDIT: 0.5

#### **MADE**

SSC 484

This course will focus on how the Vietnam War impacted everyone involved including: Southeast Asia, United States, Russia, China. The course will study the impact the Vietnam War had on the Cold War and world history, leading to today as well as Vietnam's impact on US foreign policy. The course will give a general overview of Vietnam and South East Asian History, leading up to WWII, through the end of colonialism and into American involvement and beyond. We will also examine the dual ideologies of Communism v Democracy, how the Cold War affected Vietnam and the power struggles inherent in those years.

### **THE MIDDLE EAST & THE WAR ON**

GRADE: 9,10, 11, 12

CREDIT: 0.5

#### **TERROR**

SSC 485

This course will focus on how the War on Terror has shaped our current world, from the 1970s to today, focusing on Iran, Lebanon, Iraq, Afghanistan, and Syria. The course will study the impacts that the war has had on the region and the world, with a focus on how al-Qaeda, ISIS and others have shaped the 21st Century as we enter the 20th year of the war. The class will examine this from all aspects from the soldiers to civilians to the leaders of all involved. We will also look into the impacts of the War economically, politically and socially.

**ECONOMICS & SOCIAL MEDIA**

GRADE: 10, 11, 12

CREDIT: 0.5

**MARKETING**

SSC 535

This course is designed to give students an introduction to how economic decisions made every day by both consumers and the government affect our lives. Concepts such as supply and demand, prices, wages, availability of natural resources, outsourcing and globalization will be addressed. In addition, students will be introduced to the stock market, investments, credit vs. debit cards, various loans and personal finance. The government's role in setting and then regulating economic policy will be covered also.

Understanding economics is one step; effective marketing in the technological world we live in is the next. Even in the rapidly changing social media environment, it is possible to design effective strategies and create dynamic content to reach target audiences. This course is also designed to introduce students to professional strategies for personal and organizational branding and marketing across current and future social media platforms. Students will be asked to design effective marketing campaigns that effectively deliver messages to a wide audience.

**AP WORLD HISTORY**

GRADE: 9, 10, 11, 12

CREDIT: 1.0

SSC 581 (Semester 1)

SSC 582 (Semester 2)

\*Yearlong course. Sign up for both semesters.

\*FEE: AP costs range from \$100 - \$150 for the books and approximately \$96 for the AP Exam fee.

\*AP Course Form required.

This course examines the history of human experience from a global perspective. The development of human societies from gathering-hunting groups and early agricultural societies into major civilizations and other complex societies will be traced. Special attention will be given to those transformations which have produced new modes of organizing human life. Religious, economic and political dimensions will be discussed. The primary focus will be on the period from the rise of ancient civilizations through the time of large-scale empires to the early modern era of worldwide trade and gunpowder empires. Routine homework assignments include reading assignments 4-5 times a week; 2-3 quizzes or short essays a week, debates, and short research papers.

## UNITED STATES HISTORY

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### **U.S. HISTORY I**

GRADE: 10, 11, 12

CREDIT: 0.5

SSC 811 (Semester 1)

\*Required class

\*Recommended for 10<sup>th</sup> and 11<sup>th</sup> grade

\*Students taking U.S. History must also sign up for U.S. History 2 in the same school year.

Students will review the revolutionary and constitutional period of the 18<sup>th</sup> century followed by a review of the Civil War. Industrialization will be the focus of the class. Study of the rise of industrialization and its effects up to the Great Depression of the 1930s will also be covered.

### **U.S. HISTORY II**

GRADE: 10, 11, 12

CREDIT: 0.5

SSC 812 (Semester 2)

\*Required class

\*Recommended for 10<sup>th</sup> and 11<sup>th</sup> grade

\*Students taking U.S. History must also sign up for U.S. History 1 in the same school year.

The students will cover World War II and come to understand how the United States emerged as a world power in the 20<sup>th</sup> century. The focus after that will concern the economic, social and political developments of the last sixty-five years.

### **AP U.S. HISTORY**

GRADE: 10, 11, 12

CREDIT: 1.0

SSC 518 (Semester 1)

SSC 519 (Semester 2)

\*Yearlong course. Sign up for both semesters.

\*FEE: AP costs range from \$100 - \$150 for the books and approximately \$96 for the AP Exam fee. AP Course Approval Form required.

\*Recommended for 11<sup>th</sup> grade students

This course is a college level “survey” of American History. Content covers America from its beginning as a series of European colonies to the present with attention given to the Native American people. Students will be expected to read from a variety of resources, specialized histories, original writings and speeches, summaries of court cases, as well as traditional textbooks. Students will also be expected to write regularly in a variety of formats and for a variety of purposes. The focus of the course is to prepare students to take the Advanced Placement U.S. History exam in May. Students who receive a 3, 4, or 5 on the AP Exam may petition the college they attend for college credit for the course.

## GOVERNMENT

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### **AMERICAN POLITICAL SYSTEMS**

GRADE: 11, 12

CREDIT: 0.5

SSC 590 (Semester 1)

\*Required class

This course presents an overview of how the United States political system works. Students learn about political parties and their beliefs, the election process, how Congress operates and the job of the President. Emphasis is placed on controversial issues facing the country. Students will participate in a major debate project.

### **THE CONSTITUTION & JUDICIAL SYSTEM**

GRADE: 11, 12

CREDIT: 0.5

SSC 591 (Semester 2)

\*Required class

This course focuses on the underlying foundations of the United States democratic system. Students will study the form and function of both democracies and dictatorships. A careful study of the U.S. Constitution and Bill of Rights will emphasize the rights and responsibilities of citizenship in America. Students will receive first-hand experience in how the legal system works by participating in a mock trial.

### **AP U.S. GOVERNMENT**

GRADE: 11, 12

CREDIT: 1.0

SSC 850 (Semester 1)

SSC 852 (Semester 2)

\*Yearlong course. Sign up for both semesters.

\*FEE: AP costs range from \$100 - \$150 for the books and approximately \$96 for the AP Exam fee. AP Course Approval Form required.

\*Recommended for 12<sup>th</sup> grade students

This is a college level course that focuses on both the study of general concepts used to interpret U.S. politics and the analysis of specific examples. Units of study include: The Constitution as the foundation of U.S. government, political beliefs and behaviors, political parties, interest groups and the media, the executive, legislative, and judicial branches, public policy, civil rights and civil liberties.

# World Language

In this age of increasing international relations and an economy intertwined on a global scale, a knowledge of foreign languages is as central to a high school education as is a knowledge of mathematics or English. It opens up new horizons and expands one's knowledge and understanding of other people—their cultures and aspirations.

Just as important is the fact that almost all colleges and universities, regardless of other admission requirements, required foreign language study in high school. Most of them require two to three years, which will prepare students to take the University of Washington's proficiency test, required for graduation from the UW.

## **SPANISH I**

GRADE: 9, 10, 11, 12

CREDIT: 1.0

SPA 111 (Semester 1)

SPA 113 (Semester 2)

\*Yearlong course. Sign up for both semesters.

This is a yearlong class in which students will develop skills for everyday communication in Spanish. Emphasis is on verbal, real-life communication, listening comprehension, writing and reading skills, through a variety of activities, projects and presentations. Students will also learn about customs and peoples in Spanish-speaking countries.

## **SPANISH II**

GRADE: 10, 11, 12

CREDIT: 1.0

SPA 202 (Semester 1)

SPA 203 (Semester 2)

\*Yearlong course. Sign up for both semesters.

\*PREREQUISITE: Spanish I

This class is an enhancement of skills learned in Spanish I. Students will further develop skills as outlined in Spanish I, while learning more about the cultures of Spanish-speaking countries. Spanish II includes a variety of activities, projects and presentations to further communication, listening comprehension, writing and reading skills in Spanish.

## **SPANISH III**

GRADE: 11, 12

CREDIT: 1.0

SPA 333 (Semester 1)

SPA 334 (Semester 2)

\*Yearlong course. Sign up for both semesters.

\*PREREQUISITE: Spanish II

\*Speaking Contract Required

This course is an in-depth study of the Spanish language and culture. Concepts and grammar from Spanish I and II will be used to further increase language skills in Spanish III. This course will offer students a varied curriculum which incorporates individual and group presentations, readings and discussions in Spanish, hands-on cooking and art projects, along with the opportunities for field trips and community involvement. **\*Spanish 3 Course Requirement:** Speaking contract signed by both student and teacher required to be completed before registering.

# Fitness & Health

The goal of the Physical Education/Health program is to provide opportunities for students to acquire the knowledge and skills necessary to become a physically fit well-educated person. The program strives to give students an understanding of the concepts and skills necessary for safe and healthy living. The program will provide the knowledge, skills and interests necessary to pursue lifetime sports and activities. Students will also develop a personal fitness and wellness program. In addition, students will develop self-esteem, motor skills and coordination by successfully participating in a variety of cooperative and individual activities. Students will also develop techniques for coping with stress and for avoiding drug use and abuse. They will develop an understanding of how the human body functions related to diseases, nutritional needs and appropriate hygiene.

The Exercise and Health Science class is strongly recommended to be taken in 9<sup>th</sup> or 10<sup>th</sup> grade and is the prerequisite for all other physical education classes. Health and physical education classes are academic as well as participation classes. Students are graded on participation, portfolio work and improved fitness. Attendance is very important to success in class. The student can only be excused from participation with a parent or doctor's note. Parents should contact the teacher if they have any questions regarding their child's participation in a physical education class.

**EXERCISE & HEALTH SCIENCE**  
PHE 420

GRADE: 9, 10

CREDIT: 0.5

This course is designed to provide students with the knowledge and ability to attain and maintain an active, healthy lifestyle. There is a strong emphasis on individual fitness including exercise physiology, biomechanics, motor learning, and anatomy/ physiology. All students will participate in physical fitness testing as required by Washington State. Students will also gain experience playing team sports/games and learning about sportsmanship, offensive/defensive strategies, movement concepts, and training principles. Integrated Health Science topics will include: lifetime wellness; emotional health and stress; nutrition; relationships; addiction; problem solving and coping strategies; communication and refusal skills; communicable and non-communicable diseases; human sexuality; CPR and first aid; environmental health risks; and consumer awareness related to health and wellness programs and products. This course has been aligned to the Washington State Framework for Health Science and Physical Education.

**STRENGTH & CONDITIONING I & II**  
PHE 600 (Semester 1)  
PHE 601 (Semester 2)

GRADE: 9, 10, 11, 12

CREDIT: 0.5

\*PREREQUISITE: Exercise & Health Science

Students will have the opportunity to participate in a comprehensive weight-training program to enhance their physique, strength, speed, quickness, flexibility, balance, agility, coordination, and endurance. A baseline will be determined and each student's progress will be monitored. Plyometric and speed drills will be used to affect the student's physical prowess and athletic ability. This is an opportunity to develop the knowledge and skills necessary for a lifetime habit of physical fitness. Various types of conditioning programs will be explored. Nutrition, diet, and substance abuse will be explored as to their effect on conditioning, weight control, and growth. Strength Conditioning II is a continuation of the Strength and Conditioning I program. Students will have the opportunity to formulate a plan for individualize conditioning within the framework of the class.

**GROUP FITNESS**

GRADE: 9, 10, 11, 12

CREDIT: 0.5

PHE 201

\*PREREQUISITE: Exercise &amp; Health Science

This course is designed for the students interested in a total fitness program with an emphasis on aerobic activity in a cooperative group setting. Students will use a variety of aerobic and core strength activities including but not limited to aerobic dance, step aerobics, cardio boxing, jump rope, walking, jogging, circuit/interval training, Pilates, and yoga to increase cardiovascular endurance, flexibility, muscular strength and overall fitness. This course will also focus on the development of movement skills and movement knowledge, choreography, individual fitness goals, self-image, and personal growth.

**SPORTS OPTION**

GRADE: 9, 10, 11, 12

CREDIT: 1.0

\*You don't sign up for this class; just make a notation on the Course Enrollment Form.

Get form from Advisor during Student Conference, complete in Student Conference and leave with Advisor.

Students who participate in sports may receive one credit for Physical Education under the following conditions:

- Actual participation in four seasons of sports (playing on the team) and finish each season of sport as "members of the team in good standing."
- Receive a "pass" for one credit of P.E. / Health after applying for sports option credit and upon approval.

NOTE: A Sports Option Credit form must be completed and turned in to the Athletic Director upon completion of all sports in order to receive final approval and credit on your transcript.

# Visual & Performing Arts

While a variety of courses are offered, students are encouraged to maintain their involvement in the visual or performing arts area of their choice. Most of the course offerings in the visual and performing arts areas require maturity and commitment. For the most part, the kinds of problems students tackle in the arts are abstract. Solving them builds capabilities that directly transfer to other core subjects and life.

Through the study and the practice of the arts, students employ sound, image, action, and movement to solve problems, make decisions, think creatively, and use imagination. The process not only leads to a deeper understanding of one's own work and that of others in the arts, but also helps develop skills which are highly sought in the world of work.

\*An annual art fee of \$70 for each art class taken is required. Students will not be denied participation in a class because of financial inability to pay a fee. Please apply for a scholarship, as needed.

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## VISUAL ARTS

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### **ART 1**

GRADE: 9, 10, 11, 12

CREDIT: 1.0

ART 121 (Semester 1)

ART 221 (Semester 2)

\*Yearlong course. Sign up for both semesters.

Art 1 is a yearlong introductory course. This class is designed to give students a basic introduction to the Visual Arts. An emphasis will be placed on understanding and learning how to recognize and use the elements of art and the principles of design. Students will have the opportunity to explore a variety of two-dimensional media and techniques. Projects at this level are highly structured and clearly defined.

### **ART 2**

GRADE: 10, 11, 12

CREDIT: 1.0

ART 122 (Semester 1)

ART 222 (Semester 2)

\*Yearlong course. Sign up for both semesters.

\*PREQUISITE: Art 1

Art 2 is a yearlong intermediate level course. The class expands on many of the ideas and skills developed in Art 1. There is an emphasis on working with 3D concepts and digital photography. Students will explore a variety of new processes and media including, ceramics, sculpture, printmaking, and digital photography. Students are given some flexibility in developing their projects.

**ART 3**

GRADE: 10, 11, 12

CREDIT: 1.0

ART 123 (Semester 1)

ART 223 (Semester 2)

\*Yearlong course. Sign up for both semesters.

\*PREQUISITE: Art 1 and 2

\*This course can be taken repeatedly for credit.

Art 3 is a yearlong intermediate level course. The class is for the art student who wants to continue taking art after Art 2, but is uncertain if they want to enroll in the advanced level art courses. Art 3 follows a similar curriculum as Art 2 but allows the student more choices and flexibility on their projects. Students have the option to focus and expand on the successes they had in Art 2.

**STUDIO ART**

GRADE: 10, 11, 12

CREDIT: 1.0

ART 430 (Semester 1)

ART 431 (Semester 2)

\*Yearlong course. Sign up for both semesters.

\*PREQUISITES: Art 1 and 2

\*Approval from instructor required.

\*This course can be taken repeatedly for credit.

Studio Art is a yearlong advanced level course. The class assists students in creating a Sustained Investigation portfolio focused on a student's individual topic of inquiry.

Students should have a strong art foundation and be able to work independently, creatively solve difficult visual problems, and articulate using appropriate visual terminology. Students are expected to complete at least one project every two weeks. During the course of the year students will be researching and writing about their chosen topic of inquiry and creating a detailed sketchbook. Students are required to actively participate in class and peer critiques.

**INDEPENDENT STUDIO ART**

GRADE: 10, 11, 12

CREDIT: 0.5

ART 603

\*Approval from instructor required.

\*This course can be taken repeatedly for credit.

Independent Studio Art can be taken as a semester class or concurrently as a yearlong course. The class must be taken in conjunction with either Studio Art or AP Studio Art. The course was developed to give Studio Art and AP Studio Art and Design students more time to work independently on their Sustained Investigation portfolio. Students can select any period that an art course is scheduled. Because Independent Studio Art students are in the art room while lower level art classes are being taught they must be able to work autonomously.

**AP STUDIO ART & DESIGN**

GRADE: 11, 12

CREDIT: 1.0

ART 751 (Semester 1)

ART 752 (Semester 2)

\*Yearlong course. Sign up for both semesters.

\* Approval from instructor required.

\* AP Course Approval from required.

Advanced Placement Art and Design is an advanced studio-oriented art course with emphasis on both the college bound and career-oriented student. Students can select from three distinctively different portfolio types and exams including: AP 2-D Art and Design, AP 3-D Art and Design, and AP Drawing. The goal is to create a portfolio of college-level work and submit it for evaluation. A qualifying portfolio score can earn students college credit and/or advanced placement. Portfolios consist of two sections. The Sustained Investigation section requires students to conduct an inquiry-guided investigation through practice, experimentation, and revision. For the Selected Works section, work is expected to demonstrate skillful synthesis of materials, processes, and ideas. For both sections of the portfolio, students are expected to share information in writing about their work. Students who successfully complete one of the 3 portfolios can elect to create a different portfolio the following year. Students are expected to complete at least one project every two weeks. During the course of the year students will be researching and writing about their chosen topic of inquiry and creating a detailed sketchbook. Students are required to actively participate in class and peer critiques.

\*Seniors taking this course must submit a Portfolio to the Advanced Placement program.

## MUSIC

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Course fees apply to all band classes: ALL BAND students will be required to pay:

- \$15/year uniform fee.
- \$10/month or \$100/year rental fee for flutes, clarinets, trumpets, French horns
- \$15/month or \$150/year rental fee for alto and tenor saxophones
- \$20/year usage fee for baritone saxophone, baritone horn, and tuba (These instruments remain in the classroom and cannot be taken home. Instruments are shared & each use has their own mouthpiece)

### **CONCERT BAND**

GRADE: 9, 10, 11, 12

CREDIT: 1.0

MUS 520 (Semester 1)

MUS 521 (Semester 2)

\*Yearlong Course

This Concert Band class is for students who have at least two to three years of experience (or by Mr. Nelsen's approval). This class is for those who want to perform music at the secondary level. Students explore music theory, Major and minor scales, etudes, rhythms, musical notation and play through a variety music literature. Grade is earned by attendance, having materials, classroom effort, behavior, playing tests, written tests and attending performances.

Expectation and experiences to include: pep band to support school sports, band festival(s), workshops, local performances, two evening concerts and a possible overnight trip. Students are expected to attend all specified performances and wear appropriate concert attire including black dress shoes.

### **JAZZ/ ADVANCED BAND**

GRADE: 9, 10, 11, 12

CREDIT: 1.0

MUS 497 (Semester 1)

MUS 498 (Semester 2)

\* Yearlong Course

\*Past Friday Harbor HS experience, auditions and/or signature by Mr. Nelsen to sign up for this class.

\*Jazz band students are encouraged to enroll in Concert Band.

\*Boys will be issued a tux and girls a formal long black dress for concerts and festivals.

Entrance to Jazz/Advance Band is by audition and/or teacher recommendation. Students who audition successfully commit to participation for the entire school year. This group performs a wide variety of music such as blues, funk, Latin, shuffle, swing and even rock. This is a select class and students will be expected to learn more Major and minor scales than Concert Band. Improvisation is a big part of jazz and students will be expected to solo in class. Highlights include many performances, workshops, participation in a jazz festival and trip. Members are expected to attend all specified performances including pep band and concert band festivals with Concert Band. Jazz Band meets Monday-Friday before school in zero hour (7:15 to 8:10 AM). Jazz band music will be played Mondays, Wednesdays, and Fridays and Pep/Concert Music will be played Tuesdays and Thursdays. Two weeks before the festival it will be every day of jazz or concert music depending on which festival. There will be some flexibility and I will do my best to personal notify, post outside of band room or post on Skyward any changes in the rehearsal schedule.

**ZERO HOUR BAND**

GRADE: 10, 11, 12

CREDIT: 0.5

MUS 522 (Semester 1)

MUS 523 (Semester 2)

\* Yearlong Course

\*Boys will be issued a tux and girls a formal long black dress for concerts and festivals.

This band class is for students who have at least one year of high school band and for those who don't play a jazz band instrument, can't fit band into their schedule or want to commit to Jazz/Advanced Band's higher expectations. This class is for students who want to keep performing music at the secondary level. Students will already have explored music theory, know Major and minor scales, played etudes, know rhythms and musical notation. We will still play a variety of music literature. Grade is earned by attendance. Zero Hour Band will be every Tuesday and Thursday. Two weeks before festival it will be every day. There will be some flexibility around concerts and pep band performances. Changes to rehearsal schedule will be posted outside the classroom.

Expectation and experiences will be the same as any other band student which include pep band to support school sports, band festival(s), workshops, local performances, two evening concerts and a possible overnight trip. The only difference from other bands is that I will expect a practice sheet of 30 minutes per week. This will count 10% on the student's grade. Students are expected to attend ALL specified performances and wear appropriate concert attire like all the other high school band students.

## DRAMA

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### **PLAY PRODUCTION/ACTING**

GRADE: 9, 10, 11, 12

CREDIT: 0.5

\*This class takes place during 8<sup>th</sup> period (after school)

\* Students may not sign up for this class in advance. Enrollment is offered after auditions.

Open to all students cast as actors or actresses in the annual High School Co-Curricular Play or San Juan Community play produced at the SJ Community Theatre. This popular “8<sup>th</sup>” period “class” is offered to all students who participate in the annual High School Play or the San Juan Community play usually performed in mid-winter and the spring. If you are chosen as an actor/actress cast member, you can earn 0.5 credit for this valuable experience. It is expected that you will participate in a minimum of 75-90 hours of practical “instruction” through rehearsals, during which you will work on character development, script analysis, movement problems, etc. A grade will be issued at the end of the Spring semester upon successful completion of production in early February or May. This class is a great opportunity to earn valuable arts credits while learning within a focused hands-on culminating project. Not every student cast in the HS play or San Juan Community Theatre play needs to enroll for credit. If you choose not to enroll for credit, you will receive a school co-curricular letter.

### **THEATER ARTS I**

GRADE: 9, 10, 11, 12

CREDIT: 0.5

DRA 900 (Semester 1)

This course introduces students to the history of theater and provides them with the opportunity to gain an appreciation for, and a working knowledge of multiple forms of performance art. Students study basic principles of acting including character analysis, textual interpretation, voice, movement, collaboration, improvisation, and critical analysis of performance. Attention is also given to improvement of personal and interpersonal skills through collaborative work and the development of empathy. Additionally, students will explore the technical aspects of theater and theatrical design. Special emphasis is placed on theatrical vocabulary and codes of conduct, as well as the creation and performance of monologues and scenes from various eras and genres.

# Technology & Life Skills

STEM is an acronym for Science, Technology, Engineering and Math education. We focus on these areas together not only because the skills and knowledge in each discipline are essential for student success, but also because these fields are deeply intertwined in the real world. It is our mission to continually develop and maintain the FHHS STEM program as a world-class model for other educational institutions across Washington State and the nation.

STEM skills are increasingly necessary to engage in a knowledge-based economy. A STEM-literate student is not only an innovator and critical thinker, but is able to make meaningful and relevant connections between school, community, work, and global issues.

Currently, there are more job openings in STEM fields than qualified STEM job seekers and the gap is widening every year. There is solid evidence to suggest that the fastest-growing and highest-wage jobs in future years will be in STEM fields and all employees will need to utilize STEM skills for problem solving in a wide range of industries.

## **STEM FOUNDATIONS**

GRADE: 9, 10

CREDIT: 0.5

STM 100

\*FEE: Each student will be assessed \$20 to cover partial cost of consumable materials for this class.

\*Required prerequisite for STEM Development and Principles of STEM

STEM Foundations is a project-based class where students apply principles of science, math, and technology in an introduction to the challenges, tools and disciplines of the field of engineering. Shop machines, computers, engineering software, and precision tools will be combined with challenging texts and classroom instruction. This course will introduce students to the challenges and fun of engineering and technology studies through great design and build projects. Students will explore different production materials to learn about their properties and about choosing the right material for the job. Culminating projects include: VEX Robotics Challenges, 3D Printing, Laser Cutting, CNC Routing, Underwater ROV Builds, Bridge design and testing as well as other STEM challenges.

## **STEM DEVELOPMENT**

GRADE: 10, 11, 12

CREDIT: 0.5

STM 200

\*FEE: Each student will be assessed \$20 to cover partial cost of consumable materials for this class.

\*PREREQUISITE: STEM Foundations

The second course in our introductory STEM courses STEM Development will build on your existing knowledge of the tools and software in our STEM center and push your engineering and design expertise. This project-based course will introduce topics from automation to coding as well as advanced topics in Computer Aided Design, Rapid Prototyping and more. Culminating Projects include: Kickstarter Campaign, Autonomous Vehicle Challenges, User Interaction Design, CNC Routing, and Structural Engineering.

**PRINCIPLES OF STEM**

GRADE: 11, 12

CREDIT: 0.5

STM 300

\*FEE: Each student will be assessed \$20 to cover partial cost of consumable materials for this class.

\*Instructor permission required before enrolling in course.

\*Course is repeatable for credit with written instructor permission.

In Principles of STEM students will explore the practices of science research and engineering design, perform a substantive literature review, and conduct an in-depth, student-initiated STEM project. Student work will be prepared for participation in at least one or more approved STEM Competitions or Showcase Events of their choice. Students will have the opportunity and support to enter their projects for prize recognition, scholarship and in some cases money. Emphasis is placed on college level reading, writing, and oral communication practices used in Scientific and Engineering Research and Design.

**ADVANCED COMPUTER SCIENCE**

GRADE: 9,10, 11, 12

CREDIT: 1.0

**PRINCIPLES**

STM 248 (Semester 1)

STM 249 (Semester 2)

\*Yearlong course. Sign up for both semesters.

Computer Science Principles introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. More than a traditional introduction to programming, it is a rigorous, engaging, and approachable course that explores many of the foundational ideas of computing so all students understand how these concepts are transforming the world we live in. The course covers a broad range of foundational topics such as programming, algorithms, the internet, big data, digital privacy and security, and the societal impacts of computing.

CS Principles is designed to prepare students who are new to computer science for the AP CS Principles exam. Students, at the beginning of the year, can choose to take this as an AP course (STM 250 and STM 251). Those who do are required to complete the exam in the spring and will have the course title AP Computer Science Principles recorded on their transcript. There is a \$96 fee if the AP route is chosen. Students interested in taking this class as an AP class should fill out the AP Course Approval Form.

## TRADES SURVEY

GRADE: 11, 12

CREDIT: 0.5

STM xxx (Semester 1)

\*PREREQUISITE: STEM Foundations

\*FEE: Each student will be assessed \$20 to cover partial cost of consumable materials for this class.

\*Students must be 16 years of age or older to take this course.

\*Instructor Permission Required

Students enrolled in the trades survey will participate in a worksite learning experience highlighting some of the most in demand trades in San Juan County. Instructors from industry will provide hands on learning opportunities for students to gain an understanding and basic skill set in a variety of trades. From construction, woodworking, plumbing and HVAC a variety of skills and tools will be demonstrated and taught during multi-week sessions taught by industry experts. Students will leave having a better understanding of the job market and skills needed to succeed in a trade profession. NOTE: Course sessions are subject to instructor availability and will be published at the start of the course.

# Life Skills

Life Skills classes can be the most important classes you take. Experiences from these classes can help you acquire skills for the workplace, for your leisure time, and for your human relationships. The learning in these classes is about you. You will complete these classes with a better understanding of your interests, aptitudes, ambitions, strengths, and weaknesses. Whether you are headed for work, a certificate training program, a two-year college program, a four-year college program, or the military you will benefit from the knowledge gained in these classes.

## **STUDY SKILLS**

GRADE: 9,10, 11, 12

CREDIT: 0.5

LIF 112 (Semester 1)

LIF 113 (Semester 2)

\*Students must be eligible for special education services in order to take this class.

The goal of the course is to help students develop strategies for students to learn study habits that can help them become confident in their performance in and out of school. Skills to be learned include taking good notes, creating an effective study plan, utilizing time efficiently and work on getting assignments done independently. Study skills can assist with active listening, stress management, time management, test taking and memorization. In addition to improving these skills, this class will assist students with their core classes. Based in the level and needs of a student, assignments can be modified to help them understand the core concepts.

## **COMMUNITY PROJECT EXPERIENCE**

GRADE: 11, 12

CREDIT: 0.5

LIF 150

\*Graduation Requirement

What ignites your passion? What are your strengths? What does it mean to be a citizen? How do we define community? This course allows students to answer these essential questions by designing a project with a community partner that can explore their passion through direct, indirect or advocacy service. By designing a meaningful project, the student can impart a change that leaves a lasting legacy for the school, community and themselves.

In addition, students will explore their fifth year plan including career and college choices, a scholarship search, personal essay, resume building, and decision making.

**CULINARY ARTS**

GRADE: 9, 10, 11, 12

CREDIT: 0.5

LIF 225 (Semester 1)

LIF 227 (Semester 2)

\*FEE: Each student will be assessed \$35 to cover partial cost of consumable materials for this class.

Tired of fast food and frozen entrees? This is a hands-on culinary course for students who want to learn basic culinary skills that work in the home kitchen while exploring the possibility of a career in food service. The essentials of the course include food and kitchen safety, nutrition, fundamental food preparation and cooking and baking terminology and techniques. Units of study vary from cookies to bread, breakfast to dinner and dessert. Students prepare food from scratch. All students are required to work one week in FHHS's commercial kitchen under the direct supervision of the chef and kitchen manager.

**BAKING I**

GRADE: 9, 10, 11, 12

CREDIT: 0.5

LIF 281 (Semester 1)

LIF 282 (Semester 2)

\*FEE: Each student will be assessed \$35 to cover partial cost of consumable materials for this class.

A class offered specially for the student who likes to bake. Students will learn basic bakeshop skills and techniques, measure and scale metric formulas, and present their creations to the school community through a variety of outlets. The class will focus on breads, cookies, pies, and cakes while exploring a career in baking. Emphasis will be on quality of product, consistency of production coupled with a professional appearance and the fun of creating delicious food. We are seeking students who can follow instructions and are detail oriented, and who want to learn the art of baking.

**INTERNATIONAL COOKING**

GRADE: 10, 11, 12

CREDIT: 0.5

LIF 229 (Semester 1)

LIF 231 (Semester 2)

\*FEE: Each student will be assessed \$35 to cover partial cost of consumable materials for this class.

Adventurous eaters only! We will be exploring the culture, history, language, ingredients, preparation techniques and flavors of a variety of international cuisines. Students will build on the methods and skills attained in the Culinary Arts class and create dishes from unique cultures. Students who take this course must be open to trying new and unfamiliar foods. Students will create group projects and presentations, execute culinary labs and watch videos and food demonstrations by the teacher and guest chefs.

**CHEF 1.0**

GRADE: 9, 10, 11, 12

CREDIT: 0.5

LIF 235 (Semester 1)

LIF 236 (Semester 2)

\*Internship Program. Limited enrollment.

\*PREREQUISITES: Culinary Arts I, II or International Cooking.

\*Interview with Chef &amp; High School Teacher Required.

This is an opportunity for aspiring chefs to work in a high volume fast paced kitchen environment with a professionally-trained chef. This is a real-time applied skill based experience that teaches kitchen protocols and other culinary skills that prepare students on a path to a career in culinary arts. Consistent attendance, strong work ethic and maturity are mandatory for participation.

**CHEF 2.0**

GRADE: 10, 11, 12

CREDIT: 0.5

LIF 237 (Semester 1)

LIF 238 (Semester 2)

\*Internship Program. Teacher approval required. Limited Enrollment.

\*PREREQUISITE: Chef 1.0

Chef 2.0 is the second tier of the Chef.0 Internship Program a pre-apprenticeship program that gives students valuable work experience in a high-volume, fast-paced kitchen. Students will learn further culinary skills, establish strengthen work ethic and explore the field of culinary arts. Consistent attendance, strong work ethic and maturity are mandatory for participation.

**CHEF 3.0**

GRADE: 10, 11, 12

CREDIT: 0.5 – 1.0  
(Based on # of hours.  
180 hours =0.5)

LIF 237 (Semester 1)

LIF 238 (Semester 2)

\*Teacher assigns students to this course. See teacher to enroll.

\*PREREQUISITE: Chef 1.0 &amp; 2.0

This is an opportunity for students whose career path is directed toward enrollment in Culinary School after graduation. Students will learn culinary skills and work ethic by working side by side with some of the best chefs on San Juan Island. The students can choose from bakeries and a variety of restaurants for a 2-month rotation in each.

**THEATER TECH – TECH CREW**

GRADE: 9, 10, 11, 12

CREDIT: 0.5

\*8<sup>th</sup> period class (after school)\*Enrollment for this class is offered **after** auditions and not in advance.

Open to all students involved with the Tech. Crew of the annual High School Co-Curricular Play produced at the SJ Community Theatre. This popular 8<sup>th</sup> period class is offered to all students who participate in a technical capacity with the annual High School Play, usually performed in mid-winter. It is expected that you will participate in a minimum of 180 hours of practical “instruction” through rehearsals, stage management, set design and construction, publicity, costuming and the tech “running crew” during the final performances. A grade will be issued at the end of the Spring semester upon the successful completion of the play production process in early February or late May. This class is a great opportunity to earn valuable arts credits while learning within a focused hands-on learning environment project. Not every student involved technically with the HS or San Juan Community Theatre play needs to enroll for credit. If you choose not to enroll for credit, you will receive a school co-curricular letter.

**IEP WORK EXPERIENCE**

GRADE: 9, 10, 11, 12

CREDIT: 0.5

LIF 800 (Semester 1)

LIF 801 (Semester 2)

\*Students must have an IEP to take this class.

Students will have an opportunity to look at vocational opportunities and learn work related job skills, explore career choices through research and on-the-job training and job shadowing.

**WORK EXPERIENCE**

GRADE: 10, 11, 12

CREDIT: 0.5

LIF 309 (Semester 1)

LIF 310 (Semester 2)

\*Application &amp; interview required.

This program is appropriate for students who want credit for their part-time employment. It is the student’s responsibility to find and secure employment, although the vocational instructor can assist with the employment search, resume, and the interview. In addition, the instructor may have ideas and suggestions for employment that build on the student’s career goals. The instructor will meet with the student and the student’s work supervisor to set goals. In addition, the student must meet twice a week with the instructor. Students must show progress toward completion (meeting with the instructor, submitting timesheets and working toward goals); inadequate progress will result in the student being dropped from the class at the 6 week grading period. The grade earned depends on the completion of goals, reports from the supervisor, submission of timesheets, and work skills demonstrated in the workplace. Working 180 hours can earn 0.5 credit. Application form and interview required with instructor.

**INTERNSHIP**

GRADE: 9, 10, 11, 12

CREDIT: 0.5

LIF 311 (Semester 1)

LIF 312 (Semester 2)

\*Application required.

This program is designed for students who want to acquire knowledge or skills related to a career. The activity, which CANNOT be for pay, should permit the student to explore a career interest. The instructor can help create and design the internship. The instructor will meet with the student and the intern's supervisor to set goals and expectations. In addition, the student must meet twice a week with the instructor. Students must show progress toward completion (submitting timesheets and working toward goals); inadequate progress may result in the student being dropped from the class. The grade earned depends on the completion of goals, reports from the supervisor, submission of timesheets, and work skills demonstrated in the workplace. Working 180 hours can earn 0.5 credit which is equal to working two and one-half hours per day. Students may apply by submitting an application form and interviewing with the instructor.

**ACADEMIC TUTOR/ASSISTANT**

GRADE: 9, 10, 11, 12

CREDIT: 0.5

LIF 251

\*Teacher permission required.

To serve as a tutor, students must fill out an application and turn it in to the guidance counselor. As a tutor, a student will be assigned to assist an individual student or a learning group in a specific subject area under the supervision of a teacher.

**AVID ACADEMIC TUTOR**

GRADE: 10, 11, 12

CREDIT: 0.5

LIF 252

\*Counselor permission required.

AVID Tutors are distinguished from other Tutors and Instructional Aides/Assistants in that AVID Tutors are trained in the use of AVID strategies to enhance academic performance of targeted middle and high school students and serve as role models and mentors. Essential Duties include, but are not limited to: Tutoring students in small study groups or individually, assisting them in all subject areas based on the class and text notes they have collected in their AVID binders and determining from student notes and discussions the concepts that need to be taught or re-taught. You will be assigned to assist small groups in the AVID elective classes in 7th, 8th, or 9th grade classes. There are two tutoring sessions each week. The other days of the week are at the teacher's discretion. This is a great opportunity to make an impact in a young student's academic life.

**LIBRARY STAFF ASSISTANT**

GRADE: 9, 10, 11, 12

CREDIT: 0.5

LIF 253

\*Teacher permission required.

Library aides will assist with the daily operations of the library. Students will help shelve books, organize materials, make deliveries, assist with various resources (such as iPads), and complete special projects. Each library aide will be responsible for several aspects related to the operation of the library. In addition, students will gain knowledge on the resources available to them, both in print and digitally. Confidentiality, dependability, responsibility and attention to details are all traits needed to succeed in this class. Students will be graded on responsibility and thorough completion of assigned tasks. Library aides also have the opportunity to read and review books!

**OFFICE ASSISTANT**

GRADE: 9, 10, 11, 12

CREDIT: 0.5

LIF 254

\*Office Manager permission required.

A school office assistant helps with a variety of projects from attendance, copying, filing, delivering messages and basic office maintenance. The office assistant works closely with the Office Receptionist and Office Manager. A significant amount of time is spent using good phone skills and working with the public in a customer service capacity. Students will be required to interview with the office manager before this class is finalized on the student's schedule. Students will be graded on initiative, responsibility, and attendance. Confidentiality, dependability, and responsibility are traits needed to succeed in this class.

**TEACHER AIDE**

GRADE: 9, 10, 11, 12

CREDIT: 0.5

LIF 255 (Semester 1)

LIF 259 (Semester 2)

\*Teacher permission required.

As an aide, the student assists the teacher with specific projects, bulletin boards, data collection, preparation of class materials and other important administrative tasks. Tutorial tasks may be included. Confidentiality, dependability, and responsibility are traits needed to succeed in this class.

**YEARBOOK**

GRADE: 9, 10, 11, 12

CREDIT: 0.5

LIF 301(Semester 1)

LIF 302 (Semester 2)

\*It is strongly recommended that students sign-up for both semesters of this course.

This course is designed to teach students how to communicate through both photography and the written word. Skills that will be mastered include digital photography, photo manipulation, page layout and design, and sales and marketing strategies. Students will be required to work collaboratively with other staff and develop leadership skills when taking charge of specific sections of the yearbook. Yearbook staff will be responsible for completing the required sections of the yearbook, which will correspond to the semester they are signed up for. Second semester will include completing and submitting the yearbook for printing and (remove) as well as the art magazine supplement.