SEDRO-WOOLLEY

Curriculum Guide
2018-2019

EST. 1901
HOME OF THE CUBS

High School
A letter from our Principal
Mission Statement/Belief Statement/Washington State Learning Goals
Information to Students/Parents and Staff/ Advisory/HSBP
SWHS Graduation Requirements
Washington State Graduation Requirements
Career Pathways/Framework
Post Secondary Options
Four Year Plan
Washington State Testing Requirement
Advanced Placement Courses
Graduation/Senior Information/
Testing Information/SAT/ACT
Minimum College Admission Standards & Requirements
NCAA Requirements/Approved Courses
Skagit Valley College Credit Courses/College in High School Courses
Dual Credit Options
Northwest Career and Technical Academy
Work Experience/Additional Educational Services/Fines and Fees
Schedule Changes/Credit Retrieval Options
Course Descriptions
Agriculture
Welding Technology
Fine Arts/ Communication Technology/Drama
Choral Music/Instrumental Music
Business and Marketing
Computer Science and Information Technology/Woodworking/Engineering
Automotive Technology
English / English Electives
Avid
Family & Consumer Sciences Education
World Languages/American Sign Language
Math
Health and Physical Education
Science
Sports Medicine
Social Studies
Special Services Education/Special Subject Classes

The Sedro-Woolley School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal by a person with a disability in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The Sedro-Woolley School District offers classes in many career and technical education program areas under its open admissions policy. Specifically, the Sedro-Woolley School District offers admissions based on selective criteria in (programs like Running Start, AP Biology, etc.) through a separate application process that is non-discriminatory. For more information about the application process and particular course offerings, contact the Career and Technical Education (CTE) office at (360) 855-3511.
Dear Sedro-Woolley High School Students and Parents,

Sedro-Woolley High School has a proud tradition of offering an outstanding program of academic courses, career and technical education courses, athletic programs, and co-curricular activities. The Cub tradition of excellence leads us to seek offerings that will best prepare students for life after high school. This curriculum guide provides a brief description of every course offered at the high school, the sequencing of courses designed by each department, and career pathways aligning cross-curricular course sequencing. We offer a wide array of class options in all subject areas, demonstrating our commitment to helping all students establish a broad foundation for future learning in college, technical and community colleges, in the workforce, and beyond. To prepare our students for post-secondary educational goals, we not only have AP (Advanced Placement) opportunities for students to take, but also offer College in the High School classes, in which students earn college credit taking classes at the high school taught by our instructors. These courses are designated throughout the Curriculum Guide.

We are in our third year offering an 8 period, A/B schedule, allowing students to take 8 classes each semester. Our schedule creates opportunities for each student to have more choice options during their high school career, supporting students’ post-secondary goals aligned to their gifts, skills, and aspirations.

It is critical for both students and parents to be involved in the course selection process. Use the Curriculum Guide as your information source for all the available options to you as a student and if need be, work closely with your counselor to make selections. Your counselor is available to assist you along the way. You can also ask teachers about course offerings and graduation requirements, researching what is the best fit for you as a student. The classes you take every year at Sedro-Woolley High School should align to your post-secondary goals (the High School and Beyond Plan).

In closing, the faculty and staff at Sedro-Woolley High School are here to support the success of every student. Your involvement in that process is important, and it is our goal to make sure students feel an integral part of this incredible high school.

Together, We are Cub Strong,

Kerri Carlton

Principal, Sedro-Woolley High School
SEDRO-WOOLLEY HIGH SCHOOL
MISSION STATEMENT

Sedro-Woolley High School Mission
Our mission is to prepare and inspire our students for
unlimited possibilities in high school and beyond.
Our three priorities:

C – CHARACTER
Personal Best
With grit, effort, respect and integrity, students and staff
commit to a positive learning environment.

U – UNITED
Student Vision
Together, we believe in promoting kindness, compassion, and respect. We believe in serving our school and neighboring communities with passion. We stand united in our effort to spread acceptance, build pride, and choose love.

B - BELIEVE
Teaching and Learning
We commit to challenge, engage, and encourage our students.
As a learning community, we collaborate and innovate.

**SEDRO-WOOLLEY HIGH SCHOOL**

**BELIEF STATEMENT**

- Learning is our chief priority.
- Our focus is on students.
- Students learn in different ways and a variety of instructional strategies are needed to support learning.
- Students and staff perform best in a safe and comfortable environment.
- Students need to apply their learning in meaningful contexts.
- Student self-esteem is enhanced by mutual respect among students, staff, parents and community.
- Students need to understand the connection between school, work, and life goals.
- A skill has not been learned unless it can be used or explained.
- Students are ultimately responsible for their level of achievement.
- Staff, parents, and community are responsible for supporting student education.
- The value of a student’s educational program is derived from its ability to prepare the student for responsible citizenship, a vocation, and personal fulfillment.

**WASHINGTON STATE LEARNING GOALS**

Upon graduation from high school, students will have the knowledge and skills essential to:

- Read with comprehension, write with skill, and communicate effectively and responsibly in a variety of ways and settings.
- Know and apply the core concepts and principles of mathematics, the social, physical and life sciences, civics and history, geography, the arts, and health and fitness.
- Think analytically, logically and creatively, and integrate experience and knowledge to form reasoned judgments and solve problems.
- Understand the importance of work and how performances, effort, and decisions directly affect future career and educational opportunities.
INFORMATION TO STUDENTS, PARENTS AND STAFF

This guide will assist students, parents, teachers and counselors in planning the academic program of all students at SWHS. Included are course descriptions, minimum graduation requirements, and other pertinent information. Course descriptions include the content of the course, grade levels, whether required or an elective, prerequisites, and other special requirements.

**Administration**
- Kerri Carlton  Principal
- Jennifer Harlan  Assistant Principal/Assessment/ASB Activities
- Laura Schmidt  Assistant Principal/Special Ed
- Jerry Gardner  Athletic Director
- Wes Allen  CTE Director/Safety
- Andrea Clancy  Academic Dean of Students/Attendance

**Counselors**
- Zoe Kapan  (Class of 2021)
- Liz Lahti  (Class of 2020)
- Emily Hilberdink  (Class of 2019)
- Steven Gunderson  (Class of 2022)
- Jennifer Daley  Career/Scholarships
- Chris Kennedy  Student Assistance Counselor

**ADVISORY**

**Advisory:**
The Advisory program at Sedro-Woolley High School is designed to meet the state’s graduation requirement of the High School and Beyond Plan (HSBP). Advisory is designed to promote healthy student development, support academic success, and provide multiple opportunities to explore post-secondary options. Students are assigned to an advisor upon their entrance to Sedro-Woolley High School. Not only will the student continue to work with the advisor across their high school career but they will also work continuously with the other assigned advisory students in their small advisory community.

**HIGH SCHOOL AND BEYOND PLAN**

**The High School and Beyond Plan:**
The High School and Beyond Plan is structured around the academic development, career development, and personal/social development of the student. This plan begins in middle school and is designed to help students select their high school courses which promotes career exploration and/or post-secondary interests. The 4 year course plan is a large component of HSBP. This plan aids students in aligning courses which are applicable to their future goals, interests, and aspirations. The HSBP is a state graduation requirement and is fulfilled through My School Data in Advisory.
### Sedro-Woolley High School Graduation Requirements

**Credit Expectations**

<table>
<thead>
<tr>
<th>Credit Expectations</th>
<th>Class of 2019</th>
<th>Class of 2020</th>
<th>Class of 2021</th>
<th>Class of 2022</th>
<th>2-year/Tech. Institution suggested requirements</th>
<th>4-year College/Univ. minimum requirements</th>
<th>4-year College/Univ. Recommended courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>3 years (minimum)</td>
<td>3 years ***</td>
<td>3-4 years ***</td>
</tr>
<tr>
<td>Math</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3 years**</td>
<td>2.5 years**</td>
<td>3-4 years**</td>
</tr>
<tr>
<td>Science</td>
<td>2.5</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>2.5-3 years</td>
<td>2.5 years**</td>
<td>3-4 years**</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3 years</td>
<td>3 years</td>
<td>3-4 years</td>
</tr>
<tr>
<td>Health/Fitness</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>2 years</td>
<td>3-4 years</td>
</tr>
<tr>
<td>Arts</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>1 year</td>
<td>1 year</td>
<td>1-2 years</td>
</tr>
<tr>
<td>CTE</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Digi Comm</td>
<td>0.5</td>
<td>0.5</td>
<td>0.5</td>
<td>0.5</td>
<td>0.5</td>
<td>0.5</td>
<td>0.5</td>
</tr>
<tr>
<td>World Lang</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>*Choice / Electives</td>
<td>11</td>
<td>12.5</td>
<td>9.5</td>
<td>9.5</td>
<td>varies*</td>
<td>varies*</td>
<td>varies*</td>
</tr>
<tr>
<td>Credits expected</td>
<td>26***</td>
<td>30***</td>
<td>30***</td>
<td>30***</td>
<td>varies*</td>
<td>varies*</td>
<td>varies*</td>
</tr>
<tr>
<td>Credits possible</td>
<td>28</td>
<td>32</td>
<td>32</td>
<td>32</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% credits expected</td>
<td>0.928</td>
<td>0.937</td>
<td>0.937</td>
<td>0.937</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Notes**

***Sedro-Woolley High School Graduation requirements are set at 22.50 and are aligned with School Board Policy for the class of 2019. Students are expected to maintain a full course load through their senior year.***

*Choice/ Elective Credits: The Elective credits for a SWHS diploma should be based on your postsecondary plans. If you are going to a 4 year College or University, these electives will be comprised of your college’s additional requirements in English, Math, World Languages, Science and courses in your specific area of interest. If you will be attending a Community or Technical College after high school, your electives may also be in English, Math and courses in your specific area of interest.

**Community & Technical Colleges: Suggest 4 years of English and Math as well as elective credits in the student's area of interest.***

***Many 4 year colleges and universities require Chemistry for admission as well as math up to at least Adv. Algebra and a math class your senior year***
# Washington State Board of Education

## Credit and Assessment Graduation Requirements

<table>
<thead>
<tr>
<th>Exams Required for Graduation</th>
<th>Science</th>
<th>Math</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Exams Required for Graduation</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Year 1 End-of-Year Exam, Year 2 End-of-Year Exam</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Year 2 End-of-Year Exam, Year 3 End-of-Year Exam</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Year 3 End-of-Year Exam, Year 4 End-of-Year Exam</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

### Total Required Credits

- **Electives**: 2
- **World Languages**: 2
- **Career and Technical Education (CTE)**: 1
- **Health and Fitness**: 1
- **Arts**: 1
- **Social Studies**: 4
- **Science**: 3
- **English**: 2

**Graduation Year**: See note (1)

(See note (1))
CAREER PATHWAYS

Agricultural, Food, and Natural Resources
This pathway helps to prepare students for careers in planning, implementation, production, management, processing, and/or marketing of agricultural commodities and services, including food, natural resources, and other plant and animal products. Courses in this pathway include: Horticulture, Agricultural Biology, and AP Biology.

Fine and Performing Arts
This pathway is comprised of two areas: the Fine Arts and the Performing Arts. Fine Arts is the creation of something for aesthetic purposes and it is judged for its beauty and meaningfulness. Students interested in careers as an: artist, interior designer, or graphic designer should consider taking: Art, Ceramics, and Digital Design. The Performing Arts is the use of one’s voice and/or body, often in relation to other objects, to convey artistic expression. Students interested in careers as a: choreographer, singer, musician, or music producer should consider taking: Choir, Band, Orchestra, Drama, and Playwriting.

Skilled and Technical Science, and Information Systems
This pathway is for students who are interested in working with their hands and minds. People in this pathway work on designing, managing, building, and maintaining buildings or systems within the environment. Examples of skilled trades are: mechanics, logging, welding, masonry, construction, architecture, or manufacturing. Students in technical sciences are skilled in practical and mechanical arts rather than abstract thinking. Careers in this field include: engineering, computer science, or biomechanics. Informational Systems is the academic study of systems with specific reference to information and the complementary networks of software and hardware which is used to create, process, filter, and distribute data. Careers within this pathway include: business analyst, IT consultant, or network engineer. Courses in this pathway include: Welding, Manufacturing, Engineering Design, Auto, Woodworking, Digital Design, and AP Physics.

Health Science Technology
This pathway prepares students for ongoing training in careers such as: nursing, medical assistant, health and fitness, pharmacy tech, or dental. Some of the careers involve working directly with people, while others involve research into diseases or collecting and formatting data and information. Work locations are varied and may be in hospitals, medical or dental offices or laboratories, sports arenas, or within the community. Students interested in this pathway should consider taking: Human Anatomy & Physiology, Sports Medicine, AP Biology, and Psychology.

Business, Communication, and Hospitality
This pathway helps prepare students for careers in: business management, human resources, communications, and hospitality. Students will gain skills in management, communication, marketing, operations of restaurants and other food services, economics, and media. Courses in this pathway include: World Language, Accounting, Entrepreneurship, Economics, Journalism, Food Production, Computer Applications, and Introduction to Business.

Social Science and Human Services
This pathway is designed for students who are interested in working in an array of fields associated with public service, which greatly enhances and promotes the communities in which we live. Workers in this career pathway better our lives by tending to our psychological, social, and physical needs. Career examples are: education, mental health agencies, law enforcement, early childhood education, financial planning, religious avenues, cosmetology, and the legal system. Courses in this pathway include: Child Psychology, Elementary Tutor, and World Languages.
## POST SECONDARY OPTIONS

<table>
<thead>
<tr>
<th>Program/Degree</th>
<th>Description</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apprenticeship</td>
<td>Apprenticeship is the combination of on-the-job training and in class instruction from a journey-level professional in a field. Through this program, you will receive practical, hands on experience, and explore the theoretical aspects of a career. Each program varies on requirements to apply and complete the program. Programs require the applicant is 18 and has a High School Diploma. The average program takes about 4 years to complete. Apprenticeship Opportunities in Washington State can be found at <a href="http://www.lni.wa.gov/TradesLicensing/Apprenticeship/default.asp">http://www.lni.wa.gov/TradesLicensing/Apprenticeship/default.asp</a></td>
<td>2-4 years</td>
</tr>
<tr>
<td></td>
<td>Current opportunities include:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lineman</td>
<td>Construction</td>
</tr>
<tr>
<td></td>
<td>Plumber</td>
<td>Carpenter</td>
</tr>
<tr>
<td></td>
<td>Glazier</td>
<td>Cosmetologist</td>
</tr>
<tr>
<td></td>
<td>Police Officer</td>
<td>Food Service Manager</td>
</tr>
</tbody>
</table>

| On-the-Job Training | On-The-Job training is entering the workforce right after graduation. Unless you have connections to a career or company beforehand most jobs you will only be eligible for entry-level positions. Most entry-level positions have opportunities for raises and promotions. The current minimum wage for Washington State is $11.00 and is the starting wage for many entry-level positions. | Varies on Industry and Economy |

<p>| Job Corps | Job Corps is a free education and training program designed to help students train for and transition to a career and complete their High School Diploma or GED if needed. There are over 125 centers nationwide. It is a free program for students ages 16-24 and qualify as low income. Visit <a href="https://www.jobcorps.gov/">https://www.jobcorps.gov/</a> for application and info. | 8 Months to 1 Year |
|           | Job Corps programs in Washington include: |         |
|           | Bricklaying | Cement Masonry | Health Care |</p>
<table>
<thead>
<tr>
<th>Program/Degree</th>
<th>Description</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical College</td>
<td>Similar to Community Colleges, Technical Colleges offer both Certificates and Degrees but focus more on specific workplace skills. A Technical College in the area is Bellingham Technical colleges but there are many more in the state and across the country. Many of the programs have pre-requisite courses that need to be passed before you are accepted.</td>
<td>6 Months to 2 Years depending on program</td>
</tr>
<tr>
<td>Programs offered at Technical Colleges Include:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounting</td>
<td>Aerospace</td>
<td>Business</td>
</tr>
<tr>
<td>Clean Energy</td>
<td>Computer Science</td>
<td>Electrician</td>
</tr>
<tr>
<td>Engineering</td>
<td>Nursing</td>
<td>Phlebotomy</td>
</tr>
<tr>
<td>Surgery Tech</td>
<td>Welding</td>
<td>Radiology</td>
</tr>
<tr>
<td>Receptionist</td>
<td>HVAC</td>
<td>Hypnotherapy</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4-Year College or University</td>
<td>4-Year Colleges and Universities offer different levels of education from Bachelor Degrees to Doctorates. There are many within our state including Washington State University and University of Washington as well as across the country and internationally.</td>
<td>4+ for Bachelor’s Degree</td>
</tr>
<tr>
<td>Colleges are either public, such as Western Washington University, or private, such as Gonzaga University. The difference is whether or not they are publically funded. Typically, Private universities have higher tuition rates, but may offer more financial aid in the form of grants.</td>
<td>1-2 Years Beyond Bachelor’s Degree for Master’s Degree</td>
<td></td>
</tr>
<tr>
<td>Some careers require a 4-year degree or more. Most institutions offer Master and Doctorate level degree programs that are built on the foundation of a Bachelor’s Degree. Higher degrees often correlate with more complex but higher paying jobs.</td>
<td>2-4 Years Beyond Bachelor’s Degree for Professional Certificate</td>
<td></td>
</tr>
<tr>
<td>Popular Majors Include:</td>
<td>3-4 Years Beyond Bachelor’s Degree for Doctorate’s Degree</td>
<td></td>
</tr>
<tr>
<td>History</td>
<td>English Language</td>
<td>Liberal Arts</td>
</tr>
<tr>
<td>Accounting</td>
<td>Criminal Justice</td>
<td>Education</td>
</tr>
<tr>
<td>Nursing</td>
<td>Psychology</td>
<td>Business</td>
</tr>
<tr>
<td>Biology</td>
<td>Computer Science</td>
<td>Communications</td>
</tr>
</tbody>
</table>

*To find out the level of education recommended for a career check out www.onetonline.org where you can also learn about job descriptions and average salaries.*
There are five branches in the United States Armed Forces: The Army, Marine Corps, Navy, Air Force, and Coast Guard.

There are four basic options you can choose from to enter the military: Direct Enlistment (Most Common), ROTC (Reserve Officer Training Corps), Military Academy, and Reserves or National Guard.

To enlist you should contact a recruiter for the branch you are interested in and they will walk you through the process. Some choose to spend their career in the military but there are also many opportunities to gain skills from a job in the military that translate easily to civilian life.

**Career Fields that overlap between Military and Civilian**

<table>
<thead>
<tr>
<th>Medical</th>
<th>Construction</th>
<th>IT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>Technology</td>
<td>Engineering</td>
</tr>
<tr>
<td>Mental Health</td>
<td>Technical Trades</td>
<td>Logistics</td>
</tr>
</tbody>
</table>

Community Colleges provide an opportunity for students to earn a Certificate or an Associate’s Degree. Community Colleges in the area are Skagit Valley College and Whatcom Community College, however, there are many Community Colleges located across the state and country. There are typically low requirements to enroll in Community College but many programs have pre-requisites in order to apply.

Certificates typically require at least 45 credits and apply to a specific job or career field.

**Certificate Programs Include:**

<table>
<thead>
<tr>
<th>Automotive Tech</th>
<th>Law Enforcement</th>
<th>Business Mgmt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dental</td>
<td>Technical Design</td>
<td>Culinary</td>
</tr>
<tr>
<td>Education</td>
<td>Medical Assistant</td>
<td>Welding</td>
</tr>
</tbody>
</table>

Associate Degrees are typically a minimum of 90 credits. Many of these degrees stand on their own and some are designed to transfer to a 4-year College.

**Associate Degrees Include:**

<table>
<thead>
<tr>
<th>AA General Studies</th>
<th>Direct Transfer Bio</th>
<th>DT Computer Sci</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>Art</td>
<td>History</td>
</tr>
<tr>
<td>Pre-Nursing</td>
<td>Music</td>
<td>Math</td>
</tr>
</tbody>
</table>
Required and suggested core courses are already placed in the table. Complete the table and distribute the following required courses over the four years of high school and add elective courses that interest you and that support your future career interests.

- 3 semesters of PE classes (one is suggested for you)
- 2 semesters of Fine or Performing Arts
- 2 semesters of Career and Technical Ed. Classes
- 1 semester of Health (junior or senior year)
- 4 semesters of World Language (for students that are 4 year college bound)

### Freshman Year

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 9th English</td>
<td>1. 9th English</td>
</tr>
<tr>
<td>5.</td>
<td>5.</td>
</tr>
<tr>
<td>6.</td>
<td>6.</td>
</tr>
<tr>
<td>7.</td>
<td>7.</td>
</tr>
<tr>
<td>8.</td>
<td>8.</td>
</tr>
</tbody>
</table>

### Sophomore Year

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 10th English</td>
<td>1. 10th English</td>
</tr>
<tr>
<td>4. World History</td>
<td>4. Social Studies Elective (suggested)</td>
</tr>
<tr>
<td>5.</td>
<td>5.</td>
</tr>
<tr>
<td>6.</td>
<td>6.</td>
</tr>
<tr>
<td>7.</td>
<td>7.</td>
</tr>
<tr>
<td>8.</td>
<td>8.</td>
</tr>
</tbody>
</table>

### Junior Year

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 11th English</td>
<td>1. 11th English</td>
</tr>
<tr>
<td>4. United States History/ WA State History</td>
<td>4. United States History/ WA State History</td>
</tr>
<tr>
<td>5.</td>
<td>5.</td>
</tr>
<tr>
<td>6.</td>
<td>6.</td>
</tr>
<tr>
<td>7.</td>
<td>7.</td>
</tr>
<tr>
<td>8.</td>
<td>8.</td>
</tr>
</tbody>
</table>

### Senior Year

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 12th English</td>
<td>1. 12th English</td>
</tr>
<tr>
<td>3. Math (suggested for 4 year college bound)</td>
<td>3. Math (suggested… )</td>
</tr>
<tr>
<td>5.</td>
<td>5.</td>
</tr>
<tr>
<td>6.</td>
<td>6.</td>
</tr>
<tr>
<td>7.</td>
<td>7.</td>
</tr>
<tr>
<td>8.</td>
<td>8.</td>
</tr>
</tbody>
</table>
High school students must also pass tests, or state-approved alternatives, to be eligible to graduate. Required tests vary by expected year of graduation. A student’s expected year of graduation is set when he/she enters the 9th grade. A small number of students receiving special education services are eligible to earn a certificate of Individual Achievement (CIA)/high school diploma by meeting standard in the Washington Alternate Assessment System (WAAS). Eligibility is determined by a student’s IEP team. The state legislature determines graduation requirements. The following table shows tests required for graduation as of the 2015 state session. Requirements may change during the next legislative session.

The class of 2022 testing requirements have not yet been posted. Please check [http://www.k12.wa.us/assessment/StateTesting/default.aspx](http://www.k12.wa.us/assessment/StateTesting/default.aspx) for up to date information on the Class of 2022 requirements for testing.

In high school, students take tests in ELA, math, and science for federal accountability. Student scores on these tests determine a school’s adequate yearly progress (AYP) status. State tests may be taken with or without tools, supports, or accommodations. Students take the WA-AIM only if it’s documented in their IEP.

The state legislature passes laws that determine graduation requirements. One of the requirements is that students pass tests, or state-approved alternatives. Required tests vary by expected year of graduation. A student's expected year of graduation is four years after he or she enters the 9th grade. (For example, if a student enters 9th grade in the 2015-16 school year, he or she is in the Class of 2019.) State tests may be taken with or without tools, supports, or accommodations. Students take the WA-AIM only if it's documented in their IEP.

* Reading and Writing HSPEs are available to 12th graders who have not met their graduation requirements in fall 2015 and spring 2016.

** "Exit exam" scores (for graduation requirements) are separate from what are known as the "college- and career-ready" scores.

**ATTENTION CLASSES OF 2016 THROUGH 2018: if a student meets or exceeds the college- and career-ready threshold score on the Smarter Balanced ELA test as a 10th grader, he or she will not have to take that test in 11th grade.

### Washington State Testing Requirements

<table>
<thead>
<tr>
<th>Class of</th>
<th>Subject</th>
<th>Test</th>
</tr>
</thead>
</table>
| 2018     | ELA     | Choose 1:  
- Smarter Balanced ELA test (exit exam score)**  
- WA-AIM (exit exam score)** |
| 2019 & 2020 | Math | Choose 1:  
- Algebra 1/Integrated Math 1 EOC exam  
- Geometry/Integrated Math 2 EOC exam  
- Smarter Balanced math test (exit exam score)**  
- WA-AIM (exit exam score)** |
| 2021     | ELA     | Choose 1:  
- Smarter Balanced ELA test (exit exam score)**  
- WA-AIM (exit exam score)** |
|          | Math    | Choose 1:  
- Smarter Balanced math test (exit exam score)**  
- WA-AIM (exit exam score)** |
|          | Science | Choose 1:  
- WCAS  
- WA-AIM (exit exam score)** |
The Advanced Placement (AP) Program is a cooperative educational endeavor between secondary schools, colleges and universities. It exposes high school students to college level material through involvement in an AP course, and it gives students the opportunity to show that they have mastered the course work by taking an AP Exam. Colleges and universities can then grant credit, placement or both to students who have taken these tests and earn a successful score for that school.

Students can benefit from taking AP courses by learning a subject in greater depth, developing skills that will be critically important to successful study in college, and demonstrating to colleges their willingness to undertake a challenging course. In addition to requiring more time reading, writing and studying, students taking AP courses should expect more complex homework assignments and activities that may involve summer or other vacation time to complete.

All students taking an AP course are expected to take the international exam in May. Students will need to make a down payment on their AP exam of $13 in March, with the remainder due before taking the exam. Please contact your teacher if cost of the exam is preventing you from taking the class or from taking the exam. Students must have taken the prerequisites for these courses.

All students taking an AP Course are expected to remain in the course for the entire year as we offer these courses based on whether we have the enrollment numbers to justify offering the course.

Sedro-Woolley High School currently offers the following Advanced Placement courses to our sophomores, juniors and seniors:

Parents and students should plan for an average of 1 hour of homework per night per AP class.

- AP English Language and Composition
- AP English Literature & Composition
- AP Calculus
- AP Statistics
- AP Chemistry
- AP Biology
- AP Physics I
- AP United States History/WA State History
- AP Computer Science
- AP Microeconomics / Macroeconomics
- AP Comparative Government and Politics
- AP Human Geography

2018-2019 Advanced Placement Testing Dates

http://professionals.collegeboard.com/testing/ap/about/dates

**Please verify Testing Dates on the website as the dates are not posted for following year until June of 2016 or see your Advanced Placement teacher.

Please note:

Coordinators are responsible for notifying students when and where to report for the exams. Early testing or testing at times other than those published by the College Board are not permitted under any circumstances.

Coordinators should order late-testing exams for students who would like to take exams that are scheduled for the same time.
Graduation Ceremony

Graduation ceremonies will be conducted in the following manner.

- Only those students who are in good standing, have earned the required amount credits and have passed all required courses, and successfully completed their culminating senior project will be allowed to participate in the graduation ceremony.

- Each participating student must attend the graduation ceremony rehearsal. Each student who participates will purchase the proper cap and gown as designated by the school administration, class advisor and officers.

- Caps and gowns will be worn in the proper manner, as designated by the school administration and class advisor.

- Students who participate will be expected to use good taste in their choice of accessories for their attire.

- Anything added to the outside of the cap or gown must have approval by administration.

- Each student who participates will be expected to cooperate with the class advisor and to participate in all parts of the graduation ceremonies.

Failure to comply with the above requirements will automatically forfeit a student's privilege of participation in the graduation ceremonies.

Graduation Plan

Only persons who have earned the required credits and are in good standing will be permitted to participate in the graduation ceremony and receive a diploma. Persons who are short credits may elect to either: (1) Enroll for an additional term/year, or (2) make up credits needed by one or more of the following options listed in credit retrieval options on the following page 21.

Valedictorian Criteria

- In order to be designated Valedictorian of the senior class at Sedro-Woolley High School; students must meet the following criteria in their senior year:

  - Student must have passed all sections of the State Testing Requirements.

  - Students must have achieved a 4.0 cumulative GPA or the highest cumulative GPA in a minimum of 16 credits of core academic classes: English, Social Studies, Math, Science and World Language.

  - Must be ranked number one for their graduating class.

  - Class ranking will be based on the cumulative grade point average using grades from the first semester of the senior year. For students who are in Running Start, grades from fall quarter will be used to determine class ranking.

  - Have attended Sedro-Woolley High School full time for at least one full year.

  - In the event that more than one student has the same cumulative GPA and there is a tie, all who meet the criterion will be designated as Valedictorian of their class.
WASHINGTON STATE TESTING

Please refer to the OSPI website for current State Testing Requirements.


COLLEGE ENTRANCE EXAMS

** It is recommended that students take the SAT/ACT in the spring of their Junior year or the fall of their Senior year.

PSAT – NMSQT – Preliminary Scholastic Aptitude Test/National Merit Qualifying Test – National assessment that measures the critical reading, mathematics, and writing skills. Fee waivers are available to students who qualify for free or reduced lunch. This test is recommended for 9th – 11th grade students.

**SAT I – Scholastic Aptitude Test – A standardized assessment of the critical reading, mathematical reasoning, and writing skills you have developed over time and that you need to be successful in college. Fee waivers are available to students who qualify for free or reduced lunch. The SAT is offered seven times each year. This test is recommended for 11th – 12th grades students. Their website is http://www.collegeboard.org.

SAT II – (Subject Tests) – None of the public colleges in Washington State require a Subject Test. However, if you are planning to attend a public college or university in California for example, a Subject Test is a must. Check with your colleges of choice to see if they require a Subject Test. This test is recommended for 11th – 12th grade students.

**ACT - American College Test – The ACT is a national college admission examination that consists of subject area tests in English, Mathematics, Reading and Science. The ACT Plus Writing includes the four subject area tests and a 30 minute Writing Test. Fee waivers are available to students who qualify for free or reduced lunch. The ACT includes 215 multiple choice questions and takes approximately 3 hours and 30 minutes to complete. Their website is http://www.act.org.

2018-2019 TEST DATES

Registration due dates were not available at this time, you can check the websites for those dates.

MINIMUM COLLEGE ADMISSION STANDARDS

Social Science - 3 credits of world culture (6th, 9th, 11th grade)

Mathematics - 2 years of college preparatory math

Science - 2 years of college preparatory science

English - $A$ credit of English composition

Art - 1 credit of fine/performing arts

World Languages - 2 semesters of college preparatory language

AP/IB/Other Advanced Placement/International Baccalaureate

College Readiness Assessment: ACUSS, COMPASS, ACT/SAT, AP/IB, etc.

For Students Entering Four-Year Colleges or Universities

Overview of Minimum College Admission Standards (Eagle County School District)
Division I Academic Eligibility

To be eligible to compete in NCAA sports during your first year at a Division I school, you must graduate high school and meet ALL the following requirements:

Complete 16 core courses:

- Four years of English
- Three years of math (Algebra 1 or higher)
- Two years of natural/physical science (including one year of lab science if your high school offers it)
- One additional year of English, math or natural/physical science
- Two years of social science
- Four additional years of English, math, natural/physical science, social science, foreign language, comparative religion or philosophy

Complete 10 core courses, including seven in English, math or natural/physical science, before your seventh semester. Once you begin your seventh semester, you may not repeat or replace any of those 10 courses to improve your core-course GPA.

Earn at least a 2.3 GPA in your core courses.

Earn an SAT combined score or ACT sum score matching your core-course GPA on the Division I sliding scale, which balances your test score and core-course GPA. If you have a low test score, you need a higher core-course GPA to be eligible. If you have a low core-course GPA, you need a higher test score to be eligible.

Division II Academic Eligibility

To be eligible to compete in NCAA sports during your first year at a Division II school, you must meet academic requirements for your core courses, grade-point average (GPA) and test scores. The requirements are changing for students who enroll full-time at a Division II school after August 1, 2018.

If you enroll BEFORE August 1, 2018

You must graduate high school and meet ALL the following requirements:

Complete 16 core courses:

- Three years of English.
- Two years of math (Algebra 1 or higher).
- Two years of natural or physical science (including one year of lab science if your high school offers it).
- Three additional years of English, math or natural or physical science
- Two years of social science
- Four additional years of English, math, natural or physical science, social science, foreign language, comparative religion or philosophy

Earn at least a 2.0 GPA in your core courses.

Earn a SAT combined score of 820 or an ACT sum score of 68.
**THE FOLLOWING SWHS COURSES ARE APPROVED BY THE NCAA FOR SEDRO-WOOLLEY HIGH SCHOOL:**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Subject</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP LANG/COMP</td>
<td>AP LIT/COMP</td>
<td>AVID/ ENGLISH 11</td>
</tr>
<tr>
<td>COLLEGE IN HS ENGLISH</td>
<td>DEBATE</td>
<td>ENGLISH 9, 10, 11</td>
</tr>
<tr>
<td>HONORS ENGLISH 9, 10 &amp; 11</td>
<td>JOURNALISM I</td>
<td>SHAKESPEARE</td>
</tr>
<tr>
<td>CREATIVE WRITING</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19TH &amp; 20TH US/WS HISTORY</td>
<td>AP US HISTORY /WSH</td>
<td>CDI/CFI</td>
</tr>
<tr>
<td>ECONOMICS</td>
<td>PSYCHOLOGY</td>
<td>WORLD HISTORY /GEOGRAPHY</td>
</tr>
<tr>
<td>THE AMERICAN REVOLUTION</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ALGEBRA</td>
<td>GEOMETRY 201-202</td>
<td>ADV ALGEBRA 301 &amp; 302</td>
</tr>
<tr>
<td>AP CALCULUS</td>
<td>AP STATISTICS</td>
<td>PRE-CALCULUS</td>
</tr>
<tr>
<td>AP BIOLOGY</td>
<td>AP CHEMISTRY</td>
<td>AP ENVIRONMENTAL SCI</td>
</tr>
<tr>
<td>AP PHYSICS C</td>
<td>AP PHYSICS 1</td>
<td>BIOLOGY</td>
</tr>
<tr>
<td>CHEMISTRY</td>
<td>EARTH / PHYSICAL SCI</td>
<td>GEOLOGY/ASTRO SCI</td>
</tr>
<tr>
<td>HUMAN ANATOMY &amp; PHYSIOLOGY</td>
<td>MARINE BIOLOGY</td>
<td>PHYSICS</td>
</tr>
<tr>
<td>ADV PHYSICS</td>
<td>COLLEGE IN HS HUMAN ANAT</td>
<td>COLLEGE IN HS HUMAN BIO</td>
</tr>
<tr>
<td>BIO170 HUMAN BIOLOGY</td>
<td>CHEMI10 CHEMICAL CONCEPTS</td>
<td>HUMAN BIOLOGY</td>
</tr>
<tr>
<td>MATERIAL SCIENCE</td>
<td>COLLEGE IN HS CHEMISTRY</td>
<td>CHEM100 PREPARATORY CHEMISTRY</td>
</tr>
<tr>
<td>AP FRENCH IV</td>
<td>ASL I, II, III, IV</td>
<td>FRENCH I, II, III, IV</td>
</tr>
<tr>
<td>SPANISH I, II, III, IV</td>
<td>JAPANESE I, II, III, IV</td>
<td></td>
</tr>
</tbody>
</table>

**STUDENT ATHLETES SHOULD DISCUSS NCAA OPTIONS WITH THEIR COUNSELOR TO BE SURE THEY ARE ENROLLED IN THE PROPER CLASSES FOR THE NCAA**
Students enrolled in the dual credit college program earning a ‘B’ or better grade can earn college credit in their high school CTE courses. Teachers from Sedro-Woolley High School and Skagit Valley College work together to ensure the high school classes match the college-level course. These credits lead into career pathways or programs of study representing high-demand, high-level professions, from manufacturing to health care to information technology. Tech Prep is a dual credit program, which means you earn high school AND college credit for completing the same course. Tuition and student fees at Skagit Valley College cost a minimum of $114 per credit, so students and parents can save hundreds of dollars by earning college credit during high school.

### Earning Skagit Valley College Credit in Career & Technical Education (CTE) Course

<table>
<thead>
<tr>
<th>Accounting I</th>
<th>OFTEC-145 Practical Accounting – 5 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Digital Communications</td>
<td>OFTEC-122 Microsoft Word – 3 Credits</td>
</tr>
<tr>
<td></td>
<td>OFTEC-132 Microsoft PowerPoint – 4 Credits</td>
</tr>
<tr>
<td>Family Health</td>
<td>PE-200 First Aid, Safety and CPR – 2 Credits</td>
</tr>
<tr>
<td>Journalism 2</td>
<td>MIT-220 Adobe InDesign – 5 Credits</td>
</tr>
<tr>
<td>Journalism 3</td>
<td>MIT 226 Adobe Photoshop – 5 Credits</td>
</tr>
<tr>
<td>Digital Design</td>
<td>MIT – 135 Multimedia Design – 5 Credits</td>
</tr>
<tr>
<td>Desktop Publishing</td>
<td>MIT – 220 Adobe InDesign – 5 Credits</td>
</tr>
<tr>
<td>Beginning Welding</td>
<td>WT – 111 Intro to shielded Arc Welding – 5 Credits</td>
</tr>
<tr>
<td>Welding I</td>
<td>WT – 112 Intro to Wire Feed Welding – 5 Credits</td>
</tr>
<tr>
<td>Welding II</td>
<td>WT – 113 Intro to Inert Gas Welding – 5 Credits</td>
</tr>
<tr>
<td></td>
<td>WT – 114 Thermal Cutting Processes – 3 Credits</td>
</tr>
<tr>
<td>Beginning Welding &amp; Welding I</td>
<td>WT-117 Hand and Power Tools – 3 Credits</td>
</tr>
<tr>
<td>Personal Finance</td>
<td>BMT – 167 Money Management – 5 Credits</td>
</tr>
<tr>
<td>Engineering I</td>
<td>TECD – 103 Introduction to CAD – 5 Credits</td>
</tr>
<tr>
<td>Engineering II</td>
<td>TECD – 105 Computer Aided Design II – 5 Credits</td>
</tr>
</tbody>
</table>

### College in the High School Courses

College in the High School courses require a fee be paid to the College for College credit to be added to the College Transcript. The fee may vary from college to college, please check with the college or your CHS teacher. Students must register with the college and pay them directly to receive the credit on the college transcript.

<table>
<thead>
<tr>
<th>Spanish 4</th>
<th>SVC—SPAN&amp;221 – 5 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Biology – BIO&amp;170 – Human Biology</td>
<td>SVC—BIO&amp;170 – Human Biology – 5 Credits</td>
</tr>
<tr>
<td>Teacher – Travis Johns</td>
<td></td>
</tr>
<tr>
<td>Chemistry – CHEM&amp;100 – Preparatory Chemistry</td>
<td>SVC—CHEM&amp;100 – Preparatory Chemistry – 5 Credits</td>
</tr>
<tr>
<td>Teacher - Hilary Knight, Ryan Tesarik, Jim Evangelista</td>
<td></td>
</tr>
<tr>
<td>French III – FRCH&amp;123 – FRNCH III</td>
<td>Pending Approval from Everett CC and SWSD</td>
</tr>
<tr>
<td>Teacher - Robert Slabodnik</td>
<td></td>
</tr>
<tr>
<td>English – ENGL&amp;101 – ENGLISH</td>
<td>Pending Approval from SVC and SWSD</td>
</tr>
<tr>
<td>Teacher – David Shusta</td>
<td></td>
</tr>
<tr>
<td>AP Chemistry – CHEM&amp;110 – Conceptual Chemistry</td>
<td>SVC—CHEM&amp;110 – Conceptual Chemistry – 5 Credits</td>
</tr>
<tr>
<td>Teacher – Hilary Knight</td>
<td></td>
</tr>
</tbody>
</table>
The Washington State Legislature passed a law that allows students to use some classes for dual credit. Students who graduate in 2016 or later are eligible for dual credit courses. Dual credit means that one class credit can be used to meet two graduation requirements. The student does not receive additional credit for a dual credit class. Students, who meet two graduation requirements with a dual credit class, will need to complete electives to meet the total 22.5 credits required for graduation.

Example: A student who takes Digital Design will earn .5 credits, but they can use that dual credit to meet both their Occupational Education and .5 Fine Arts graduation requirements. This student will need to still earn 22.5 total credits to graduate, so they will need to take .5 extra elective credit.

The following classes are approved for dual credit:

<table>
<thead>
<tr>
<th>CLASS</th>
<th>Grad Req #1</th>
<th>Grad Req #2</th>
<th>Class</th>
<th>Grad Req #1</th>
<th>Grad Req #2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Digital Design</td>
<td>Occ Ed</td>
<td>Fine Arts</td>
<td>Economics</td>
<td>SST</td>
<td>Occ Ed</td>
</tr>
<tr>
<td>Digital Photography &amp; Imaging</td>
<td>Occ Ed</td>
<td>Fine Arts</td>
<td>Family Health</td>
<td>Health</td>
<td>Occ Ed</td>
</tr>
<tr>
<td>Broadcasting</td>
<td>Occ Ed</td>
<td>Fine Arts</td>
<td>Horticulture</td>
<td>Occ Ed</td>
<td>Science</td>
</tr>
<tr>
<td>Art II</td>
<td>Fine Arts</td>
<td>Occ Ed</td>
<td>Studio Art</td>
<td>Fine Arts</td>
<td>Occ Ed</td>
</tr>
<tr>
<td>Ceramics II</td>
<td>Fine Arts</td>
<td>Occ Ed</td>
<td>Journalism 1,2,3</td>
<td>English</td>
<td>Occ Ed</td>
</tr>
<tr>
<td>*Band (4th Year)</td>
<td>Fine Arts</td>
<td>Occ Ed</td>
<td>Material Science</td>
<td>Science</td>
<td>Occ Ed</td>
</tr>
<tr>
<td>*Choir (4th Year)</td>
<td>Fine Arts</td>
<td>Occ Ed</td>
<td>Greenhouse Management</td>
<td>Occ Ed</td>
<td>Science</td>
</tr>
<tr>
<td>Career Planning (subject to staffing/teacher)</td>
<td>Occ Ed</td>
<td>English</td>
<td>ASL (Class of 2019 &amp; beyond)</td>
<td>World Lang</td>
<td>Occ Ed</td>
</tr>
<tr>
<td>Child Psychology</td>
<td>Occ Ed</td>
<td>SST Elective</td>
<td>Drama III</td>
<td>English</td>
<td>Fine Arts</td>
</tr>
<tr>
<td>Cinematography</td>
<td>Occ Ed</td>
<td>Fine Arts</td>
<td>AP Macro/Micro Economics</td>
<td>SST Elective</td>
<td>Occ Ed</td>
</tr>
<tr>
<td>*Orchestra</td>
<td>Fine Arts</td>
<td>Occ Ed</td>
<td>Wheel Pottery</td>
<td>Fine Arts</td>
<td>Occ Ed</td>
</tr>
</tbody>
</table>

*Band and Choir dual credit for Occupational Education requires Instructor approval and is only approved for 4th year music students.

(Career Planning and Technical English must be taught by a CTE certified teacher to receive the Dual Credit Option for these two classes.)
2018-2019 Course Offerings

The Northwest Career & Technical Academy is an extension of your high school where innovative educational opportunities are available. Programs offered will provide you with the skills, knowledge, and professional leadership training necessary for the workplace or continuing education through an apprenticeship, community college, or university. The Academy is tuition free for high school students; however some programs may have industry related costs/lab fees. Please see the Academy Catalog for full course descriptions, course requirements, high school credit equivalencies, and college credits. The Academy’s website located at nwtech.k12.wa.us.

Aerospace Manufacturing prepares students for immediate employment in the aerospace and manufacturing industries. Students will fabricate, assemble, and repair structures using basic and advanced composite materials including carbon fiber. Students will also learn blueprint reading, CNC operation, and metal riveting using numerous pneumatic tools, and discover the dynamics behind flight, flight controls, and flight surfaces in all kinds of aircraft.

Animal Care and Handling prepares students for entry level employment in a variety of animal related occupations, such as a laboratory animal caretaker, veterinary kennel attendant, pet store clerk, and grooming assistant. This course also prepares students for entry into a Veterinary Assistant program. The content includes but is not limited to: animal-related career exploration, responsible animal care, work environment sanitation and safety, small mammal, reptile, avian and fish biology and care.

Applied Medical Sciences introduces students to the medical field, with an emphasis on knowledge and skills applicable to many medical occupations. Students explore medical careers in areas of interest, as well as in targeted high demand fields for future jobs. Students completing all course work and participating in a 50-hour clinical internship, will be eligible to become WA State Nursing Assistant Certified (NAC). Additionally, students will be able to test for the HIPAA certification.

Automotive Services provides the skills and the knowledge required for job entry in the automotive trade at the apprenticeship level or additional training in a career-technical institute. The course will consist of shop safety, shop organization and operation, theory and repair of engines, electrical systems, brakes, fuel systems, cooling systems, power trains, and suspension steering alignment. The students will make repairs on the automobile in these areas at the trade accepted standard. The students can supply their own projects or will be furnished a project to work on.

Construction – Skilled Trades: Electrical, Plumbing, Carpentry and Contracting develops the entry-level skills needed in residential electrical wiring, plumbing and carpentry contracting. Students will learn about work-site safety, construction-based applied math, safe use of hand and power tools, blueprint reading, communication skills, employability skills, material handling and framing skills. The program helps students explore a variety of construction-related career opportunities, develops appropriate work readiness skills and prepares them to enter construction-related apprenticeships, post-secondary education programs or entry-level jobs. Workplace safety, tool usage and job-readiness skills will be over-arching themes throughout each unit. Post high school training opportunities or entry-level employment in residential construction or facility maintenance careers in residential settings.

Criminal Justice: Law Enforcement Focus provides an overview of the criminal justice system and the careers available in this growing employment field. Students will investigate the roles of local and state law enforcement agencies, corrections, and other supporting careers. CPR training, hazardous materials awareness, and the National Incident Management system are also included in this program.
Culinary Arts combines culinary curriculum with on the job training in a commercial setting open to the public. Students deal with customers, production deadlines, and actual job functions. The students receive instruction in Kitchen Procedures, Deli and Barista Operations, Baking/Food Productions, Banquet and Catering service, and Storeroom Management. Students leave prepared for employment and/or culinary college.

Dental Assisting -The Dental program prepares students to become Registered Dental Assistants through the State of Washington. Each student will experience hands-on learning offering valuable preparation for future placement in the exciting and demanding field of dental technology. Areas of study include: Occupational Industrial Safety/Hygiene, Oral Anatomy, Microbiology, Dental Terminology, Radiography, taking Bite-wing x-rays, Basic Chair-side Skills, Dental Equipment and Instrument Identification and Maintenance, as well as Sterilization and Disinfection and Head and Neck Anatomy.

Fire Science & EMS prepares students with the skills necessary to become a firefighter and EMT, and to be an integral part of a Community Emergency Response Team (CERT). Taught by fire-fighting professionals, students will participate in firefighter training; fire prevention, inspection and investigation; alarm systems; dispatching, and EMS. Students will learn in various fire training stations in the area and experience all this profession has to offer.

Marine (Boat & Yacht) Services is a hands-on new curriculum focused on the skills necessary for a successful future in the world of Maritime employment. Students will learn about preservation and maintenance of materials found on boats, marine and marina operations, customer service, boat handling and navigation, gelcoat and fiberglass repair, and an introduction to marine propulsion and engines. On the water and other field studies will be included in this course. Students wishing to continue in the marine field will be able to successfully transition into a variety of post-secondary options.

Veterinary Assisting is designed for Students interested in professions working with and caring for animals. Through hands-on learning and challenging academic coursework, students will develop the skills and knowledge necessary to obtain entry-level positions in a variety of animal care facilities, including veterinary hospitals, grooming shops, animal shelters, and boarding facilities.

Video Game Development explores the many facets of the video game development life-cycle: from asset creation to game design to coding. Students will learn to code in an industry-standard programming language, create their own 2D & 3D graphics, explore game design as part of a project team and combine these elements to create games using a professional game engine. With crossover credit options available, this could be the first step on the path to a career in computer science.

Innovative students can return for a second year of self-driven studies, earning more credits for applying their skills in advanced software development areas. Students must have successfully completed the first year of study and shown evidence of being an independent worker. Second Year Students earn 3.0 Computer Science credits.

Welding is an industry-based shop environment designed for the student who would like to develop a deeper understanding of metalworking as a foundation for continuing education or being in a job-ready market. Students are trained in the basic skills of oxy-acetylene welding and cutting, shielded metal arc welding, gas metal and flux cored arc welding, gas tungsten arc welding, many other areas. Additionally, this program trains students in blueprint reading, math, layout and fit-up, and fabrication of a wide variety of projects.

Please check the website for current information. wtech.k12.wa.us

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Credit can be earned for work experience if the following criteria are met. A student must have completed a career class or a qualifying class related to the specific occupational area of the requested work experience. An example would be a student who has completed Beginning Auto and now is employed in an auto parts store, gas station or tire shop. The student would be eligible to earn a work experience credit the next semester. Students must fill out a worksite-learning plan, have a Learning Agreement on file, and document all hours worked (.25 credit for 90 hours of work). For more information contact Mr. Shaun Doffing (Work Site Learning Coordinator) or Mrs. Jennifer Daley (Career Counselor).

*Qualifying class – A class related to the student’s employment position and career goals, that is taken either concurrently with the worksite experience or in consecutive school terms. (i.e. the class can be taken in the fall for work credit in the spring, or in the spring for work credit in the fall or a student can be in the qualifying class and employed the same semester and earn work credit). See the Work Site Learning Coordinator or Career Counselor for more information about qualifying classes.

RUNNING START PROGRAM – This is a partnership between Sedro-Woolley High School and Skagit Valley College, also available at Bellingham Technical College. This program allows a Junior or Senior in high school an opportunity to attend classes at college and receive both high school and college credits. The following standards must be met to qualify for this program:

- You must have a high school GPA of 2.25 or higher.
- Classes taken at the college must be college level (100 level or above).
- Five college credits equal one high school credit.
- Cost of books and transportation are your responsibility.

If you are interested in the Running Start Program, see your high school guidance counselor for more information. There will be a Running Start orientation meeting in the spring, contact the guidance office for date and time.

STATE STREET HIGH SCHOOL - SSHS has several different programs.

- Core Program
- Contract Study Program
- Running Start
- SWSD Home School Partnership Program
- Connections Academy—Job Corp Campus

Talk to your high school guidance counselor for more information.
FINES AND FEES

Individual class fees are listed in the course description area. Please check with the course instructor for fees that may be required for certain courses. Students can obtain a waiver or reduction of fees if their family, by reason of their low income, or would have difficulty paying the fee. Students should notify their instructor and/or administrator if they need a waiver or reduction.

Students are responsible for the cost of replacing materials or property which are lost or damaged due to negligence. There will be additional fines and class fees for lost or damaged textbooks, library books, lab, art supplies used during the course. Fines and fees are assessed according to the replacement cost of the items. A student’s grades, transcripts, or diploma may be withheld until books are returned or fines/fees are paid in full.

SCHEDULE CHANGES

Choices made by students during registration are considered to be final. Courses that are offered for the following year are based on student choices made during the registration process. Schedules for the year are final after the initial schedule change period. There will be no schedule changes made second semester.

Schedule changes will only be honored for the following reasons:

- Incomplete Schedule
- Duplicate Classes
- Graduation requirement must be added
- IEP/ELL placement issue
- Attending Running Start/NWCTA (Only Juniors and Seniors)
- Missing pre-requisite
- Senior requesting late arrival or early release
- Wrong level of class
- Requesting approval to be a TA (Only Juniors and Seniors can be TA’s)

Students will have the opportunity to register for classes, but will not have the choice of picking teachers and periods for classes. Students schedules may be changed for administrative reasons without notification (i.e. no longer offering class, student missing a required class, student did not register for classes, student left an open period in their schedule).

- Freshman have 5 days at the beginning of the year to make changes. Upper Classmen will be given that opportunity in the Spring of the previous year. No changes will be made for Semester 2.
- Any classes dropped after the tenth day of each semester will automatically result in an “F” grade.
- Students may appeal to receive a “W” on their transcript based on extenuating circumstances and administrative approval.
- Yearlong classes are exactly that, full year classes. They will not be dropped at any time unless there are extenuating circumstances that are approved by administration and teachers.
- If a student fails a core course, the course will be added to their next semester schedule.
A limit of six credits are allowed towards graduation from a source other than from Sedro-Woolley School District; i.e., home school or correspondence courses. All outside credits must have prior approval of the Administration of S-WHS.

- Correspondence Courses: Course work may be taken through accredited academic programs. The cost of such programs is the responsibility of the student and family, and must be approved by the Principal or designee. Students can order correspondence packets from American Schools to make up credits. The cost of these courses is the responsibility of the parent or student. They range from $160.00 to $300.00 each credit. See your Guidance Counselor for more information.

- During the school year students can earn credit for working after school. See your Guidance Counselor and Mr. Doffing or Mrs. Daley for more information.

- Classes at Skagit Valley College: Approval must be obtained from your Guidance Counselor prior to enrolling in college classes.

- Music: Credit for study with private music teachers may be granted. Prior administrative approval required.

- APEX online during the school day. Talk to your counselor about enrolling into this class.
Greenhouse Management, and Horticulture can count as an Occupational Education equivalency credit and the science elective credit required for graduation.

FLORAL DESIGN (AGR700) – .50 CREDIT/1 SEMESTER
Recommended: 9th–12th grade. Prerequisite: Horticulture and instructor permission
This class will include topics related to the floral industry and business management practices involved with running a floral shop. Students participate in classroom activities involving the mechanics of floral design, the making of floral arrangements and other floral products. The students will learn the business aspect of marketing and quality control and how it relates to the full service floral shop.

HORTICULTURE (AGR521) – .50 CREDIT/1 SEMESTER
Recommended: 9th–12th grade.
An introduction to the plant sciences emphasizing practical hands-on horticultural activities. Course topics and corresponding student activities include: landscape design, installation and maintenance, lawn installation and maintenance, soils and fertilizers, pesticides and pests, plant physiology and reproduction, plant morphology and identification, pruning, flower arranging, wreath construction, and bottle gardens.
This class provides a great opportunity to learn about plants and their processes. It is also a great opportunity to get hands-on education in the greenhouse in such areas from planting seeds to fertilizing. The student will be responsible for participating in class labs and studying assigned areas on an individual basis, along with basic book studies, classroom lectures, and hands-on opportunities in and around greenhouse environments. This class will count as Occupational Education and a Science Dual Credit Equivalency.

GREENHOUSE MANAGEMENT (AGR524) – .50 CREDIT/1 SEMESTER
Recommended: 9th–12th grade. Prerequisite: Successful completion of Horticulture and instructor permission.
This class will be involved with the raising, care, and management of bedding plant production in the school's greenhouse. Areas of study will include perennials, foliage plants, flower arrangement, landscape and yard maintenance, fruit production, marketing and salesmanship, business management and computer record keeping. Students will have the opportunity to learn the skills needed to run their own small business.
The student will need proper clothing when working around water and soil. Safety equipment will be provided if and when needed. Students will design displays and work with the spring plant sale. This class will count as Occupational Education and a Science Dual Credit Equivalency.

LANDSCAPING (AGR601) – .50 CREDIT/1 SEMESTER
Recommended: 9th–12th grade. Prerequisite: Successful completion of Horticulture and instructor permission
The goal of the Landscaping course is to provide students with opportunities to explore aspects of landscaping and to establish a foundation of knowledge and experience that can prepare them for careers in the landscaping field. At least three actual landscape designs are implemented as class projects. Students will be actively installing landscapes in the community. This class prepares students for the State of Washington Certified Landscape licensing class.

BEGINNING AGRICULTURAL WELDING (AGR511) – .50 CREDIT/1 SEMESTER (Formally Agriculture Mechanics)
Recommended: 9th–12th grade.
Do you like to repair things? Do you like to make things with your own hands? If so, this is the class for you. In this course, students will begin by learning to tie several common knots. The major focus of this course will be to teach students how to safely operate the equipment in the Welding/Machine Shop. Skills introduced are Arc welding (SMAW), oxy-acylene welding (AOW), oxy-acylene cutting, hot and cold metal forming techniques, sheet metal layout and forming, and forge operation. You will also learn basic plumbing and electrical wiring skills. Seven required projects are designed to teach students these processes and to safely operate the metal working equipment. At the end of this course, students will have time to plan and build a small project of their own design. Leadership activities will be facilitated through participation in FFA. A $10.00 lab fee, coveralls and eye protection are required. Student assistance is available. Students have the option of earning Tech Prep college credits; see page 22

AGRICULTURAL WELDING I (AGR567) – .50 Credit/1 Semester
Recommended 9th – 12th Prerequisite: Beginning Agricultural Welding
This class gives students a chance to further develop their skills in the Welding/Machine Shop. This course is ideal for students planning a career in welding or related occupations, such as auto mechanics, diesel mechanics, machinist, auto body repair, metal fabrication and boat building. Students will become competent in Arc welding (SMAW) using E6010 and E7018 rod in all positions common to construction of structural and plate steel. Students will complete one required project designed to introduce several fabrication techniques. For the remainder of the course, students will use a design and problem solving approach to complete a project(s) that will apply their welding skills and further develop knowledge of shop equipment and fabrication techniques. Leadership activities will be facilitated through participation in FFA. A $10.00 lab fee, coveralls and eye protection are required. Student assistance is available. Students have the option of earning Tech Prep college credits; see page 22

AGRICULTURAL WELDING II (AGR546) – .50 CREDIT/1 SEMESTER
Recommended 10th–12th Prerequisite: Agricultural Welding I or Welding Technology I
This class gives students a chance to further develop their skills in the Welding/Machine Shop. This course is ideal for students planning a career in welding or related occupations, such as auto mechanics, diesel mechanics, machinist, auto body repair, metal fabrication and boat building. Students will become competent in MIG welding (GMAW) in all positions common to construction of structural and plate steel. All students will complete one required project designed to introduce several fabrication techniques. For the remainder of the course, students will use a design and problem solving approach to complete a project that will apply their welding skills and further develop knowledge of shop equipment and fabrication techniques. Leadership activities will be facilitated through participation in FFA. A $10.00 lab fee, coveralls and eye protection are required. Student assistance is available. Students have the option of earning Tech Prep college credits; see page 22
BEGINNING WELDING (WELD01) – .50 CREDIT/1 SEMESTER
Recommended: 9th – 12th grade

Do you like to repair things? Do you like to make things with your own hands? If so, this is the class for you. The major focus of this course will be to teach students how to safely operate the equipment in the Welding/Machine Shop. Hands-on skills introduced are Arc welding (SMAW), MIG welding (GMAW), oxy-acetylene cutting, hot and cold metal forming techniques, sheet metal layout and forming, and forge operation. You will also have the opportunity to learn fundamental computer aided design (CAD) skills. Designs completed using CAD will be robotically manufactured using computer aided machining tools. Several required projects are designed to teach students these processes and to safely operate the metal working equipment. At the end of this course, students will have time to plan and build a small project of their own design. A $10.00 lab fee, coveralls and eye protection are required. Student assistance is available. Students have the option of earning Tech Prep college credits; see page 22

WELDING I (WELD02) – .50 CREDIT/1 SEMESTER
Recommended 9th – 12th Prerequisite: Beginning Welding

This class gives students a chance to further develop their skills in the Welding/Machine Shop. This course is ideal for students planning a career in welding or related occupations, such as auto mechanics, diesel mechanics, machinist, auto body repair, metal fabrication and boat building. Students will become competent in Arc welding (SMAW) and MIG (GMAW) welding in positions common to construction of structural and plate steel. Students will complete one required project designed to introduce several fabrication techniques. For the remainder of the course, students will use a design and problem solving approach to complete a project(s) that will apply their welding skills and further develop knowledge of shop equipment and fabrication techniques. A $10.00 lab fee, coveralls and eye protection are required. Student assistance is available. Students have the option of earning Tech Prep college credits; see page 22

WELDING II (WELD03) – .50 CREDIT/1 SEMESTER
Recommended 10th – 12th Prerequisite: Welding I

This class gives students a chance to further develop their skills in the Welding/Machine Shop. This course is ideal for students planning a career in welding or related occupations, such as auto mechanics, diesel mechanics, machinist, auto body repair, metal fabrication and boat building. Students will become competent in MIG welding (GMAW) and TIG (GTMAW) in positions common to construction of structural and plate steel. All students will complete one required project designed to introduce several fabrication techniques. For the remainder of the course, students will use a design and problem solving approach to complete a project that will apply their welding skills and further develop knowledge of shop equipment and fabrication techniques. A $10.00 lab fee, coveralls and eye protection are required. Student assistance is available. Students have the option of earning Tech Prep college credits; see page 22
Students enrolled in advanced Art courses (Art II, Studio Art, Ceramics II, Ceramics Studio, Wheel Pottery, and Graphic Arts II) are eligible to earn Occupational Education equivalency credit for that Art class. There are some additional requirements that go along with earning that Occupational Ed credit. Please see your Art teacher for details. *Application for Occupational Ed credit must be completed before the class begins.*

- Any student may take a beginning level art course: Art I, Ceramics I, Sculpture or Graphic Arts I.
- No course may be repeated, with the exception of Studio Art.
- Upper level courses require successful completion of the beginning level courses and instructor permission: Art II, Ceramics II, Graphic Arts II, Wheel Pottery, and Studio Art.

**ART I: DRAWING, PAINTING, PRINTMAKING (ART502) – .50 CREDIT/1 SEMESTER**
Recommended: 9th – 12th grade. Prerequisite: No previous art experience needed
Materials: $5 art fee required
This course is an introduction to the basic elements and principles of art using a variety of media. Introductory techniques of design, block printing, drawing and painting will be taught. This course is open to any student.

**ART II: DRAWING, PAINTING, SCREEN PRINTING (ART503) – .50 CREDIT/1 SEMESTER**
Recommended: 10th – 12th grade. Prerequisite: Successful completion of Art I and instructor permission.
Materials: $5 art fee required
The emphasis for this course is on; design and composition, creating original artwork that demonstrates depth and contrast. Students will work with drawing materials, screen printing and painting mediums. Students will be expected to apply principles learned in the beginning art course. Students will keep an electronic portfolio for all projects. Students are expected to be able to work independently and responsibly in a studio setting. *Students can fill out a form to earn dual credit for Occupational Ed and Fine Arts for this class, see your teacher for more information.*

**STUDIO ART 1 (ART514) – .50 CREDIT/1 SEMESTER**
Recommended: 11th – 12th grade. Prerequisite: Successful completion of Art I and II, and instructor permission.
Materials: $5 art fee required
This course prepares the student to pursue Art post-secondary education. Emphasis will be placed on the improvement of skills, composition, design, development of a personal style, and developing a personal portfolio for submission to art schools. Students will work in two-dimensional media such as; pencil, charcoal, colored pencil, screen printing and acrylic painting. Students must demonstrate the ability to work independently and will be expected to submit preliminary plans for each project during the term. Students will keep an electronic portfolio of every project. *Students can fill out a form to earn credit for Occupational Ed or for Fine Arts for this class, see your teacher for more information.*

**STUDIO ART 2 (ART517) – .50 CREDIT/1 SEMESTER**
Recommended: 11th – 12th grade. Prerequisite: Successful completion of Art I, Art II, Studio 1 and instructor permission. This course is repeatable.
Materials: $5 art fee required
This course prepares the student to pursue Art post high school. The purpose of this course is to allow students to develop and create art independently. Students have the choice of creating portfolios for entrance to art schools, to create projects in an area of interest, to create murals for our campus, to create art for the community. Students must be able to work independently, problem solve independently, must be reliable and must demonstrate an advanced level of art skill. Students will have the opportunity to work in two-dimensional media such as; pencil, ink, charcoal, colored pencil, screen printing and various painting mediums. Students are expected to submit a preliminary plan for each project during the term. Students will keep an electronic portfolio of every project. *Students can fill out a form to earn credit for Occupational Ed or for Fine Arts for this class, see your teacher for more information.*

**CERAMICS I (ART507) – .50 CREDIT/1 SEMESTER**
Recommended: 9th–12th grade Prerequisite: No previous art experience needed
Materials: $5 art fee for each bag of clay used
The majority of this course will focus on an introduction to ceramics (clay), including hand building, surface decoration, glazing, and firing. Students will learn how to successfully construct clay vessels and figures using various techniques: pinch, coil, slab, tile, and molds.

**CERAMICS II (ART508) – .50 CREDIT/1 SEMESTER**
Recommended: 11th – 12th grade. Prerequisite: Successful completion of Ceramics I, Sculpture and instructor permission.
Materials: $5 art fee for each bag of clay used
A course that emphasizes further exploration of ceramics as a mode of expression, and historical discussion of the art that inspires us. Students are required to plan and execute projects independently, critique their work as well as others, develop a personal voice, and participate in art exhibits and display. Assignments will include ceramic vessels, abstract and realistic sculpture, ceramic tile, portrait/figure study, independent projects, and basic and advanced projects on the potter’s wheel. All projects will require advanced building techniques, surface decoration, and glazing/painting. *Students can fill out a form to earn dual credit for Occupational Ed and Fine Arts for this class, see your teacher for more information.*
SCULPTURE (ART520) - 0.50 CREDIT/1 SEMESTER (Formerly 3D Art)
Recommended: 9th—12th grade.
Materials: S$5 art fee required
This course explores various materials and tools used to create sculptures. Students create freestanding forms using sculptural techniques, including clay figures, kinetic mobiles, pop art, and sculpture using found objects. Artists will consider volume, weight, balance, color, form, and texture while creating original work. You will also analyze other works of sculpture through reading, discussion, and critique.

CERAMICS STUDIO (ART512) – 0.50 CREDIT/1 SEMESTER
Recommended: 11th – 12th grade. Prerequisite: Successful completion of Ceramics I and II, and instructor permission. Repeatable
Materials: S$5 art fee required
This course prepares the student to pursue Art in post-secondary education. Emphasis will be placed on the improvement of skills, development of personal style, and a personal portfolio for submission to colleges. Students will work in ceramic or other 3-dimensional media, in preparation for exhibits and shows. They must have demonstrated the ability to work independently in their chosen media, and will be expected to submit a preliminary plan of what they wish to accomplish during the term. Students can fill out a form to earn dual credit for Occupational Ed and Fine Arts for this class, see your teacher for more information.

WHEEL POTTERY (ART509) – 0.50 CREDIT/1 SEMESTER
Recommended: 11th – 12th grade. Limited to 8 students. Prerequisite: Successful completion of Ceramics II, basic wheel pottery skills, and permission. Materials: S$5 art fee required
This course is for intermediate and advanced instruction on the pottery wheel, with an emphasis on demonstration, independent study, and exploration of techniques. Projects will focus on mastery of beginning forms, creating functional vessels (bowls, mugs), thrown component projects (teapot, sculpture), lids, trimming, and surface decorating techniques. Students can fill out a form to earn credit for Occupational Ed or for Fine Arts for this class, see your teacher for more information.

GRAPHIC ARTS I: ILLUSTRATION (ART504) - 0.50 CREDIT/1 SEMESTER
Recommendation: 9th-12th grade. Prerequisite: None
Materials: S$5 art fee required
This course is an introduction to the basic art techniques and concepts related to illustration and advertising. Students will explore the art of visual communication using design theory, illustration, lettering, and product packaging to promote the sale of products and ideas. Students will work in a variety of media such as pencil, pen & ink, colored pencil and various painting mediums. Students will maintain a portfolio of work. This course is open to all students.

ART HISTORY (SST602) – 0.50 CREDIT/SEMESTER
Recommended: 10th – 12th grade. Prerequisite: 10th grade reading level, parent permission, no art experience needed. Materials S$5.00 art fee required
An exploration of visual expression from prehistory to modern times, including readings, slide analysis and film. A course designed to help the student understand and appreciate art. Some projects related to historical techniques. This course will count as your Social Studies Elective or a fine arts credit.

COMMUNICATION TECHNOLOGIES

DIGITAL PHOTOGRAPHY & IMAGING (VIS504) - 0.50 CREDIT/1 SEMESTER
Recommended: 9th – 12th grade.
This is a semester-long course involving introductory and exploratory instruction in digital photography and imaging. Instruction in use of cameras and photographic conventions and artistic composition will be followed by digital imaging and the study of the use photography in a variety of mediums such as print, screen and the internet. Assignments will be project-based in nature. Students should possess and will develop skills in problem-solving, self-motivation, time-management and self-evaluation. The primary objective of the class is to introduce students to communicating visually through a variety of photographic mediums and methods. This class will count as Occupational Education and a Fine Arts Dual Credit Equivalency. Students have the option of earning Tech Prep college credits; see page 22.
**CINEMATOGRAPHY AND FILM/VIDEO PRODUCTION (VIS505) - .50 CREDIT/1 SEMESTER**
Recommended: 9th – 12th grade.

This semester-long course develops skills and knowledge in producing and editing video, animation, and sound for multimedia productions. Emphasis will be on the capture, editing, and outputting of video using a desktop digital video workstation. This course will take students through pre-production, script-writing, the collecting of raw video and audio footage, image and text compositing into a final production using digital video editing, audio editing, and video compositing. The student will learn the basics of editing as well as processing and compression for various outputs, such as: NTSC, Multimedia, and the internet, with attention to the aesthetics and principles of design and composition. *This class will count as Occupational Education and a Fine Arts Dual Credit Equivalency.*

**DESKTOP PUBLISHING, DIGITAL IMAGING AND GRAPHICS (VIS506 – VIS507) – 1 CREDIT/ALL YEAR**
Recommended: 9th -12th grade. Prerequisite: Instructor permission

This year-long class focuses on advanced instruction in the fundamentals of using the computer as a primary production tool. Topics include an overview of industry standard software for page layout and design, drawing and image manipulation, and various methods of reproduction for print and electronic delivery. Coursework will be centered on the study of design development relating to graphic design terminology, tools and media, and layout and design concepts. Topics include integration of type, images and other design elements, and developing computer skills in industry standard computer programs. Emphasis on creation of student projects including newsletters, annual reports, brochures, and promotional materials. Creation of the school’s yearbook will be the primary project for all members of the class. Editorial and other leadership opportunities are available for advanced students. *This class will count as Occupational Education and a Fine Arts Dual Credit Equivalency. Students have the option of earning Tech Prep college credits; see page 22.*

**DIGITAL DESIGN 1 (TECH06) – .50 CREDIT/1 SEMESTER**
Recommended 9th – 12th grades Prerequisite: Digital Communications

This is a semester long course involving introductory and exploratory instruction in graphic design, web design and animation design. The course develops key digital communication skills: design, communication, project management, and web technology. Instruction in use of programs such as Photoshop, Illustrator, Dreamweaver, Fireworks, Flash, Blender and other design programs will be explored. Utilization of these programs in print, screen and the Internet will be accomplished through a variety of project based assignments. Student should possess and will develop skills in problem solving, self-motivation, time management and self-evaluation. The primary objective of the class is to introduce students to communicating visually through a variety of graphic programs and methods. This class will count as Occupational Education and Fine Arts Dual Credit Equivalency. *Students have the option of earning Tech Prep college credits; see page 22.*

**DIGITAL DESIGN 2 (TECH02) - .50 CREDIT/1 SEMESTER**
Recommended: 9th – 12th grade. Prerequisite: Successful completion of Digital Design 1 with a grade of B or better and approval by instructor.

This semester long class builds off of knowledge and skills acquired in Digital Design 1. Students will focus on topics and projects of interest to them in the fields of graphic design, web design and/or animation design. Students must be self-motivated and possess the abilities to problem solve, work independently manage time efficiently and conduct self – evaluations. Students will be given the opportunity to share their knowledge and skills with classmates.

**TECHNICAL ENGLISH (BUS605) - .50 CREDIT - 1 SEMESTER (This course satisfies required .50 English credit for senior year.)**
Recommended: 9th -12th grade.

This is a semester-long class that will focus on the principles of organizing, developing, writing and reading technical information. Reading material will be geared toward reading for information and understanding with an emphasis on developing reading strategies to enhance comprehension and analysis. Oral presentation principles will include the use of visuals, as well as organizing and presenting an effective speech. The overall instruction will focus mostly on the kind of scholarly, analytical writing and reading required by universities, technical schools and business. *This course will count as Occupational Education credit and a Dual Credit Equivalency for English (Dual Credit option is subject to CTE staff teaching the course).*

**For students going to Technical or Community College, apprenticeship, the military or straight to work. This course and Career Planning will fill your Senior English requirement. Taking both classes provides well rounded preparation for life after high school.**
**FINE ARTS DUAL CREDIT EQUIVALENCY.**

This semester class will give students the opportunity to learn about and operate broadcasting equipment including Cameras, Tri-Casters, Tele-prompts and computer software. Students will practice broadcasts, ads, new feeds and original scripts and films. They will be involved in all aspects of station operation: scheduling, budgeting, news broadcasts, informational pieces, sports, ads, documentaries and short films. Students will be responsible to film after school events such as sports, plays, concerts, and other activities so a willingness to work outside of the school day is a must. *Occupational Education and a Fine Arts Dual Credit Equivalency.*

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**DRAMA**

**DRAMA I (ENG501) - .50 CREDIT/1 SEMESTER**  
Recommanded: 9th – 12th grade. *This course can count towards a Fine Arts credit. Prerequisite: No experience required.*

In this performance class the student will participate in a variety of theatrical exercises and games to develop basic stage skills, including imagination, concentration, memory and movement. Students will be expected to participate in all activities, including performing in class scene performances, attend one out-of-class production and write a play analysis. Specific emphasis will be placed on Washington State’s Essential Academic Learning Requirements in Arts.

**DRAMA II (ENG503) - .50 CREDIT/1 SEMESTER**  
Recommanded: 10th – 12th grade. *This course can count towards a Fine Arts credit. Prerequisite: Successful completion of Drama I.*

In this workshop style class, emphasis will be placed on performance, scene work, monologues and improvisation. Students will further their development of character as well as voice development, articulation, and expressiveness. Intermediate students will direct and produce in class scene performances.

**DRAMA III (ENG523) - .50 CREDIT/1 SEMESTER**  
Recommanded: 11th – 12th grade. *This course will count as English credit and a Dual Credit Equivalency for Fine Arts. Prerequisite: Successful completion of Drama I & II.*

This class is an advanced theatrical production class. Students will produce, direct, write, evaluate and analyze formal scripted scenes, they will also present two contrasting monologues from published plays. Performance participation is required for successful completion

**PLAYWRITING (ENG504) - .50 CREDIT/1 SEMESTER**  
(This course satisfies .50 Fine Arts Credit or required senior English)  
Recommanded: 11th -12th grade. Prerequisite: Successful completion of Junior English or Instructor Permission

This course exposes students the fundamental elements of playwriting. The craft of playwriting will be explored through a critical understanding and practical application of basic playwriting elements such as plot, character, dialogue and the relationship between language and structure. Students will participate in creative writing exercises as a means of finding their playwriting voice as well as honing an ear for the spoken word on stage. Critical analyses of stage play excerpts, peer critiquing of fellow students’ work-in-progress scripts and a final dramatized play reading showcase evening will also be key components of the learning process. This course prepares students towards the completion of a shorter 5 minute play, as well as a longer final 10-15 minute One-Act stage play. Students will examine and analyze existing plays and develop their own original scripts in a workshop style setting.

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**CHORAL MUSIC**

***Students enrolled in their 4th year of a Band (Percussion Ensemble, Symphonic Band, or Wind Ensemble), Choir (Concert Choir or Chamber Singers or Advanced Treble Choir), or Orchestra course are eligible to earn Occupational Education equivalency credit for that Music class. There are some additional requirements that go along with earning that Occupational Ed credit. Please see your Music teacher for details. Application for Occupational Ed credit must be completed before the class begins.***

**CONCERT CHOIR (MUS524) – 1 CREDIT/YEAR LONG (Course may be repeated for credit)**  
Recommanded: 9th – 12th grade.

Concert Choir is a non-audition group focusing on developing the individual and group skills necessary for participation in advanced choral studies in high school. Students learn basic music and performance skills and sight singing while performing a variety of musical styles. The group will perform at school assemblies and two evening concerts per semester. Performance participation is required. A good preparation course for Chamber Singers, Advanced Treble Choir and Jazz Choir.  
*(Course Fee $10.00/year), *** Students enrolling in their 4th grade can fill out a form to earn dual credit for Occupational Ed and Fine Arts for this class, see your teacher for more information.*
ADVANCED TREBLE CHOIR – 1 CREDIT/YEAR LONG
Recommended: 9th – 12th grade. Prerequisite: Audition required for entry to class.
Advanced Treble Choir is an auditioned ensemble for advancing soprano and alto vocalists. The curriculum will focus on individual vocal skills, sight reading, and ensemble blend and balance. Concerts, Solo/Ensemble Festival, and Large Group Festival will be major focus events for this group. This course is open to all students interested in expanding their vocal skills through the medium of Treble Choir literature. May be repeated for credit and taken simultaneously with Jazz Choir and/or Chamber Singers. Contact Mr. Brask for audition materials and scheduling.*** Students enrolling in their 4th year can fill out a form to earn dual credit for Occupational Ed and Fine Arts for this class, see your teacher for more information.

CHAMBER SINGERS (MUS526) – 1 CREDIT/YEAR LONG (Course may be repeated for credit)
Recommended: 10th – 12th grade. Prerequisite: Concert Choir, Advanced Treble Choir or equivalent and Audition required.
Chamber Singers is an auditioned group focusing on teaching advanced vocal skills while performing a wide variety of music from classical to contemporary. For the dedicated musician devoted to developing performance skills at a higher level. Good preparation for college or community choirs. Performances at evening concert, school assemblies, community organizations, competitions and festivals. Performance participation is required. Group is re-auditioned each year. (Course fee $10.00 per year) *** Students enrolling in their 4th year can fill out a form to earn dual credit for Occupational Ed and Fine Arts for this class, see your teacher for more information.

JAZZ CHOIR (MUS531-MUS532) – 1 CREDIT/YEAR LONG, (May be repeated)
Recommended: 10th – 12th grade. Prerequisite: Audition required, must be a member of Chamber Singers, Advanced Treble Choir, Concert Choir or instructor permission.
Jazz Choir is an advanced, sixteen-voice ensemble with rhythm section that explores the unique American idiom of Jazz. Styles from swing, funk, Latin, and contemporary are explored while introducing and exploring improvisation. Acceptance requires an audition and continuous membership in another performance ensemble (Chamber Singers, Concert Choir, Orchestra, Band, Percussion Ensemble, etc.). There will be numerous performances throughout the greater Puget Sound area. Performance participation is required. (No course fee, but students must purchase performance and team attire. Costs vary annually) *** Students enrolling in their 4th year can fill out a form to earn dual credit for Occupational Ed and Fine Arts for this class, see your teacher for more information.

INSTRUMENTAL MUSIC

***Students enrolled in their 4th year of a Band (Percussion Ensemble, Symphonic Band, or Wind Ensemble), Choir (Concert Choir or Chamber Singers), or Orchestra course are eligible to earn Occupational Education equivalency credit for that Music class. There are some additional requirements that go along with earning that Occupational Ed credit. Please see your Music teacher for details. Application for Occupational Ed credit must be completed before the class begins.

ORCHESTRA (MUS553) – 1 CREDIT/YEAR LONG (Course may be repeated for credit)
Recommended 9th – 12th grade. Prerequisite: Middle School orchestra, or Audition.
High School Orchestra is an all-inclusive ensemble for students Level III and higher. Diverse musical styles from various genres and historical periods are explored, along with advancing technique and performance skills. The developing player receives technical guidance while the more advanced students are challenged through smaller ensembles and even solo work. Performances at evening concert, school assemblies, community organizations, contests and festivals. Performance participation is required. *** Students enrolling in their 4th year can fill out a form to earn dual credit for Occupational Ed and Fine Arts for this class, see your teacher for more information.

PERCUSSION ENSEMBLE (MUS506) – 1 CREDIT/YEAR LONG (Course may be repeated for credit)
Recommended 9th – 12th grade. Prerequisite: Instructors permission required.
This course is for drummer/percussionists. Students must know how to read music. Class will focus on rudiments and reading as well as individual and group performing on a variety of percussion instruments. Students will perform with Marching Band, Symphonic Band, Wind Ensemble, and Percussion Ensembles. (Course Fee $25.00) *** Students enrolling in their 4th year can fill out a form to earn dual credit for Occupational Ed and Fine Arts for this class, see your teacher for more information.

SYMPHONIC BAND (MUS504) – 1 CREDIT/YEAR LONG (Course may be repeated for credit)
Recommended 9th – 12th grade. Prerequisite: Drummers must take Percussion Ensemble.
This course is for woodwind and brass instrumentalists. Members perform a variety of music in a concert band setting. Performances throughout the year are required. These include: concerts, large group contest, pep band at basketball games, marching band at football games and parades. Grade is based on participation and testing. *** Students enrolling in their 4th year can fill out a form to earn dual credit for Occupational Ed and Fine Arts for this class, see your teacher for more information.

ADVANCED ORCHESTRA (MUS554-MUS555) 1 CREDIT/YEAR LONG (Course may be repeated for credit)
Recommended 9th–12th grade. Prerequisite: Concurrent enrollment in Orchestra. Students would audition in September and have their registration changed by the first grading period and then continue to meet with the main orchestra while assuming extra duties.
Advanced Orchestra is a select, auditioned group of students registered for Orchestra. Audition material is provided and students who meet an advanced standard through recorded auditions may change their registration to this course. Members of Advanced Orchestra commit to learning additional, high-level music independently and include sectional and full-ensemble rehearsals in their Power Hour schedule. This ensemble will represent our school at Solo/Ensemble Contest and register as a separate group at Large Group Festival each March.
WIND ENSEMBLE (MUS549) – 1 CREDIT/YEAR LONG (Course may be repeated for credit)
Recommended 10th – 12th grade. Prerequisite: Auditions required the Spring before. Drummers must take Percussion Ensemble.

The Wind Ensemble is a large group of select wind and percussion players with advanced abilities. Members are chosen by audition in the Spring of the previous year. The Wind Ensemble plays a variety of musical styles and performs several times throughout the year, including band concerts and the District Large Group Band Contest. In some cases students can gain membership by audition at the beginning of 1st or 2nd semester. Members will perform with Marching Band and Pep Band during the year. *** Students enrolling in their 4th year can fill out a form to earn dual credit for Occupational Ed and Fine Arts for this class, see your teacher for more information.

JAZZ BAND (MUS511-MUS512) – 1 CREDIT/YEAR LONG (Course may be repeated for credit)
Recommended 10th – 12th grade. (9th graders welcome to audition at the end of their 8th grade year) Prerequisite: Auditions required the Spring before.

Members perform a variety of jazz styles in a Big Band jazz setting. Several performances required throughout the year. Personal skill and participation guidelines must be met to maintain membership.

ADVANCED JAZZ BAND (MUS534) – 1 CREDIT/YEAR LONG (Course may be repeated for credit)
Recommended 10th – 12th grade. (9th graders welcome to audition at the end of their 8th grade year) Prerequisite: Auditions required the Spring before.

Concurrent enrollment in Symphonic Band, Wind Ensemble, or Percussion Ensemble, or Instructor Permission required.

Members perform a variety of jazz styles in a Big Band jazz setting. Several performances required throughout the year. Personal skill and participation guidelines must be met to maintain membership.

INDEPENDENT BAND TUTOR (MUSIC) – .50 CREDIT/1 SEMESTER
Recommended 11th or 12th grade. Prerequisite: Instructor permission required.

This course is for advanced band students who have a desire to teach. Tutors will: work with band students at Cascade Middle School and/or SWHS, perform on their primary instrument, give individual and small group instruction, assess those being instructed, and assist the director as needed. Students must have private transportation and parent permission to drive off-campus.

BEGINNING GUITAR (MUS503) – .50 CREDIT/1 SEMESTER
Recommended 9th – 12th grade.

Never played the guitar before or struggled to learn on your own? Beginning Guitar is a step-by-step method approach to learning guitar basics. Students will work in groups and independently to explore the basic approach to playing. Grade is based on participation, work habits, and meeting personal benchmarks. Student must supply own acoustic guitar or electric guitar with amp and headphones. Repeatable for credit. (Course Fee $10.00).

INTERMEDIATE GUITAR (MUS601) - .50 CREDIT/1 SEMESTER
Recommended 9th-12th grade. Prerequisite: Successfully completed Beginning Guitar with a 75% or better grade or instructor permission.

Already playing in a band? Taken private lessons? Know how to read tabs? Enjoy learning using YouTube or other online videos? Intermediate Guitar is designed for the guitarist who has successfully completed Beginning Guitar or has otherwise mastered the basic skills of playing the guitar. Students will work in groups and independently to increase their knowledge of the guitar by setting and meeting personal goals. Grade is based on participation, work habits, and meeting personal benchmarks. Students must supply own acoustic guitar or electric guitar with amp and headphones. Repeatable for credit. (Course Fee $10.00).

ADVANCED GUITAR (MUS600) - .50 CREDIT/1 SEMESTER
Recommended 10th—12th grade. Prerequisite: Successfully completed Intermediate Guitar. Audition/Instructor’s permission required.

Just can’t get enough time on your guitar? Wanting to network with other experienced players to develop skills and make music? Guitar students who successfully complete Intermediate Guitar may audition to take this advanced, studio guitar class. Students will work in groups and independently to advance their knowledge of the guitar by setting and meeting personal goals. Grade is based on participation, work habits and meeting personal benchmarks. Students must supply own acoustic guitar or electric guitar with amp and headphones. Repeatable for credit (Course Fee $10.00)
BUSINESS AND MARKETING DEPARTMENT

Business and Marketing courses help students develop Soft Skills (aka Professional Skills) that are need in almost all careers!

Most Business and Marketing classes can be taken anytime during a student’s high school career. See note below for more information.

Computer Science I can be taken during the same semester as Digital Communications.

* Designates the class is a Tech Prep class and earns Skagit Valley College credit.

**DIGITAL COMMUNICATIONS (BUS504) - .50 CREDIT/1 SEMESTER
Required: 9th grade
A World of Opportunity! Technology Exploration and Engagement!
Students will explore their personal interests and relate them to possible career paths. Using project based learning they will engage in technology using Word, Excel and PowerPoint to create a presentation and earn valuable Microsoft Office Specialist certifications! These basic skills will be useful in many real-life applications: personal, education and careers! The MOS certifications will put them ahead of the game in the world of post-secondary education and careers! Tech Prep College credit is available through Skagit Valley College. See page 22.

**COMPUTER APPLICATIONS (BUS5333) - .50 CREDIT/1 SEMESTER
Recommended: 10th-12th grade. Prerequisite: Successful completion of Digital Communications
A World of Proficiency! Take Technology Exploration and Engagement to a higher level! Become a MOS Master!
This course is the next step after successfully completing Digital Communications. Students will work toward earning additional Microsoft Office Specialist certifications: Word Expert, Excel Expert, Access, Outlook, OneNote and SharePoint. Students will also have an opportunity to apply their acquired technology skills to real-life applications. Tech Prep College credit is available through Skagit Valley College. See page 22.

**ECONOMICS (SST500) - .50 CREDIT/1 SEMESTER
Recommended: 10th – 12th grade.
A World of Choices! Learn to make choices that impact your life positively!
Individual and group hands-on activities and projects will prepare students to master the fundamental economic concepts. Students will study the basic economic principles of micro and macroeconomics, international economics, and comparative economic systems. This class takes place in a computer lab and students will utilize technology to conduct research and study economic models. This course will count as Occupational Education and an equivalency to Social Studies Elective.

**AP MICROECONOMICS-MACROECONOMICS (SST306-SST307) – 1 CREDIT/YEARLONG
Recommended: 11th – 12th grade. Prerequisite: Successful completion of Economics advised but not required
A World of Educated Choices! Making more informed choices!
This course is a college level, full year course designed to provide students with a thorough understanding of the principles of economics. AP Economics will emphasize the study of national income, economic performance measures, economic growth and international economics. The aim of AP Economics is to provide the student with learning experience equivalent to that obtained in a typical college introduction level economics course. Students will learn to think like economists – to question, to evaluate marginal costs and marginal benefits, to explore the many ways that one action can cause secondary actions. The course will be split into 2 areas of focus in order to best prepare students for the AP Micro and Macro exams in May. This course may count as a Social Studies Elective or Occupational Education.

**INTRODUCTION TO BUSINESS (BUS500) - .50 CREDIT/1 SEMESTER
Recommended: 9th—12th grade.
A World of Enterprise! Explore the possibilities within Business!
Through a variety of fun, fast-past, hands-on projects and activities students will be introduced into the world of business. This is a great course for those considering a future in Business! Students will be able to sample all the courses offered in the Business and Marketing Department during this semester course which will help them to create a pathway to continue their learning and prepare for their future.

**PROJECT MANAGEMENT (BUS507) - .50 CREDIT/1 SEMESTER
Recommended 9th—12th grade.
A World of Real Life Planning!
Did you know: 2.2 million Project Management related jobs will be needed each year through 2027? 95% of executives identified Project Management as the “single most important skill” for their current and future success!
What is a project? How do you manage one? What is the best approach? We’ll answer these questions and many more in this course. This is an opportunity to learn the Project Management fundamentals that can guide a project through a maze of challenges to successful completion! Successful projects do not occur by luck or by chance! These skills can be applied to school projects, personal projects and professional projects! Be prepared to impress people with your new skills!
MARKETING (BUS700) - .50 CREDIT/1 SEMESTER
Recommended for 10th – 12th grade
_A World of Distribution! Learn to get your Marketing ideas to the right people!_

Join this fun, hands-on, project based experience and become part of a dynamic marketing team! Students will be involved in the internal workings of the market and developing skills needed to succeed in business. Students will do marketing research, project management, branding, advertising and promotion, pricing and selling, and distributing their projects to their target market. Projects may be based on marketing school programs, sports marketing, social media marketing and/or hospitality and tourism marketing. The possibilities are endless!

ENTREPRENEURSHIP (BUS621) - .50 CREDIT/1 SEMESTER
Recommended: 10th – 12th grade
_A World of Innovation! Dream big and become your own boss!_

Take all those wonderful Soft Skills (aka Professional Skills!) that you have been building in CTE courses to the next level! This fun, project-based courses focuses on the essential steps to start a rewarding and successful business based on student’s personal interests and skills. Students will examine entrepreneurship as a career, develop a business plan, create a marketing plan, and present their plans in a “Shark Tank” simulation. Come find out if you have what it takes to be your own boss and run a successful business of your dreams!

ACCOUNTING 1 (BUS512) - .50 CREDIT/1 SEMESTER
Recommended: 10th – 12th grade (9th grade with instructor permission)
_A World of Finance! This course can become a real asset to your future!_

Employment of accountants and auditors is projected to grow 10% from 2016 to 2026 -- faster than the average for all occupations! In general, employment growth of accountants and auditors is expected to be closely tied to the health of the overall economy. This course will provide the basic skills and knowledge for entry into the accounting career field. Students will be able to explain and demonstrate the basic accounting concepts, manage the accounts of a business through a project-based simulation, and also learn to use accounting skills with their personal finances. This class is recommended for any student planning to pursue a business degree. This course can count as a student’s third Math credit. Students have the option of earning Tech Prep College credits. See page 22.

**CAREER PLANNING (BUS543) - .50 CREDIT/1 SEMESTER**
Recommended: 10th – 12th grade Prerequisite: Digital Communications or Instructor permission.

Students will learn about themselves by identifying their interests and aptitudes. A variety of inventories and goal-setting activities will be given to help students make wise career decisions. Budgeting and cost-of-living expenses will be discussed. Students will write a career research paper of their choice and participate in job shadows and interviews. Appropriate job-search techniques will be learned including writing application letters and resumes, completing application blanks, discussing interviews and grooming, as well as locating job vacancies. In addition to learning about jobs and how to get them, students will work on improving basic computer skills, including use of the computer to find career information and perform electronic job searches. This course will count as Occupational Education credit and a Dual Credit Equivalency for English (Dual credit option is subject to a CTE staffing and teacher teaching the course.)

**For students going to Technical or Community College, apprenticeship, the military or straight to work. This course and Career Planning will fill your Senior English requirement. Taking both classes provides well rounded preparation for life after high school**

**TECHNICAL ENGLISH (BUS605) - .50 CREDIT - 1 SEMESTER** *(This course satisfies required .50 English credit for senior year.)*
Recommended 9th - 12th grade.

This is a semester-long class that will focus on the principles of organizing, developing, writing and reading technical information. Reading material will be geared toward reading for information and understanding with an emphasis on developing reading strategies to enhance comprehension and analysis. Oral presentation principles will include the use of visuals, as well as organizing and presenting an effective speech. The overall instruction will focus mostly on the kind of scholarly, analytical writing and reading required by universities, technical schools and business. This course will count as Occupational Education credit and a Dual Credit Equivalency for English (Dual credit option is subject to a CTE staffing and teacher teaching the course).

**For students going to Technical or Community College, apprenticeship, the military or straight to work. This course and Career Planning will fill your Senior English requirement. Taking both classes provides well rounded preparation for life after high school**

**COMPUTER SCIENCE AND INFORMATION TECHNOLOGY**

There may be a safety-lab fee charged for some of the Computer Science classes.

DIGITAL DESIGN 1 (TECH06) – .50 CREDIT/1 SEMESTER
Recommended 9th – 12th grades Prerequisite: Digital Communications

This is a semester long course involving introductory and exploratory instruction in graphic design, web design and animation design. The course develops key digital communication skills: design, communication, project management, and web technology. Instruction in use of programs such as Photoshop, Illustrator, Dreamweaver, Fireworks, Flash, Blender and other design programs will be explored. Utilization of these programs in print, screen and the Internet will be accomplished through a variety of project based assignments. Student should possess and will develop skills in problem solving, self-motivation, time management and self-evaluation. The primary objective of the class is to introduce students to communicating visually through a variety of graphic programs and methods. This class will count as Occupational Education and Fine Arts Dual Credit Equivalency. Students have the option of earning Tech Prep college credits; see page 22.
DIGITAL DESIGN 2 (TECH02) - .50 CREDIT/1 SEMESTER
Recommended: 10th – 12th grade. Prerequisite: Successful completion of Digital Design 1 with a grade of B or better and approval by instructor.
This semester long class builds off of knowledge and skills acquired in Digital Design 1. Students will focus on topics and projects of interest to them in the fields of graphic design, web design and/or animation design. Students must be self-motivated and possess the abilities to problem solve, work independently manage time efficiently and conduct self – evaluations. Students will be given the opportunity to share their knowledge and skills with classmates.

AP COMPUTER SCIENCE A (TECH07) – 1 CREDIT/YEAR LONG CLASS
Recommended: 11th – 12th grade. Prerequisite: Successful completion of Computer Science I and Algebra I with a grade of B or better and prior approval from instructor.
The AP Computer Science A is an introductory computer programming course covering topics typically found in a college level introductory course in computer science. It provides preparation for AP Computer Science A examination. Using the programming language Java, students learn about object oriented design, data structures, problem solving and programming methodology by solving various real world problems.

COMPUTER SCIENCE 1 (TECH03) – .50 CREDIT/1 SEMESTER
Recommended: 9th – 12th grade.
This course consists of a lab component that teaches the foundations of PC configuration and support as well as a programming component which introduces the students to coding. Students will use a virtual lab to start preparing for CompTIA A+ Certification. Students will learn how to build a computer and install different operating systems. Students will be introduced to local area networks and servers, preventive maintenance techniques and specific strategies for troubleshooting hardware and software. Through project based assignments, students will learn coding using several different integrated design environments (IDEs) including Processing, BlueJ, Greenfoot and Android Studio. Students have the option of earning Tech Prep College Credits, see page 22.

COMPUTER SCIENCE 2 (TECH04) – .50 CREDIT/1 SEMESTER
Recommended: 9th – 12th grade. Prerequisite: Successful completion Computer Science 1 with a grade of B or better or prior approval by instructor.
This course is a continuation of Computer Science 1 designed to prepare students for the CompTIA A+ Exam. The CompTIA A+ certification validates the ability to perform tasks such as installation, configuration, diagnosing, preventive maintenance and basic networking. The exam also covers domains such as security, safety and environmental issues and communication and professionalism. Students will work with online simulations as well as hands on projects with computer construction, troubleshooting and repair.

COMPUTER TECHNICIAN INTERN (TECH05) - .50 CREDIT/1 SEMESTER
Recommended: 10th – 12th grade. Prerequisite: Students in this class MUST HAVE PRIOR INSTRUCTOR APPROVAL
This course is an opportunity for students to learn "apprenticeship type" skills in a real world environment as an IT support technician. Students will learn to diagnose and repair techniques in computer hardware, software, and networks. Students will help train and assist staff and students in software applications. Students may be tasked with building of computers for use in the Sedro-Woolley School District (depending on availability of technology funding and need).

WOODWORKING/ENGINEERING RELATED

BEGINNING WOODS (INA501) - .50 CREDIT/1 SEMESTER
Recommended: 9th-12th grade.
This is a basic course in woodworking. The focus will be on the fundamentals involved in woodworking. Knowledge and skills will be learned through hands-on activities and experiences with wood, hand tools, and some power machine operations. Emphasis is placed on shop safety, problem solving, tool identification, measuring, basic joinery, and finishing. Students will construct required projects. Students will be required to pay a $7.00 shop/lab fee.
WOODWORKING TECHNOLOGY I (INA505) – .50 CREDIT/1 SEMESTER
Recommended: 9th - 12th grade. Prerequisite: Successful completion of Beginning Woods and instructor permission

Much of class time will be spent on individual projects. Instructional content will include advanced power tool operation, design and planning techniques, types of construction, tool care and maintenance, types of building materials, fasteners and finish. Students will be required to pay a $10.00 shop/lab fee.

WOODWORKING TECHNOLOGY II (INA507) – .50 CREDIT/1 SEMESTER
Recommended: 10th – 12th grade. Prerequisite: Woodworking I and instructor permission

Career exploration and advanced design projects will be emphasized in this course. Students will be required to pay a $10.00 shop/lab fee.

CONSTRUCTION TECHNOLOGY I (INA511) – .50 CREDIT/1 SEMESTER
Recommended: 10th – 12th grade. Prerequisite: Successful completion of Beginning Woods and instructor permission (Woodworking I recommended).

This course is designed to give students some practical experiences in building construction. Students will gain practical experience while studying basic facts and procedures fundamental to the construction trade. Safety, work ethic and attitude, career information, and skill development will be included in each unit of study. Leadership skills will be learned through class activities, discussions, meetings, and by being a contributing member of a group effort.

GEOMETRY IN CONSTRUCTION (MAT350-MAT351) - 2 CREDITS/ YEAR LONG
Recommended 9th – 12th Grade Prerequisites: Algebra I

Geometry in Construction is the second course in the Contextual Learning Concepts frame that connects the content taught in Geometry with the hands-on skill that is done via the Construction Traits class in CTE. Students will be in a daily class where they will receive both their Math (Geometry) and CTE (Construction Traits) credit for the work they complete. This class is partnered with both the Northwest Career and Technical Academy and Habitat for Humanity to build houses for families that qualify just off of the high school campus on Batye St. at the start of the 18-19 school year. Students in the class will have the opportunity to have a contextualized experience with both a Math teacher and a CTE teacher to continue their success with their overall goal of graduation from high school.

ENGINEERING RELATED DESIGN I (EGR501) - .50 CREDIT/1 SEMESTER
Recommended 9th -12th grade.

This class is the entry-level course in the drafting program. Students will use manual drawing tools to learn basic drawing skills and standards of mechanical drawing. Drawings and skills learned will include orthographic projections, dimensioning, isometrics and drafting geometry. Students will also have a brief introduction to Computer Aided Drafting (CAD). Students have the option of earning Tech Prep college credits; see page 22.

ENGINEERING RELATED DESIGN II (EGR515) - .50 CREDIT/1 SEMESTER
Recommended 9th -12th grade. Prerequisite: Successful completion of Engineering Design I

Students will use the AutoCAD software program to apply the skills learned in Engineering Design I. The term will be spent learning drafting commands and techniques using the computer. A variety of projects, including architectural drawings, will be completed in the class. This class is recommended for students who plan on engineering, architectural or other related careers. Students have the option of earning Tech Prep college credits; see page 22.

ENGINEERING RELATED DESIGN III (EGR516) – .50 CREDIT/1 SEMESTER
Recommended 10th -12th grade. Prerequisite: Successful completion of Engineering Design II

Students will draw a variety of projects while learning and working on advanced CAD skills. Project work will include 2D, 3D and rendered drawings. Students have the option of earning Tech Prep college credits; see page 22.

MANUFACTURING FOUNDATIONS (BEGINNING COURSE) (EGR600) - .50 CREDIT/1 SEMESTER
Recommended 9th -12th grade. Prerequisite: None – Engineering Design I, Beginning Woods or Beg Welding recommended

Students will learn the fundamentals of manufacturing processes, design and management. Up to 4 Skagit Valley College credits may be earned for students receiving an “A” or “B” in this course. This course will include drawing and blueprint reading, fundamental shop and assembly processes, project planning and costing, computer design and project management, and basic fabrication with metallic, plastic, wood and composite materials.

ALGEBRA 1 IN MANUFACTURING PROCESSES, ENTREPRENEURSHIP AND DESIGN (AMPEd) (EGR700-EGR701) - 1.0 CREDIT/ YEAR LONG
Recommended: 9th grade Prerequisite: STUDENTS MUST BE ENROLLED IN COORESPONDING ALGEBRA 1 CLASS IF TAKING THIS CLASS.

This course will provide an overview of many aspects of manufacturing providing a basis for students to choose/find an area of interest. AMPED students will operate a business running an advanced fabrication lab customizing textile products and manufacturing other items comprised of wood, metal, and/or plastic. The proceeds generated from the business aspect of the program will be utilized to self-fund the venture and provide philanthropic opportunities for students through community service or monetary gifts to local charities. Students learn skill sets in various engineering techniques including sublimation, CNC operations, and rapid prototyping. Additional areas for student engagement include composite technologies, alternative energies, and automation robotics. This course is taught in collaboration with an Algebra 1 class to show the application of the Math concepts in a “real world” format.
BEGINNING AUTOMOTIVE TECHNOLOGY (TEC501) – .50 CREDIT/1 SEMESTER
Recommended: 9th – 12th grade.
Through a combination of demonstration and lecture, textbook work and video review, the course will cover the theory and operation of the following systems: Engine, brakes, fuel systems, electrical systems, cooling systems, exhaust systems, front end and chassis and power train. The students will also experience shop activities in some subject areas. Shop attire will be required. A $10.00 fee will be required for this class for supplies and laundry costs.

INTERMEDIATE AUTOMOTIVE TECHNOLOGY (TEC502) – .50 CREDIT/1 SEMESTER
Recommended: 9th – 12th. Prerequisite: Successful completion of Beginning Auto and instructor permission.
This course will provide the basic skills and knowledge to make minor repairs to all automotive systems in a trade accepted standard. The course will consist of shop safety, shop organization and operation, theory and repair of engines, electrical systems, brakes, fuel systems, cooling systems, power trains, and suspension and alignment. The students can supply their own projects or will be furnished a project to work on. The students are required to supply all parts for projects they bring in for repair. A $10.00 fee will be required for this class for supplies and laundry costs.

Students interested in taking an Advanced Automotive class should apply to the Northwest Career and Technical Center or Skagit Valley College.
### Sedro-Woolley High School English Courses 2018-2019

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<thead>
<tr>
<th>Grade Level</th>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>9</td>
<td>English 9 (1.0)</td>
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<tr>
<td></td>
<td>Honors English 9 (1.0)</td>
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<td></td>
<td>English 9 Support (.5 or 1.0 as needed)</td>
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<td></td>
<td>English 10 (1.0)</td>
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<td>Honors English 10 (1.0)</td>
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<tr>
<td></td>
<td>English 9/10 Workshop (.5 or 1.0 as needed)(1.0)</td>
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<tr>
<td>10</td>
<td>English 11 (1.0)</td>
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<td></td>
<td>Bridge to College (1.0)</td>
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<tr>
<td></td>
<td>AP Lang &amp; Comp (1.0)</td>
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**Annual Required Courses**

Each one (1) credit course will be broken into semester A and semester B.**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>English 9 or Honors English 9</td>
<td>(1 credit)</td>
</tr>
<tr>
<td>English 10 or Honors English 10</td>
<td>(1 credit)</td>
</tr>
<tr>
<td>English 11 or AP Language and Composition</td>
<td>(1 credit)</td>
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</tbody>
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*All 11/12 electives are aligned to the 11/12 ELA CCSS. They may be used to make up 12th ELA credits. Elective credit may be taken only if all DEE credits are included.*

**English 11 credits may be made up with 11/12 electives.**

### 12th grade English Credit Options (1.0 for Class of 2016 & beyond)

**See list below for 12th grade English credit options (1.0 for Class of 2016 & beyond)**

<table>
<thead>
<tr>
<th>Credit</th>
<th>Course</th>
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<tbody>
<tr>
<td>(.5 credit)</td>
<td>Technical English</td>
</tr>
<tr>
<td>(.5 credit)</td>
<td>Creative Writing</td>
</tr>
<tr>
<td>(.5 credit)</td>
<td>Bridge to College—English—Language Arts</td>
</tr>
<tr>
<td>(.5 credit)</td>
<td>Drama III (dual credited with CTE Dept.)</td>
</tr>
<tr>
<td>(.5 credit)</td>
<td>Journalism 2 and 3 (dual credited with CTE Dept.)</td>
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<tr>
<td>(.5 credit)</td>
<td>Journalism 1 (dual credited with CTE Dept.)</td>
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<tr>
<td>(.5 credit)</td>
<td>Literature through Film</td>
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<tr>
<td>(.5 credit)</td>
<td>Debate (dual credited with Fine Arts Dept.)</td>
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<td>(.5 credit)</td>
<td>Dramatic Literature and Comp I&amp;II</td>
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<tr>
<td>(.5 credit)</td>
<td>Creative Writing (dual credited with CTE Dept.)</td>
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<td>(.5 credit)</td>
<td>AP Lit (1.0)</td>
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<td>(.5 credit)</td>
<td>Specialized English Classes</td>
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<td>(.5 credit)</td>
<td>ELL English</td>
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<td>(.5 credit)</td>
<td>Beginning ELL</td>
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*All 11/12 electives are aligned to the 11/12 ELA CCSS. They may be used to make up 11/12 English credits.*

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**ELA = English Language Arts.**

**CCSS = Common Core State Standards.**

**Universities require 4 credits of English.**

*For college consideration: The English Department recommends students begin the college process as freshmen, looking up college websites for admission requirements and visiting college campuses while on family vacations.*

**Please keep in mind that numerous colleges are interested in students’ grade point averages, college entrance exam scores, and participation in community and school activities for acceptance.*

***Selective colleges are interested in the above items, but they also expect that students take the most rigorous coursework offered at each grade level; for English courses that would mean following our honors program, ending in AP English.*

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**Specialized English Classes**

*Technical English (dual credited with CTE Dept.)

*(Career Planning and Technical English Dual Credit is subject to a CTE teacher teaching the course)*
ENGLISH

ENGLISH 9 (ENG09A – ENG09B) — 1 CREDIT/ YEAR LONG
Required: 9th grade
In this class, students will read a variety of fiction and nonfiction texts, as well as write for a variety of tasks, purposes, and audiences. All class work will focus on Washington State’s Learning Standards for English Language Arts (the Common Core State Standards for ELA). These standards focus on reading, writing, speaking, listening, and language study at the 9th grade level.

HONORS ENGLISH 9 (ENG710-ENG711) — 1 CREDIT/ YEAR LONG
This is a reading and writing intensive course. Students should expect nightly homework.
Grade of C or higher in English 8 is recommended to enter Honors English 9. Required: Summer reading with first day of school assessment.
This course is designed for students who are intellectually curious and academically motivated in the areas of reading and writing. Students should be highly capable learners, or simply hard workers. Extensive reading and writing will be required outside of the classroom. Students will focus on the WA State Learning Standards for ELA, which include reading, writing, speaking, listening, and language study at the 9th grade level at an accelerated pace.

ENGLISH 10 (ENG10A-ENG10B) — 1 CREDIT/ YEAR LONG
Required: 10th grade. Prerequisite: Students who fail English 9 must have concurrent enrollment in Workshop English.
In this class, students will read a variety of fiction and nonfiction texts, as well as write for a variety of tasks, purposes, and audiences. All class work will focus on Washington State’s Learning Standards for English Language Arts (the Common Core State Standards for ELA). These standards focus on reading, writing, speaking, listening, and language study at the 10th grade level.

HONORS ENGLISH 10 (ENG712-ENG713) — 1 CREDIT/ YEAR LONG
This is a reading and writing intensive course. Students should expect nightly homework.
Prerequisite: Successful completion of English 9 or Honors English 9. Required: Summer reading with first day of school assessment.
This course is designed for students who are intellectually curious and academically motivated in the areas of reading and writing. Students should be highly capable learners, or simply hard workers. Extensive reading and writing will be required outside of the classroom. Students will focus on the WA State Learning Standards for ELA, which include reading, writing, speaking, listening, and language study at the 10th grade level at an accelerated pace. Students will also engage in the fundamental work that will set them up for success in AP Language & Composition in their junior year.

ENGLISH 11 (ENG11A-ENG11B) — 1 CREDIT/ YEAR LONG
Required: 11th grade Prerequisite: Student who fail English 10 must have concurrent enrollment in Workshop English.
In this class, students will read a variety of fiction and nonfiction texts with a focus on American authors, as well as write for a variety of tasks, purposes, and audiences. All class work will focus on Washington State’s Learning Standards for English Language Arts (the Common Core State Standards for ELA). These standards focus on reading, writing, speaking, listening, and language study at the 11th grade level.

AP LANGUAGE AND COMPOSITION (ENG723-ENG724) — 1 CREDIT/ YEAR LONG
This is a reading and writing intensive course. Students should expect nightly homework.
Prerequisite: Successful completion of English 10 or Honors English 10. Required: Summer reading with first day of school assessment.
Students interested in pursuing more rigorous academic standards throughout high school are encouraged to continue with AP Language and Composition. This course will help students “Understand the interactions among a writer’s purpose, audience, subject, and genre and how each of these contributes to effective writing. Enhance your own writing skills and understand better each stage of the writing process as you develop expository, analytical, and argumentative compositions” (The College Board). This course will follow the College Board curriculum in preparation for the AP Language & Composition test.
The courses listed here are open to 9th -12th graders, but geared toward 9th and 10th graders. These electives are aligned to the English Language Arts (ELA) Common Core State Standards (CCSS) for grades 9 and 10. These courses are used as elective credits only. Students may not use the following courses (Introductory courses) to gain English credits or make up failed English 11-12 credits. If you are an 11th or 12th grader in need of additional English credits, please see the “Junior & Senior English Elective Options.”

**INTRODUCTION TO GRAPHIC NOVELS (ENG576) – .50 CREDIT/1 SEMESTER**
(This course satisfies .50 of an Elective Credit only. No English credit is granted for this course at any grade level)
Recommended: 9th-10th grade.
Students will be introduced to the terminology of graphic novels along with some art terminology. Students will be introduced to the history of comics: their evolution into modern mythology, their censorship and popularity, and how visual communication like the meme and web series comics have come from this common history. Overall, they will explore theme while considering the artist’s intent and interpretation.

**INTRODUCTION TO LITERATURE THROUGH MUSIC (ENG734) – .50 CREDIT/1 SEMESTER**
(This course satisfies .50 of an Elective Credit only. No English credit is granted for this course at any grade level)
Recommended: 9th-10th grade.
Students will be introduced to the terminology of poetry in connection to music lyrics. Students will analyze song lyrics to understand similes, metaphors, voice, word choice, sentence structure, iambic pentameter, musical genre, and other literary elements. Student assessments will include Socratic Seminars, informal discussions, formal and informal writing, exams, and a final presentation.

**INTRODUCTION TO LITERATURE THROUGH FILM (ENG314) – .50 CREDIT/1 SEMESTER**
(This course satisfies .50 of an Elective Credit only. No English credit is granted for this course at any grade level)
Recommended: 9th-10th grade.
This course is designed to explore characters, symbols, and themes found throughout literature in the classic and modern cinema. Students will be introduced to film theory through a variety of films/literature hand-picked to inspire younger audiences to analyze and think critically about the connection between intellectual mediums (such as film, television, novels, and magazines) currently found in our modern culture.

**INTRODUCTION TO CREATIVE WRITING (ENG574) – .50 CREDIT/1 SEMESTER**
(This course satisfies .50 of an Elective Credit only. No English credit is granted for this course at any grade level)
Recommended: 9th-10th grade.
Students will engage in creative expression through the written word. This will involve drafting, revision and editing. Students will read and discuss short fiction and narrative nonfiction, various genre of poetry, as well as articles on the craft of writing. Students will be introduced to poetic vocabulary and read/analyze poems of varying styles. They will complete a final portfolio at the end of the semester.

**DEBATE (ENG505) – .50 CREDIT/1 SEMESTER**
(This course satisfies .50 of required senior English credit for graduation or elective credit for all grade levels.)
Recommended 9th – 12th grade. Prerequisite: Instructor permission.
Theory, techniques and strategy of both individual speeches and formal debate are introduced and practiced. The course requires class participation in all major speeches as well as in daily informal speeches. Students interested in competing on the Sedro-Woolley High School Debate team are strongly encouraged to take this course, as essential information and skills for competition are covered in class. Skills acquired in this course are especially useful for college bound students.

**WORKSHOP ENGLISH 9-10 (ENG405) – .50 CREDIT/SEMESTER (DEPENDING ON STUDENT NEED)**
Recommended: 9th—10th grades.
This course is designed for students who have failed one or more semesters of English 9 or English 10. In this class students will read a variety of fiction and non fiction texts, as well as write for a variety of tasks, purposes and audiences. All class work will focus on Washington State’s Learning Standards for English Language Arts (the Common Core State Standards for ELA) These standards focus on reading, writing, speaking, listening, and language study a the 9th and 10th grade levels.
Universities require four full credits of English for admissions; community colleges will require placement tests to demonstrate proficiency in writing. Please select one of the options below to fulfill this requirement of the three courses below if college bound. Besides one year of English 9, 10 and 11, students must have a fourth year of English to graduate. This may be fulfilled with any of the senior course options or two of the English electives. The two English electives may be taken anytime throughout high school. Make sure to look at course grade level recommendations.

**AP ENGLISH LITERATURE AND COMPOSITION (ENG719-ENG720)—1 CREDIT/ YEAR LONG**

*This is a reading and writing intensive course. Students should expect nightly homework.*

- Prerequisite: Successful completion of English 9, 10 and 11 are required.
- Required: Summer reading with first day of school assessment.

This course is designed to meet the scholarly needs of highly capable and motivated seniors who wish to read complex texts and respond to them primarily in discussion and writing. Although the course is designed to prepare students for the A.P. Examination in May, the instructor’s emphasis will be on intellectual passion and development rather than rote test preparation. The pace of the reading and composition program will be highly built around texts of established literary merit. The writing instruction will focus mostly on the kind of scholarly, analytical writing required by the A.P. exam and collegiate English courses. **Students who successfully pass the A.P. examination may be eligible for college credit. Consult your selected college for specific credit information.**

**BRIDGE TO COLLEGE—ENGLISH LANGUAGE ARTS (ENG730-ENG731) 1 CREDIT/YEARLONG**

Recommended: 12th grade

The course curriculum emphasizes focused reading, writing, speaking & listening, and research work based on Washington State’s K-12 Learning Standards for English language arts (the Common Core State Standards, CCSS-ELA). This course will develop students’ college and career readiness by building skills in critical reading, academic writing, speaking and listening, research and inquiry, and language use as defined by the CCSS-ELA for high school. Students will engage with rigorous texts and activities that support the standards’ additional goals of developing the capacities of literacy, including deepening appreciation of other cultures, valuing evidence and responding to varying tasks across content areas, and navigating technology to support their work. Students will learn to evaluate the credibility of information, critique others’ opinions, and construct their own opinions based on evidence. By the end of the course, students will be able to use strategies for critical reading, argumentative writing, and independent thinking while reading unfamiliar texts and responding to them in discussion and writing. The course will also develop essential habits of mind necessary for student success in college, including independence, productive persistence, and metacognition. For seniors who score in Level 2 on the Smarter Balanced 11th grade assessment, the Bridge to College English Language Arts (ELA) course will offer an opportunity (with a B or better course grade) to place into college credit courses when entering college directly from high school.

**ENGL&101: ENGLISH COMPOSITION I (ENG732- ENG733) 1 CREDIT/YEARLONG**

Recommended: 12th grade  
Prerequisite: Successful completion of English 11 with a grade of C or better.

The course curriculum emphasizes the study of fundamental writing skills and varied writing strategies leading to the planning, organizing, writing, and revising of academic essays. To achieve this, students will develop focused reading, writing, speaking and listening, and research skills based on the Common Core State Standards, CCSS-ELA. Students will learn to evaluate the credibility of information, critique others’ opinions, and develop their own opinions based on evidence. **Students who complete the course with a grade of C or better will have the opportunity to earn college credit for English 101 through Skagit Valley College (additional fee required).**
The courses listed here are only open to 11th and 12th graders (exceptions include Debate and Journalism). These electives are aligned to the English Language Arts (ELA) Common Core State Standards (CCSS) for grades 11 and 12. Students may take these courses to make up failed English 11 credits. Any of these courses may be used for English 12 credits.

DEBATE (ENG505) – .50 CREDIT/1 SEMESTER
(This course satisfies .50 of required senior English credit for graduation or elective credit for all grade levels.)
Recommended: 9th – 12th grade. Prerequisite: Instructor permission.

This rigorous course is designed to provide experience in public speaking and to strengthen skills in research, writing, reasoning and argumentation. The theory, techniques and strategy of both individual speeches and formal debate are introduced and practiced. The course requires class participation in all major speeches as well as in daily informal speeches. Students interested in competing on the Sedro-Woolley High School Debate team are strongly encouraged to take this course, as essential information and skills for competition are covered in class. Skills acquired in this course are especially useful for college bound students.

CREATIVE WRITING (ENG575) – .50 CREDIT/1 SEMESTER
(This course satisfies .50 of required senior English credit for graduation or elective credit for all grade levels.)
Recommended: 11th-12th grade.

Creative writing is a workshop class in which students will engage in creative expression through the written word. This will involve drafting, revision and peer editing. Students will read and discuss short fiction and narrative nonfiction, various genre of poetry as well as articles on the craft of writing. Students will learn poetic vocabulary and read/analyze poems of varying styles. Students will write and workshop each other’s poetry and short fiction. They will complete a final portfolio at the end of the semester. Students will be expected to revise multiple pieces of writing and ultimately publish their work on a classroom blog.

GRAPHIC NOVELS (ENG576) – .50 CREDIT/1 SEMESTER
(This course satisfies .50 of required senior English credit for graduation or elective credit for all grade levels.)
Recommended: 11th-12th grade.

Students will tackle the essential question, “Are graphic novels literature, and what separates text from text with pictures?” Throughout the course they will work to rationalize the legitimacy of graphic novels that have less (or sometimes no) prose text. Students will become familiar with the terminology of graphic novels along with some art terminology. Students will study the history of comics: their evolution into modern mythology, their censorship and popularity, and how visual communication like the meme and web series comics have come from this common history. Overall, they will explore theme while considering the artist’s intent and interpretation.

SPORTS LITERATURE (ENG577) – .50 CREDIT/1 SEMESTER
(This course satisfies .50 of required senior English credit for graduation or elective credit for all grade levels.)
Recommended: 11th-12th grade.

Students will learn reading, analysis, synthesis, and oratory skills related to sports literature. Students will also learn vocabulary as well as literary terminology and composition skills necessary to discuss and analyze (orally and written) pieces of sports literature. Additionally, students will study film adaptations of various works and will study the history of sports and key figures, and their influence on society.

DRAMATIC LITERATURE and COMPOSITION I and II (ENG578) – .50 CREDIT/1 SEMESTER
(This course satisfies .50 of required senior English credit for graduation or elective credit for all grade levels.)
Recommended: 11th-12th grade.

Students will learn dramatic reading, analysis, synthesis, and performance skills related to dramatic literature. Students will also learn key vocabulary associated with drama as well as literary terminology and composition skills necessary to discuss and analyze (orally and written) pieces of dramatic literature. Since very few dramatic works were closet dramas (meant only to be read), students will study film and stage adaptations of various dramatic works (tragedies and comedies from various time periods and cultures). Additionally, students will study the history of theatre and playwrights and their influences on politics and as a medium for social change.

PLAYWRITING (ENG504) – .50 CREDIT/1 SEMESTER
(This course satisfies .50 Fine Arts Credit or required senior English)
Recommended: 11-12th grade.

This course exposes students the fundamental elements of playwriting. The craft of playwriting will be explored through a critical understanding and practical application of basic playwriting elements such as plot, character, dialogue and the relationship between language and structure. Students will participate in creative writing exercises as a means of finding their playwriting voice as well as honing an ear for the spoken word on stage. Critical analyses of stage play excerpts, peer critiquing of fellow students’ work-in-progress scripts and a final dramatized play reading showcase evening will also be key components of the learning process. This course prepares students towards the completion of a shorter 5 minute play, as well as a longer final 10-15 minute One-Act stage play. Students will examine and analyze existing plays and develop their own original scripts in a workshop style setting.
**LITERATURE THROUGH FILM (ENG314) -- 50 CREDIT / 1 SEMESTER**
(This course satisfies .50 of required senior English credit for graduation or elective credit for all grade levels.)
Recommended: 11-12th grade.

This course is designed to explore complex characters, symbols, and themes found throughout literature in the classic and modern cinema. Students will discuss film theory through a variety of intelligent and engaging films/literature hand-picked to inspire younger audiences to analyze and think critically about the connection between intellectual mediums (such as film, television, novels, and magazines) currently found in our modern culture. Assessment would be based on multiple choice exams from the films, short discussions, a literary analysis essay, a research essay, and short reviews of the films. This class will be offered each semester.

**JOURNALISM I (ENG209) (Mass Communications) — 50 CREDIT / 1 SEMESTER**
(This course satisfies required senior English credit)
Recommended: 9-12th grade. Pre-requisite: Application Required

Students will learn the rights and responsibilities associated with journalism. Students will learn to write via the inverted pyramid news writing style. Students will be responsible for writing news and feature stories for the school newspaper, *The Cub*. In addition, students will learn to research material and interview subjects for their articles. Students also learn about First Amendment rights, newspaper terminology and Associated Press (AP) style. Furthermore, students will learn to contact community businesses for which to sell advertising for the newspaper. Students must be motivated to write, comfortable or willing to speak to strangers and willing to sell ads. Students must be self-directed due to deadlines and responsibilities. This course will count as Occupational Education credit and a Dual Credit Equivalency for English.

**TECHNICAL ENGLISH (BUS605) -- 50 CREDIT / 1 SEMESTER**

For students going to Technical or Community College, apprenticeship, the military or straight to work. This course and Career Planning will fill your Senior English requirement. Taking both classes provides well rounded preparation for life after high school.

This course will count as Occupational Education credit and a Dual Credit Equivalency for English.

**DRAMA III (ENG523) - 50 CREDIT / 1 SEMESTER**
(This course can count towards a Fine Arts .50 credit or .50 towards the Senior English requirement)
Recommended: 11th – 12th grade. Prerequisite: Successful completion of Drama I & II.

This class is an advanced theatrical production class. Students will produce, direct, write, evaluate and analyze formal scripted scenes, they will also present two contrasting monologues from published plays. Performance participation is required for successful completion. This course will count as English credit and a Dual Credit Equivalency for Fine Arts.

**CAREER PLANNING (BUS543) - 50 CREDIT / 1 SEMESTER**
(.50 Senior English credit or elective credit)
Recommended: 11th-12th grade. Prerequisite: Digital Communications or Instructor permission

Students will learn about themselves by identifying their interests and aptitudes. A variety of inventories and goal-setting activities will be given to help students make wise career decisions. Budgeting and cost-of-living expenses will be discussed. Students will write a career research paper of their choice and participate in job shadowing and interviews. Appropriate job-search techniques will be learned including writing application letters and resumes, completing application blanks, discussing interviews and grooming, as well as locating job vacancies. In addition to learning about jobs and how to get them, students will work on improving basic computer skills, including use of the computer to find career information and perform electronic job searches. This course will count as Occupational Education credit and a Dual Credit Equivalency for English. Dual Credit option for Career Planning and Technical English are subject to CTE staffing.

**For students going to Technical or Community College, apprenticeship, the military or straight to work. This course and Career Planning will fill your Senior English requirement. Taking both classes provides well rounded preparation for life after high school.**

**TECHNICAL ENGLISH (BUS605) - 50 CREDIT - 1 SEMESTER**
(This course satisfies required .50 English credit for senior year.)
Recommended: 11th — 12th grade.

This is a semester-long class that will focus on the principles of organizing, developing, writing and reading technical information. Reading material will be geared toward reading for information and understanding with an emphasis on developing reading strategies to enhance comprehension and analysis. Oral presentation principles will include the use of visuals, as well as organizing and presenting an effective speech. The overall instruction will focus mostly on the kind of scholarly, analytical writing and reading required by universities, technical schools and business. This course will count as Occupational Education credit and a Dual Credit Equivalency for English. Dual Credit option for Career Planning and Technical English are subject to CTE staffing.

**For students going to Technical or Community College, apprenticeship, the military or straight to work. This course and Career Planning will fill your Senior English requirement. Taking both classes provides well rounded preparation for life after high school**
*All students entering Sedro-Wooley High School whose primary language is not English will be tested. If students qualify, they will be placed in ELL, depending on language acquisition level.

**ELL ENGLISH (ESL523-ESL524) - 1 CREDIT/YEARLONG CLASS**
Recommended for 9th – 12th grade.

This course is designed for students who are not yet proficient in the English language. The class is focused around reading, writing, vocabulary building, grammar and assistance with student’s regular coursework. Students must qualify for ELL services to enroll in the class. *This course counts as English.*

**BEGINNING ELL (ESL519-ESL520) - 1 CREDIT/YEARLONG CLASS**
Recommended for 9th—12th grade.

Beginning ELL is a course designed for newcomer ELL students who seek to increase their proficiency in the English language. The course has a focus on reading, writing, listening, and speaking in English with a focus on vocabulary acquisition and correct usage. This class is only for ELL qualified students and teacher recommendation for the course is required.

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**JOURNALISM**

*Since journalism receives some ASB funding for the printing of the newspaper, ALL journalism students are REQUIRED to obtain an ASB CARD.*

*All journalism courses are WRITING INTENSIVE. These courses can count towards your Occupational Education requirement.*

**JOURNALISM 1 (ENG209) (Mass Communications) — 1 CREDIT/1 SEMESTER**
Recommended: 10-12th grade. Pre-requisite: Instructor permission for 9th grade. Application Required

Students will learn the rights and responsibilities associated with journalism. Students will learn to write via the inverted pyramid news writing style. Students will be responsible for writing news and feature stories for the school newspaper, The Cub. In addition, students will learn to research material and interview subjects for their articles. Students also learn about First Amendment rights, newspaper terminology and Associated Press (AP) style. Furthermore, students will learn to contact community businesses for which to sell advertising for the newspaper. Students must be motivated to write, comfortable or willing to speak to strangers and willing to sell ads. Students must be self-directed due to deadlines and responsibilities. **All major writing assignments and summative assessments must demonstrate proficiency at a 70% or better. This course will count as Occupational Education credit and a Dual Credit Equivalency for English.**

**JOURNALISM 2 (ENG513-ENG515) (Layout and Design) — 1 CREDIT/ YEAR LONG**
Prerequisite: Successfully completed Journalism 1 and Instructor permission.

Students will learn to use the InDesign and Photoshop computer programs. Students will create advertising, learn the elements of layout and design, and study copyright law. Students are responsible for creating an appealing, professional presentation of the newspaper in addition to writing articles for The Cub. Also, students will be responsible for working with J1 students to develop leadership skills. Students must be self-directed due to deadlines and responsibilities. Students are REQUIRED to attend “deadline” nights once a month and some after-school hours when completing the newspaper for publishing. **This course will count as Occupational Education credit and a Dual Credit Equivalency for English. Students have the option of earning tech prep college credits; see page 22.**

**JOURNALISM 3 (ENG514-ENG516) (The Cub Editorships) — 1 CREDIT/ YEAR LONG**
Prerequisite: Successfully completed Journalism 1 & 2 and Instructor permission.

Students will be directly involved in every aspect of publishing the school newspaper, The Cub. Students at this level will be editors of various sections, supervisors of J1 and J2 students, and form the editorial board. Students will work on leadership skills while learning about themselves, editing and revising other students’ articles, setting deadlines, monitoring staff progress, meeting deadlines, and overseeing the layout and design of the newspaper. In addition, they will research a professional journalist and journalism career options. Students must be self-directed due to deadlines and responsibilities. Students are REQUIRED to attend “deadline” nights once a month and some after-school hours when completing the newspaper for publishing. **Students will use InDesign and Photoshop computer programs and attend the CWU August Journalism Workshop. This course will count as Occupational Education credit and a Dual Credit Equivalency for English. Students have the option of earning tech prep college credits; see page 22.**
AVID 9 (AVI9A-AVID9B) – 1 CREDIT/YEARLONG
Prerequisites: Previously enrolled in AVID or complete an AVID application/interview and meet enrollment criteria. See any AVID teacher for an application. Graduation Requirements Met: Elective
This is a foundational class for 9th grade students focusing on successful academic habits and performance, organization and planning, note taking, and their connected use in other classes. Students will learn a set of academic tools including Cornell Note Taking, Critical Reading Strategies and AVID study skills along with time management. Students spend two days in tutorial groups and two or three days on the core curriculum each week. Students also often spend one day each week participating in team-building activities. The curriculum also provides opportunities for students to conduct college research, practice public speaking, and organize service learning projects and work on cooperative group projects/presentations.

AVID 10 (AV10A-AV10B) – 1 CREDIT/YEARLONG
Prerequisites: Previously enrolled in AVID or complete an AVID application/interview and meet enrollment criteria. See any AVID teacher for an application. Graduation Requirements Met: Elective
Sophomore AVID aims to further strengthen academic study skills such as time management, note taking, reading strategies and research techniques for high school and college success. Students spend two days in tutorial groups and two or three days on the core curriculum each week. Students also often spend one day each week participating in team-building activities. The curriculum provides opportunities for students to conduct college research, practice public speaking, complete college applications, and describing processes and comparing and contrasting.

AVID 11 (AV11A-AV11B) – 1 CREDIT/YEARLONG
Prerequisites: Previously enrolled in AVID or complete and AVID application/interview and meet enrollment criteria. See any AVID teacher for an application. Graduation Requirements Met: Elective
Junior AVID is a two unit curriculum focused on the Four Essential Skills: Analyzing a Prompt, Focused Note Taking, Integrating Sources, and Selective and Purpose Driven Reading. Students are introduced to the Four Essentials Skills and then encouraged to practice these skills through different content, reading and writing assignments.

AVID 12 (AV12A-AV12B) – 1 CREDIT/YEARLONG
Prerequisites: Previously enrolled in AVID or complete an AVID application/interview and meet enrollment criteria. See any AVID teacher for an application. Graduation Requirements Met: Elective
In the senior year of AVID students will complete college applications, financial aid forms, scholarships, personal statements and academic correspondence will also be completed during the senior year. The will also study in depth a world topic and read extensively about the topic, and write a number of analytical essays, develop critical questions based on their reading and writing, participate in collaborative discussions and complete an extensive research project. In addition, students must complete major writing assignments and summative assessments must demonstrate proficiency at a 70% or better. Also, students will be expected to make presentations.
**FAMILY AND CONSUMER SCIENCES EDUCATION**

**CHILD PSYCHOLOGY (SST550) (EXPLORATORY) - .50 CREDIT/SEMESTER**
Recommended 9th – 12th grade  
**NOTE:** All students will be required to have a background check before working with the children (at no cost to the student). If the student is under 18 years of age, a parent signature is required.

Students will learn basic knowledge of child development and psychological theories that support it. Students will be working with children directly, supporting preschool educational goals (Washington State Early Learning and Development Benchmarks) within the Cubs Early Learning Academy on Sedro Woolley High School’s campus. Students will study theories of physical, cognitive, emotional, social and moral development, planning age appropriate learning activities, positive guidance techniques and basic parenting. Students will be working every other week in the Cuba Early Learning Academy preschool on Sedro Woolley High School’s campus. This class is articulated with Skagit Valley College Early Childhood Education 120 Practicum Nurturing Relationships. Students earning a B or better can receive 2 college credits. *This course will count as Occupational Education credit and a Dual Credit Equivalency for Social Studies Elective.*

**ELEMENTARY SCHOOL ASSISTANTS EXPLORATORY/PREPARATORY (MIS517) - .50 CREDIT/1 SEMESTER**
Recommended: 10th – 12th grade. Prerequisite: Successful completion of Child Psychology, and Teacher Permission.  
**Note:** All students will be required to have a background check before working with children (at no cost to student) if a student is under 18 years of age a parent signature is required.

Students will work as an assistant to an elementary teacher. Duties could include making copies, correcting papers, creating bulletin boards, running errands within the school and tutoring elementary students. Additional responsibilities may be added if the students shows aptitude and expresses interest. Students travel between schools during the day. They must strictly adhere to the protocol and procedures in place or risk dismissal from class. This course counts as .50 elective credit and will receive a letter grade.

**FAMILY HEALTH (HEC521) - .50 CREDIT/ SEMESTER**
Recommended: 11th and 12th grades

High school health integrates a variety of health concepts, skills, and behaviors to plan for personal and lifelong health goals. Students develop skills that will make them health-literate adults. These include awareness and consequences of risky behaviors, disease prevention, overall wellness, and identification of community health resources. Students are taught how to access accurate information that they can use to promote health for themselves and others. Their behaviors reflect a conceptual understanding of the issues associated with maintaining good personal health. Students demonstrate comprehensive health and wellness knowledge and skills. They use problem-solving, research, goal-setting and communication skills to protect their health and that of the community. Students who obtain their First Aid and CPR cards as well as other associated assignments in this unit with a B or better grade will be eligible for 2 college credits from Skagit Valley College, see page 22. Family Health has a class fee of $10.00. This course will count as Occupational Education credit and a Dual Credit Equivalency for Health.

**EXPLORING CAREERS IN EDUCATION (HEC800-HEC801) – 1.0 CREDIT/YEARLONG.**
Recommended: 11-12th grade. Prerequisite: Child Psychology, must be recommended by a staff member, good attendance and instructor permission.  
**Note:** All students will be required to have a background check before working with the children (at no cost to the student). If the student is under 18 years of age, a parent signature will be required.

Exploring Careers in Education is designed to give students the “Total teaching experience”. First semester instruction begins in a traditional classroom setting. Students learn about and explore learning theories and styles, teaching methods and classroom management. During this time students complete observations in local elementary and middle schools. It is through these observations that students begin to understand the differences in grade levels, child development and teaching. At the conclusion of 1st semester students determine in which grade level they wish to intern. Students are placed 2nd semester with mentor teachers that match their grade and subject interest and receive the practical, hands on experience to complement their academic training. Students will be leaving campus. If they are unable to leave for any reason, this isn’t a class for them. See Mrs. Seidel for more information. As part of the Health & Human Services Career Pathway you have the chance to take several classes that directly relate to your interest of working with children or possibly teaching. The advanced course, Exploring Careers in Education, requires teacher permission and recommendation from a staff member before admittance.
FOOD PRODUCTION I (HEC525) – Introduction - .50 CREDIT/ SEMESTER
Recommended 9th – 12th grade  
Note - Introduction, Theory & Basic Overview and Lab Participation in:
<table>
<thead>
<tr>
<th>Safety &amp; Sanitation</th>
<th>Fruits &amp; Vegetables</th>
<th>Knives &amp; Small Wares</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using Standardized Recipes</td>
<td>Cooking &amp; Baking Techniques</td>
<td>Produce &amp; Salads</td>
</tr>
<tr>
<td>Baking</td>
<td>Eggs &amp; Dairy</td>
<td>Pasta, Grains &amp; Legumes</td>
</tr>
<tr>
<td>Food Combinations</td>
<td>Soups &amp; Sauces</td>
<td></td>
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</tbody>
</table>

FOOD PRODUCTION II (HEC520) - .50 CREDIT/ SEMESTER
Recommended: 9th – 12th grade.  
Prerequisites: Valid food worker’s card ($10.00 through Skagit County Health Department) Completion of Food Production I - Introduction with a grade of C or better OR instructor permission. There will be a $10 class fee for cooking supplies.
Detailed Lab & Theory of:
| Quick Breads | Yeast Breads & Rolls | Cakes, Cookies, Pies & Tarts |
| Speciality Desserts | Fruits & Vegetables | Salads & Salad Dressing |
| Stocks, Soups & Sauces | Casseroles & Other Combinations | Meat, Poultry, Fish & Shellfish |
| Grains, Rice, Pasta & Legumes | Hot & Cold Sandwiches | Appetizers |

FOOD PRODUCTION III-CATERING & ENTREPRENEURSHIP (SINGLE OR DOUBLE PERIOD CLASS)
Prerequisites: Valid food handler’s card ($10.00 through Skagit County Health Department, available on line) Completion of Food Production I & II
Theory and techniques in the preparation of quantity food production related to catering and personal labs. Students will set-up, prepare and provide service for a diverse customer market, entrepreneur opportunities and participate in personal labs preparing a variety of complete meals.
Detailed Lab & Theory of:
| Breakfast Cookery | Stocks & Sauces | Fish & Shellfish |
| Poultry Cookery | Meat Cookery | Pasta & Grains |
| Salads & Salad Dressings | Cheese | Cold Platters |
| Hot & Cold Sandwiches | Soups & Appetizers | Salad Bar & Deli Station |
| Fruits, Vegetables & Legumes | Restaurant Operations | Line Cooking |
| Customer Service | Menu Development | Job Preparedness Skills |
| Restaurant Operations | Line Cooking | Equipment Operation |

FOOD PRODUCTION-CATERING (INDEPENDENT, BEYOND THE SCHOOL DAY)
Prerequisites: Open to any current or past Food Production student. Students must have or obtain a valid food handler’s permit.  
By teacher permission only.
Students will set-up and provide service quantity food services related to banquets and catering for a diverse customer market. Introduction to:
| Customer Service | Equipment Operation | Line Cooking | Restaurant Operations |
| Roles and responsibilities of various restaurant personnel and professionalism |
| Job preparedness skills are tracked through competency verification documents |
| Students need 90 hours to receive half credit and180 hours in order to receive one credit. Students will register during the semester they anticipate completing these hours. |
Students are encouraged to schedule their language classes in direct sequence, that is, in back-to-back years.

Students must pass the Level I course with a C or above to be eligible to take the Level II course.

**FRENCH I (FLA100-FLA102) 1 CREDIT/YEAR LONG**

Recommended: 9th - 12th grade. Recommendation: It is recommended that incoming 9th graders have a C or higher in their 8th grade Language Arts class.

This is an immersion class and students must sign a contract pledging to speak exclusively in French. The Accelerative Integrative Method (AIM) requires students to physically participate in class. Grammar is not formally taught, rather, emphasis is on oral communication, both listening and speaking. The course lessons quickly build on the four skills of listening, speaking, reading and writing. Final project includes writing, telling and acting in a group story. Cultural lessons include famous historical and modern French-speaking people.

**FRENCH II (FLA200-FLA202) – 1 CREDIT/ YEAR LONG**

Recommended: 10th - 12th grade. Prerequisite: Students must pass the French I course with a C or above to be eligible to take the French II course.

This is an immersion class and students continue learning with the AIM to dramatize a series of stories that help them master new grammatical structures and verb tenses. Cultural lessons include famous historical and modern French-speaking people. Class time is also given to Silent Sustained Reading (SSR) in French. All students are expected to participate in an inter-class, small group song and dance contest at the end of year on the stage of the high school auditorium. Final project includes writing your own creative story and creatively telling it to the class.

**FRCH&123 FRENCH III (FLA306-FLA307) – 1 CREDIT/ YEAR LONG**

Recommended: 11th - 12th grade. Prerequisite: Students must pass the French II course with a C or above to be eligible to take the French III course.

In addition, students must independently purchase a $20 study guide of French grammar and vocabulary to be completed during the summer prior to the first day of class. This is an immersion class and is the equivalent of a 1st year college level of study. Grammar concepts are formally taught and students will be expected to use the Canvas learning management system. Class time is given to SSR in French and students are expected to attend the weekly “Bon Appétit” lunches on campus. Students will also be assigned a great amount of homework. Students are also expected to attend the full-day “French Camp” on a Saturday in Seattle hosted by the Highline School District. Students can elect to pay the requisite tuition fee to Skagit Valley College and will receive college credit upon successful completion of the course.
INTRODUCTION TO SPANISH (FLA006) - .5 CREDIT/SEMESTER
Recommended: 9th grade
This course is designed for the student who wants to learn about Spanish speaking countries and cultures. Students will focus on conversational storytelling to learn restaurant, travel, and work related vocabulary and expressions.

This is an elective course and does not satisfy any part of the 2 year state language requirement. This course is designed for the Freshman who aren’t comfortable in the more rigorous college-bound Spanish course but want to begin learning Spanish. This is for students with no prior Spanish courses or students who are not native speakers.

SPANISH I (FLA103-FLA104) - 1 CREDIT/ YEAR LONG
Recommended: 9th-12th grade.
Spanish I is a yearlong course which introduces students to basic concepts of the Spanish language. Students will learn language through hands on and cooperative learning activities designed to stimulate student interest and keep students engaged. During the first year of language learning, students will begin to grasp new vocabulary and phrases, and will start the process of reading, writing, listening, and speaking in Spanish. This class will also complete a variety of cultural units.

SPANISH II (FLA203-FLA204) - 1 CREDIT/ YEAR LONG
Recommended: 10th-12th grade. Prerequisite: Pass the Spanish I course with a C or above
Spanish II is a yearlong course in which students will increase their ability to communicate in the target language. This course will include more challenging reading and writing activities and will do a thorough study of more advanced grammar and vocabulary.

SPANISH III (FLA303-FLA304) - 1 CREDIT/ YEAR LONG
Recommended: 10th-12th grade. Prerequisite: Pass the Spanish II course with a C or above
Spanish III is a continuation of the learning of the Spanish language, geared towards students who desire to advance their Spanish skills for the future. During this course, students will build on what they already know and improve their reading, writing, listening, and speaking skills.

SPAN&221—SPANISH FOR HERITAGE SPEAKERS / SPANISH IV (FLA403-FLA404) - 1 CREDIT/ YEAR LONG
Recommended for 9th-12th grades. Prerequisite: Students must pass the Spanish III course with a C or above

All students will need to take an initial placement test to determine their appropriate literacy levels to help with course lesson planning and instructor permission. Students who have been raised in a home where Spanish is spoken, who speak or at least understand Spanish, and who are to some degree bilingual in Spanish and in English. The course is also for highly motivated Spanish IV students (non-heritage speakers). Students will improve their reading and writing skills in Spanish. The class will read short stories; learn basic grammar and the rules of accentuation and spelling. Students will learn how they can apply their language skills to future career opportunities and how important it is to use different linguistic registers to function in the broadest range of settings. Students will create interesting projects and presentations about Hispanic cultures within and beyond the United States. Students (10-12) can earn 5 college credits through Skagit Valley College with a grade of A or B.

WORLD LANGUAGE COMPETENCY CREDIT-(TRANSFER COURSE)
Recommended: 9th-12th grade.

Students who speak another language at home have already obtained bilingual skills and many have gone through the process of learning a second language. Our school recognizes that these students should be given credit for the skills they already possess based on demonstrated proficiency across a range of language skills. Students can demonstrate their competency by taking the STAMP and ACTFL assessments. Credits will be based on overall proficiency level according to the ACTFL Proficiency Guidelines as follows: Novice Mid – 1 credit, Novice High – 2 credits, Intermediate Low – 3 credits and Intermediate Mid – 4 credits. Assessment fees apply and will be paid by the district/high school for students who qualify for free/reduced lunch.
AMERICAN SIGN LANGUAGE

ASL may fulfill college entrance requirement for foreign language. This course will count as Occupational Education credit and a Dual
Credit Equivalency for World Languages for the Class of 2019 and beyond.

AMERICAN SIGN LANGUAGE I (FLA108-FLA109) – 1 CREDIT/ YEAR LONG
Recommended: 9th – 12th grades.
Beginning class of American Sign Language offers an opportunity to learn to communicate with the deaf. Finger spelling, basic vocabulary, as well as some grammatical aspects of ASL will be covered. In addition, this course will provide an introduction to the deaf culture, signing systems used other than ASL, and the psychological aspects of deafness. This course will count as Occupational Education credit and a Dual Credit Equivalency for World Languages for the Class of 2019 and beyond.

AMERICAN SIGN LANGUAGE II (FLA208-FLA209) – 1 CREDIT/ YEAR LONG
Recommended 10th – 12th grade. Prerequisite: Successful completion of American Sign Language 1
Students will continue to work on the grammar and structure of sentences in ASL, finger spelling and vocabulary. Emphasis will be placed on developing expressive vocabulary. Students will modify stories to ASL and will sign the story. This will be videotaped for others to watch. Student will be required to communicate in ASL. This course will count as Occupational Education credit and a Dual Credit Equivalency for World Languages for the Class of 2019 and beyond.

AMERICAN SIGN LANGUAGE III (FLA308-FLA309) – 1 CREDIT/ YEAR LONG
Recommended: 11th – 12th grade. Prerequisite: Successful completion of ASL II or instructor permission.
Students will increase their ASL vocabulary as well as focus more in depth on syntax and grammar of ASL. Students will strengthen their receptive and expressive skills by working on various projects independently, with instructor and with other students. Students will also have experiences with Deaf and Deaf culture outside the classroom in order to increase their comfort level in interacting in ASL. This course will count as Occupational Education credit and a Dual Credit Equivalency for World Languages for the Class of 2019 and beyond.

AMERICAN SIGN LANGUAGE IV (FLA408-FLA409) – 1 CREDIT/ YEAR LONG
Recommended: 12th grade. Prerequisite: Successful completion of ASL III or Instructor permission.
Students will continue to increase their ASL vocabulary as work on more complex grammar and syntax. Students will focus more on expressive skills and continue to increase their comfort level in interacting in ASL and be able to start working towards an interpreting focus. This course will count as Occupational Education credit and a Dual Credit Equivalency for World Languages for the Class of 2019 and beyond.
### MATHEMATICS

<table>
<thead>
<tr>
<th>Recommended for students planning on attending a 4-year college, community college, or tech school</th>
<th>Freshman Classes</th>
<th>Sophomore Classes</th>
<th>Junior Classes</th>
<th>Senior Classes</th>
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</thead>
<tbody>
<tr>
<td>Geometry 202</td>
<td>Adv. Algebra 302</td>
<td>Pre-Calculus</td>
<td>AP Calculus</td>
<td></td>
</tr>
<tr>
<td>Algebra</td>
<td>Geometry 202</td>
<td>Adv. Algebra 302</td>
<td>Pre-Calculus</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>AP Statistics</td>
<td>AP Statistics</td>
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<td></td>
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<td></td>
<td>Bridges to College Algebra</td>
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</tbody>
</table>

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<thead>
<tr>
<th>Fulfills High School &amp; State requirements</th>
<th>Algebra</th>
<th>Geometry 201 or 202</th>
<th>Adv. Algebra 302</th>
<th>None required- if State Requirements are met</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Algebra</td>
<td>Geometry in Construction</td>
<td>Math 250</td>
<td>Financial Algebra</td>
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<td></td>
<td>Algebra in Manufacturing</td>
<td></td>
<td>Accounting I</td>
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</tbody>
</table>

Three credits of Mathematics are required for graduation. Required courses are Algebra, Geometry, and Advanced Algebra. Financial Algebra, Accounting I and Math 250 are approved alternatives for Advanced Algebra with documented school and parent permission.

**ALGEBRA (MAL A-MAL B) – 1 CREDIT/YEAR LONG**
This Class is for 9th grade ONLY

Algebra is a one-year math class that emphasizes contextual learning, hands-on experiences, and applications of algebra in real-life and workplace situations.  **This class is aligned with the Common Core state standards and prepares students for coursework in Geometry and the Smarter Balanced Exam.**

**ALGEBRA 1 IN MANUFACTURING PROCESSES, ENTREPRENEURSHIP AND DESIGN (AMPED) - 1.0 CREDIT/YEAR LONG**
Recommended: 9th grade Prerequisite: **STUDENTS MUST BE ENROLLED IN COORESPONDING ALGEBRA 1 CLASS IF TAKING THIS CASS.**

This course will provide an overview of many aspects of manufacturing providing a basis for students to choose/find an area of interest. AMPED students will operate a business running an advanced fabrication lab customizing textile products and manufacturing other items comprised of wood, metal, and/or plastic. The proceeds generated from the business aspect of the program will be utilized to self-fund the venture and provide philanthropic opportunities for students through community service or monetary gifts to local charities. Students learn skill sets in various engineering techniques including sublimation, CNC operations, and rapid prototyping. Additional areas for student engagement include composite technologies, alternative energies, and automation robotics. This course is taught in collaboration with an Algebra 1 class to show the application of the Math concepts in a "real world" format.

**GEOMETRY 201 (MAT200-MAT201) – 1 CREDIT/ YEAR LONG**
Recommended 10th – 12th grade  **Prerequisites: Algebra I**

Geometry in Construction is the second course in the Contextual Learning Concepts frame that connects the content taught in Geometry with the hands-on skill that is done via the Construction Traits class in CTE. Students will be in a daily class where they will receive both their Math (Geometry) and CTE (Construction Traits) credit for the work they complete. This class is partnered with both the Northwest Career and Technical Academy and Habitat for Humanity to build houses for families that qualify just off of the high school campus on Batey St. at the start of the 18-19 school year. Students in the class will have the opportunity to have a contextualized experience with both a Math teacher and a CTE teacher to continue their success with their overall goal of graduation from high school.

**GEOMETRY IN CONSTRUCTION (MAT350—MAT351) - 2 CREDITS/ YEAR LONG**
Recommended 9th – 12th Grade  **Prerequisites: Algebra I**

This class is aligned with the Common Core state standards and prepares students for coursework in Advanced Algebra and the Smarter Balanced Exam.
GEOMETRY 202 (MAT305-MAT306) – 1 CREDIT/ YEAR LONG
Recommended 9th – 10th grade. Prerequisite: Successful completion of Algebra I
Geometry 202 is a one-year math class that explores advanced concepts in geometry that emphasizes contextual learning, logical thinking and applications of geometry in real life situations. This class is aligned with the Common Core state standards and prepares students for course work in Advanced Algebra and the Smarter Balance Exam.

ADVANCED ALGEBRA 302 (MAT292-MAT293) – 1 CREDIT/ YEAR LONG
Recommended 10th – 12th grade. Prerequisite: Successful completion of Algebra and Geometry
Advanced Algebra 302 is a year-long math class that emphasizes contextual learning, graphing calculator manipulation, pure algebraic processes, and applications of algebra in real-life and workplace situations. Students will also be introduced to advanced functions and trigonometry. Students will also explore advanced geometric solving, graphing concepts, and be introduced to concepts discussed in more detail in Pre-Calculus. This class is aligned with the Common Core State Standards and prepares students for college mathematics and the Smarter Balanced Exam.

FINANCIAL ALGEBRA (MAT700-MAT701) – 1 CREDIT/YEARLONG
Recommended: 10th – 12th grades - Pre-requisite: Algebra I    Meets Graduation Requirements: Occupational Education and 3rd Math Credit (with parent permission)
Have you ever asked the question, “How will I ever use what I am learning in my Algebra class?” This course is the answer to that question, and much more. Financial Algebra combines the skills and ideas within Algebra to real world topics. From the stock market and taxes, through banking and credit to employment and independent living, this course will apply Algebra in ways that help you prepare for life. The math content includes concepts from Algebra, focused on the tools that can be applied to real world problems. This is a great third math course for students planning on professional certification programs, apprenticeships or direct entry into employment after high school.

*ACCOUNTING 1 (BUS512) – .50 CREDIT/1 SEMESTER
Recommended: 10th – 12th grade (9th grade with instructor permission)
A World of Finance! This course can become a real asset to your future!
Employment of accountants and auditors is projected to grow 10% from 2016 to 2026 -- faster than the average for all occupations! In general, employment growth of accountants and auditors is expected to be closely tied to the health of the overall economy. This course will provide the basic skills and knowledge for entry into the accounting career field. Students will be able to explain and demonstrate the basic accounting concepts, manage the accounts of a business through a project-based simulation, and also learn to use accounting skills with their personal finances. This class is recommended for any student planning to pursue a business degree. This course can count as a student’s third Math credit. Students have the option of earning Tech Prep College credits. See page 22.

MATH 250 (MAT400-MAT401) – 1 CREDIT/ YEAR LONG
Recommended 11th-12th grade.
Math 250 is a one-year math class open to juniors or seniors who need additional work in the Algebra and Geometry curriculums. Students will also be introduced to the following Advanced Algebra topics: Quadratics, Parent functions, Trigonometry, and Exponential functions. This class is aligned with the Common Core state standards and prepares students for course-work in Advanced Algebra and the Smarter Balanced Exam.

GAMING AND MATHEMATICS (MAT854-MAT855) .50 CREDIT/SEMESTER
Recommended: 9th—12th grade—Prerequisite: Must have passed or is currently taking Algebra
Gaming and Mathematics is a semester long elective math course in which we will study a variety of mathematical fields that surround games. Students will study Probability, Statistics, Game Theory, and basic coding in order to analyze strategies and create their own games. This course is NOT part of the standard progression of math classes and is only counted as an elective credit towards graduation.
PRE-CALCULUS (MAT304-MAT307) – 1 CREDIT/YEAR LONG
Recommended 11th – 12th grade. Prerequisite: Successful completion of Advanced Algebra

This class is an integration of the various phases of mathematics in preparation for Calculus. The first semester cover functions, advanced concepts in algebra manipulation, logarithms, and graph analysis. The second semester will cover trigonometry as well as sequences, series, probability and an introduction to limits.

ADVANCED PLACEMENT (AP) CALCULUS AB (MAT405-MAT406) – 1 CREDIT/YEAR LONG
Recommended: 11th – 12th grade. Prerequisite: Successful completion of Pre-Calculus

This course will follow the College Board curriculum so that students will be prepared to take the Advanced Placement Calculus AB Test in May. There is a fee of approximately $85 to take the test. Topics will include: functions, trig, limits and continuity, derivatives, integration, and practical applications.

ADVANCED PLACEMENT (AP) STATISTICS (MAT412-MAT413) – 1 CREDIT/YEAR LONG
Recommended 11th – 12th grade. Prerequisite: Advanced Algebra 302 with a grade of B or higher.

This course will follow the College Board curriculum to prepare students for the Advanced Placement Statistics exam in May. There is a fee of approximately $90.00 to take the exam. The class follows four broad themes including: Exploring Data, Sampling and Experimentation, Anticipating Patterns and Statistical Interference.

ADVANCED CONCEPTS IN CALCULUS (MAT502-MAT503) – 1 CREDIT/YEAR LONG
Recommended: 12th grade. Prerequisite: AP Calculus AB

This course is offered to students who have successfully completed AP Calculus AB and desire to keep learning new mathematics beyond that course. The focus is on the fun, rigorous study of advanced math topics at a pace that allows for maximum understanding, success, and enjoyment. A variety of mathematical topics will be explored, including the following: Advanced Integration techniques; parametric equations; infinite series and sequences, Taylor and Maclaurin polynomials, Newton’s method; L’Hôpital’s rule, Applications of integration and differentiation beyond AP Calculus AB; Linear algebra; Probability and Statistics; and Differential Equations. Students will have the option of taking the AP Calculus BC exam in May if they so choose.

BRIDGE TO COLLEGE ALGEBRA (MAT700-701) - 1 CREDIT/YEARLONG
Recommended 12th grade: Prerequisite: Advanced Algebra 301 or 302

The course curriculum emphasizes modeling with mathematics and the Standards for Mathematical Practice found within Washington K-12 Mathematics Learning Standards (the Common Core State Standards, CCSS-M). Topics include building and interpreting functions (linear, quadratic & exponential), writing, solving and reasoning with equations and inequalities, and summarizing, representing, and interpreting data. The course is designed to focus on building conceptual understanding, reasoning and mathematical skills and provides students engaging mathematics that builds flexible thinking and a growth mindset. For seniors who score in Level 2 on the Smarter Balanced 11th grade assessment and are successful in this course (B or better), the Bridge to College Mathematics Course offers an opportunity to place into a college-level course when entering college directly after high school.

HEALTH AND PHYSICAL EDUCATION

Health and Physical Education: Two credits are required for High School Graduation. 1.5 credits are required in the Physical Education area and the remaining .50 credits are required in Health. All Fitness/Activity classes may be repeated for credit after graduation requirements have been met.

HEALTH EDUCATION—.50 CREDIT/ SEMESTER
Required - 11th – 12th grade:

Family Health (HEC521) - High school health integrates a variety of health concepts, skills, and behaviors to plan for personal and lifelong health goals. Students develop skills that will make them health-literate adults. These include awareness and consequences of risky behaviors, disease prevention, overall wellness, and identification of community health resources. Students are taught how to access accurate information that they can use to promote health for themselves and others. Their behaviors reflect a conceptual understanding of the issues associated with maintaining good personal health. Students demonstrate comprehensive health and wellness knowledge and skills. They use problem-solving, research, goal-setting and communication skills to protect their health and that of the community. Students who obtain their First Aid and CPR cards as well as other associated assignments in this unit with a B or better will be eligible for 2 college credits from Skagit Valley College see page 22. Family Health has a class fee of 10.00. This course will count as Occupational Education credit and a Dual Credit Equivalency for Health.
FITNESS COURSE OPTIONS—50 CREDIT/1 SEMESTER

Recommended—9th – 12th grade:

All PE classes will have a required online component. All knowledge assessments will be completed online through the SWHS learning management system.

Students will use heart rate monitors and will be required to purchase a HRM strap for personal use. If you purchased a HRM strap at CMS, you do not need to purchase one at SWHS. The fee is $15.00

AEROBICS (PED509-PED510) – This class is designed for students interested in aerobic conditioning. Some type of aerobic exercise will be done daily. Workout sessions will consist of step, high-impact and low-impact aerobics. Other workouts may include jogging, walking, rope jumping and weight training. Class participants should be ready for vigorous conditioning workouts. Students are expected to be highly active. This class has a required online component; all knowledge assessments will be completed online. Students will use heart rate monitors and will be required to purchase a HRM strap for personal use. If you purchased a HRM strap at CMS, you do not need to purchase one at SWHS. The fee is $15.00

BODYWORKS (PED507-PED508) – This class is designed for the female student interested in weight training and aerobic conditioning. The focus will be teaching proper lifting techniques which will enhance the student’s overall body tone and fitness. Students will work with free weights and machines; and students will participate in circuits, aerobic activities, core development and a variety of cardiorespiratory activities. Class participants should be ready for vigorous conditioning workouts. Students are expected to be highly active. This class has a required online component; all knowledge assessments will be completed online. Students will use heart rate monitors and will be required to purchase a HRM strap for personal use. If you purchased a HRM strap at CMS, you do not need to purchase one at SWHS. The fee is $15.00

CROSS TRAINING (PED530) - This class will incorporate a variety of training methods to develop specific health and skill related fitness components; focusing on cardiovascular conditioning. This may include circuit training, resistance exercises, cardiovascular activities, and flexibility training. All students are expected to be highly active. This class has a required online component; all knowledge assessments will be completed online. Students will use heart rate monitors and will be required to purchase a HRM strap for personal use. If you purchased a HRM strap at CMS, you do not need to purchase one at SWHS. The fee is $15.00.

STRENGTH & CONDITIONING (PED505-PED506) – This class is for those interested in strength development through the fundamental skills involved in weight training. The focus will be on strength, power, speed, agility, quickness, and muscular endurance. Students will work with free weights and machines and will participate in a variety of cardiovascular activities. Students are expected to be highly active. This class has a required online component; all knowledge assessments will be completed online. Students will use heart rate monitors and will be required to purchase a HRM strap for personal use. If you purchased a HRM strap at CMS, you do not need to purchase one at SWHS. The fee is $15.00

ACTIVITY COURSE OPTIONS

Recommended—9th—12th grade:

All PE classes will have a required online component. All knowledge assessments will be completed online through the SWHS learning management system.

Students will use heart rate monitors and will be required to purchase a HRM strap for personal use. If you purchased a HRM strap at CMS, you do not need to purchase one at SWHS. The fee is $15.00

COMPETITIVE SPORTS (PED518-PED519) Grade 9th -12th—Prerequisite: Successful completion of 1 semester of PE at SWHS. (9th grade students could take this course second semester if they meet the prerequisite). Students will participate in sports at a competitive level. This class will include indoor and outdoor activities with an emphasis on advanced skills and strategies as well as team and individual competition. Activities may include but are not limited to: Softball, flag football, Ultimate, soccer, basketball, volleyball, badminton, and pickle ball. All activities will be played at a competitive level. A daily 20-30 minute fitness component is included in this class. All students are expected to be highly active. Students will use heart rate monitors and will be required to purchase a HRM strap for personal use. If you purchased a HRM strap at CMS, you do not need to purchase one at SWHS. The fee is $15.00.

RACQUET SPORTS: (PED528) - This class will develop competent players in three racquet sports. Students will have sufficient skills to participate satisfactorily, execute strategies that are appropriate for the complexity of the game being played, and become knowledgeable players. Racquet sports included in this course are: tennis, badminton, and pickleball. A daily 20-30 minute fitness component is included in this class. All students are expected to be highly active. This class has a required online component; all knowledge assessments will be completed online. Students will use heart rate monitors and will be required to purchase a HRM strap for personal use. If you purchased a HRM strap at CMS, you do not need to purchase one at SWHS. The fee is $15.00.

TEAM SPORTS: (PED529) - This class will develop competent players in a variety of team sports. Students will have sufficient skills to participate satisfactorily, execute strategies that are appropriate for the complexity of the game being played, and become knowledgeable players. Team sports may include but is not limited to: flag football, soccer, softball, ultimate Frisbee, basketball, volleyball, and floor hockey. A daily 20-30 minute fitness component is included in this class. All students are expected to be highly active. Students will use heart rate monitors and will be required to purchase a HRM strap for personal use. If you purchased a HRM strap at CMS, you do not need to purchase one at SWHS. The fee is $15.00.

UNIFIED PE (PED515) - Must have permission from P.E. department and instructor permission.

Unified Physical Education is a class designed for students with a firm grasp on basic sports skills who are interested in developing leadership skills and learning to work with special populations. Students enrolled in Unified PE are paired with students with intellectual and or physical disabilities. As a pair, students develop skills in various sports and finish each unit with a tournament. Students will use heart rate monitors and will be required to purchase a HRM strap for personal use. If you purchased a HRM strap at CMS, you do not need to purchase one at SWHS. The fee is $15.00.
CLASS OF 2020 and BEYOND

- The science department is working diligently to implement the Washington State Science Learning Standards (WSSLS). The new standards require that we make significant changes to both what students learn and how students learn about science ideas. This means that courses not typically taken by all students in the past, such as Chemistry and Physics, will now be requirements for graduation. However, this also means that the curriculum and instruction used in these courses will be significantly different from past versions in order to make them accessible to all students. The class of 2019 and beyond are required to take the Washington Comprehensive Assessment of Science (WCAS) in the 11th grade, however, only the class of 2021 and beyond are required to pass the test to graduate. We are confident that the changes we are making will better prepare students for this test and the wide array of college and career options available to them in the 21st century. Please contact one of our science teachers if you have any questions about the new standards or our implementation efforts.

- Three credits (3.0) of laboratory science are required for high school graduation. Two semesters (1.0 credit) of Biology are required. Students can opt to enroll in two semesters (1.0 credit) of Agricultural Biology in place of Biology. Two semesters (1.0 credit) of Chemistry is required. Students may opt to enroll in CHEM&100 Preparatory Chemistry to meet the Chemistry requirement. Students who meet the prerequisite for math and register for Skagit Valley College’s College in the High School program will have the opportunity to earn 5 college credits in CHEM& 100. Two semesters (1.0 credit) of Physics is required. Students can opt to take two semesters (1.0 credit) of AP Physics I in place of Physics.

- In order to prepare students to pass the Washington Comprehensive Assessment of Science (WCAS) in 11th grade, the sequence of two semesters of Biology or Agricultural Biology, two semesters of Chemistry or CHEM&100 Preparatory Chemistry, and two semesters of Physics or AP Physics I should be successfully completed by the end of 11th grade. Students may enroll concurrently in one of the Chemistry classes and one of the Physics classes in 10th grade if they have successfully completed Biology and wish to accelerate (see “Accelerated Science Pathway”).

- Students who fail any semester (s) of the required course sequence will be required to repeat the failed semester (s) while also taking their next science course in the sequence. However, students in the class of 2020 who fail one or both semesters of Biology or Agriculture Biology, but earn a passing score on the Biology End of Course Exam, may earn credit for each failed semester by taking a laboratory science elective class.

- There is a $6.50 lab fee for all science department classes to cover materials for projects. This fee is payable by the end of semester in which the class is taken.

CLASS OF 2018 and 2019

- Two and one half credits (2.5) of science are required for high school graduation. Students must complete two semesters of the following one semester (.5 credit) courses: Physical Science, Earth Science, Materials Science, or Horticulture Science. Students must also complete two semesters (1 credit) of Biology. The department recommends that college or university bound students take at least one year of an advanced science such as Chemistry, CHEM&100 Preparatory Chemistry, AP Chemistry, CHEM&110 Chemical Concepts Chemistry, Physics, AP Physics I, AP Biology, or BIO&170 Human Biology. Students may earn .5 credit in science by taking Marine Biology, Materials Science, Horticulture, Greenhouse Management, Human Anatomy & Physiology A, or Human Anatomy & Physiology B.

- Students in the classes of 2018 and 2019 are not required to pass a state science test to graduate. However, students in the class of 2019 are required to take the Washington Comprehensive Assessment of Science (WCAS) in the Spring of 2018 for federal accountability purposes.

- Students who have failed either of the 9th grade science courses that are no longer offered (Physical Science or Earth Science) will need to earn required science credits for graduation by completing science elective courses that are currently offered. Students who fail a semester (Fall or Spring) of Biology, will need to repeat that semester to meet their graduation requirement and prepare for the Biology EOC. However, students who fail a semester of Biology or Agriculture Biology, but earn a passing score on the Biology End of Course Exam (EOC), may earn credit for each failed semester by taking a laboratory science elective course.

- There is a $6.50 lab fee for all science department classes to cover materials for projects. This fee is payable by the end of semester in which the class is taken.
EXAMPLE PATHWAYS FOR SCIENCE

ACCELERATED SCIENCE PATHWAY (suitable for four-year college or university post high school option)
9th Grade – Biology or Agriculture Biology
10th Grade – Physics or AP Physics I & Chemistry or CHEM&100 Preparatory Chemistry
11th Grade – AP Chemistry or CHEM&110 Chemical Concepts with Lab
12th Grade – AP Biology

STANDARD SCIENCE PATHWAY (suitable for all post high school options, including four-year college or university)
9th Grade – Biology or Agricultural Biology
10th Grade – Physics or Chemistry
11th Grade – Physics or Chemistry
12th Grade – Science Elective(s)

REQUIRED SCIENCE COURSES FOR THE CLASS OF 2020 AND BEYOND
(Chemistry, CHEM&100 Preparatory Chemistry, Physics and AP Physics I are elective courses for the classes of 2018 and 2019)

BIOLOGY (SCI209-SCI210) – 1 CREDIT/YEARLONG (This laboratory science course will be offered every year)
Requirement Option: 9th grade. (Students can opt to take Agricultural Biology instead)
   The course has been redesigned to address the life science, earth and space science, and the engineering, technologies, and applications of science concepts of the Washington State Science Learning Standards (WSSLS). Generally, students will actively engage in scientific and engineering practices to deepen their understanding of core ideas in cellular and molecular biology, ecosystems, heredity, biological evolution, biogeology, natural hazards, human impacts, history of the Earth, engineering design, and links among engineering, technology, science, and society. This course prepares students to pass the Washington Comprehensive Assessment of Science (WCAS) taken at the end of 11th grade. Current legislation requires that students in the class of 2021 pass the WCAS to graduate. Homework is required.

AGRICULTURAL BIOLOGY (AGR527-AGR528) - 1 CREDIT/YEARLONG (This laboratory science course will be offered every year based on qualified student enrollment).
   Requirement option: 9th grade. (Students can opt to take Biology instead)
   Students taking this course will experience hands-on activities, projects, and problem in an agricultural context. Student experiences will involve the study of communication, the science of agriculture, plants, animals, natural resources, and agricultural mechanics. While surveying the opportunities available in agriculture and natural resources, students will learn to solve problems, conduct research, analyze data, work in teams, and take responsibility for their work, actions, and learning. Students will investigate, experiment, and learn about documenting a project, solving problems, and communicating their solutions to their peers and members of the professional community. For example, students will work in groups to determine the efficiency and environmental impacts of fuel sources in a practical learning exercise. This course will also address life science, earth and space science, and engineering standards of the Washington State Science Learning Standards (WSSLS). This course prepares students to pass the Washington Comprehensive Assessment of Science (WCAS) taken at the end of 11th grade. Current legislation requires that students in the class of 2021 pass the WCAS to graduate. This course is not approved by the NCAA. Homework is required.

CHEMISTRY (SCI304-SCI305) – 1 CREDIT/YEARLONG (This laboratory science course will be offered every year)
Requirement Option: 9th grade. (Students can opt to take MATH98 Intermediate Algebra I via ACCUPLACER test score)
   This course has been redesigned to address physical science, earth and space science, and the engineering, technologies, and applications of science concepts of the Washington State Science Learning Standards (WSSLS). Generally, students will actively engage in science and engineering practices to deepen their understanding of core ideas related to matter and its interactions, energy, natural resources, global climate change, weather and climate, water in Earth’s surface processes, engineering design, and links among engineering, technology, science, and society. This course also prepares students to pass the Washington Comprehensive Assessment of Science (WCAS) at the end of 11th grade. Current legislation requires that students in the class of 2021 pass the WCAS to graduate. This course is not approved by the NCAA. Homework is required.

CHEMISTRY & PREPARATORY CHEMISTRY (SCI804-SCI805) – 1 CREDIT/YEARLONG (This laboratory science course will be offered every year)
   Requirement Option: 9th grade. (Students can opt to take Chemistry instead)
   This course is a collaborative effort between motivated students, dedicated teachers, and Skagit Valley College. The basic premise is to offer students the opportunity to take college level courses within their high school curriculum. Instruction will be delivered through lecture, small group tutorials, laboratories and design-based performance tasks. Emphasis is placed on Periodic Table trends, intermolecular forces, stoichiometry, kinetics, thermodynamics, electrochemistry and equilibrium. Additionally, the course will address relevant concepts to prepare them to pass the Washington Comprehensive Assessment of Science (WCAS) taken at the end of 11th grade. This course is strongly recommended for college-bound students interested in the sciences. Current legislation requires that students in the class of 2021 pass the WCAS to graduate. A student’s course grade for their college transcript will be determined by averaging first and second semester final grades. At least one hour of daily homework is required.

PHYSICS (SCI400-SCI403) – 1 CREDIT/YEARLONG (This laboratory science course will be offered every year)
   Requirement Option: 9th grade. (Students can opt to take AP Physics I instead)
   This course has been redesigned to address physical science, earth and space science, and the engineering, technologies, and applications of science concepts of the Washington State Science Learning Standards (WSSLS). Generally, students will actively engage in science and engineering practices to deepen understanding of core ideas related to motion, forces, Newton’s laws, energy, momentum, electricity, waves and their applications, the universe and stars, the Earth and the solar system, earth materials and systems, plate tectonics, engineering design, and links among engineering, technology, science, and society. Instruction will be delivered through a mix of lecture, small group tutorials, labs, discussion and problem sets. Students will gain a conceptual understanding of the principles of physics as well as deeper skills in solving problems. This course prepares students to pass the Washington Comprehensive Assessment of Science (WCAS) at the end of 11th grade. Current legislation requires that students in the class of 2021 pass the WCAS to graduate. Homework is required.
ADVANCED PLACEMENT (AP) PHYSICS 1 (SCI404-SCI405) – 1 CREDIT/YEARLONG (This laboratory science course will be offered every year based on qualified student enrollment). Prerequisite: Successful completion or concurrent enrollment in Advanced Algebra 301 or 302 is strongly recommended. Students do not need to take Physics before taking this class, however, students that have successfully completed Physics may enroll in this course. This course will follow the College Board curriculum so that students will be prepared to take the Advanced Placement Physics I exam in May. The class is equivalent to a first semester college in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics; work, energy and power; mechanical waves and sound and electrical circuits. Instruction will comprise of lecture, labs and problem solving. Additionally, the course will address relevant concepts of the Washington State Science Learning Standards (WSSLS) and is strongly recommended for college-bound students interested in studying any of the physical sciences or engineering. This course prepares students to pass the Washington Comprehensive Assessment of Science (WCAS) taken at the end of 11th grade. Current legislation requires that students in the class of 2021 pass the WCAS to graduate. At least one hour of daily homework is required.

SCIENCE ELECTIVE COURSES—LISTED ALPHABETICALLY

ADVANCED PLACEMENT (AP) BIOLOGY (SCI215-SCI216) – 1 CREDIT/YEARLONG (This laboratory science course will be offered every year based on qualified student enrollment).

Recommended: 10th – 12th grade. Prerequisite: Successful completion of a Biology course is required and a Chemistry course is recommended, but not required. This lab science course that allows students to explore to a greater extent many of the topics introduced in Biology. AP Biology is designed to be the equivalent of the general biology course usually taken during the first college year. Students will demonstrate mastery by taking the Advance Placement Biology Exam offered in May of each year. Most colleges and universities in the U.S. as well as 21 other countries, have an AP policy granting incoming students credit, placement or both on the basis of their AP Exam scores. Many of these institutions grant up to a full year of credit in first year biology based on student performances. Units include, but are not limited to: genetics, with an emphasis in using modern biotechnology research methods including DNA transformation, electrophoresis, and genetic crosses of fruit flies and PCR amplification of DNA; embryonic development within animals, microbiology; cytology; and evolution. Content will be obtained through a variety of media including, but not limited to: lecture; labs; interactive computer-based media; videos; and independent study. Students will be required to develop significant research projects. At least one hour of daily homework is required.

ADVANCED PLACEMENT (AP) CHEMISTRY (SCI600-SCI602) – 1 CREDIT/YEARLONG (This course will be offered every year based on qualified student enrollment).

Recommended: 11th – 12th grade. Prerequisite: Successful completion of Advanced Algebra is strongly recommended.

This course is designed to offer students the opportunity to take a college level chemistry course within their high school curriculum. AP Chemistry is designed to be the equivalent of the general chemistry course usually taken during the first college year. Students will demonstrate mastery by taking the Advance Placement Chemistry Exam offered in May. Instruction will be delivered through lecture, small group tutorials, laboratories and design-based performance tasks. Emphasis is placed on Periodic Table trends, intermolecular Forces, stoichiometry, kinetics, thermodynamics, electro-chemistry and equilibrium. This course is strongly recommended for college-bound students interested in the sciences. At least one hour of daily homework is required.

CHEM&110 CHEMICAL CONCEPTS WITH LAB (SCI800-SCI801) 1 CREDIT/YEAR LONG (This laboratory science course will be offered every year).

Prerequisite: Completion of Advanced Algebra 301 or 302, or demonstration of placement into Skagit Valley College’s MATH99 Intermediate Algebra II via ACCUPLACER test score.

This course is a collaborative effort between motivated students, dedicated teachers and Skagit Valley College. The basic premise is to offer students the opportunity to earn college credit for their work in Advanced Placement Chemistry (See description above). A student’s course grade on their college transcript will be determined by averaging first and second semester final grades. At least one hour of daily homework is required.

BIOL&170 HUMAN BIOLOGY (SCI518–SCI519)—1 CREDIT/YEARLONG (This laboratory science course will be offered every year based on qualified student enrollment).

Recommended: 10th–12th grade. Prerequisite: Successful completion of Biology or Agriculture Biology.

Students who register in Skagit Valley College’s College in High School program and successfully complete both Human Anatomy and Physiology A and Human Anatomy and Physiology B in the same school year can receive 5 college credits.

This course is a collaborative effort between motivated students, dedicated teachers and Skagit Valley College. The basic premise is to offer students the opportunity to take college level courses within their high school curriculum. Dissection, research projects, presentations, simulations, and lecture will be the primary methods for obtaining information. This course is recommended for all students considering a biological or medical related career. A student’s course grade for their college transcript will be determined by averaging first and second semester final grades. Daily homework is required.

GREENHOUSE MANAGEMENT (AGR524) – .50 CREDIT/1 SEMESTER

Recommended: 9th—12th grade. Prerequisite: Successful completion of Horticulture and instructor permission.

This class will be involved with the raising, care, and management of bedding plant production in the school’s greenhouse. Areas of study will include perennials, foliage plants, flower arranging, landscape and yard maintenance, fruit production, marketing and salesmanship, business management and computer record keeping. Students will have the opportunity to learn the skills needed to run their own small business. The student will need proper clothing when working around water and soil. Safety equipment will be provided if and when needed. Students will design displays and work with the spring plant sale. This class will count as Occupational Education and a Science Dual Credit Equivalency.

HORTICULTURE (AGR521) – .50 CREDIT/1 SEMESTER

Recommended: 9th–12th grade.

An introduction to the plant sciences emphasizing practical hands-on horticultural activities. Course topics and corresponding student activities include: landscape design, installation and maintenance, lawn installation and maintenance, soils and fertilizers, pesticides and pests, plant physiology and reproduction, plant morphology and identification, pruning, flower arranging, wreath construction, and bottle gardens. This class provides a great opportunity to learn about plants and their processes. It is also a great opportunity to get hands-on education in the greenhouse in such areas from planting seeds to fertilizing. The student will be responsible for participating in class labs and studying assigned areas on an individual basis, along with basic book studies, classroom lectures, and hands-on opportunities in and around greenhouse environments. This course will count as Occupational Education credit and a Dual Credit Equivalency for Science elective requirement.
HUMAN ANATOMY & PHYSIOLOGY A (SCI515) – .5 CREDIT/1 SEMESTER  (This laboratory science course will be offered fall semester every year) Recommended: 10th – 12th grade. Prerequisite: Successful Completion of Biology or Agricultural Biology.

Human Anatomy & Physiology A will include detailed examination of the systems comprising the human body. Systems/topics include: biochemistry, tissues, skeletal, muscular, and nervous systems. Dissection, research projects, presentations, simulations, and lecture will be the primary methods for obtaining information. This course is recommended for all students considering a biological or medical related career. Students taking Human Anatomy and Physiology B in the same school year may choose to earn college credit (see BIO&170 Human Biology - Human Anatomy and Physiology). Daily homework is required.

HUMAN ANATOMY & PHYSIOLOGY B (SCI516) – .5 CREDIT/1 SEMESTER  (This laboratory science course will be offered spring semester every year) Recommended: 10th – 12th grade. Prerequisite: Successful Completion of Biology or Agricultural Biology.

Human Anatomy & Physiology B will include detailed examination of the systems comprising the human body. Systems/topics include: blood, sensory, endocrine, cardiovascular, lymphatic, immune, respiratory, digestive, and excretory systems. Dissection, research projects, presentations, simulations, and lecture will be the primary methods for obtaining information. This course is recommended for all students considering a biological or medical related career. Students taking Human Anatomy and Physiology A in the same school year may choose to earn college credit (see BIO&170 Human Biology - Human Anatomy and Physiology). Daily homework is required.

MARINE BIOLOGY (SCI521) – .5 CREDIT/1 SEMESTER  (This laboratory science course will be offered both semesters based on qualified student enrollment) Recommended: 10th – 12th grade. Prerequisite: Successful completion Biology or instructor approval. Successful completion of a Chemistry course is strongly recommended.

Marine Biology is an advanced course, which will specialize in the diversity of marine life in the greater Puget Sound Trough. Study will include, but is not limited to: habitat; anatomy; species interaction, and Human’s effect. Possible field trips to local marine related environments. Group as well as individual projects and oral presentations & discussions will be mandatory.

MATERIALS SCIENCE (SCI100) – .5 CREDIT/1 SEMESTER  (This laboratory science course will be offered both semesters every year based on qualified student enrollment) Recommended: 10th – 12th grade. This course is an introduction to materials science, which is an application of both physics and chemistry concepts. Materials science is the study of the design process and the properties and characteristics of metals, ceramics, polymers, and composites. This course includes scientific investigations, design challenges, and develops skills of measurement. Students will be responsible for participation in class labs, individual and small group projects, and classroom presentations. This course will count as Occupational Education credit and a Dual Credit Equivalency for Science elective requirement.

SPORTS MEDICINE

SPORTS MEDICINE 1 (MED001) - .5 CREDIT/ SEMESTER
Recommended 9th – 12th Grade Prerequisites: none

This course is designed to help students develop a general awareness of health careers and specific preparation for sports medicine occupations. Classroom instruction covers such topics as: medical terminology; human anatomy; emergency procedures; soft tissue and bone injuries; causes, symptoms and management of injuries; nutrition; physical fitness; and career opportunities. There will be opportunities for students to apply skills learned through practicum type activities organized by teacher. Throughout this course, the students’ core academic skills and ability to deal with people will be stressed.

SPORTS MEDICINE 2 (MED002) - .5 CREDIT/SEMESTER
Recommended grades 10th -12th  Prerequisites: Sports Med 1 and teacher permission

This course is designed to help continue students develop a general awareness of health careers and specific preparation for physical therapy and sports medicine occupations. Classroom instruction covers such topics as: medical terminology; human anatomy; emergency procedures; soft tissue and bone injuries; causes, symptoms and management of injuries; nutrition; physical fitness; and career opportunities. In addition to this ongoing classroom instruction, students will rotate through on-the-job training experiences with local physical therapists, chiropractors, athletic trainers, physical education instructors and recreational facility managers. Throughout this course, the students’ core academic skills and ability to deal with people will be stressed.
SOCIAL STUDIES

Students are required to pass 3.0 credits of Social Studies for graduation.

Washington State History* (currently embedded in U.S. History and Current Domestic Issues)

Required: World History/Geography—.50 credit or AP Human Geography—1 credit

Required: 19th Century US/WS History -.50 credit or AP US History/WSH- 1 credit

Required: 20th Century US/WS History -.50 credit or AP US History/WSH– 1 credit

Required: Current Domestic Issues/Civics—.50 credit or AP Comparative Government & Politics - 1 credit

Required: Current Foreign Issues -.50 credit or AP Comparative Government & Politics - 1 credit

Students can choose from the list below to fulfill their .50 credit of Social Studies Elective Requirement for graduation.

| History through Pop Culture -.50 credit | Economics -.50 credit |
| Psychology -.50 credit | Child Psychology -.50 credit |
| Art History—.50 credit | The American Revolution—.50 credit |
| Music as a Political Voice—.50 credit | AP Microeconomics/Macroeconomics—1 credit |

WORLD HISTORY/GEOGRAPHY (SST201) – .50 CREDIT/ SEMESTER

Required for 10th grade.

This class is a survey of the development of the diverse cultures throughout the world. The goal of this course is for students to gain important enduring understandings that world history teaches us about our world and ourselves. Attention will be given to the geographical relationships of historical change. Important civics and economics concepts will also be explored.

ADVANCED PLACEMENT HUMAN GEOGRAPHY (SST199-SST200) - 1 CREDIT—YEAR LONG

Recommended: 9th—10th grade. - Pre-Requisite: Successful completion of 8th grade Social Studies course (s) and Instructor Permission

This course introduces students to the systematic study of patterns and processes that have shaped human understanding, use and alteration of the Earth’s surface. The curriculum reflects the goals of the National Geography Standards and adheres to the curricular requirements established by the College Board. The course covers not only geography concepts, but world history concepts as well and is designed for the academically serious student interested in earning college credit. This course will fulfill the .50 World History requirement and .50 required Social Studies elective requirement. At least one hour of homework per night is required.

19th CENTURY UNITED STATES / WA STATE HISTORY (SST202) – .50 CREDIT/ SEMESTER

Required: 11th grade.

This course is a general survey of American History from the turn of the 20th century through present day, with a special focus on how events in Washington State mirrored or differed from the nation as a whole. A running theme of this class is growth and conflict. By identifying, analyzing, and evaluating specific primary source documents and other interesting, lesser-known examples, the student will have a deeper understanding and appreciation of our past, both as a state and a country. Each unit will reflect these themes utilizing the Washington State Frameworks. Both 19th and 20th Century US History must be taken to fulfill the 11th grade requirement for graduation.

20th CENTURY UNITED STATES HISTORY/WA STATE HISTORY (SST303) – .50 CREDIT/SEMESTER

Required: 11th grade.

This course is a general survey of American History from the turn of the 20th century through present day, with a special focus on how events in Washington State mirrored or differed from the nation as a whole. A running theme of this class is growth and conflict. By identifying, analyzing, and evaluating specific primary source documents and other interesting, lesser-known examples, the student will have a deeper understanding and appreciation of our past, both as a state and a country. Each unit will reflect these themes utilizing the Washington State Frameworks. Both 19th and 20th Century US History must be taken to fulfill the 11th grade requirement for graduation.

ADVANCED PLACEMENT UNITED STATES HISTORY/WA STATE HISTORY (SST304-SST305) – 1 CREDIT/ YEAR LONG

Recommended: 11th grade – Pre-requisite: Successful completion of World History and Instructor Permission

This course is designed for the academically serious student interested in earning college credit and motivated to discover the essence of the American experience over the span of more than six centuries. AP United States History adheres to the curricular requirements established by the College Board. The course includes the study of political institutions, social and cultural developments, diplomacy, and economic trends in U.S. history. In addition, the course uses themes and topics as broad parameters for structure and teaches students to analyze evidence and interpretations presented in historical scholarship. The course includes extensive instruction in analysis and interpretation of a wide variety of primary sources. Lastly, the course provides students with frequent practice in writing analytical and interpretive essays including document-based questions and thematic essays. This class will fulfill the US History requirement for graduation. At least one hour of homework per night is required.
CURRENT DOMESTIC ISSUES/CIVICS (CDI) (SST403) - .50 CREDIT/SEMESTER
Required: 12th grade

Current Domestic Issues/Civics is one of two final courses in the Social Studies sequence and is a graduation requirement for all seniors. The focus of this course is civics including the organization of federal, state and local government and procedures; rights and responsibilities of citizens addressed in the Washington State and US Constitutions; and Electoral issues including elections, ballot measures, initiatives and referenda. Students will also examine economic issues including key concepts, systems, and government policies at the state and national level. This course will also cover key domestic policy issues such as but not limited to immigration, health care, education, environmental issues, and crime/the criminal justice system. Current issues connected to all of these themes and topics will be addressed at each level of government. Both CDI/Civics and CFI or AP Comparative Government & Politics must be taken to fulfill the 12th grade graduation requirement. The courses can be taken in any order in the Senior year.

CURRENT FOREIGN ISSUES (CFI) (SST404) – .50 CREDIT/SEMESTER
Required: 12th grade.

Current Foreign Issues is one of two final courses in the Social Studies sequence and is a graduation requirement for all seniors. This course examines current events, comparative world governments and economics including international trade. This course will also cover key foreign policy issues such as, but not limited to: democracy and foreign aid, the global environment and Middle East policy. Both CDF/Civics and CFI or AP Comparative Government & Politics must be taken to fulfill the 12th grade graduation requirement. The courses can be taken in any order in the Senior year.

ADVANCED PLACEMENT COMPARATIVE GOVERNMENT & POLITICS (SST308-SST309) – 1 CREDIT/YEAR LONG
Recommended: 12th grade – Pre-requisite: Successful completion of AP US History OR 19th & 20th US History AND instructor permission

This course is designed for the academically serious student interested in earning college credit. The course will illustrate the diversity of political life, explain differences in processes and policy outcomes, and communicate the importance of global, political, and economic changes. Through comparison of political institutions and practices, students will understand the political consequences of the economic well-being within a nation. Six core countries will be covered: China, Great Britain, Iran, Mexico, Nigeria, and Russia. Students will use the comparative method to analyze and assess the diversity of political life, institutional alternatives, differences in processes and policy outcomes, and the impact of global, political and economic changes of these six nations. This class will fulfill both the Current Foreign Issues requirement and the Current Domestic Issues requirement for graduation. At least one hour of homework per night is required.

HISTORY THROUGH POP CULTURE (SST402) – .50 CREDIT/SEMESTER
History Elective: Grades 10th—12th

This class examines how popular culture has influenced Modern History in the 20th Century. By focusing on popular music, films, television, books, advertising, fads, and social and political movements of the past century students will gain a firm understanding on how popular culture influences our lives in countless ways. This is a project-oriented class that focuses on the use of computers to create multimedia projects such as web pages, mini documentaries, music videos, blogs and podcasts to teach history. Required Social Studies Elective

ECONOMICS (SST500) - .50 CREDIT/SEMESTER
Recommended: 10th – 12th grade.

A World of Choices! Learn to make choices that impact your life positively!

Individual and group hands-on activities and projects will prepare students to master the fundamental economic concepts. Students will study the basic economic principles of micro and macroeconomics, international economics, and comparative economic systems. This class takes place in a computer lab and students will utilize technology to conduct research and study economic models. This course will count as Occupational Education and an equivalency to Social Studies Elective.

PSYCHOLOGY (SST601) – .50 CREDIT/SEMESTER
Elective: Grades: 10th – 12th. Prerequisite: Must have passed both 9th grade English and Biology

This class introduces the student to the scientific study of individual human behavior by looking at personality theory, and behavioral learning theories and other subject matter content and concepts fundamental to the study of psychology. This class is designed for the academically serious student who wishes to explore the study of individual human behavior. This class should help the student decide about possible further academic or career pursuits in this area. One research project is required. Required Social Studies Elective

CHILD PSYCHOLOGY (SST550) (EXPLORATORY) - .50 CREDIT/SEMESTER
Recommended 9th – 12th grade. NOTE: All students will be required to have a background check before working with the children (at no cost to the student). If the student is under 18 years of age, a parent signature is required.

Students will learn basic knowledge of child development and psychological theories that support it. Students will be working with children directly, supporting preschool educational goals (Washington State Early Learning and Development Benchmarks) within the Cubs Early Learning Academy on Sedro Woolley High School’s campus. Students will study theories of physical, cognitive, emotional, social and moral development, planning age appropriate learning activities, positive guidance techniques and basic parenting. Student will be working every other week in the Cub Early Learning Academy preschool on Sedro Woolley High School’s campus. This class is articulated with Skagit Valley College Early Childhood Education 120 Practicum Nurturing Relationships. Students earning a B or better can receive 2 college credits. This course will count as Occupational Education credit and a Dual Credit Equivalency for Social Studies Elective.

ART HISTORY (SST602) – .50 CREDIT/SEMESTER
Recommended 10th – 12th grade. Prerequisite: 10th grade reading level, parent permission no art experience needed. Materials $5.00 art fee required.

An exploration of visual expression from prehistory to modern times, including readings, slide analysis and film. A course designed to help the student understand and appreciate art. Some projects related to historical techniques. This course will count as your Social Studies Elective or a fine arts credit.
MUSIC AS A POLITICAL VOICE (SST125) - .50 CREDIT/SEMESTER
History Elective: Grades 11-12
This class examines the rise of anti-establishment American culture and how it is vocalized through American music. Students are required to perform anti-establishment music or performance art that addresses themes such as poverty and civil rights. This is a performance based class that requires students to be in front of an audience. Required Social Studies Elective.

THE AMERICAN REVOLUTION (SST126) - .50 CREDIT/SEMESTER
History Elective: Grades 9-12
This introductory course to early American culture examines the fusion of European and Native American cultures from 1600-1800. Major topics include the founding of colonies, differentiation of Native American cultures and their relationships with other groups, the emergence of “American” ideology, the Revolutionary War, and early American government. Required Social Studies Elective.

AP MICROECONOMICS-MACROECONOMICS (SST306-SST307) – 1 CREDIT/YEARLONG
Recommended: 11th – 12th grade. Prerequisite: Successful completion of Economics advised but not required
A World of Educated Choices! Making more informed choices!

AP MICROECONOMICS
Recommended 11
AP MACROECONOMICS
Recommended 12

ACCESS
Recommended: 9th—12th grades
Prerequisite: Permission
A study skills class designed to help students develop study strategies that will enable them to be successful in their classes. Skills such as note taking, effective listening, how to read a textbook, successful test taking, outlining, paper writing, time management and resolving conflict that are presented. Tutorial assistance with other subjects is also included as well as communications with parents.

SPECIAL PROGRAMS EDUCATION

All classes listed under this section (except for Life Skills TA) require that the student needs specially-designed instruction and has a current Individual Education Program (IEP) in place.

SPECIAL EDUCATION LANGUAGE ARTS (SPE609-SPE700) – 1 CREDIT/YEARLONG
This course is designed for students who are in need of supportive instruction in reading and written language. Students will also receive instruction in social skills, study skills and career readiness.

SPECIAL EDUCATION MATHEMATICS (SPE504-SPE505)- 1 CREDIT/YEARLONG
This course is designed to assist students in the mathematics areas needed to achieve independent functioning. This program is designed to meet each student’s individual needs and to assist the student with the basic mathematics survival skills required for daily living.

SPECIAL EDUCATION LIFE SKILLS (SPE511)- 1 CREDIT/YEARLONG
The Life Skills Program provides the opportunity for developmentally disabled students to have a variety of educational and vocational experiences. Skills addressed in this class include Community Living Skills (including simple monetary transactions, transportation, shopping, etc.) Personal Living skills (such as oral hygiene, grooming, laundry, cooking, cleaning up, etc.) and Academic skills (targeting basic functional reading, writing, mathematics, science, geography, music, current events, history, etc.). In addition, students will receive instruction in social skills and proper work behavior in class and on the job.

PRE-ALGEBRA (SPE602-SPE603)– 1 CREDIT/YEARLONG
Prerequisite: Teacher, counselor and parent recommendation
Pre-Algebra is designed as a stepping-stone to Algebra. The students will master basic skills, work with negative numbers, factor, and solve linear equations and other skills that will be helpful in Algebra

FINANCIAL LITERACY (SPE509-SPE600)– 1 CREDIT/YEARLONG
Recommended 12th grade.
This course is designed for students who need supportive instruction for building skills required in applied math throughout their adult life. Topics include budgeting money, buying and operating a car, buying food, paychecks, household math, banking and others.

PEER TUTOR – (PEERTU) .50 CREDIT/1 SEMESTER
Recommended 11th – 12th grades
Students will assist with physically challenged students through encouragement, role modeling, developing positive relationships and skill development. This is only offered with Unified PE and counts as a Fitness PE credit

UNIFIED PE (PED515) .50 CREDIT/1 SEMESTER - Must have permission from P.E. department and instructor permission.
Recommended 9th – 12th grades
Students who want to enroll in Unified P.E. must have a medical reason why they cannot participate in a regular P.E. class. This must be verified by a doctor’s note. This class counts as a Fitness PE credit

ACCESS—STUDY SKILLS (SPESKI) - .50 CREDIT/1 SEMESTER
Recommended: 9th—12th grades
Prerequisite: Teacher permission
A study skills class designed to teach students survival skills that will enable them to gain success in regular classes. Skills such as note taking, effective listening, how to read a textbook, successful test taking, outlining, paper writing, time management and resolving conflict that are presented. Tutorial assistance with other subjects is also included as well as communications with parents.
INDEPENDENT STUDY - .50 CREDIT/SEMESTER
Recommended 11th – 12th grade. Prerequisite: Instructor and administrator permission.

A special class being offered before, during or after school. A special class is any class not ordinarily offered, i.e., office or teacher helper before or after school, independent courses, etc. The student will be required to keep a log of hours and must fill out an Independent Study form. Students will be allowed one independent study per term and a maximum of 2 total credits.

TEACHER’S AIDE IN PROGRAMS FOR STUDENTS WITH DISABILITIES (MIS531) (Buddy System) – .50 CREDIT/SEMESTER
Recommended: 10th – 12th grade. Prerequisite: Instructors permission

Students will assist teachers at the high school (in a program of moderately to severely disabled students) with paperwork as well as working with individual students and small groups. The special education teacher will interview students at the high school. Attendance is extremely important.

DRIVER’S EDUCATION & DOL TESTING (MIS521) - Driver’s Education- Before or After School
Prerequisites: Must be 15½ years old by the first day of class & able to get a learners permit.

This course has its own starting and ending dates. Course payment and application are required to register for the course. Course information can be obtained from the ASB Office or on the high school website at www.swsd.k12.wa.us under the “Driver’s/DOL” tab. This course is approved by Washington State and includes the classroom and behind-the-wheel components.

DOL Written Exam - Prerequisites: 15½ years old & complete pre-application for permit on DOL’s website (www.dol.gov )

DOL written test is given monthly. To get more information and/or register to take the test go to the high school website at www.swsd.k12.wa.us under the “Driver’s/DOL” tab. There is a fee to take this exam.

DOL Behind-The-Wheel (Driving) Exam Prerequisites: successful on DOL Written Exam

DOL written test is given by appointment. To get more information and/or register to take the test go to the high school website at www.swsd.k12.wa.us under the “Driver’s/DOL” tab. There is a fee to take this exam.

FRESHMAN SUCCESS ACADEMY (CUB CREW) & MENTORSHIP (FREACB) — 1 CREDIT/YEARLONG
Required 9th grade—Prerequisite: Student is struggling to pass classes or has a history of failing classes in Middle School

Students who have failed multiple classes or have struggled in Middle School will be taking this course. This course is designed to offer academic and social support to our students who need additional time devoted to completing assignments in class and also be part of our leadership curriculum. Students will be signed up for this course and will require a parent meeting to “opt out”. The class will also be designed to teach organizational skills, note taking skills and character education and leadership skills.

CUB CREW MENTORS FOR FRESHMAN SUCCESS ACADEMY (FRESH—FRESM) — .50 CREDIT/1 SEMESTER
Recommended: 11th -12th grades.

Mentors will be graded on the support they provide for a “family” of younger students and all students will be assessed through a multitude of graded assignments—related to notes, organizational skills, classroom discussions and leadership presentations.

WORKSHOP ENGLISH 9-10 (ENG405) - .50 CREDIT/SEMESTER (DEPENDING ON STUDENT NEED)
Recommended: 9th—10th grades.

This course is designed for students who have failed one or more semesters of English 9 or English 10. In this class students will read a variety of fiction and non fiction texts, as well as write for a variety of tasks, purposes and audiences. All class work will focus on Washington State’s Learning Standards for English Language Arts (the Common Core State Standards for ELA) These standards focus on reading, writing, speaking, listening, and language study a the 9th and 10th grade levels.

STUDY HALL — .50 CREDIT/1 SEMESTER
Recommended: 9th—12th Prerequisite: Counselor and teacher permission.

Students will be graded with a pass or fail based on participation in class on academic work and grade checks.

STUDY HALL FOR AP SUPPORT — .50 CREDIT/1 SEMESTER
Recommended: 9th—12th—Prerequisite: Must be enrolled in AP course, counselor and teacher permission.

Students will be graded on attendance and academic work.
"GO CUBS"