

GARFIELD HIGH SCHOOL

Registration Guide & Course Descriptions

2017-2018

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APPENDIX: Forms

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400 23rd Avenue
Seattle, WA 98122

Website: garfieldhs.seattleschools.org

Main Office: (206) 252-2270 – Fax (206) 252-2271

Counseling Office: (206) 252-2304 – Fax (206) 252-2271

REGISTRATION INFORMATION

REGISTRATION PROCEDURE

Students pre-register in February for the following year. Courses requested by students help determine the master schedule.

Parents/Guardians should:

- 1) Review your student's academic history and registration requirements and determine the appropriateness of courses for the student's academic plans. (*See Sample Academic Programs on page 4 as a guide*).
- 2) Sign the pre-registration form

Newly Admitted & Late Registering Students must:

- Have their admission verified by the Registrar
- See their counselor to work out a class schedule

SCHEDULE CHANGES (10 DAY RULE)

Schedule changes must be completed BEFORE the end of the **10th school day** of the semester. Changes are made ONLY for the following academic reasons:

- Hole in their schedule
- Error in course placement
- Completed the course ahead of time through online credit retrieval or summer school program
- Running Start schedule conflict
- Missing graduation requirement(s)

All other changes require administrative approval. All schedule change requests must be submitted in writing on the Schedule Change Request Form. (*Form available in the Counseling Office and online*)

DROPPING A COURSE

After the first ten (10) days of the semester, district policy states "a student may not drop a class unless there are extenuating circumstances AND the dropped class cannot create a hole in the student's schedule." If the drop occurs during the first five (5) weeks of class, the course will be recorded as "W" (withdrawn) on the student's transcript. After the first five (5) weeks, it will be recorded as "E" (calculated as zero in GPA). No courses can be added after the **10th school day** of the semester. Parent/Guardian signature is required to process a request for withdrawal.

GRADING POLICY

Letter grades are based on an 11-point grading scale that includes (+) plus and (-) minus grades. Weighted ranking provides additional "quality" points for Honors and Advanced Placement (AP) coursework. (*See Grading Policy/Weighted Rank handout*)

Any deviation from the grading policy must be approved by the Principal and stated in teacher's course syllabus.

Pass (P) and No-Pass (N) grades must be requested in writing during the first 5 weeks of the semester. Only one (P) is allowed per semester. (P) indicates the student has passed and earned credit for the course. (N) indicates the student did NOT pass or earn credit for the course. (*Form available in the Counseling Office and online*)

GRADE CHANGES

Grade changes are allowed only when:

- A student received an "I" (with a comment that student's work is incomplete on their report card) AND the work was completed and course requirements were met within the allowed time period. The principal's pre-approval is required for an incomplete grade.
- There was a teacher error in recording the grade
- A course and grade were not recorded at all

After receiving an "I" (with a comment that student's work is incomplete due to extenuating circumstances) the student has no more than 5 weeks to complete the work. (*Form available in the Counseling Office and online*)

All grade changes **must be submitted within 6 school weeks after that grading period has ended**. The teacher will submit the grade change to the appropriate counselor, who forwards the paperwork to the registrar for the principal's approval. The registrar processes the grade change to update the student's transcript.

MAKING UP A FAILED REQUIRED COURSE & GRADE REPLACEMENT

To graduate, students must have a 2.0 cumulative GPA and a 2.0 GPA in core subjects (Language Arts, History, Math, and Science). If a student fails a required course, he/she must retake it and pass it to graduate. Failed courses can ONLY be made up through SPS summer school or Fuel Education Online Curriculum, although some Running Start courses can also qualify. Approval of the principal is required before registering in any non-Garfield course.

Grade replacement is when a student wants to improve the grade he or she received the first time the course was taken. When replacing a grade, the student is required to take the course over through SPS summer school or Fuel Education Online Curriculum. The first grade remains on the transcript but is not computed in the GPA. The student does not receive double credit for the course.

GRADUATION REQUIREMENTS

Garfield offers three levels of academic achievement for admission to:

- (1) a community or technical college,
- (2) a four-year public college or university, and
- (3) a selective four-year college or university.



ALL students must meet the following requirements to graduate:

	Class of 2016-2020		Class of 2021 and beyond	
	1 semester	0.5 credit	1 semester	0.5 credit
American Government	1 semester	0.5 credit	1 semester	0.5 credit
Fine Arts	2 semesters	1.0 credit	4 semesters (2 can be PPR*)	2.0 credit (1 can be PPR*)
Health	1 semester	0.5 credit	1 semester	0.5 credit
Language Arts	8 semesters	4.0 credits	8 semesters	4.0 credits
Mathematics	6 semesters	3.0 credits	6 semesters	3.0 credits
Occupational Education (CTE) <i>(Business, Tech, Family & Consumer Science, Other Career & Technical)</i>	3 semesters	1.5 credits	3 semesters	1.5 credits
Physical Education (Fitness) <i>including the Cognitive Component (CB –Classroom Based Assessment)</i>	3 semesters	1.5 credits	3 semesters	1.5 credits
Science	4 semesters (2 lab)	2.0 credits (1 lab)	6 semesters (4 lab)	3.0 credits (2 lab)
United States History	2 semesters	1.0 credit	2 semesters	1.0 credit
World History	3 semesters	1.5 credits	3 semesters	1.5 credits
World Language or Personalized Pathway Requirement (PPR)*			4 semesters	2.0 credits
Electives	9 semesters	4.5 credits	7 semesters	3.5 credits

TOTAL 21.0 CREDITS TOTAL 24.0 CREDITS

* **Personalized Pathway Requirements (PPR)** are related courses that lead to a specific post high school career or educational outcome chosen by the student based on interests and the High School and Beyond Plan. They may include Career and Technical Education, and are intended to provide a focus for the student’s learning.

ADDITIONAL REQUIREMENTS:

Overall cumulative and core GPA of 2.00 (*Core courses: Language Arts, Math, Science, and Social Studies/History*)

- * **60 hours Community Service Learning**
- * **High School and Beyond Plan**
- * **Washington State History** (*usually completed in 8th grade*) 7th through 12th grade students who have completed and passed a state history and government course in another state may have the WA state history/government requirement waived by the principal.
- * **State Testing:** Each student must take state exams and show proficiency in math, language arts, and science in order to meet graduation requirements. Tests are given at various times throughout the year depending on grade level. Specific graduation requirements vary depending on the graduation year. If you have questions about state testing please contact the Academic Dean in the Counseling Office.
- ❖ **College Bound Students should take at least the following additional courses:**
 - World Languages (2 years of the same World Language; some colleges may require 3 years)
 - 1.0 Math (through Pre Calculus or Statistics)
 - 1.0 Science (Chemistry or Physics)

Graduation Requirements Form available in the Counseling Office and online at <http://garfieldhs.seattleschools.org/services/counseling>

THREE SAMPLE ACADEMIC PROGRAMS

Each of the following sample programs meets requirements for high school graduation. The three programs differ to meet different students’ goals and plans.

Plan I: Oriented to admission to many four-year public universities including the University of Washington.

Plan II: High-powered academic program designed for admission to highly competitive colleges.

Plan III: Designed to meet graduation requirements and should allow admission to most community college/technical programs.

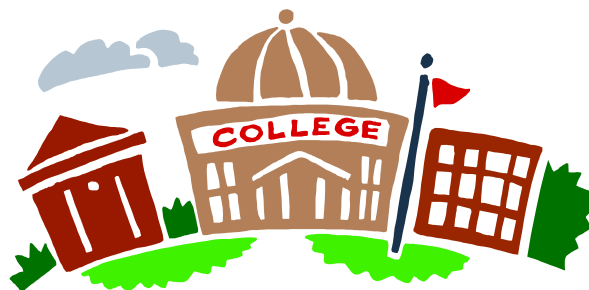
Students who have not completed Washington State History in grades 7 or 8 must take Washington State History.

PLAN I: Goal - Admission to most public 4-year institutions - This plan should be acceptable to almost any public 4-year institution. These colleges often require SAT or ACT test scores.

GRADE 9	GRADE 10	GRADE 11	GRADE 12
1st Semester:			
Language Arts 9AH	Language Arts 10A	Language Arts 11A	Language Arts 12
World History I	World History III	US History 11A	American Govt/Elective
Algebra 1A	Geometry A	Algebra 2A	Pre-Calculus A
Science	Science	Science	Occupational Ed/ Fine Arts
World Language	World Language	World Lang/ Elective	Occupational Ed/ Fine Arts
Physical Fitness/ Health	Physical Fitness	Occupational Ed/ Fine Arts	Occupational Ed/ Fine Arts
2nd Semester:			
Language Arts 9BH	Language Arts 10B	Language Arts 11B	Language Arts 12
World History II	World History IV	US History 11B	Elective/ American Govt
Algebra 1B	Geometry B	Algebra 2B	Pre-Calculus B
Science	Science	Science	Fine Arts/ Elective
World Language	World Language	World Language/ Elective	Occupational Ed/ Fine Arts
Physical Fitness/ Health	Occupational Ed/ Fine Arts	Occupational Ed/ Fine Arts	Occupational Ed/ Fine Arts

Additional Recommendations:

- Be sure to include electives in college core areas. These areas are Science, Math, English, and Social Studies.
- Some colleges require Chemistry or Physics.
- Take one year of computer applications/programming.
- Start your college planning early. Identify colleges that might interest you, and check their requirements. As a Junior, plan to take PSAT and SAT I or ACT.



PLAN II: Goal - Maximum Plan for Admission to a Selective College - This plan, along with a high grade point average, should be acceptable to almost any college in the United States. Some colleges are also interested in evidence of school and community activities. Some colleges also require high test scores on the SAT or ACT and may require SAT II achievement tests. *Plan II* is the suggested academic program for students entering Garfield as ninth graders who may not know what educational opportunities they want to pursue after high school graduation. This is the course of study pursued by most HCP (Highly Capable Program) students, who are placed in Math, History, Science, and World Languages based on their course work in middle school. Please see the AP/HCP section page 8.

Grade 9	Grade 10	Grade 11	GRADE 12
1st Semester:			
Language Arts 9AH	Language Arts 10AH	AP Language Arts 11A	AP Language Arts 12
World History IH	AP World History 1	AP US History 11A	AP American Govt/Elective
Geometry AH	Algebra 2AH	Pre-Calculus AH	AP Calculus AB
Science	Science	Science	Science
World Language	World Language	World Language / Occ Ed/ Fine Arts	World Language/ Occ Ed/ Fine Arts
Physical Fitness/ Health	Physical Ed/ Occ Ed/ Fine Arts	Physical Ed/ Occ Ed/ Fine Arts	Occupational Ed
2nd Semester:			
Language Arts 9BH	Language Arts 10BH	AP Language Arts 11B	AP Language Arts 12
World History IIH	AP World History 2	AP US History IIB	AP American Govt/ Elective
Geometry BH	Algebra 2BH	Pre-Calculus BH	AP Calculus AB
Science	Science	Science	Science
World Language	World Language	World Language/ Occ Ed/ Fine Arts	World Language/ Occ Ed/ Fine Arts
Physical Fitness/ Health	Physical Ed/ Occ Ed/ Fine Arts	Physical Ed/ Occ Ed/ Fine Arts	Occ Ed/ Fine Arts

Additional Recommendations:

- Continue to carry a strong academic program throughout the senior year.
- Take as much Math, Science, Art, and/or World Language as possible, depending on interest and plans.
- Take one year of computer applications/programming.
- Consider the rigor & time commitment required in AP courses when deciding the number of AP course to take.
- Start college planning early. Identify schools that might interest you and check their requirements.
- As a Junior, plan to take the PSAT and the SAT I or ACT and, if needed, plan which of the SAT II tests you will take and when you will take them.

PLAN III: Goal - High School Graduation and Admission to Community or Technical College - This plan is acceptable for community college admission.

GRADE 9	GRADE 10	GRADE 11	GRADE 12
1st Semester:			
Language Arts 9AH	Language Arts 10A	Language Arts 11A	Language Arts 12
World History I	World History III	US History 11A	American Govt/Elective
Math	Math	Math	Elective
Science	Science	Science/ Elective	Elective
Physical Fitness/ Health	Physical Fitness	Occ Ed/ Fine Arts	Occ Ed/ Fine Arts
World Language/ PPR	World Language/ PPR	Occ Ed/ Fine Arts	Occ Ed/ Fine Arts
2nd Semester:			
Language Arts 9BH	Language Arts 10B	Language Arts 11B	Language Arts/ Elective
World History II	Elective	US History 11B	Elective/American Govt
Math	Math	Math	Elective
Science	Science	Science/ Elective	Elective
Physical Fitness/ Health	Occ Ed/ Fine Arts	Occ Ed/ Fine Arts	Elective
World Language/ PPR	World Language/ PPR	Occ Ed/ Fine Arts	Occ Ed/ Fine Arts

PHYSICAL EDUCATION WAIVERS

State guidelines give principals authority and responsibility regarding PE waivers. Only one waiver per semester can be granted. Forms must be completed and returned to the assigned administrator no later than October 1st for 2nd semester and March 1st for 1st semester. Allowable reasons to waive PE are: physical disability, religious beliefs, directed athletics (current season only), military service and tactics, and academic requirement. *(Form available in the Counseling Office and online)*

Students must also complete the cognitive component of PE through taking a fitness course at GHS or an approved alternative, which could include Running Start or a cognitive competency test (CBA-Classroom Based Assessment).

OCCUPATIONAL EDUCATION WAIVERS

Washington State requires 1.0 Occupational Education (CTE) credit (2 semesters). Seattle Public Schools requires 1.5 Occupational Ed (CTE) credits (3 semesters). Any Career and Technology (HCT) course fulfills the Occupational Education requirement. Under district guidelines, the principal can waive 0.5 credit (1 semester). Before registering for SENIOR courses, juniors who will have completed TWO semesters of Occupational Education requirements may apply for a waiver of the THIRD semester. The student must have taken, or be scheduled to take, 6 (six) classes each semester for all 4 (four) years to qualify for a waiver. STUDENTS MAY ONLY WAIVE ONE SEMESTER OF OCCUPATIONAL EDUCATION CREDIT. *(Form available in the Counseling Office)*

Y-SCHOLARS PROGRAM

Each spring, the Y-Scholars Program at Garfield High School recruits 30 incoming freshmen of African or African American descent who have the desire to accelerate their learning potential and prepare for post-secondary education. The program offers a cohort experience freshman and sophomore years, preparing students for Honors and Advanced Placement classes (AP) during their junior and senior years, which, in turn, prepares them for future success at a two or four-year University. Students receive individualized college readiness support during junior and seniors years which has resulted in a 100% college acceptance rate to date. In addition, students receive academic and social support and incentives during all four years of their high school experience.

PROGRAM HIGHLIGHTS

- Academic Rigor: Freshmen year, math is a special double-period class that covers Algebra I and Geometry in a single year. This schedule allows students to be eligible to take Calculus senior year, thus making them more competitive for college admissions. Scholars receive class schedule evaluations and priority placement for registration (9/10 grades).
- Team-Focused: A key part of the program is that students travel through their core classes in two teams

of fifteen. In their classes, each team is joined with fifteen other freshmen or sophomores, so that classes are integrated with students not in the program. Cohort teachers meet bi-monthly to assess student progress; individualized academic plans are established for students as needed.

- Homework Help: Scholars attend a minimum of two-hour, weekly, supervised study club (separated by grade level) after school to support their rigorous schedules and teach study habits. Teachers and tutors work with scholars in small, learning teams.
- Community/Mentorship: Scholars receive support through: their peers and their "Scholar Families" through which students plan community service events; quarterly family night meetings, with teachers, and parents/guardians, to enhance family involvement; enrichment seminars with speakers and activities focusing on career opportunities and college planning; mentors.
- Leadership: Scholars and parents are consistently notified and nominated for various community-based programs and encouraged to participate in order to build resumes for college.
- College Readiness: Scholars participate in ongoing group and individual college readiness planning that includes guest workshop presenters, test preparation, application guidance, financial literacy, and college visit field trips.

INDIVIDUAL EDUCATION PROGRAMS

Students who are assessed and found to be eligible for Individual Education Program (Special Ed) services will be offered a supportive program at Garfield. The requirements for eligibility for Individual Education Programs are: 1) parent/guardian permission to be tested by a school psychologist, 2) a diagnosed disability which adversely affects the student's learning, and 3) need for specially designed instruction in one or more of the following areas: reading, math, written expression, study skills, social skills, and behavior skills.

Each student who is eligible for Individual Education services is assigned to a Case Manager. The Case Manager will collaborate with the IEP Team (student, parents, teachers, administrator, and other relevant participants) to develop the student's Individual Educational Program (I.E.P.) and Transition Plan to help the student establish goals beyond high school. The Case Manager will monitor the student's school progress in regards to the IEP Goals. The student's special needs, as outlined in the IEP, will determine what type and amount of services the student will receive.

The Case Manager does not take the place of the student's counselor, but works with the counselor, department chair, parents, and the student's other teachers to help the student succeed. The Case Managers also have access to trained consulting teachers for support.

The Individual Education services offered at Garfield range from support provided in the general education classroom, to special education content area classrooms for instructional and functional academic needs. Vocational education electives are offered on and off campus through Exploratory Internship Program (XIP) and City Campus programs. Emphasis is placed on educating each student within the general education classroom to the fullest extent when appropriate.

TEACHER ASSISTANTS / SCIENCE LAB ASSISTANTS / OFFICE ASSISTANTS

Students may apply to be assistants for teachers or in offices and earn a P grade and 0.25 credits per semester. Students can help in the Attendance Office, College & Career Center, Counseling Office, Library, or Main Office, or be a Science Lab assistant if approved by the office manager or teacher. TA Request forms (*available in the Counseling Office and online*) must be completed and returned to your counselor with required signatures. A student may count a maximum of 2.0 TA/Science Lab Assistant credits toward graduation electives.

SKILL CENTERS AND CITY CAMPUS

The Seattle Public Schools Skills Centers and City Campus are secondary public education vehicles for delivering advanced career and technical education programming for high school students, usually juniors and seniors.

Programs are distributed throughout the city (that is, not at a single building or location). Community colleges, community-based sites, and schools will host programs.

They are accessible to high school students from ANY Seattle Public Schools high school with course offerings that challenge the highest achieving students, accommodate students with disabilities, and welcome students from every culture.

Choose from the following programs:

Skills Centers and City Campus:

- Aerospace Science
- Health Science
- Digital Animation/ Game Design
- Information Technology
- Auto-Body Collision Technology
- Automotive Technology
- C-WEST
- Health Science Careers
- eXploratory Internship Programs (XIP)

All programs are high rigor (state-approved preparatory) and keyed to industry forecasts for high wage careers. These courses are driven by market demand, so students are motivated to enter the workforce at a high level, plus get a jumpstart on college and careers.

Visit seattleschools.org, select *Academics* and then choose *Career + Technical Education* from the menu on the right, for more information on these exciting programs.

RUNNING START PROGRAM

The Running Start Program offered Seattle Colleges provides high school juniors and seniors the opportunity to enroll in college level courses and to earn high school and college credit at the same time. Tuition is free at Seattle Colleges. Students are responsible for purchasing their own books, paying lab costs and providing their own transportation to the campus. To qualify, students take the Compass assessment test (the test is offered regularly at each community college and is free to those on Free Lunch)

Successful test results in addition to the Running Start Enrollment Verification Form and the Seattle Public Schools Running Start Form must be submitted to the student's counselor. They will guide course selection that will satisfy Garfield's graduation requirements. Deadline for applications: Fall – May 1; Winter – Nov. 1; Spring – Feb. 1. For Fall 2017, the Compass test and registration must be completed by early May.

It is imperative that you consider your Garfield courses and periods as you register for courses at Running Start. GHS courses are for a full semester, while RS courses are offered on a quarterly basis (Fall, Winter and Spring). Any conflicts should be avoided! It is the student's responsibility to address these concerns with their Running Start advisor/counselor.

NOTE: Seniors may use Running Start grades/credits earned through Winter quarter to determine eligibility to walk at commencement ceremonies in June.

(See *Running Start Course Equivalencies handout available in the Counseling Office and online*)

SEATTLE VOCATIONAL INSTITUTE (SVI)

SVI is another part of the Seattle Colleges. It is located at 21st and South Jackson. Like Running Start, it is available to juniors and seniors, providing students the opportunity to pursue vocational training in a number of areas. General areas of study offered are: Allied Health, Building Trades, Business Computers, and Cosmetology. These programs are most appropriate for students who have a good idea of the specific trade that they want to go into. Students will receive instruction in the skills specific to that vocation. The deadlines for application are similar to those of the Running Start program. Visit the College & Career Center for brochures and if interested, discuss the program with your counselor.

NCAA REQUIREMENTS

Student athletes who wish to participate in an athletic program at NCAA Division I or II institutions should start their certification process by the end of their junior or early in their senior year of high school. (See Quick Reference Sheet in the Counseling Office and online) Additional information including the NCAA booklet, "Making Sure You are Eligible to Participate in College Sports" and "Student Release Form", may be obtained in the Counseling Office, on the NCAA website, <http://www.ncaa.org>, or by calling the NCAA Clearinghouse at (877) 262-1492. Students who take online credit retrieval should check for NCAA approval.

ALTERNATIVE LEARNING / EQUIVALENCY PROPOSALS

PROPOSALS

Prior approval of an Equivalency Proposal Form is necessary for any graduation requirement that is taken outside of Garfield or the Seattle Public Schools to display as "Out-of-District" on the student's transcript. Both a Garfield transcript and an official transcript from the institution granting credit need to be submitted when the student is applying for college admission. See your counselor for more information on the completion of this form.

Equivalency Proposal Forms are not necessary for college entrance requirements that are not graduation requirements. Simply submit an official transcript from the institution that is granting the credit directly to the college where the student is applying for admission.

Equivalency Proposal Forms are only available from your counselor.

ATTENDANCE POLICY

Regular attendance and punctuality are crucial to academic success in high school. Missing class may cause you to fall behind, may affect your grades and may keep you from receiving full credit in a class.

Students and their parents are responsible for daily prompt and regular attendance as prescribed in the Compulsory Attendance Law *RCW 28A.27.227*.

ABSENCES: A written note must be submitted within two (2) days of every absence. It is the student's/parent's responsibility to submit a written note (signed by parent/guardian including their phone number) to the attendance office within two (2) days of every absence.

ACADEMIC HONORS

Seniors with the highest academic achievement are honored at commencement as Class **Valedictorians**.

Seniors are also honored for their academic achievement by the awarding of **Gold**, and **Purple & White** honor cords worn at the commencement ceremony.

Important Note: No retroactive grade changes will be allowed. Grade changes or grade replacements must be submitted within 6 school weeks after the grading period has ended.

For ALL Academic Honors, students must:

1. Be in good standing - no suspensions or expulsions.
2. Verify their honors eligibility:
 - * Valedictorian at the end of the 3rd quarter, senior year
 - * Honor Cord at the end of 7th academic semester (Running Start students eligible based on their grades through winter quarter.)

❖ VALEDICTORIANS

Eligibility for **Valedictorian** is as follows:

1. **Earn a 4.0 cumulative grade point average, including 3rd quarter grades, senior year.**
2. Be a full time student **on Garfield's campus** all four years.
3. Enrolled in six (6) classes each semester in the 9th, 10th, 11th and 12th grades. Early entrance into a 4-year college may substitute for the senior year. Foreign Exchange experiences are allowed with verification (transcript) of achievement.
4. No "E" or "N" grades on transcript.
5. Physical Education (PE) and Occupational Education Waivers are allowed.

❖ GOLD CORD

For **Gold Cord** eligibility, a student must:

1. **Earn a 3.5 or higher cumulative grade point average as of 7th academic semester (Winter quarter for Running Start students).**
2. Be a full time student **on Garfield's campus** enrolled in six (6) classes for a minimum of one year.
3. No "E" or "N" grades on transcript.
4. Two (2) "P" grades allowed.
5. Physical Education (PE) and Occupational Education Waivers are allowed.

❖ PURPLE & WHITE CORD

For Purple & White Cord eligibility, a student must:

1. Earn a **3.2 or higher cumulative grade point average as of 7th academic semester (Winter quarter for RS students)**.
2. Be a full time student **on Garfield's campus** enrolled in six (6) classes for a minimum of one year.
3. No "E" or "N" grades on transcript.
4. "P" grades allowed.
5. Physical Education (PE) and Occupational Education Waivers are allowed.

In addition, SILVER CORD honors are awarded to ASG officers.

AP (ADVANCED PLACEMENT) AND HCP (HIGHLY CAPABLE PROGRAM)

Garfield offers the most AP sections of any high school in the Seattle Public Schools, with courses ranging from math to art. AP courses are open to any and all students who have completed the necessary pre-requisites. Not all AP courses have pre-requisites. AP classes are widely recognized by colleges and universities as rigorous, and most colleges will accept qualifying exam scores for either credit or placement in advanced level coursework. The AP exams are given in May for any course taught at Garfield. These exams are governed by College Board and are not required for students.

Altogether different, HCP is the Highly Capable Program, one of three Seattle Public Schools programs that serve academically gifted students. To participate in HCP, students test in and are enrolled in the program by 8th grade. According to the district web site, "Service delivery is through a self-contained program during grades 1-8. A cohort-based model is available at the high school level during which students enroll in honors courses and Advanced Placement (AP) courses in grades 9 through 12."

HCP students take high school biology in 8th grade, making them eligible to take one of the science electives (Oceanography or Chemistry) as freshmen. HCP students are also accelerated in math and most enter Garfield ready to take Algebra 2 Honors or higher. HCP students take Honor Language Arts and Honors World History as 9th graders. They either start or continue their World Language in 9th grade.

HCP students, like the rest of the Garfield student body, take courses that interest them and which fulfill their goals and graduation requirements. Once HCP students enter Garfield, they are still in HCP but are no longer in self-contained classes *by design*. It is important, however, that the students remain as a cohort with the critical mass to drive a master schedule with many honors and Advanced Placement (AP) offerings.

Garfield is able to offer the most Advanced Placement (AP) classes and class sections because there are so many students, coming from a variety of middle schools and educational experiences, who seek the challenge AP courses offer. The classes are open to all students, and it is one of the factors that make Garfield such a popular option for students and families seeking a rigorous, well recognized high school experience.

Please consider the rigor & time commitment required in AP courses when deciding the number of AP courses to take.





LANGUAGE ARTS

The goal of the Language Arts Department is to promote intellectual acuity and specific skill development in reading, writing, grammar, vocabulary and critical thinking starting at the level that is appropriate for every student.

During registration, all students will get their current LA teacher's signature to approve their choice of LA class for the following year.

GRADUATION REQUIREMENT:

4 credits (8 semesters) of Language Arts

Garfield Academic Reading

Garfield Academic Reading is a reading program that rapidly increases a student's ability to handle complex reading. Based on need, students from grades 9 through 12 ranging from AP, Honors, Regular and Special Education attend the Garfield Academic Reading elective. The program is highly effective for students at every reading level.

9th Grade

At the 9th grade level, all students are enrolled in Honors Introduction to Literature and Composition. This is a yearlong course that concentrates on guided and critical reading of texts from different genres that reflect themes of identity and self-discovery and where the focus of composition is developing clear and purposeful writing. Supporting this course is the Academic Reading program (see above). It is our belief that without strong reading skills, a student is hampered in all courses. Grammar, vocabulary, and writing are all emphasized in Honors 9. Four modes of writing are practiced – narrative, persuasive, expository, and literary analysis. The Schaffer method of writing is introduced as the foundation for all analytical writing.

10th Grade

10th grade continues the development and deepening of the skills begun freshman year. Regular and Honors World Literature and Composition are yearlong courses where students read international texts. The course concentrates on critically reading how the human experience is expressed in literature from around the world. Working with students on refining skills is a priority as the students move into this final HSPE year. Therefore, a continued focus on reading, writing, grammar and vocabulary runs throughout both courses. Academic Reading is also available for qualifying 10th-grade students.

Placement for 10th grade will be based on consultation with 9th grade Language Arts teachers to determine which course is appropriate for each student.

11th Grade

All courses in 11th grade revolve around American Literature. There are two choices for all students in 11th grade. Regular American Literature and Composition is a yearlong course that concentrates on critically reading different interpretations of the American experience and the American dream, with an emphasis on increased sophistication through reading, writing and speaking. Students will demonstrate intellectual curiosity and self-directed growth through reflection about their reading, writing, critical thinking, and oral language skills. AP 11 also focuses on the American experience, but has a stronger rhetorical focus both in reading and writing. There are no prerequisites for these classes, and we encourage students to challenge themselves. However, the pace of reading and level of work in AP 11 is significantly accelerated.

12th Grade

Four years of Language Arts are required for high school graduation. 12th grade has two yearlong options to meet this requirement. Comparative Literature and Composition is a yearlong course that synthesizes critical reading and writing skills from previous years, focusing on texts that cross a wide range of genres, and embody a high level of thematic and technical complexity and independence. AP LA 12 is a rigorous course focused on style analysis and advanced essay writing. The standards for the course are guided by the College Board, which offers the optional AP Literature exam in May.

LANGUAGE ARTS 9H

HONORS INTRODUCTION TO LITERATURE AND COMPOSITION

Credits: 0.5 credit/semester

Grade(s): 9

Length of Course: Two Semesters

Prerequisite: none

Average Weekly Homework: 5 hours

Graduation Requirement Satisfied: Lang Arts 9A, B

* NCAA Initial Clearinghouse Approved Course

Honors Introduction to Literature and Composition is a yearlong course that concentrates on guided and critical reading of texts from different genres that reflect themes of identity and self-discovery and where the focus of composition is developing clear and purposeful writing. Students read and discuss, then write essays exploring the human experience through novels, poetry, non-fiction and drama. Writing instruction covers narrative, persuasive, expository, and literary analysis. Class discussions center on both the content and style of the literature. Ongoing study of writing, grammar and vocabulary are also central to the course. Anchor Texts include *The Absolutely True Diary of a Part-time Indian* by Sherman Alexie, *American-Born Chinese* by Gene Luen Yang, *The Odyssey* by Homer and *Romeo and Juliet* by William Shakespeare. These texts will create a

common conversation and experience as students move into 10th grade.

LANGUAGE ARTS 10

WORLD LITERATURE AND COMPOSITION

Credits: 0.5 credit/semester

Grade(s): 10

Length of Course: Two Semesters

Prerequisite: Previous SBAC score & teacher recommendation

Average Weekly Homework: Varies

Graduation Requirement Satisfied: Lang Arts 10A, B

* NCAA Initial Clearinghouse Approved Course

World Literature and Composition is a yearlong course where students read international texts. The course concentrates on critically reading how the human experience is expressed in literature from around the world. Readings focus on the world perspectives and represent a variety of genres. Anchor Texts are *Chronicle of a Death Foretold* by Gabriel Garcia Marquez, *Fountain and Tomb* by Naguib Mahfouz, *Haroun and the Sea of Stories* by Salman Rushdie, and *The Kite Runner* by Khaled Hosseini. Writing continues with further work in narrative, expository, persuasive and analytical modes. Creativity as a means for understanding and expression is developed and explored throughout the course.

LANGUAGE ARTS 10H

HONORS WORLD LITERATURE AND COMPOSITION

Credits: 0.5 credit/semester

Grade(s): 10

Length of Course: Two Semesters

Prerequisite: None

Average Weekly Homework: 5 hours

Graduation Requirement Satisfied: Lang Arts 10A, B

* NCAA Initial Clearinghouse Approved Course

Honors World Literature and Composition is a year-long course where students read international texts, including four Anchor Texts: *Chronicle of a Death Foretold* by Gabriel Garcia Marquez, *Fountain and Tomb* by Naguib Mahfouz, *Haroun and the Sea of Stories* by Salman Rushdie, and *The Kite Runner* by Khaled Hosseini. Additional supplemental works include poetry, short stories and nonfiction; the course concentrates on critically reading how the human experience is expressed in literature from around the world. Intellectual curiosity is a focus with an emphasis on critical thinking and depth of ideas.

LANGUAGE ARTS 11

AMERICAN LITERATURE AND COMPOSITION

Credits: 0.5 credit/semester

Grade(s): 11

Length of Course: Two Semesters

Prerequisite: None

Average Weekly Homework: 3 hours

Graduation Requirement Satisfied: Lang Arts 11A, B

* NCAA Initial Clearinghouse Approved Course

American Literature and Composition is a yearlong course that concentrates on critically reading different interpretations of the American experience and the American dream, with an emphasis on increased sophistication through reading, writing and speaking. Students study all means of expression with which Americans have formed their identities and ultimately portrayed themselves to the world. Anchor texts include: *The Adventures of Huckleberry Finn* by Mark Twain, *The Great Gatsby* by F. Scott Fitzgerald, *Their Eyes were Watching God* by Zora Neale Hurston and *Slaughterhouse Five* by Kurt Vonnegut. Students continue to hone their reading-comprehension skills, expository essay skills, research skills, and speaking skills. Spring semester also features the junior research paper as well as SAT/ACT preparation.

AP LANGUAGE ARTS 11

AP AMERICAN LITERATURE AND COMPOSITION

Credits: 0.5 credit/semester

Grade(s): 11

Length of Course: Two Semesters

Prerequisite: None

Average Weekly Homework: 6 hours

Graduation Requirement Satisfied: Lang Arts 11A, B

* NCAA Initial Clearinghouse Approved Course

This course combines American Literature with Advanced Placement Language and Composition. The course will undertake a year-long survey of America as expressed in poetry, fiction, non-fiction, drama, and film. Anchor Texts include *The Adventures of Huckleberry Finn* by Mark Twain, *The Great Gatsby* by F. Scott Fitzgerald, *Their Eyes were Watching God* by Zora Neale Hurston and *Slaughterhouse Five* by Kurt Vonnegut. Students will work on perfecting their skills in literary discussion, critical thinking, expository writing, timed writing and analytical writing. They will produce a major research paper. The optional AP Language and Composition exam occurs in May.

LA 12**COMPARATIVE LITERATURE & COMPOSITION****Credits:** 0.5 credit/semester**Grade(s):** 12**Length of Course:** Two Semesters**Prerequisite:** None**Average Weekly Homework:** 5 hours**Graduation Requirement Satisfied:** LA Elective** NCAA Initial Clearinghouse Approved Course*

This course will continue to prepare students for college. Reading will survey the major works of the British/European tradition while developing active discussion and close reading skills. Significant units of study will include film, creative writing, Shakespeare and philosophy (nonfiction texts). This course will focus on, college preparation throughout, including annotation, study skills and time management.

AP LA 12**AP COMPARATIVE LITERATURE & COMPOSITION****Credits:** 0.5 credit/semester**Grade(s):** 12**Length of Course:** Two Semesters**Prerequisite:** Passing grade in AP11; approval of 11th grade English teacher or LA Department Chair**Average Weekly Homework:** 6 hours**Graduation Requirement Satisfied:** LA Elective** NCAA Initial Clearinghouse Approved Course*

AP LA 12 is a rigorous course that will prepare students for college. Students are required to close-read a variety of classic literature and to actively participate in class discussions. Students develop their critical and creative thinking skills through a variety of written and discussion assignments. The standards for the course are guided by the College Board, which offers the optional AP Literature exam in May.

ACADEMIC READING/READ 180**Credits:** 0.5 credit/semester**Grade(s):** 9**Length of Course:** One or Two Semesters**Prerequisite:** None**Average Weekly Homework:** Varies**Graduation Requirement Satisfied:** Elective

This is a semester long Language Arts elective course based on standards contained in the Washington Reading Standards, Grade Level Expectations. It is designed to enable high school students who need additional support in obtaining a passing level for the State assessment in Language Arts. This course will focus on improving reading comprehension, increasing understanding of narrative and expository text structures, including academic reading, functional reading, informational reading and technical reading, in order to learn more effectively from subject-

matter textbooks in science, history/social studies, math and English.

Students will be introduced to narrative and expository organizational patterns, as well as the academic language used in the aforementioned classes. Content covered in this course is based upon student needs, and teachers select the appropriate materials (Read 180 curriculum). Students may continue this course beyond the first semester if needed.

PUBLICATION COURSES – MIXED GRADES**BEGINNING JOURNALISM****Credits:** 0.5 credit/semester**Grade(s):** 9-12**Length of Course:** one semester**Prerequisite:** none**Average Weekly Homework:** varies**Graduation Requirement Satisfied:** LA Elective

This course will introduce students to the basics of journalistic writing, editing, design and decision making. Students will write in a number of styles, including news, opinion and feature stories. Writing with accuracy, fairness and consistent style will be stressed. Students will learn basic photography and layout techniques for successful page design. Students also will explore in some depth the legal and ethical issues related to press freedom and responsibility. This elective may be taken concurrently with another LA class. Beginning Journalism is a prerequisite for Advanced Journalism, in which students serve on the Messenger newspaper staff. The course may also appeal to students interested in serving on the *Arrow* yearbook staff.

ADVANCED JOURNALISM (MESSENGER)**Credits:** 0.5 credit/semester**Grade(s):** 11, 12**Length of Course:** One or Two Semesters**Prerequisite:** Application accepted**Average Weekly Homework:** Varies**Graduation Requirement Satisfied:** Occupational Ed**Other Requirements:** Applications for following semester's positions available in January and June.** NCAA Initial Clearinghouse Approved Course*

This course is responsible for writing, editing, and publishing *The Messenger*. All students write in a number of different styles. Students also have the opportunity to learn computer word processing, typesetting and computer pagination, as well as layout, graphics, cartooning, photography, advertising and business. This elective may be taken concurrently with another LA class.

ANNUAL STAFF (YEARBOOK)**Credits:** 0.5 credit/semester**Grade(s):** 10, 11, 12**Length of Course:** One or Two Semesters**Prerequisite:** Application accepted**Average Weekly Homework:** Varies**Graduation Requirement Satisfied:** Occupational Ed**Other Requirements:** Applications for following year's positions available in the spring.

This course emphasizes publication techniques of selection and editing both written and pictorial material. The class publishes the *Arrow*, the school yearbook that reflects the spirit of the school. Students must be responsible and willing to work. This elective may be taken concurrently with another LA class.



MATHEMATICS

Recommendation: Students must have an A or B in any honors course to continue on in honors math. Students must have an A, B or C in any non-honors course to continue on to the next course in that series.

GRADUATION REQUIREMENT:

3 credits (6 semesters) of Math

INITIAL NINTH GRADE PLACEMENTS:

Entering ninth graders are initially placed in mathematics courses according to recommendations from the Seattle Public Schools central office, with possible adjustments after review by their eighth grade math teachers. Other factors considered include: WASL scores, standardized test scores, grades received in previous math courses, and grade point average. In absence of substantive academic information, an interview and/or testing will take place.

POSSIBLE FOUR YEAR COURSE SEQUENCES:

	<u>SEQUENCE I</u>	<u>SEQUENCE II</u>	<u>SEQUENCE III</u>
Yr 1	Algebra 1A, 1B	Geometry AH, BH	Algebra 2AH, 2BH
Yr 2	Geometry A, B	Algebra 2AH, 2BH	Pre-Calculus AH, BH
Yr 3	Algebra 2A, 2B	Pre-Calculus AH, BH	AP Calculus AB A, B or Calculus A, B or Prob/Statistics A, B or AP Calculus BC A, B or AP Statistics A, B
Yr 4	Pre-Calculus A, B or Prob/Statistics A, B	AP Calculus AB A, B or Calculus AB A, B or AP Statistics A, B or Prob/Statistics A, B	

ALGEBRA 1A, 1B**Credits:** 0.5 credit/semester**Grade(s):** 9, 10, 11**Length of Course:** Two Semesters**Prerequisite:** Teacher Recommendation**Average Weekly Homework:** 1-2 hours**Graduation Requirement Satisfied:** Math* *NCAA Initial Clearinghouse Approved Course*

Algebra 1A Course Description: Interpret graphs; find five-number summary; use proportional reasoning to understand situations and make predictions; study direct and inverse variation; solve single-variable equations; study rate of change and equations for lines; use equations and tables to graph lines; solve linear equations; define and calculate slope; write equations that fit real-world data; use intercept and point-slope form of linear equations; learn to solve systems of linear equations and inequalities.

Algebra 1B Course Description: Write recursive routines for nonlinear sequences; learn equation for exponential growth or decrease; learn properties of exponents and scientific notation; learn the meaning, graphing, notation of functions; learn absolute value and squaring functions; learn to transform graphs by moving, flipping, shrinking, or stretching and the equations to represent them; model applications with quadratic functions; learn to solve quadratic equations; combine and factor polynomials; calculate the distance between two points; learn about square roots; explore relationships between sides of a right triangle.

GEOMETRY A, B**GEOMETRY AH, BH****Credits:** 0.5 credit/semester**Grade(s):** 9, 10, 11, 12**Length of Course:** Two Semesters**Prerequisite:** Algebra 1 and Teacher Recommendation**Average Weekly Homework:** 1-2 hours**Graduation Requirement Satisfied:** Math* *NCAA Initial Clearinghouse Approved Course*

Geometry A Course Description: Write definitions of geometry terms and figures; perform geometry investigations by observing common features or patterns; learn inductive reasoning; learn to use deductive reasoning; learn about vertical angles; learn about transversals; learn about geometric constructions using a compass, straightedge, patty paper; explore points of concurrency in triangles; discover relationships between the sides and angles of triangles; learn about triangle congruency; study properties of polygons and relationships among their angles, sides and diagonals; discover basic properties of transformations and symmetry. Honors classes also connect deductive reasoning to paragraph proofs and two-column proofs; learn to make conjectures; learn about applications of special polygons; create tessellations.

Geometry B Course Description: Discover properties of tangent lines; learn relationships among chord, arcs, and angles; learn how to calculate the length of an arc; discover area formulas for basic polygons, circles, and other shapes; use area formulas to solve problems; explore Pythagorean Theorem and use it to calculate the distance between two points; explore three-dimensional solids; discover volume formulas for prisms, pyramids, cylinders, cones, and spheres; discover shortcuts for similar triangles; learn about area and volume relationships in similar polygons and solids; learn about ratios in special right triangles. Honors classes also prove circle conjectures; find surface area of prisms, pyramids, cylinders, and cones; use Pythagorean Theorem to solve problems; learn how density is related to volume; derive formula for the surface area of a sphere; use similarity to solve problems; learn about ratios in special right triangles; look at geometry as a mathematical system; review a number of proof strategies.

ALGEBRA 2A, 2B

ALGEBRA 2AH, 2BH

Credits: 0.5 credit/semester

Grade(s): 9, 10, 11, 12

Length of Course: Two Semesters

Prerequisite: Geometry and Teacher Recommendation

Average Weekly Homework: 1-3 hours

Graduation Requirement Satisfied: Math

** NCAA Initial Clearinghouse Approved Course*

Algebra 2A Course Description: Recognize sequences; write recursive definitions, display with graphs, model growth and decay; learn numerical measures to interpret and compare data sets; review intercept and point-slope linear forms; learn connections between sequences and linear equations; interpret graphs of functions and relations; review function notation; learn about linear, quadratic, square root, absolute-value, and semicircle function families; apply transformations to graphs of functions; review properties of square roots, write explicit equations for geometric sequences; use exponential functions to model real-world growth and decay scenarios; graph inequalities and solve systems of inequalities. Honors classes also learn how to find the inverse of a function; explore complex numbers and logarithms including the natural log and "e"..

Algebra 2B Course Description: Add, subtract, multiply, and divide polynomial expressions; find polynomial functions that fit a set of data; study forms of quadratic functions (general, vertex, and factored); find quadratic roots from a graph, by factoring, and by using the quadratic formula; identify features of the graph of a polynomial function; study rational functions; add, subtract, multiply, and divide rational expressions; learn about randomness and probability; determine expected values of random variables; explore combinations and binomial probabilities; examine the statistics of samples versus entire populations; study normal distributions. Honors classes also learn to create matrices; add, subtract, and multiply matrices; learn to find

roots of higher-degree polynomials; learn about and investigate conic sections.

PRE-CALCULUS A, B

PRE-CALCULUS HONORS A, B

Credits: 0.5 credit/semester

Grade(s): 10, 11, 12

Length of Course: Two Semesters

Prerequisite: Algebra 2 and Teacher Recommendation

Average Weekly Homework: 1-2 hours (2-3 Honors)

Other Requirements: A graphing calculator is required for this course and students are encouraged to supply their own.

Graduation Requirement Satisfied: Math

** NCAA Initial Clearinghouse Approved Course*

First semester: Students will explore properties, transformation and algebra of various functions. These include quadratic, polynomial, radical, power, exponential and logarithmic functions. They will also begin an in-depth study of the unit circle, six trigonometric ratios and radian measures. The regular course will focus on strengthening algebra skills and using algebra to solve problems. The honors course will be more rigorous and expect fluency with complex algebra.

Second semester: The primary focus will be trigonometric functions, graphs of sinusoids, inverse, and the application of trigonometry to solve problems. Additional topics will include parametric functions, linear algebra with matrices, conic sections, series and sequences.

Students who successfully complete this course will be prepared to take Calculus or Statistics the following year. Students should conference with their teacher first in regards to choosing AP classes.

PROBABILITY AND STATISTICS A, B

Credits: 0.5 credit/semester

Grade(s): 11, 12

Length of Course: Two Semesters

Prerequisite: This course is open to all students who have successfully completed Algebra 2, Algebra 2H, or regular Pre-Calculus. It is not open to students who have completed Pre-Calculus Honors or above.

Average Weekly Homework: 1 hour

Graduation Requirement Satisfied: Math

** NCAA Initial Clearinghouse Approved Course*

Students in this course will study probability and statistics through the lens of current day events and issues. Topics include construction and interpretation of data displays, basic and advanced probability; the design of experiments, surveys, and other types of studies; linear models for data; hypothesis testing; the Normal distribution and its applications; and basic inference topics. A graphing calculator comparable to a TI-84 is required for this course but can be borrowed in class.

CALCULUS A, B**Credits:** 0.5 credit/semester**Grade(s):** 11, 12**Length of Course:** Two Semesters**Prerequisite:** Teacher Recommendation**Average Weekly Homework:** 2 hours**Graduation Requirement Satisfied:** Math** NCAA Initial Clearinghouse Approved Course*

This is a less intense version of Advanced Placement Calculus (AP Calculus). It is designed for the advanced student who would benefit more from a slower-paced calculus course. Students study calculus topics and at the same time review pre-calculus. Topics covered include: functions, limits and continuity, derivatives, applications of derivatives, integration, and applications of the definite integrals. Problem solving is emphasized and different learning styles are addressed.

AP CALCULUS (AB COURSE) A, B**Credits:** 0.5 credit/semester**Grade(s):** 9, 10, 11, 12**Length of Course:** Two Semesters**Prerequisite:** Pre Calculus and Teacher Recommendation**Average Weekly Homework:** 3-5 hours**Graduation Requirement Satisfied:** Math** NCAA Initial Clearinghouse Approved Course*

Students in this course will cover all of the topics that will appear on the Calculus AB exam and receive special preparation for the exam. Topics covered include:

- **Functions:** graphs & limits, asymptotic & unbound behavior, continuity
- **Derivatives:** derivatives at a point, derivatives as a function, second derivatives, applications of derivatives, computations of derivatives.
- **Integrals:** Riemann sums, interpretations and properties of definite integrals, Fundamental Theorem of Calculus, applications of anti-derivatives, numerical approximations to definite integrals.

A graphing calculator comparable to a TI-84 is required for this course.

AP CALCULUS (BC COURSE) A, B**Credits:** 0.5 credit/semester**Grade(s):** 10, 11, 12**Length of Course:** Two Semesters**Prerequisite:** AP Calculus AB and Teacher Recommendation**Average Weekly Homework:** 3-5 hours**Graduation Requirement Satisfied:** Math** NCAA Initial Clearinghouse Approved Course*

Students in this course will cover all of the topics that will appear on the Calculus BC exam and receive special preparation for the exam. This is the most rigorous of our calculus courses. Students who have successfully completed

a year of AP Calculus AB may choose to take this course the following year. Topics covered include:

- Continuation and extension of Calculus AB
- Parametric, polar and vector valued functions
- Differential equations
- Advanced integration techniques
- Series and Taylor series

A graphing calculator comparable to a TI-84 is required for this course.

AP STATISTICS A, B**Credits:** 0.5 credit/semester**Grade(s):** 10, 11, 12**Length of Course:** Two Semesters**Prerequisite:** Pre-Calculus or Pre-Calculus Honors**Average Weekly Homework:** 2-3 hours**Graduation Requirement Satisfied:** Math** NCAA Initial Clearinghouse Approved Course*

The first semester covers exploratory analysis of data and makes use of graphical and numerical techniques to study patterns and departures from patterns. Emphasis is placed on interpreting information from graphical and numerical displays and summaries. First semester also covers data collection according to a well-developed plan if valid information on a conjecture is to be obtained. This plan includes clarifying the question and deciding upon a method of data collection and analysis.

The second semester covers the use of probability as a tool for anticipating what the distribution of data should look like under a given model. This semester also covers the use of statistical inference in guiding and selection of appropriate models. A graphing calculator comparable to a TI-84 is required for this course.

**SCIENCE****GRADUATION REQUIREMENT:**

2 credits (4 semesters) of Science

Garfield is known for its excellent science program. A stimulating and energetic faculty combined with challenging curriculum emphasizing laboratory work provides students with the background needed to succeed in college science courses. In addition to Physical Science, Biology, Chemistry Physics, and Honors Physics, the department offers the following specialized courses: Oceanography, Horticulture/Ecology, AP Biology, AP Chemistry, AP Environmental Science, and AP Physics. Two years of science is required for high school graduation; both must be a laboratory science. Many colleges/college majors require three years.

BIOLOGY HONORS 1,2**Credits:** 0.5 credit/semester**Grade(s):** 9 and 10**Length of Course:** Two Semesters**Prerequisite:** Phys 1 PS and Chem 1 PS**Average Weekly Homework:** 2-3 hours**Other Requirements:** Suggested lab donation \$20/year (collected in class)**Graduation Requirement Satisfied:** Science** NCAA Initial Clearinghouse Approved Course*

This is a full year course in general biology; all students are enrolled in honors. The course covers scientific inquiry practices, evolution, bio-chemistry, cellular energetics, cell structure and function, molecular genetics, human genetics, and ecology. The honors curriculum of this course follows WA State Biology Standards. In addition, students will do more difficult class work, a more advanced section on tests, more comprehensive lab reports, additional reading, and projects.

AP BIOLOGY 1, 2**Credits:** 0.5 credit/semester**Grade(s):** 10-12**Length of Course:** Two Semesters**Prerequisite:** Biology, Chemistry and teacher permission**Average Weekly Homework:** 6 hours**Other Requirements:** Suggested lab donation \$40/year (collected in class)**Graduation Requirement Satisfied:** Science** NCAA Initial Clearinghouse Approved Course*

The revised Advanced Placement Biology course is organized around core scientific principles, theories and processes governing living organisms and biological systems. Students will learn: 1) The process of evolution and how it drives the diversity and unity of life. 2) How biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis. 3) How living systems store, retrieve, transmit and respond to information essential to life processes. 4) How biological systems interact, and how their interactions possess complex properties.

Topics covered: Diffusion and Osmosis, Enzyme Catalysis, Mitosis and Meiosis, Plant Pigments and Photosynthesis, Cell Respiration, Molecular Biology, Genetics of Organisms, Population Genetics and Evolution, Transpiration, Animal Behavior, Nervous, Immune, and Endocrine Systems.

CHEMISTRY 1, 2**Credits:** 0.5 credit/semester**Grade(s):** 9-12**Length of Course:** Two Semesters**Prerequisite:** Biology 1 and 2, Geometry II A/B, and teacher permission**Average Weekly Homework:** 2 hours**Other Requirements:** Must pass Chemistry I to take Chemistry II. Suggested lab donation \$40/year (collected in class)**Graduation Requirement Satisfied:** Science** NCAA Initial Clearinghouse Approved Course*

Students will learn to use laboratory equipment and scientific procedures. The topics include: periodic table: elements and trends, atomic structure, bonding, intermolecular forces, chemical formulas, equations and mathematical relationships, gas laws, thermo chemistry, acids and bases, nuclear, and organic chemistry.

CHEMISTRY HONORS 1, 2**Credits:** 0.5 credit/semester**Grade(s):** 9-12**Length of Course:** Two Semesters**Prerequisite:** Biology 1 and 2, Geometry II A/B, and teacher permission**Average Weekly Homework:** 3 hours**Other Requirements:** Must maintain an A/B in Chemistry IH, or switch to Chemistry II (regular). Suggested lab donation \$40/year (collected in class)**Graduation Requirement Satisfied:** Science** NCAA Initial Clearinghouse Approved Course*

The curriculum of this course follows the framework of the listed Chemistry I and II. In addition, honors students will do more difficult class work, a more advanced section on tests, and additional reading. This curriculum will better prepare the student for the more advanced mathematical and analytical aspects of AP Chemistry and/or college chemistry and will challenge students to have a deeper understanding of chemistry.

AP CHEMISTRY 1, 2**Credits:** 0.5 credit/semester**Grade(s):** 10-12**Length of Course:** Two Semesters**Prerequisite:** Chemistry 1 and 2, Algebra II A and B, and teacher permission**Average Weekly Homework:** 6 hours**Other Requirements:** Must pass 1st semester to remain in AP 2nd semester. Suggested lab donation \$40/year (collected in class)**Graduation Requirement Satisfied:** Science** NCAA Initial Clearinghouse Approved Course*

This course is designed to be the equivalent of the general chemistry course taken during the first college year and

prepares you to take the AP Chemistry Exam. This may enable you to start at second-year chemistry at your college or enable you to excel in first year chemistry, making you a better candidate for pre-med or science/engineering majors. Labs are at the college level and require higher level thinking skills and research on lab reports. The class is meant to be a second year of a two-year sequence beginning with chemistry I/II. We use a college chemistry text which emphasizes the mathematical and theoretical aspects of higher-level concepts such as: the structure of matter, oxidation/reduction and electrochemistry, chemical equilibria (acid/base and solubility), chemical kinetics and thermodynamics, utilizing advanced stoichiometry. The AP Chemistry curriculum has been revised in 2013/14 and includes more depth and inquiry and less memorization.

AP ENVIRONMENTAL SCIENCE 1, 2

Credits: 0.5 credit/semester

Grade(s): 10-12

Length of Course: Two Semesters

Prerequisite: Biology, Chemistry and teacher permission

Average Weekly Homework: 5-6 hours

Other Requirements: Suggested lab donation \$40/year (collected in class)

Graduation Requirement Satisfied: Science

* *NCAA Initial Clearinghouse Approved Course*

Advanced Placement Environmental Science is an advanced interdisciplinary course that uses a college text and teaches college level scientific skills in order to prepare students to take the national AP exam. The course is designed to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems, both natural and human made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them.

HORTICULTURE/ECOLOGY

Credits: 0.5 credit/semester

Grade(s): 10-12

Length of Course: Two Semesters

Prerequisite: Biology and teacher permission

Average Weekly Homework: 1 hour

Other Requirements: Suggested lab donation \$20/year (collected in class)

Graduation Requirement Satisfied: Science

* *NCAA Initial Clearinghouse approval pending*

“Horticulture” is the science of growing plants for personal use or commercial sale and “Ecology” is the study of the relationships between organisms and their environment. Students in this course will learn to use ecological principles to: grow edible and ornamental plants for projects or plant sales, learn how to give plant care advice, and manage the ecosystem of the garden. They will also learn to identify

some native and non-native plants and their role in the environment, and learn some of the basics of landscaping and vegetable gardening. Finally, students will look at the efforts taken to preserve the environment and improve our farming and food production systems.

MARINE BIOLOGY

Credits: 0.5 credit/semester

Grade(s): 9-12

Length of Course: Two Semesters

Prerequisite: Biology 1 and 2 and teacher permission

Average Weekly Homework: 3 hours

Other Requirements: Suggested lab fee donation \$20/year (collected in class)

Graduation Requirement Satisfied: Science

* *NCAA Initial Clearinghouse Approved Course*

The course covers the geological and biological history of the earth with a special focus on the Pacific Northwest. It covers physical and chemical aspects of oceanography such as water chemistry, waves, tides, currents, weather, and ocean zones. Navigation and charting are also included. This course is integrated with the University of Washington Oceanography department graduate program, exposing students to graduate candidates, cutting edge technology, and research in Marine Science. The 2nd semester focuses on marine organisms and their adaptation to the physical environment. Studies will range from algae, to invertebrates, to marine mammals with an emphasis on Evolutionary changes. Field research opportunities are available.

PHYSICS 1 PS / CHEMISTRY 1 PS

Credits: 0.5 credit/semester

Grade: 9

Length of Course: Two Semesters

Prerequisite: Teacher permission only

Average Weekly Homework: 1 hour

Graduation Requirement Satisfied: Science

* *NCAA Initial Clearinghouse Approved Course*

Physics 1 Chemistry 1 is a year-long course offering a semester of introductory physics and a semester of introductory chemistry. Scientific practices and crosscutting concepts are developed and reinforced throughout the course. Physics 1 includes the study of Force and Motion, Velocity, Acceleration, Newton’s Laws, Universal Gravitation, and Energy. Chemistry I includes the study of Matter, Atomic Structure, Electron Structures, The Periodic Table, Ions, Molecular Compounds, and Chemical Reactions. This course will prepare students to go on to other science courses by providing the necessary knowledge, skills and attitudes of scientific inquiry.

PHYSICS 1, 2 (ALGEBRA BASED)**Credits:** 0.5 credit/semester**Grade(s):** 10-12**Length of Course:** Two Semesters**Prerequisite:** Biology, Algebra I A, B and teacher permission**Average Weekly Homework:** 1 hour**Other Requirements:** Suggested lab donation \$20/year (collected in class)**Graduation Requirement Satisfied:** Science** NCAA Initial Clearinghouse Approved Course*

Students will learn about motion of objects in one dimension, building conceptual models of constant velocity and constant acceleration motion. Analyze the forces acting on objects in one and two dimensions including Newton's laws of motion. Learn about the Law of Conservation of Energy and apply it to the energy transfers within and between systems. We will learn how the concept of energy relates to the properties of waves, applying these concepts to sound and light waves. Students will learn physics primarily through laboratory activities completed in small groups. Students will use basic algebra and be introduced to basic trigonometry to analyze motion, forces, energy, and waves. Additional topics may include: electricity, circuit analysis and astronomy.

PHYSICS – HONORS 1, 2 (ALGEBRA BASED)**Credits:** 0.5 credit/semester**Grade(s):** 10-12**Length of Course:** Two Semesters**Prerequisite:** Biology, Algebra II A and B, and teacher permission**Average Weekly Homework:** 3 hours**Other Requirements:** Strong math skills. Suggested lab donation \$20/year**Graduation Requirement Satisfied:** Science** NCAA Initial Clearinghouse Approved Course*

Students will review from physical science, the motion of objects in one dimension, forces and Newton's laws of motion, and the law of Conservation of Energy. This course will build on the basics of physics learned in physical science to understand motion in two dimensions, projectile motion and uniform circular motion. Analyze the forces acting on objects in one and two dimensions in more complicated situations like those involving friction, on inclines, and in uniform circular motion. Learn about the Law of Conservation of Momentum and apply it to collisions of objects, apply the Law of Conservation of Energy to the energy transfers within and between systems using it to solve force and motion problems. We will learn about properties of waves, applying these concepts to sound and light waves. If time permits, we will study basic circuit electricity and astrophysics. Students will learn physics primarily through laboratory activities completed in small groups. Students will use advanced algebra, trigonometry, and will be introduced to basic concepts of calculus.

AP PHYSICS C: MECHANICS**Credits:** 0.5 credit/semester**Grade(s):** 10-12**Length of Course:** Two Semesters**Prerequisite:** Chemistry, concurrent calculus or calculus prior, and teacher permission**Average Weekly Homework:** 6 hours**Other Requirements:** Strong math skills. Suggested lab donation \$40/year**Graduation Requirement Satisfied:** Science** College Board Approved*

In AP Physics C you will apply calculus, trigonometry, and vector math concepts to solve complicated problems. We will engage in challenging labs to gain first-hand experience with the topics being studied. The major topics in this course concern kinematics, Newton's Laws, energy, circular motion, momentum, rotational kinematics, oscillation, gravitation, and waves. The main goal of this course is to prepare students for the AP Physics C Mechanics test in the spring. This is a college level course and is foundational for Physics, Engineering and Math majors, while being a requirement for most Business, Biology and Pre-med programs. While being a difficult course conceptually as well as quickly-paced, AP Physics C Mechanics gives insights into the natural world that no other course can provide.

**SOCIAL STUDIES****GRADUATION REQUIREMENT:**

- 9th Grade - World History I & II - 1.0 credit (2 semesters)
- 10th Grade - World History III – 0.5 credit (1 semester)
- 11th Grade - US History 11A and 11B - 1.0 credit (2 semesters)
- 12th Grade - American Government and Economics 0.5 credit (1 semester)
- Completion of Washington State History or equivalent

WASHINGTON STATE HISTORY

Students who have not satisfied the state requirement in Washington State History and Government must meet with their counselor to determine an appropriate option to satisfy this requirement.

WORLD HISTORY I & II – HONORS FOR ALL**Credits:** 0.5 credit/semester**Grade(s):** 9**Length of Course:** Two Semesters**Prerequisite:** None.**Average Weekly Homework:** 1-2 hours**Graduation Requirement Satisfied:** World History I, II** NCAA Initial Clearinghouse Approved Course*

The purpose of Honors World History I & II (Foundations of World History) is to develop a greater understanding of the evolution of global processes and contacts with different types of societies. The course offers a more rigorous development of reading, analytical and writing skills necessary for success in AP World History. This course covers the Foundations unit of AP World History, focusing on an understanding of cultures, institutions, technology, geography and the environment from the earliest human history in the Paleolithic Era up to the development of Islam and Mongol Empires in approximately 1200 CE. The course also begins the development to of critical analytical and writing skills required of the College Board for AP-World History. Students completing this course may enroll in either World History III or AP World History.

WORLD HISTORY III**Credits:** .5 credit**Grade(s):** 10**Length of Course:** One Semester**Prerequisite:** None.**Average Weekly Homework:** 1 hour**Graduation Requirement Satisfied:** World History III** NCAA Initial Clearinghouse Approved Course*

This one semester course uses the same textbook and follows the same curriculum map as WH I & II. In doing so, it covers Units VII and VIII of the SPS WH Curriculum Map. It takes a holistic approach rather than a regional approach while covering World History in the 20th century. Students will study and analyze the impact of interactions among societies (trade, systems of international exchange, war, and diplomacy); the impact of technology and demographics on people and the environment, migrations, independence movements and globalization. The course emphasizes reading, analytical and writing skills necessary for success in or United States History course.

AP WORLD HISTORY 10A & 10B**Credits:** 0.5 credit/semester**Grade(s):** 10**Length of Course:** Two Semesters**Prerequisite:** Grade of "A" or "B" in World History I H or II H, Instructor's permission.**Average Weekly Homework:** 5- 6 hours. Course intended to be taken as solo AP course for sophomores**Graduation Requirement Satisfied:** World History III** NCAA Initial Clearinghouse Approved Course*

This course is a continuation of the 9th grade World History course. It covers from approximately the 14th century to the modern era. The purpose of AP World History is to develop a greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The course emphasizes relevant factual knowledge deployed in conjunction with leading interpretive issues and types of historical evidence. The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage. Periodization, explicitly discussed, forms the organizing principle for dealing with change and continuity from that point to the present. Specific themes provide further organization to the course, along with the consistent attention to contacts among societies that form the core of world history as a field of study. At the end of the course, students are expected to take the National Advanced Placement Examination. Students scoring a 3, 4, or 5 on this exam earn college credit at most colleges and universities.

US HISTORY 11A & 11B**Credits:** 0.5 credit/semester**Grade(s):** 11**Length of Course:** Two Semesters**Prerequisite:** None**Average Weekly Homework:** 1 hour**Graduation Requirement Satisfied:** US History** NCAA Initial Clearinghouse Approved Course*

US History has six broad units with the emphasis on post Reconstruction History. Unit One is a review of US History through Reconstruction and the next five units cover US History into the modern era. Students will work on writing and analytical skills while analyzing documents in US History. This is an integrated history course that places emphasis on all peoples and cultures that have made contributions to the American story. The course uses the SPS US History Curriculum Map as a guide.

US HISTORY 11A & 11B - HONORS

Credits: 0.5 credit/semester

Grade(s): 11

Length of Course: Two Semesters

Prerequisite: Teacher Permission.

Average Weekly Homework: 1-2 hours

Other Requirements: Must have an A or B grade 1st semester to remain in honors course 2nd semester.

Graduation Requirement Satisfied: US History

* *NCAA Initial Clearinghouse Approved Course*

US History Honors covers the same material as the regular course but with a greater emphasis on analytical reading of enrichment materials and a primary emphasis on college level essay writing. This course also uses the SPS US History Curriculum Map as a guide.

AP US HISTORY 11A & 11B

Credits: 0.5 credit/semester

Grade(s): 11

Length of Course: Two Semesters

Prerequisite: Students must be reading at or above the 11th grade level, earned a B or above in either AP WH or teacher permission.

Average Weekly Homework: Students reading at grade level will have 1 hour of work each night. More so for struggling readers. Recommended that this course not be taken with more than two other AP courses.

Graduation Requirement Satisfied: US History

* *NCAA Initial Clearinghouse Approved Course*

Like US History, this course covers the same material as a regular or honors US History course but does so in much greater depth and breadth. The course also has far greater coverage of the pre-Civil War Era in US History. As a result of this greater depth, this course moves at a much faster pace. There is a substantial amount of reading in a college level text along with outside sources. The course has a major emphasis on document analysis and college level essay writing. At the end of the course, students are expected to take the National AP US History Exam offered by the College Board. Students scoring a 3, 4, or 5 on this exam earn college credit at most colleges and universities in the United States.

AMERICAN GOVERNMENT

Credits: 0.5 credit

Grade(s): 12

Length of Course: One Semester

Prerequisite: None

Average Weekly Homework: 1 hour

Graduation Requirement Satisfied: American Govt.

* *NCAA Initial Clearinghouse Approved Course*

This is a traditional civics course in American government with an additional focus on the function of the American economic system. Included in the course is the study of the

structure of the American federal and state governments; and the workings of the political process and political parties in the American system. This course enables students to apply common sense and knowledge to analyze various problems that confront the American people today.

AP AMERICAN GOVERNMENT

Credits: 0.5 credit

Grade(s): 12

Length of Course: One Semester

Prerequisite: Teacher permission

Average Weekly Homework: 2- 3 hours

Graduation Requirement Satisfied: American Govt.

* *NCAA Initial Clearinghouse Approved Course*

This is a college credit political science course offered for seniors. The course is taught to national standards and includes the study of constitutional law, the political process, the structure and function of the federal government, civil liberties and civil rights. At the end of the course students can take the National Advanced Placement Exams, *AP American Government and Politics* and *AP Comparative Government and Politics*. Students scoring a 3, 4, or 5 on these exams earn college credit at most colleges and universities in the United States.

AP AMERICAN GOVERNMENT (PROJECT BASED)

Credits: 1.0 credit

Grade(s): 12

Length of Course: Two Semesters

Prerequisite: Teacher and Counselor permission

Average Weekly Homework: 2 hours

Graduation Requirement Satisfied: American Govt.

* *NCAA Initial Clearinghouse Approved Course*

This is a college credit political science course offered for seniors. The course is taught to national standards and includes the study of constitutional law, the political process, the structure and function of the federal government, civil liberties and civil rights. Unlike the traditional AP American Government course, this is a full year, and it is taught with a series of simulations, team projects, mock elections and mock trials, so that students learn by doing. Project Based Government requires a lot of collaboration and participation as part of its cycle of projects. **This course requires about 30 minutes of outside work each night.** At the end of the course students can take the National Advanced Placement Exams, *AP American Government and Politics* and *AP Comparative Government and Politics*. Students scoring a 3, 4, or 5 on these exams earn college credit at most colleges and universities in the United States.

CONTEMPORARY WORLD PROBLEMS**CONTEMPORARY WORLD ISSUES (CWP)****Credits:** 0.5 credit**Grade(s):** Generally seniors. The course is a SS elective and can count as a replacement for the WHIII credit.**Length of Course:** One Semester**Prerequisite:** None**Average Weekly Homework:** 1 hour**Graduation Requirement Satisfied:** Elective* *NCAA Initial Clearinghouse Approved Course*

This is a project-based, one semester course for 11th and 12th grade students. The purpose of the course is to increase student understanding of contemporary problems facing our global society. Students will investigate issues through examination of the historical or cultural roots, as well as current solutions. Topics will include: economics and politics, national issues such as governmental policies, and international issues such as trade, military conflict, and environmental concerns.

**FINE ARTS****GRADUATION REQUIREMENT:**

1.0 credit (2 semesters) of Fine Arts

MUSIC**GARFIELD BAND****Credits:** 0.5 credit**Grade(s):** 9, 10, 11, 12**Length of Course:** One Semester (students are encouraged to sign up for band both fall and spring semesters)**Prerequisite:** Audition/Teacher permission**Graduation Requirement Satisfied:** Fine Arts**Other Requirements:** Performances; participation; rehearsals; attendance at all home football games. One evening a week during football season

Band will start the 4th week of August with a "training camp". The daily class of Garfield band begins on the first day of the school year and temporarily concludes at the end of the football season. Students will be required to attend one evening per week during football season. Music will be popular songs, themes from TV shows and movies. After football season, all students will participate in Concert Band. Students will study many different types of band music. There will be daily readings of different styles of concert band music from various periods in history. ** Drumline band students should enroll in "Percussion/Drumline" in place of "Garfield Band". (See course description for more information)

PERCUSSION I A, B - B DRUMLINE**Credits:** 0.5 credit**Grade(s):** 9, 10, 11, 12**Length of Course:** One or Two Semesters**Prerequisite:** Audition Only/Teacher Permission**Graduation Requirement Satisfied:** Fine Arts**Other Requirements:** Performances; participation; rehearsals; attendance at select sports games

This is the B Drumline. Audition is required for placement into this class. Students will be introduced to marching percussion and learn the foundations of what a drumline is.

PERCUSSION II A, B - A DRUMLINE**Credits:** 0.5 credit**Grade(s):** 9, 10, 11, 12**Length of Course:** Two Semesters**Prerequisite:** Audition Only/Teacher Permission**Graduation Requirement Satisfied:** Fine Arts**Other Requirements:** Performances; participation; rehearsals; attendance at all home football games.

Drumline will start the 4th week of August with a "percussion camp" leading into the regular school year. Students will focus on an intensive approach to modern rudimental marching percussion along with the visual drill/choreography of the traditional southern bands. The class is to run parallel with the Garfield Band class but is not solely the Band Drumline. Members of the Drumline will also perform at school assemblies, publicly, competitively, and be featured in GHS percussion concerts. When the football/marching band season is over the Drumline will still function/rehearse as a drumline. Members of the Drumline Ensemble class can audition for placements to perform the percussion music that the Garfield Band plays.

ORCHESTRAS**Credits:** 0.5 credit**Grade(s):** 9, 10, 11, 12**Length of Course:** Two Semesters**Prerequisite:** Audition required for all Concert and Symphony Orchestra students. All 9th grade string players sign up for Chamber Orchestra (no audition required)**Graduation Requirement Satisfied:** Fine Arts or Occupational Ed for Symphony Orchestra**Other Requirements:** Extra rehearsals and performances; approximately 2 evening commitments a month

Music from all historic periods as well as contemporary music will be studied

- Chamber Orchestra (9-10) – Orchestra for all entering 9th grade strings
- Concert Orchestra (9-12 or permission) – Gives advanced orchestra training; Winds, Brass, Percussion, Strings, Piano, Harp

- Symphony Orchestra (10-12) – Gives advanced orchestra training: same instruments as Concert Orchestra. Ample performance and travel opportunities

JAZZ ENSEMBLE A, B

Credits: 0.5 credit

Grade(s): 9, 10, 11, 12

Length of Course: One Semester

Prerequisite: Audition required

Graduation Requirement Satisfied: Fine Arts or Occupational Ed (for Jazz Ensemble A only)

Other Requirements: Students are encouraged to play in Concert Band when possible

Involves daily reading of Jazz Band materials from the libraries of the best big band leaders in history. Swing, Latin, ballad and funk styles will be included. Strong emphasis will be on the Count Basie and Duke Ellington styles.

MUSIC THEORY ADVANCED (INDEPENDENT MUSIC STUDY)

Credits: 0.5 credit

Grade(s): 10, 11, 12

Length of Course: One Semester

Prerequisite: Teacher permission

Graduation Requirement Satisfied: Fine Arts

Other Requirements: Approval of proposed topic of study. Students must provide their own textbooks, if necessary, as agreed upon by instructor.

This course is for advanced study of music through composition, music theory, research in music topics, and chamber music rehearsal. The class is not for individual practice. Students will work independently and meet with the instructor weekly to show progress on topic(s). Grade is based on consistent work throughout the semester, a final portfolio on the topic(s), and presentation to the instructor.

GUITAR

Credits: 0.5 credit

Grade(s): 9, 10, 11, 12

Length of Course: One Semester

Prerequisite: None

Graduation Requirement Satisfied: Fine Arts

Other Requirements: Students do NOT need to know how to play a guitar

Guitar will focus on learning the basics of note reading, exercises, songs, chords, and rudimentary classical guitar technique. The class will also contain many audio/visual examples from world-class guitarists and musicians.

GUITAR - ADVANCED

Credits: 0.5 credit

Grade(s): 10, 11, 12

Length of Course: One Semester (2nd)

Prerequisite: Guitar

Graduation Requirement Satisfied: Fine Arts

Advanced guitar will build upon the skills learned from the initial guitar course. The students will study advanced exercises, note reading, sight-reading, chord construction, and be introduced to music theory. Students will have the option to work in duets, trios, and quartets playing classical literature. The class will also give the students time to choose the style/genre of guitar music they wish to study with the instructor. Audio/Visual examples of world-class guitarists and musicians will also be included.

PIANO I

Credits: 0.5 credit

Grade(s): 9, 10, 11, 12

Length of Course: One Semester

Prerequisite: None

Graduation Requirement Satisfied: Fine Arts

This course will introduce students to basic keyboard technique and basic music theory. No prior musical knowledge necessary.

CONCERT CHOIR

Credits: 0.5 credit

Grade(s): 9, 10, 11, 12

Length of Course: Two Semester

Prerequisite: Audition required

Graduation Requirement Satisfied: Fine Arts or Occupational Ed

Other Requirements: Performances and travel; some evening rehearsals and performances

This is an intermediate level auditioned choir. This performing group will study a complete spectrum of vocal literature from classical to jazz and from early Renaissance to contemporary styles. The group will travel to competitions and performances throughout the community. Most performances and some rehearsals will be required outside the school day.

TREBLE CHOIR

Credits: 0.5 credit

Grade(s): 9, 10

Length of Course: One Semester

Prerequisite: None

Graduation Requirement Satisfied: Fine Arts or Occupational Ed

Other Requirements: Performances and travel; some evening rehearsals and performances

Treble Choir is open to all female students in the school who enjoy music and wish to become better singers and performers. All ninth grade women who wish to join choir will begin their high school choir experience in this ensemble. Treble Choir learns and performs music for the female voice in a variety of fun musical styles, from classical to Broadway and pop. Students will learn correct vocal technique, music theory, sight-reading, expressive singing, and how to work together to create a dynamic musical performance. Students are encouraged. Most performances and some rehearsals will be required outside the school day. to take Treble Choir for as many years as they wish.

VOCAL ENSEMBLE (JAZZ CHOIR)

Credits: 0.5 credit/semester

Grade(s): 10, 11, 12

Length of Course: Two Semesters

Prerequisite: Audition required

Graduation Requirement Satisfied: Fine Arts or Occupational Ed

Other Requirements: Performances and travel; some evening rehearsals and performances

Advanced level competitive coed vocal group. This performance group will explore the vocal literature of jazz and improvisation. The group will travel to festivals, competitions, and performances throughout the community. Class requires occasional extra rehearsals.

THEATRE/DRAMA

For technical theatre courses see Other Technical Education page 28.

THEATRE 1 – ACTING & IMPROVISATION

Credits: 0.5 credit

Grade(s): 9, 10, 11, 12

Length of Course: One Semester

Prerequisite: None

Average Weekly Homework: 2 hours

Graduation Requirement Satisfied: Fine Arts or Elective

This introductory course exposes student to theatre as a form of communication. This practical, survey oriented class, allow the students to understand, demonstrate and communicate the physical, non-verbal skills of pantomime, the vocal skills needed for acting, basic theatre vocabulary, the ensemble and critical thinking skills used in improvisation and the study of characters and production elements through presentations

THEATRE 2 – CHARACTERIZATION & MONOLOGUE

Credits: 0.5 credit

Grade(s): 9, 10, 11, 12

Length of Course: One Semester

Prerequisite: Theatre 1 or teacher's written approval

Average Weekly Homework: 2 hours

Other Requirements: Approximately 2 hours of homework/week

Graduation Requirement Satisfied: Fine Arts or Elective

This continuation of Theatre I emphasizes student recognition, interpretation and dramatization of character objectives, relationships, emotional and physical traits within scenes. Students will identify and analyze character, relationships, plot, setting, conflict, and theme in the context of choosing and performing monologues.

THEATRE 3 – INTERMEDIATE ACTING & IMPROVISATION

Credits: 0.5 credit

Grade(s): 9, 10, 11, 12

Length of Course: One Semester

Prerequisite: Theatre 1 & 2 or teacher's written approval

Average Weekly Homework: 2 hours

Graduation Requirement Satisfied: Fine Arts or Elective

Following on the fundamentals learned in Theatre I and Theatre II, students will apply previous understanding and through reflection, demonstrating increased expertise in physical expression, vocal skills, theatre vocabulary, improvisation, character study, and production elements through performance.

THEATRE 5 – SCENE STUDY & PLAY ANALYSIS

Credits: 0.5 credit

Grade(s): 10, 11, 12

Length of Course: One Semester

Prerequisite: Theatre 1, 2, and 3 or teacher's written approval

Average Weekly Homework: 2 hours

Graduation Requirement Satisfied: Fine Arts/cross credited with Occupational Ed, or Elective

In this advanced performance based class, the Scene Study student will work with the Directing class students, to analyze and create three-dimensional characters with multiple objectives and layered emotions based on the given circumstances. Work with published scripts to identify character objectives, obstacles, and tactics in order to identify character development arc within the story structure. Recognizing how historical context influences story, character and performance.

THEATRE 7 – FUNDAMENTALS OF DIRECTING & PRODUCTION

Credits: 0.5 credit

Grade(s): 10, 11, 12

Length of Course: One Semester

Prerequisite: Theatre 1 or teacher's written approval; Tech Theatre experience or Tech Theatre Foundations recommended

Average Weekly Homework: 2 hours

Graduation Requirement Satisfied: Fine Arts/cross credited with Occupational Ed, or Elective

In this performance based class, the Directing class student will work with the Scene Study students, directing short pieces from dramatic literature and develop a personal vision to communicate artistic choices through performance. Each student will select, read, cast, block, and produce at least one short dramatic piece for performance as well as continue their study acting through participation in their peers' productions

THEATRE 8 – PLAYWRITING

Credits: 0.5 credit

Grade(s): 9, 10, 11, 12

Length of Course: One Semester

Prerequisite: Theatre 1, Theatre 5 or teacher's written approval

Average Weekly Homework: Varies

Graduation Requirement Satisfied: Fine Arts/cross credited with Occupational Ed, or Elective

Student will read dramatic literature, analyze and discuss themes and techniques used by a variety of playwrights. Using play structure elements (action, character, conflict, design, dialogue, plot, setting and theme), they will create an original script to workshop with their peers and possibly the general public. The course provides experience in writing dialogue that uses images, figurative language, main idea, and concrete detail.

THEATRE 9 – PLAY PRODUCTION

Credits: 0.5 credit

Grade(s): 10, 11, 12

Length of Course: One Semester

Prerequisite: Theatre 1, 2, & 3 or teacher's written approval

Average Weekly Homework: Varies and includes memorization of lines and creation of educational outreach study guides

Other Requirements: Extra after school rehearsals & performances for the general public.

Graduation Requirement Satisfied: Fine Arts/cross credited with Occupational Ed, or Elective

The focus for this course is the production of a children's play for the SSD elementary schools. Students will learn the process of producing a professional play. Study of the rudiments of presentation includes but is not limited to,

auditioning, acting, designing and constructing costumes, publicity and educational outreach. This course will mirror professional theater as closely as possible, culminating with a full-scale production of the children's play. Students interested in stage management and costume design should speak with the teacher about joining this class.

THEATRE 10 – MUSICAL PLAY PRODUCTION

Credits: 0.5 credit

Grade(s): 9, 10, 11, 12

Length of Course: One Semester

Prerequisite: Open to all students, however final class will be determined by audition

Average Weekly Homework: Varies and includes memorization of lines, music, and choreography

Other Requirements: Extra after school rehearsals & performances for the general public. Auditions for the class will be held in the Fall. If cast, student will be enrolled in the 2nd semester class

Graduation Requirement Satisfied: Fine Arts/cross credited with Occupational Ed, or Elective

This is a team taught advanced class. The focus is the production of the spring musical, to be performed for Garfield High School and the local community. Students learn the combination of skills which this theatre requires - technical, acting, singing, and dancing. This course will mirror professional musical theatre as closely as possible, culminating with a full-scale production of the musical. Students interested in stage management, dance captain, rehearsal pianist, and costume design should speak with the teacher about joining this class.

VISUAL ARTS

Art courses are open to students in all grade levels, however priority will be given to seniors. Cost of materials reimbursement will be requested in all courses.

CERAMICS

Credits: 0.5 credit/semester

Grade(s): 9, 10, 11, 12

Length of Course: One Semester

Prerequisite: None

Other Requirements: \$20 materials reimbursement (waivers available, see your teacher)

Graduation Requirement Satisfied: Fine Arts

Ceramics is a one semester course where students will learn about the elements of clay, glaze, and firing. Students will explore form through hand building methods such as pinch, slab, coil, and sculpture. In addition, students will learn about the elements of arts and principles of design. Written components or critiques will accompany each of the projects. Studio time is available outside of regular schedule classes.

ADVANCED CERAMICS

Credits: 0.5 credit/semester

Grade(s): 10, 11, 12

Length of Course: One Semester

Prerequisite: Ceramics (B or higher), teacher permission

Other Requirements: \$20 materials reimbursement (waivers available, see your teacher)

Graduation Requirement Satisfied: Fine Arts

Ceramics 2 is an extension of the techniques and processes learned in Ceramics 1. Students will learn wheel throwing and advanced handbuilding techniques along with glazing and non-traditional finishing techniques. An emphasis on form and design will be explored using the elements and principles of art, along with written components and critiques. A sketchbook will be required with ideas submitted before each project.

DRAWING & PAINTING

Credits: 0.5 credit

Grade(s): 9, 10, 11, 12

Length of Course: One Semester

Prerequisite: None

Average Weekly Homework: 1 hour

Other Requirements: \$15 materials reimbursement (waivers available, see your teacher).

Graduation Requirement Satisfied: Fine Arts

Students will be exploring different drawing and painting techniques and materials. They will be searching for ways to generate ideas both by looking at other artists' work as well as developing their own personal vision. Materials may include, but not be limited to pencil, charcoal, colored pencils, markers, ink, watercolor, and acrylic. Each student will keep a sketchpad for drawing practice which will be turned in as homework due every week. There are after school open studio hours available each week for students who cannot complete assignments during class time.

ADVANCED DRAWING & PAINTING

Credits: 0.5 credit

Grade(s): 9, 10, 11, 12

Length of Course: One Semester (2nd)

Prerequisite: A or B in Drawing & Painting

Average Weekly Homework: 1 hour

Other Requirements: \$15 materials reimbursement (waivers available, see your teacher). Approximately one hour/week for homework

Graduation Requirement Satisfied: Fine Arts

Students will further develop basic mark-making skills, building on techniques learned in the beginning Drawing & Painting class. This class is an ideal pre-AP Studio Art class or for students wishing to continue in art but without time in their schedule for the two semester college level AP class. Drawing and critical writing are due in a sketchbook/journal

on a weekly basis as homework. There are after school open studio hours available each week for students who cannot complete assignments during class time.

JEWELRY

Credits: 0.5 credit

Grade(s): 10, 11, 12

Length of Course: One Semester

Prerequisite: C or better in Drawing & Painting or Ceramics

Average Weekly Homework: 1/2 hour

Other Requirements: \$25 materials reimbursement (waivers available, see your teacher).

Graduation Requirement Satisfied: Fine Arts

This class provides the opportunity to apply art principles to specific design and construction techniques used when making jewelry. Emphasis is on use of a variety of equipment, tools and techniques. Students will also develop an awareness of the value of human ornamentation in our culture and other societies throughout history. Individual expression is encouraged. Students will create an altered book as homework which will be due on a weekly basis. There are after school open studio hours available each week for students who cannot complete assignments during class time.

ADVANCED JEWELRY

Credits: 0.5 credit

Grade(s): 10, 11, 12

Length of Course: One Semester

Prerequisite: B or above in Jewelry 1

Average Weekly Homework: 1 hour

Other Requirements: \$25 materials reimbursement (waivers available, see your teacher).

Graduation Requirement Satisfied: Fine Arts

This class will build on the skills learned in Jewelry 1. Students will continue to explore metalsmithing and other methods of creating personal ornamentation. Emphasis will be on developing a personal style of design and refining craftsmanship techniques. Students will continue to work on their altered book as the homework due each week. Since Jewelry 1 and 2 students will work in the art studio during the same period, these advanced students will serve as mentors to students taking the basic course. There are after school open studio hours available each week for students who cannot complete assignments during class time

AP STUDIO ART

Credits: 0.5 credit/semester

Grade(s): 10, 11, 12

Length of Course: Two Semesters

Average Weekly Homework: 5 + hours

Prerequisite: Teacher permission and the completion of the summer assignments

Average Weekly Homework: 5 hours

Other Requirements: Extra studio time and \$25 materials reimbursement per semester (waivers available, see your teacher).

Graduation Requirement Satisfied: Fine Arts or Occupational Ed

This is an intense college level studio art course where students will continue their exploration into various techniques and media. They will further develop their personal voice in the visual arts as they work in drawing, painting, and printmaking, or pursue 3-D design as learned in jewelry, ceramics, or sculpture classes. Students will build frames and stretch canvas as preparation to their working with oil paint. Critique, both written and verbal, is an integral part of this course and, along with portfolio preparation, will be emphasized. Drawing and critical writing are due in a sketchbook/journal on a weekly basis as homework. This class requires a minimum of an hour of outside work time for each hour spent in class. There are after school open studio hours available each week for students who cannot complete assignments during class time.



CAREER & TECHNICAL EDUCATION

GRADUATION REQUIREMENT:

1.5 credits (3 semesters) of Occupational Education

Garfield offers a variety of courses to satisfy this requirement. All courses in Career & Technical Education/CTE, Family & Consumer Science, and Theatre departments satisfy Occupational Education credit as does, Photography, Technical Theatre, Business Leadership, and Natural Resources.

COMPUTER SCIENCE 1: EXPLORING

Credits: 0.5 credit

Grade(s): 9, 10, 11, 12

Length of Course: One Semester

Prerequisite: None

Graduation Requirement Satisfied: Occupational Ed

This course is designed for students who want an introduction to how the internet and computers and software work. Students will learn basic web design and programming concepts in a visual storytelling environment while exploring what computer scientists do and how they impact the world around us. Emphasis will be placed on systematic problem-solving.

COMPUTER SCIENCE 2: INTRODUCTION TO PROGRAMING

Credits: 0.5 credit

Grade(s): 10, 11, 12

Length of Course: One Semester

Prerequisite: Algebra

Graduation Requirement Satisfied: Occupational Ed

Other Requirements: Interest in writing computer programs

Students will learn basic programming concepts using Scratch, an educational language, and an introduction to building Apps using Android App Inventor. Our focus is on the key concepts of procedural programming (including sequence, loops, parallelism, conditionals, events, operators, variables & lists, methods, parameters & returns), which students will learn through a variety of creative projects, culminating in building Android Apps. We will also investigate the many ways that technology is affecting our world and how students can apply computer science in their future endeavors.

AP COMPUTER SCIENCE A

Credits: 0.5 credit/semester

Grade(s): 10, 11, 12

Length of Course: Two Semesters

Prerequisite: Algebra 2

Other Requirements: Strong reading skills

Graduation Requirement Satisfied: Occupational Ed

Students will learn program design and basic programming in Java. The course will be equivalent to a college-level semester introduction to programming and will prepare students for the Advanced Placement Exam. Topics covered will include primitive types, procedural programming (methods, parameters, return values), basic control structures (if/else, for loop, while loop), array manipulation, file processing and using and defining objects (identifying reusable components, class relationships). Students will learn by designing, writing and testing their own software.

PROJECTS IN COMPUTER SCIENCE 1

Credits: 0.5 credit/semester

Grade(s): 10, 11, 12

Length of Course: One Semesters

Prerequisite: Completion of AP CS, instructor approval

Graduation Requirement Satisfied: Occupational Ed

This course will allow students who have completed the AP computer science course to expand their programming

knowledge and work on significant projects of their choice. Students taking this course will be expected to be self-directed and ambitious. Local computer scientists and programmers will mentor students.

PROJECTS IN COMPUTER SCIENCE 2

Credits: 0.5 credit/semester

Grade(s): 10, 11, 12

Length of Course: One Semesters

Prerequisite: Completion of Projects in CS 1, instructor approval

Graduation Requirement Satisfied: Occupational Ed

This course builds on project development strategies learned in the Projects in Computer Science 1 course and further expands students' programming knowledge through more significant projects of their choosing. Students will be allowed to focus on different languages and platforms of their interest and are expected to be self-directed and ambitious. Local computer scientists and programmers will mentor students.

INTRO TO ENGINEERING DESIGN

Credits: 0.5 credit/semester

Grade(s): 9, 10, 11, 12

Length of Course: One Semesters

Prerequisite: Algebra I

Graduation Requirement Satisfied: Occupational Ed, or potentially Math or Science with prior approval

The major focus of IED is the design process and its application. Through hands-on projects, students apply engineering standards and document their work. Students use industry standard 3D modeling software to help them design solutions to solve proposed problems, document their work using an engineer's notebook, and communicate solutions to peers and members of the professional community.

INTRO TO ENGINEERING DESIGN 1&2 (PLTW)

Credits: 0.5 credit/semester

Grade(s): 9, 10, 11, 12

Length of Course: Two Semesters

Prerequisite: Algebra I

Graduation Requirement Satisfied: Occupational Ed, or Math or Science with prior approval

The major focus of IED is the design process and its application. Through hands-on projects, students apply engineering standards and document their work. Students use industry grade 3D modeling software to help them design solutions to proposed problems, document their work using an engineer's notebook and communicate solutions to peers and members of the professional community. There are three units per semester in which we explore the Design Process, Technical Sketching, Computer Modeling Skills, Geometry of Design, Measurement/

Statistics, Reverse Engineering and Advanced Computer Modeling.

PRINCIPLES OF ENGINEERING 1&2 (PLTW)

Credits: 0.5 credit/semester

Grade(s): 10, 11, 12

Length of Course: Two Semester

Prerequisite: Algebra II

Graduation Requirement Satisfied: Occupational Ed, or Math or Science with prior approval

This survey course exposes students to major concepts they'll encounter in a post-secondary engineering course of study. They develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges, document their work and communicate solutions. Through theory and practical hands-on experience, students will become familiar with multifaceted careers within engineering. There are two units per semester focusing on mechanisms, energy, statics, systems and robotics. This course will explore in detail: Design Process, Mechanical Systems, Electronics, Robotics, Materials Testing, Thermo-dynamics, and Engineering for Quality and Reliability.

AP MACROECONOMICS

Credits: 1.0 credit

Grade(s): 9, 10, 11, 12

Length of Course: Two Semesters

Prerequisite: Completed or currently taking Algebra 2

Other Requirements: Take the AP Macroeconomics Exam in May.

Graduation Requirement Satisfied: Occupational Ed

Or can be taken for one semester of Social Studies Elective and one semester of Occupational. Education. Adjustments will be made after the class starts for Social Studies credit

Virtually all four-year colleges offer courses in economics, and most offer economics majors. All business majors are required to take foundational courses in economics, including beginning macroeconomics. An understanding of economics is considered a key component of a well-rounded education. Macroeconomics measures the wealth of nations, and answers fundamental questions about the use of a nation's resources. How well off is our nation compared to other nations? Is our financial condition getting better or worse? How do we measure success? How does trade affect our economy? These are some of the critical issues explored in this 2 semester course.

AP MICROECONOMICS

Credits: 0.5 credit

Grade(s): 10, 11, 12

Length of Course: One Semester

Prerequisite: AP Macroeconomics or instructor permission, Algebra 2

Other Requirements: Take the AP Macroeconomics Exam in May.

Graduation Requirement Satisfied: Occupational Ed or Social Studies Elective

AP Microeconomics includes a quick review of the foundational economic material in AP Macroeconomics, but focuses primarily on individual firms and households, rather than the economy as a whole. The course analyzes markets from the perspectives of consumer demand, production, exchange, the price system, resource allocation, and government intervention. AP Microeconomics would be the same as the college course, Introduction to Microeconomics. It is a foundational course for all business and economics majors, and will give all students a better understanding of how individual and company business decisions are made, regardless of the student's career path.

MARKETING 1

Credits: 0.5 credit

Grade(s): 9, 10, 11, 12

Length of Course: One Semester

Prerequisite: None

Other Requirements: Occasionally work in student store at break or lunch

Graduation Requirement Satisfied: Occupational Ed

Marketing 1 is the first of four courses that offer students "hands on" experience in marketing through the operation of the student store, membership and in DECA. Students learn how to market themselves better by improving communication and employment acquisition skills. They also learn basic marketing techniques, useful in any business or organization. Through DECA, a national association of marketing students, students are able to participate in role-play events in 25 different career areas, and attend career and leadership conferences. Students are expected to work approximately 5 shifts per semester in the student store that serves as our marketing laboratory. Topics covered in Marketing 1 include: what is marketing, introduction to business, marketing and economics concepts, human relations, how to get and keep a job, career development, selling and promotion. Technology is infused throughout by the use of computer presentations, spreadsheets, charts/graphs, database, research projects, Internet use, desktop publishing and simulations.

MARKETING 2

Credits: 0.5 credit

Grade(s): 9, 10, 11, 12

Length of Course: One Semester

Prerequisite: Marketing 1

Other Requirements: Occasionally work in student store at break or lunch

Graduation Requirement Satisfied: Occupational Ed

Marketing 2 is the second of four courses that offer students "hands on" experience in marketing through the operation of the student store and membership in DECA. Designed to develop the management/leadership skills necessary to succeed in business; students take on higher-level tasks in the operation and administration of the Student Store. They also expand their involvement in DECA through marketing competition, community service, and organizational leadership.

Topics covered in Marketing 2 include: business and marketing functions, risk management, finance, marketing operations and specialized career development - in the area of the student's interest. Technology is infused through out by the use of computer presentations, spreadsheets, charts/graphs, database, Internet, desktop publishing and simulation.

MARKETING 3

Credits: 0.5 credit

Grade(s): 10, 11, 12

Length of Course: One Semester

Prerequisite: Marketing 2

Other Requirements: Occasionally work in student store at break or lunch

Graduation Requirement Satisfied: Occupational Ed

Marketing 3 is the third of four courses that offer students "hands on" experience in marketing through the operation of the student store and membership in DECA. Students become part of the Management team responsible for purchasing, merchandising, policy, accounting and profitability of the student store.

Topics covered in Marketing 3 include: distribution, purchasing, promotion, pricing, marketing information management and management and specialized career development - in the area of the student's interest. Technology is infused through out by the use of computer presentations, spreadsheets, charts/graphs, database, Internet, desktop publishing, bookkeeping and simulations.

MARKETING 4**Credits:** 0.5 credit**Grade(s):** 10, 11, 12**Length of Course:** One Semester**Prerequisite:** Marketing 3**Other Requirements:** Occasionally work in student store at break or lunch**Graduation Requirement Satisfied:** Occupational Ed

Marketing 4 is the third of four courses that offer students "hands on" experience in marketing through the operation of the student store and membership in DECA. Students assume leadership of the Management team responsible for purchasing, merchandising, policy, accounting and profitability of the student store.

Topics covered in Marketing 4 include: entrepreneurship (starting your own business) and specialized projects - in the area of the student's interest. Students will develop a business plan in their own area of interest. Technology is infused throughout by the use of computer presentations, spreadsheets, charts/graphs, database, Internet, desktop publishing and simulations.

MARKETING LAB I**Credits:** 0.5 credit**Grade(s):** 11, 12**Length of Course:** One Semester**Prerequisite:** Marketing 2, 3, 4**Other Requirements:** Occasionally work in student store at break or lunch**Graduation Requirement Satisfied:** Occupational Ed

Marketing Lab offer students advanced marketing experience through the operation of the student store, special projects, and membership in DECA. Topics covered include import/export laws, distribution channels, payment methods, inventory control, and management. Students will operate and manage the student store while completing learning requirements.

PROJECT MANAGEMENT 1**Credits:** 0.5 credit**Grade(s):** 9- 12**Length of Course:** One Semester**Prerequisite:** Election to Student Government OR proposed issue, topic, event, or project. Requires Teacher permission**Graduation Requirement Satisfied:** Occupational Ed or Elective

This class is an introduction to Project Management in Contemporary Organizations. It includes the role of the project manager characteristics and attributes of successful project managers; and the challenges of managing projects in a multicultural, global environment. Student projects will focus on issues, events, and programs relevant to student life at Garfield High School.

The class covers project selection criteria, project planning systems, work breakdown structure analysis, negotiation and conflict resolution to facilitate planning, and the process and guidelines for developing a schedule.

PROJECT MANAGEMENT 2**Credits:** 0.5 credit**Grade(s):** 9- 12**Length of Course:** One Semester**Prerequisite:** Project Management 1. Election to Student Government OR proposed issue, topic, event, or project.

Requires Teacher permission

Graduation Requirement Satisfied: Occupational Ed or Elective

Students will perform a risk analysis of critical tasks and follow the guidelines and methods for proper data collection and the use of data to control a project. Students will use various methodologies for cost estimation; and provide status reports on their project throughout the term. The course will end with student presentations and lessons learned. Student projects will focus on issues, events, and programs relevant to student life at Garfield High School.

CTE PHOTO FOUNDATIONS**Credits:** 0.5 credit**Grade(s):** 10, 11, 12**Length of Course:** One Semester**Prerequisite:** None**Other Requirements:** \$25 materials reimbursement (waivers available, see your teacher) and access to digital camera required. Approximately one hour/week required outside of class

Graduation Requirement Satisfied: Occupational Ed or Fine Arts if another Fine Arts has been taken as an introductory Photo Foundations is a Career and Technical Education (CTE) elective class that can be taken for an Occ-Ed or Fine Arts credit. The class is designed to offer students the opportunity to learn about the art and science of photography. The class will focus on digital photography in practice, but will include the fundamental technologies and general concepts that pertain to all types of photography. Equally, students will explore and develop artistic skills centered on the Elements of Art and the Principles of Design fundamental to appreciating, creating, and communicating artistic works.

CTE ADVANCED PHOTOGRAPHY

Credits: 0.5 credit

Grade(s): 11, 12

Length of Course: One Semester

Prerequisite: CTE Photo Foundations; Permission from teacher prior to enrollment.

Other Requirements: \$50 materials reimbursement (waivers available, see your teacher) and access to 35 mm camera and digital camera required. Approximately two hours/week required outside of class

Graduation Requirement Satisfied: Occupational Ed or Fine Arts if another Fine Arts has been taken as an introductory

Advanced Photo is a Career and Technical Education (CTE) elective class that can be taken for an Oc-Ed or Fine Arts credit. The class is designed to offer students the opportunity to learn about the art and science of photography. The class will focus on digital photography in practice, but will include the fundamental technologies and general concepts that pertain to all types of photography. Equally, students will explore and develop artistic skills centered on the Elements of Art and the Principles of Design fundamental to appreciating, creating, and communicating artistic works.

CTE VIDEO PRODUCTION 1

Credits: 0.5 credit

Grade(s): 10, 11, 12

Length of Course: One Semester

Prerequisite: Photo Foundations

Other Requirements: \$25 materials reimbursement (waivers available, see your teacher) and access to digital video camera required. Group work outside of class, approximately 9-12 hours throughout the semester

Graduation Requirement Satisfied: Occupational Ed or Fine Arts (cross-credited course)

The purpose of Video Production 1 is to provide a project-based visual arts program, which guides students to achieve the standards in the visual arts and career technical training, by providing students with the technical instruction and practical experiences for aspiring video and film makers in the production of film, video, and new media projects for business and entertainment. Students experience both the creative and technical aspects of filmmaking in conjunction with learning about historical and contemporary traditions and conventions.

RECORDING ARTS TECH 1

Credits: 0.5 credit

Grade(s): 10, 11, 12

Length of Course: One Semester

Prerequisite: None

Average Weekly Homework: Varies

Graduation Requirement Satisfied: Occupational Ed or Elective

Recording Arts Tech 1 A program that prepares individuals to apply technical knowledge and skills to the production of sound recordings as finished products or as components of film/video, broadcast, live, or mixed media productions. Includes instruction in sound equipment operation and maintenance; music, dialogue, and sound effects recording; sound track editing; dubbing and mixing; sound engineering; tape, disk, and CD production; digital recording and transmission; amplification and modulation; and working with producers, editors, directors, artists, and production managers.

RECORDING ARTS TECH 2

Credits: 0.5 credit

Grade(s): 10, 11, 12

Length of Course: One Semester

Prerequisite: Recording Arts Tech 1

Average Weekly Homework: Varies

Graduation Requirement Satisfied: Occupational Ed or Elective

Recording Arts Tech 2 is a program that prepares individuals to apply technical knowledge and skills to the production of sound recordings as finished products or as components of film/video, broadcast, live, or mixed media productions. Includes instruction in sound equipment operation and maintenance; music, dialogue, and sound effects recording, sound track editing; dubbing and mixing; sound engineering; tape, disk, and CD production; digital recording and transmission; amplification and modulation; and working with producers, editors, directors, artists, and production managers.

TECHNICAL THEATRE FOUNDATIONS

Credits: 0.5 credit

Grade(s): 9, 10, 11, 12

Length of Course: One Semester

Prerequisite: Open to all students

Other Requirements: Extra after school rehearsals & performances for the general public. No homework required for this class

Graduation Requirement Satisfied: Occupational Ed/cross credited with Fine Arts, or Elective

This production oriented course provides a foundation to stagecraft skills and safety procedures preparing students for industry and college study of technical theatre. Students will receive an introduction to the following: theatre terminology, scenic design and construction, lighting, sound, properties, costumes, make-up, special effects, theatre management and stage management.

Students will actively participate on a crew to mount a production. The course will require a high level of problem solving and collaboration. Students will research costuming, properties and set pieces to support historical accuracy or vision of the production. The technical director will guide the use of power and hand tools in constructing set pieces,

applying special effects, and using a variety of sound and lighting equipment. Costume construction and basic makeup application will be explored.

Students will shadow the advanced production crews for stage management and/or theatre management including but not limited to: box office, concession, publicity, ushering, and backstage coordination. Behind-the-scenes show experience will be acquired through the school's production schedule. Students will participate in a post-production critique, analyzing production effectiveness and providing recommendations for improvement.

By the end of the recommended two years of study, beginning technical theatre students will select an area of specialty to further explore in advanced courses. This course may be repeated for credit.

TECHNICAL THEATRE ADVANCED

Credits: 0.5 credit

Grade(s): 10, 11, 12

Length of Course: One Semester

Prerequisite: Technical Theatre Fundamentals

Other Requirements: Extra after school rehearsals & performances for the general public. No homework required for this class

Graduation Requirement Satisfied: Occupational Ed/cross credited with Fine Arts, or Elective

In the Technical Theatre Advanced course students will choose a focus in one or more of the following disciplines: lighting, sound, properties, set construction, special effects, costumes, make-up, theatre management and stage management. This course builds on students' successful completion of the Technical Theatre Foundations course series or related experience. Students will apprentice to the primary production designer in the construction, design, and performance process of their chosen discipline. Upon completion of the first two semesters of the course, students are prepared to assume a technical theatre leadership role in a production and begin to explore the portfolio process.

In the final year of Technical Theatre Advanced students will assume a leadership role in a production as a designer in their chosen technical field. These students make up the lead design team to mount a cohesive main stage production. Students will participate in the post production critique for continued improvement of their design skills. They will create a portfolio demonstrating their knowledge and abilities as a tool for further education and/or employment. Students will formally present their portfolio and plans for further study or work in their chosen technical field. Through this process they will become aware of the many jobs and careers in the technical theatre industry and the requirements and skills needed to get those jobs. They will apply knowledge and skills by interviewing, shadowing and/or working in theatre internships and/or paid positions. This course may be repeated for credit.

FAMILY & CONSUMER SCIENCE

These courses may be taken to satisfy the Occupational Education requirement for graduation. Family Health can be taken to satisfy the Health graduation requirement.

FAMILY HEALTH

Credits: 0.5 credit

Grade(s): 9, 10, 11, 12

Length of Course: One Semester

Prerequisite: None

Graduation Requirement Satisfied: Occupational Ed or Health

A comprehensive vocational course that deals with issues and topics related to making healthy choices - physically, socially, and emotionally. It enables students to become healthy individuals and involved members of families and communities. Included in this course are opportunities to explore global and cultural influences, careers, and FCCLA/Leadership.

NUTRITION & WELLNESS

Credits: 0.5 credit

Grade(s): 10, 11, 12

Length of Course: One Semester

Prerequisite: None

Graduation Requirement Satisfied: Occupational Ed

A specialized vocational course that deals with issues and topics related to planning, management, meal preparation, nutrition, multicultural foods, food economics and world food issues. This course is currently in articulation with North Seattle College. A student earning a "B" or better can transfer the credit to the college in place of Nutrition 150, which is a prerequisite for many Social Sciences Certificates and Degrees.

SPORTS MEDICINE (ATHLETIC TRAINER I)

Credits: 0.5 credit

Grade(s): 10, 11, 12

Length of Course: One Semester

Prerequisite: None

Graduation Requirement Satisfied: Occupational Ed

Sports Medicine (Athletic Trainer) I is a 0.5 (one semester) introductory class preparing students for Therapeutic Services in Health Sciences Careers. These careers primarily involve changing the health status of clients over time. Standards surround the topics of client interaction, employing intra-team communication, collecting information, treatment planning and implementation, and monitoring and evaluating patient status.

Core learning designated for the entire Health Services Therapeutic Strand is included in this course, as well as that for Athletic Trainer, specifically. Core Learning competencies

are universal for: Certified Medical and Nursing Assistant, Licensed Practical Nursing, Physical Therapy Assistant, Home Health Aide, Dental Assisting, Athletic Trainer, and Phlebotomist courses. This awareness and orientation level course includes competencies which introduce the basics of anatomy, physiology, biomechanics, kinesiology, general nutrition, and basic athletic training procedures. Instructional materials and activities support attainment of National Safety Council, American Sports Medicine Association, and the National Athletic Trainer's Association industry standards. Lab sessions cover basic training room operations, taping and wrapping, athletic injury assessment, beginning-intermediate first aid, use of heat and cold modalities, record keeping, rehabilitation, and time management skills. Also included are job shadow and internship opportunities and student leadership activities in Health Occupations Students of America (HOSA) and the WA Student Sports Medicine Association.

SEATTLE PUBLIC SCHOOLS

CAREER & TECHNICAL EDUCATION COURSES

City Campus: (Must be 16 years of age)

- **C-West** (Career Workplace Exploration in Skilled Trades) offers 1.0 for CTE and .5 in applied math. A one semester for exploration of trades held in the afternoon. Students earn money while under the supervision of a journey-level mentor. Three days of classes at Rainier Beach HS and two days at an internship site.
- **Health Occupations** classes held in the morning or afternoon offering 3 high school credits and 19 credits through North Seattle Community College. This is a year long program exploring careers in the medical field. Classes are held at the Wilson Administrative Center, 90th near Aurora.
- **Automotive Yes, 1 & 2** offers 1.0 or 1.5 credits and up to 18 community college credits through SSCC. Classes are held in the morning or afternoon for a year. The program is located at the auto shop near Washington Middle School. Summer internships with dealerships can be applied for.
- **Automotive Collision Technology** is a course offered through South Seattle CC. This is a year long class held in the afternoon offering 3 HS credits and up to 16 community college credits.

For a complete description, please ask your Counselor or the College & Career Center Specialist. Applications must be completed for all of these courses.



PHYSICAL EDUCATION (FITNESS)

GRADUATION REQUIREMENT:

1.5 credits (3 semesters) of Physical Education

Garfield High School's Physical Education Department is committed to providing quality, purposeful and success-oriented physical education classes for all students. Our aim is to provide all Bulldogs a fun educational opportunity that will strengthen all elements of their health, including mental and emotional, academic and fitness, leading to a lifetime of healthy experiences. Students enrolled in a Physical Education class will be required to wear appropriate attire to participate in class. Such attire consists of sweatpants or shorts and a short-sleeved or long-sleeved t-shirt. Students must also wear appropriate shoes (sneakers or tennis shoes). Students needing assistance in obtaining appropriate attire should notify their teacher. All students are required to take one semester of Personal Fitness during their 9th grade year.

PERSONAL FITNESS

Credits: 0.5 credit

Grade(s): 9

Length of Course: One Semester

Prerequisite: None

Graduation Requirement Satisfied: Physical Education

The purpose of this one semester class is to introduce students to the five components of fitness. The class will emphasize fitness measurement and goal setting as well as a record-keeping element to analyze personal behavior. It is an activity based curriculum with an academic component.

YOGA/LIFETIME ACTIVITIES

Credits: 0.5 credit

Grade(s): 10, 11, 12

Length of Course: One Semester

Prerequisite: Personal Fitness

Graduation Requirement Satisfied: Physical Education

This course is designed to teach students how to improve muscular strength and endurance, balance and flexibility through the practice of yoga. The course will focus on the physical techniques of yoga as well as proper breathing.

CONDITIONING & STRENGTH TRAINING 1**Credits:** 0.5 credit**Grade(s):** 10, 11, 12**Length of Course:** One Semester**Prerequisite:** Personal Fitness**Graduation Requirement Satisfied:** Physical Education

This course is designed to teach students how to improve muscular strength and endurance, flexibility, and cardiorespiratory endurance through traditional resistance training methods and other activities. The course will also focus on common muscle imbalances as well as the injuries and chronic problems associated with them. Students will learn exercise strategies to correct the imbalances. Classes will include lectures, discussions, homework assignments, and vigorous physical activity. It is not recommended for in-season athletes due to the intensity of the workouts.

CONDITIONING & STRENGTH TRAINING 2**Credits:** 0.5 credit**Grade(s):** 10, 11, 12**Length of Course:** One Semester (2nd semester only)**Prerequisite:** Personal Fitness, Condition & Strength Train 1**Graduation Requirement Satisfied:** Physical Education

This course is designed to teach students how to improve muscular strength and endurance, flexibility, and cardiorespiratory endurance through traditional resistance training methods and other activities. The course will focus on basic, intermediate, and advanced skills and knowledge about fitness training. Classes will include lectures, discussions, homework assignments, and vigorous physical activity. It is not recommended for in-season athletes due to the intensity of the workouts.

TEAM SPORTS**Credits:** 0.5 credit**Grade(s):** 9, 10, 11, 12**Length of Course:** One Semester**Prerequisite:** Personal Fitness**Graduation Requirement Satisfied:** Physical Education

Team Sports places an emphasis on physical fitness through team sports such as basketball, soccer, football, volleyball, ultimate frisbee, and softball. Additionally, students will be taught skills, rules, and strategies to enhance their game. It is an activity based curriculum with emphasis in building sportsmanship skills.

BEG/INTERMEDIATE SWIMMING**Credits:** 0.5 credit**Grade(s):** 9, 10, 11, 12**Length of Course:** One Semester**Prerequisite:** None**Graduation Requirement Satisfied:** Physical Education

This course focuses on increasing students' comfort and confidence level being in water. Fundamentals of basic swim technique and personal water safety will be emphasized.



WORLD LANGUAGES

DEPARTMENT

The World Languages Department offers courses in French, Japanese, Latin, and Spanish. Entering 9th graders who have successfully completed a world language in the 7th and 8th grade can enroll in that language at the 2nd level. Although world language is not required for high school graduation, the University of Washington requires a minimum of two years of a world language. Most four-year colleges and universities recommend and many require a minimum of three years in the same language.

FRENCH 1A, 1B**Credits:** 0.5 credit/semester**Grade(s):** 9, 10, 11**Length of Course:** Two Semesters**Prerequisite:** None**Average Weekly Homework:** 2-3 hours**Other Requirements:** \$25 workbook fee**Graduation Requirement Satisfied:** Elective

* NCAA Initial Clearinghouse Approved Course

Summary Description:

Learn to carry on a conversation with a French speaker about self, family, friends, school, fashion, and fun activities. Read and write simple stories and messages in French. Learn where French speakers live and all they do.

Full Description:

Performance Level: Novice Low - Mid

French 1 A/B is a two year middle school or one year high school course that introduces students to French language and Francophone culture. Students learn to carry on a conversation with a French speaker about self, family, friends, fashion, and fun activities. Students read and write simple stories and messages in French. They learn where French speakers live and all they do. The course prepares students to carry on basic conversations in French and read and write simple sentences about familiar topics. The course also explores how and where French-speaking people live. Close attention will be paid to developing communicative skills which focus on listening comprehension and speaking as well as written expression. At the conclusion of this course students will:

- Ask and answer questions
- Carry on simple conversations
- Express likes, dislikes, preferences
- Read and write messages and short paragraphs
- Gain knowledge and understanding of where and how French-speaking people live

The French 1 curriculum is guided by a set of rigorously vetted course objectives that span basic word recognition to using memorized phrases and familiar vocabulary to talk about oneself and ones surroundings. The course objectives encourage students to talk about themselves, their friends and family, school, food, clothing, travel, and hobbies. Students will compare their own understanding of these topics to those of their peers in the French-speaking world.

This course prepares students for college and career through a carefully constructed course of study to build proficiency in French. The course broadens students' global perspective as they learn to communicate with people in the French-speaking world. As a result students are prepared to carry on short conversations in French, read and write short paragraphs about topics related to themselves, friends and family in French, and identify products and practices of Francophone culture. Through a structured progression of topics that build language and culture proficiency in French, students will gain the knowledge and skills that will enable them to communicate with respect with French speakers, thus contributing to their development as global citizens.

FRENCH 2A, 2B

Credits: 0.5 credit/semester

Grade(s): 9, 10, 11, 12

Length of Course: Two Semesters

Prerequisite: French 1B

Average Weekly Homework: 2-3 hours

Other Requirements: \$25 workbook fee

Graduation Requirement Satisfied: Elective

** NCAA Initial Clearinghouse Approved Course*

Summary Description:

Learn how to live like a local in a French-speaking country. Carry on conversations about travel, leisure activities, and holidays. Read authentic texts and write about topics of personal interest. Explore different ways of life.

Full Description:

Performance Level: Novice Mid - High

French 2A/B is a year-long course that builds upon skills developed in French 1. Students will learn language skills necessary to survive in a French-speaking country, express opinions and needs, have conversations in French, and learn how to live like a local in any French-speaking country. The course prepares students to comprehend and sustain a conversation about travel and living abroad, health, leisure activities, holidays, and different ways of life. Students will read materials on topics of personal interest and derive meaning from selected authentic texts. They will write about familiar topics and explore how and where French-speaking people live. Close attention will be paid to developing

communicative skills. At the conclusion of this course students will be able to:

- Carry on conversations on familiar topics with pronunciation that does not interfere with communication
- Ask and answer a variety of questions with some explanations
- Express opinions, feelings and needs, providing solutions to simple problems
- Comprehend the main ideas of selected authentic audio recordings, broadcasts and video and understand selected authentic written texts
- Write short paragraphs, stories, skits, and dialogues on familiar topics (up to 150 words)
- Gain knowledge and understanding of the people and cultures of the Francophone world

The French 2 curriculum is guided by a set of rigorously vetted course objectives that span basic knowledge of language about self, family, and friends to understanding and using language related to travel and living in a French-speaking country. The course objectives encourage students to talk about travel and living abroad, health, leisure activities, holidays, and different ways of life in the French-speaking world.

This course prepares students for college and career through a carefully constructed course of study to build proficiency in French. The course broadens students' global perspective as they learn to communicate with different types of people in the French-speaking world. As a result students are prepared to carry on longer conversations in French, read and write paragraphs on topics related to travel and living in the French-speaking world, and describe the products and practices of Francophone culture. Through a structured progression of topics that build language and culture proficiency in French, students will gain the knowledge and skills that will enable them to communicate with respect with people from the Francophone world, thus enabling them to become engaged global citizens

FRENCH 3A, 3B

Credits: 0.5 credit/semester

Grade(s): 10, 11, 12

Length of Course: Two Semesters

Prerequisite: French 2B and teacher recommendation

Average Weekly Homework: 2-3 hours

Other Requirements: \$25 workbook fee

Graduation Requirement Satisfied: Elective

** NCAA Initial Clearinghouse Approved Course*

Summary Description:

Expand your knowledge of the French-speaking world through traditional and modern art, literature, and music. Engage in extended conversations, express opinions, feelings, and emotions. Improve your reading and writing fluency.

Full Description:

Performance Level: Novice High - Intermediate Low
 French 3A/B is a year-long high school course that expands the student's knowledge of the French-speaking world through traditional and modern art, literature, and music. Students will engage in extended conversations, provide and obtain detailed information, express opinions, feelings, and emotions and more precise nuances on a variety of topics. The course prepares students to interpret a greater variety of texts and audio sources and to present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Close attention will be paid to increasing precision in expressing and understanding language via the use of homonyms, synonyms, tentative expressions. Students will increase familiarity with the history of the Francophone people, and demonstrate an understanding of the relationship between the practices, products and perspectives of Francophone people. At the conclusion of this course students will be able to:

- Engage in extended conversations on a variety of topics
- Express opinions, feelings, and emotions on a variety of topics.
- Comprehend main ideas and some supporting details of selected authentic audio recordings, broadcasts, video, and written texts.
- Write essays, stories, skits on a variety of topics (up to 300 words).
- Identify, use, and compare/contrast some common social conventions, social courtesies and gestures in predictable everyday situations in the French-speaking world.
- Gain knowledge and understanding of the art, literature, and music of French-speaking world

The French 3 curriculum is guided by a set of rigorously vetted course objectives that span daily interactions while living in a French-speaking community to more complex word use/choice and creatively using learned phrases and vocabulary to talk about a variety of topics. The course objectives encourage students to talk about preferences in music, art, and literature, and to interact with Francophone culture with respect and understanding.

This course prepares students for college and career through a carefully constructed course of study to build proficiency in French. The course broadens students' global perspective as they increase their ability to communicate with a variety of people in socially-appropriate ways. As a result, students are prepared to carry on formal and informal conversations in French. They can comprehend selected authentic audio, video, and written texts especially about the music, art, and literature of the Francophone world. They can communicate understanding of some products, practices, and perspectives of Francophone culture. Through a structured progression of topics that build language and culture proficiency in French, students will gain knowledge and skills that will enable them to become better acquainted with French speakers and to further their development as global citizens.

AP FRENCH 5A, 5B

Credits: 0.5 credit/semester

Grade(s): 11, 12

Length of Course: Two Semesters

Prerequisite: French 3B and teacher recommendation

Average Weekly Homework: 2-3 hours

Other Requirements: \$25 workbook fee.

Graduation Requirement Satisfied: Elective

* *NCAA Initial Clearinghouse Approved Course*

Summary Description:

Prerequisite: French 3B. Discuss a wide variety of topics including the importance of French as a global force. Listen to, view, read authentic materials from the French-speaking world. Research, write and present a topic of international importance.

Full Description:

Performance Level: Intermediate Mid - High.

AP French 5 is a one-year high school course that emphasizes contemporary issues of global importance. The course prepares students to read about and view current events in the French-speaking world. They will discuss and present a variety of viewpoints, defending and justifying their opinions about the various issues. Close attention will be paid to developing substantive arguments and negotiating to reach consensus. At the conclusion of this course, students will

- Ask and respond to a wide variety of questions with elaboration and substantiation of opinion
- Carry on extended conversations with active and spontaneous input
- Discuss or debate a wide variety of topics from the local to the international level
- Read a wide variety of authentic texts, analyzing the authors style and perspective
- Write research papers on topics of interest related to the French-speaking world
- Explain how history and culture affect opinions and viewpoints of people in the French-speaking world

The AP French curriculum is guided by a set of rigorously vetted course objectives that span expression of opinions to defending opinions with substantive arguments about issues of global importance. The course objectives encourage students to research issues of international importance in order to understand a variety of perspectives.

This course prepares students for college and career through a carefully constructed course of study to build proficiency in French. The course leads students to further develop a global perspective while learning to communicate with different types of people from the Francophone world. As a result, students are prepared to discuss and defend opinions, read authentic literature, write research papers on a topic of international importance, and discuss historical and philosophical backgrounds that have influenced the perspectives of people of the French-speaking world. Through a structured progression of topics that build

language and culture proficiency in French, students will gain the knowledge and skills to interact with understanding and respect with people from different countries and cultures, enhancing their skills as global citizens.

JAPANESE 1A, 1B

Credits: 0.5 credit/semester

Grade(s): 9, 10, 11

Length of Course: Two Semesters

Prerequisite: None

Average Weekly Homework: 2-3 hours

Graduation Requirement Satisfied: Elective

* *NCAA Initial Clearinghouse Approved Course*

Summary Description:

Students will be able to use interpersonal, interpretive, presentational skills to communicate in real-life situations using Japanese with Japanese people, while developing critical thinking skills to explore Japanese culture.

Full Description:

Performance Level: Novice Low - Mid

Japanese 1A/B is a year-long, two semester high school course that introduces students to the Japanese language. Students show their understanding by using Japanese correctly in speaking, reading, writing, and listening activities. The course prepares students to develop their speaking and writing skills to meet the communication needs of real-life situations using Japanese. Students not only improve their communication skills in Japanese, but also develop critical thinking skills along with a deeper appreciation of Japanese culture and of the cultural diversity in the world.

At the conclusion of this course students will be able to ask and answer questions, carry on simple conversations, express simple opinions and needs, read and write short paragraphs, gain knowledge and understanding of Japanese culture.

The Japanese curriculum is guided by a set of rigorously vetted course objectives that span basic word recognition in Japanese KANA formats, 10-25 common KANJI, to using memorized phrases and familiar vocabulary to talk about oneself and surroundings. The course objectives encourage students to talk about themselves, their friends and family, school, food, and free time activities.

This course prepares students for college and career through a carefully constructed course of study to build proficiency in Japanese. The course broadens students' global perspective as they learn to communicate with different types of people in Japanese.

As a result, students are prepared to carry on simple, short conversations in Japanese to get or give information, read and write short paragraphs on selected topics in Japanese, and understand some of products, practices and perspectives of Japanese culture. Through a structured progression of topics that build language and culture proficiency in Japanese, students will gain the knowledge

and skills that will enable them to meet and understand a Japanese speaker and to become better global citizens.

At the conclusion of the course students will demonstrate proficiency in the Japanese language at the Novice Low level on the ACTFL proficiency scale. Students will have a ready command of simple, concrete expressions in verbal and written formats. They will be prepared to focus on extending their vocabulary and range of real life communication situations with a variety of people of different social standings that require switching between formal and informal, gender specific speech practices, as well as learning KANJI in the Japanese 2 course.

JAPANESE 2A, 2B

Credits: 0.5 credit/semester

Grade(s): 9, 10, 11, 12

Length of Course: Two Semesters

Prerequisite: Japanese 1B

Average Weekly Homework: 2-3 hours

Other Requirements: Students must purchase their own workbook \$25

Graduation Requirement Satisfied: Elective

* *NCAA Initial Clearinghouse Approved Course*

Summary Description:

Students will communicate in Japanese on topics of interests to urban teenagers. They will use contextual cues to understand simple authentic texts, and develop critical thinking skills through the study of Japanese culture.

Full Description:

Performance Level: Novice Mid

Japanese 2A/B is a year-long course that builds upon skills developed in Japanese I. Students learn language skills necessary to survive in Japan, express opinions and needs, have conversations in Japanese, and learn how to live like a local in any Japanese community. The course prepares students to comprehend and sustain a conversation about travel and living abroad, health, leisure activities, holidays, and different ways of life. Students will read written materials on topics of personal interest and derive meaning from selected authentic text. They will write about familiar topics and a variety of lifestyles in Japan. Close attention will be paid to developing communicative skills. At the conclusion of this course students will be able to initiate and sustain conversation on familiar topics with pronunciation that does not interfere with communication; ask and answer a variety of questions with justification; express opinions, feelings and needs, providing solutions to problems; comprehend main ideas of selected authentic audio recordings, broadcasts and video and understand selected authentic written text by reading 100 - 130 KANJI and writing 50 - 80 KANJI; write short paragraphs, stories, skits, and dialogues on familiar topics (up to 100 words); gain knowledge and understanding of Japanese culture.

The Japanese 2A curriculum is guided by a set of rigorously vetted course objectives that span basic knowledge of language elements to expanding the use and understanding

of phrases and vocabulary in reading, writing, listening and speaking. The course objectives encourage students to talk about food, eating out, shopping, travel/directions, school life, health, leisure activities, seasonal events, and part-time work situations.

This course prepares students for college and career through a carefully constructed course of study. The course broadens students' global perspective while learning to communicate with different types of people. As a result students are prepared to sustain conversations in Japanese, read and write paragraphs about a variety of topics in Japanese, and understanding the products, practices, and perspectives of the Japanese people. Through a structured progression of topics that build language and culture proficiency in Japanese, students will gain the knowledge and skills that will enable them to become engaged global citizens. At the conclusion of the course students will demonstrate proficiency in the Japanese language at the Novice Mid level on the ACTFL proficiency scale. Students will have a ready command of basic communicative use of the Japanese language preparing them for the focus of more complex use of the Japanese language in Japanese 3.

JAPANESE 3A, 3B

Credits: 0.5 credit/semester

Grade(s): 10, 11, 12

Length of Course: Two Semesters

Average Weekly Homework: 15-30 minutes/night

Prerequisite: Japanese 2B or 2BH and teacher recommendation

Average Weekly Homework: 2-3 hours

Other Requirements: Students must purchase their own workbook \$25.

Graduation Requirement Satisfied: Elective

* *NCAA Initial Clearinghouse Approved Course*

Summary Description:

Students will engage in conversations, interpret, present on a variety of topics in both written and spoken format. They will demonstrate an understanding of the practices/products/perspectives of Japanese culture.

Full Description:

Performance Level: Novice High

Japanese 3 is a year-long, two semester course that enables students to read 300 kanji and write 150 KANJI. Students will engage in extended conversations, provide and obtain more detailed information, express feelings and emotions more precise nuances, and exchange more detailed opinions on a variety of topics. The course prepares students to interpret a greater variety of texts and audio sources and to present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Close attention will be paid to variance in language use of homonyms, synonyms, tentative expressions. Students will increase their understanding of the history of the Japanese people, and demonstrate an understanding of the relationship between the practices, products and perspectives of Japanese people.

At the conclusion of this course students will be able to comprehend simple statements and respond to simple commands and questions on the basis of learned materials; express ideas and some details in phrases and sentences on a variety of topics; comprehend main ideas and some supporting details from simple narratives and materials, such as menus, notes and schedules; write/compose short messages, notes and simple guided paragraphs; identify, use, and compare/contrast some common social conventions, social courtesies and gestures in predictable everyday situations.

The Japanese 3 curriculum is guided by a set of rigorously vetted course objectives that span word use/choice in Japanese in both KANA and KANJI formats, to creatively using learned phrases and familiar vocabulary to talk about a variety of topics and situations related to teenager culture. The course objectives encourage students to talk about themselves, their friends, family, school, food, lifestyles and free time activities in urban settings.

This course prepares students for college and career through a carefully constructed course of study. The course leads students in gaining a larger global perspective while learning to communicate with a variety of people in socially appropriate ways. As a result, students are prepared to carry on formal and informal conversations in Japanese to get or give information, read and write paragraphs on selected topics in Japanese, and communicate their understanding of some products, practices, and perspectives of Japanese culture using the target language. Through a structured progression of topics that build language and culture proficiency in Japanese, students will gain knowledge and skills that will enable them to deepen a mutual relationship with a Japanese speaker and to practice being a better global citizen. At the conclusion of the course students will demonstrate proficiency in the Japanese language at the Novice High level on the ACTFL proficiency scale. Students will have a ready command of the structures of the Japanese language and cultural practices/perspectives preparing them for the focus on increased accuracy and control of linguistic elements in Japanese 4 so that they may demonstrate proficiency on the AP Exam Level 3 and above, or on the IB Exam Score 3 and above.

AP JAPANESE (5A, 5B)

Credits: 0.5 credit/semester

Grade(s): 10, 11, 12

Length of Course: Two Semesters

Average Weekly Homework: 30 minutes/night

Prerequisite: Japanese 3B and teacher recommendation

Average Weekly Homework: 3-4 hours

Graduation Requirement Satisfied: Elective

* *NCAA Initial Clearinghouse Approved Course*

Summary Description:

Students will interact with Japanese speakers on a variety of topics from the local to the international level. They will

increase reading and writing skills and be able to discuss the importance of Japan in world affairs.

Full Description:

Performance Level: Intermediate Mid -High

Japanese 5A/B AP is a one year high school course that emphasizes contemporary issues of global importance. The course prepares students to read about and view current events in Japan and Asia. They will discuss and present a variety of viewpoints, defending and justifying their opinions about the various issues. Close attention will be paid to developing substantive arguments and negotiating to reach consensus.

At the conclusion of this course, students will ask and respond to a wide variety of questions with elaboration and substantiation of opinion; carry on extended conversations with active and spontaneous input; discuss or debate a wide variety of topics from the local to the international level; read a wide variety of authentic texts, analyzing the authors style and perspective; write research papers on topics of interest related to the Japanese people; explain how history and culture affect opinions and viewpoints of people in Japan and Asia; explain and understand views of Japan and its people by other nations; understand Japan's impact on world politics, economics and history.

The Japanese curriculum is guided by a set of rigorously vetted course objectives that span expression of opinions to defending opinions with substantive arguments about issues of global importance. The course objectives encourage students to research issues of international importance in order to understand a variety of perspectives.

This course prepares students for the complexities they will face in college and career through a carefully constructed course of study. The course leads students to further develop a global perspective while learning to communicate with different types of people. As a result students are prepared to discuss and defend opinions, read authentic literature, write research papers on a topic of international importance, and discuss historical and philosophical backgrounds that have influenced the perspectives of people of Japan. Through a structured progression of topics, students will gain the knowledge and skills to interact with understanding and respect with people from different countries and cultures. At the conclusion of this course students will have a ready command of a broad range of communicative tasks and culture so that students will be well prepared to score at the highest levels on the AP and IB tests and other proficiency assessments. They will be equipped to enter upper level language classes in college, and to become a life longer learner and user of the Japanese language in their future career and life choices.

LATIN 1A, 1B

Credits: 0.5 credit/semester

Grade(s): 9, 10, 11

Length of Course: Two Semesters

Prerequisite: None

Average Weekly Homework: 2-3 hours

Graduation Requirement Satisfied: Elective

** NCAA Initial Clearinghouse Approved Course*

Summary Description:

This course is introduction to the Latin language and the culture of ancient Rome. Basic vocabulary and grammar are studied in their relation to English. Grammar deals with the essentials of the case system and noun-adjective agreement, the six tenses of Latin verbs in both active and

Full Description:

This course is introduction to the Latin language and the culture of ancient Rome.

Basic vocabulary and grammar are studied in their relation to English. Grammar deals with the essentials of the case system and noun-adjective agreement, the six tenses of Latin verbs in both active and passive voices and their English equivalents.

Class activities include English-Latin and Latin-English translations and word studies. Cultural materials include reading the discussion of Roman myths, Greek influences and information on architecture and urban life. Special activities may include a Roman banquet, toga day, caroling in Latin or participation in the Junior Classical League convention.

LATIN 2A, 2B

Credits: 0.5 credit/semester

Grade(s): 9, 10, 11, 12

Length of Course: Two Semesters

Prerequisite: Latin 1B

Average Weekly Homework: 2-3 hours

Graduation Requirement Satisfied: Elective

** NCAA Initial Clearinghouse Approved Course*

Summary Description:

Master Latin grammar and improve vocabulary by reading increasingly complex stories. Continue studies of Greek and Roman history, mythology and culture and make comparisons to contemporary society.

Full Description:

Performance Level: Novice Mid - High.

Latin 2A/B is a one year high school course that continues students' exploration of the Latin language and ancient Roman and Greek culture. The course prepares students to read narrative, descriptive and expository passages, both prose and poetry, in Latin; students will also write Latin sentences using increasingly complex grammatical structures, and explore how and where Latin was spoken and/or used as a scholarly, academic language. Close attention will be paid to developing communicative skills

which focus on reading comprehension and written expression as well as public speaking. At the conclusion of this course, students will be able to:

- Read and write short paragraphs in Latin
- Carry on simple conversations in Latin
- Recite larger passages of Latin poetry and prose dramatically and expressively
- Gain knowledge and understanding of ancient Roman and Greek culture and its influence on Western history

The Latin curriculum is guided by a set of rigorously vetted course objectives that span basic word recognition to using memorized phrases and familiar vocabulary to learn about ancient Roman culture, history and society. The course objectives encourage students to forge connections between English vocabulary and Latin and Greek roots, to compare Roman political and cultural institutions with those of contemporary society, and to explore the influence of classical mythology on two thousand years worth of art, literature and popular media.

This course prepares students for the complexities they will face in college and career through a carefully constructed course of study. As a result, students are prepared to perform actions like reading passages in Latin and English on a range of political, historical and cultural topics, composing grammatically correct sentences in Latin using the target vocabulary, and presenting research on a topic of their choice pertaining to ancient Roman society. The course leads students in gaining a larger global perspective while comparing and contrasting contemporary society to the world of ancient Greece and Rome. Through a structured progression of topics that explore Roman family life and social institutions, students will gain the knowledge and skills that will enable them to read increasingly complex Latin prose.

LATIN 3A, 3B

Credits: 0.5 credit/semester

Grade(s): 10, 11, 12

Length of Course: Two Semesters

Prerequisite: Latin 2B and teacher recommendation

Average Weekly Homework: 2-3 hours

Other Requirements: Students must purchase their own workbook \$20

Graduation Requirement Satisfied: Elective

** NCAA Initial Clearinghouse Approved Course*

Summary Description:

This course concentrates on developing proficiency in reading and writing in Latin. Grammar instruction deals with the various literary styles and the structures and idiomatic expressions inherent in these styles. In writing, summarization and description skills are stressed.

Full Description:

This course concentrates on developing proficiency in reading and writing in Latin. Grammar instruction deals with

the various literary styles and the structures and idiomatic expressions inherent in these styles.

In writing, summarization and description skills are stressed. Extensive reading is based on the original writings of Caesar and may also include readings from Pliny, Cicero and Sallust.

*Students will have the opportunity to enroll in UW in the High School, a fee-program through the University of Washington that grants students the opportunity to earn University of Washington credit while taking Latin 3 at Garfield.

AP LATIN A, B

Credits: 0.5 credit/semester

Grade(s): 11, 12

Length of Course: Two Semesters

Prerequisite: Latin 3B and teacher recommendation

Average Weekly Homework: 3-4 hours

Other Requirements: Students must purchase their own workbook \$20

Graduation Requirement Satisfied: Elective

** NCAA Initial Clearinghouse Approved Course*

Summary Description:

Read, analyze and discuss Vergil's Aeneid and other works of Latin literature in the context of Greco-Roman mythology and history. Explore Vergil's influence on subsequent European and American art.

Full Description:

Performance Level: Intermediate Mid

AP Latin is a one year high school course that continues students exploration of the Latin language and ancient Roman and Greek culture. Read, analyze and discuss Caesar's Gallic Wars and other works of Latin literature.

At the end of the course, students will be able to:

- -Write a literal English translation of a Latin passage on the syllabus
- -Explicate specific words or phrases in context
- -Identify the context and significance of short excerpts from texts listed in the chosen syllabus
- -Identify and analyze characteristic or noteworthy features of the authors modes of expression, including their use of imagery, figures of speech and sound effects, as seen in specific passages
- -Discuss particular motifs or general themes not only suggested by passages but also relevant to other selections
- -Analyze and discuss structure and to demonstrate an awareness of the features used in the construction of a poem or an argument
- -Discuss Caesar's Gallic Wars in the context of the historical and political developments of the Late Roman Republic

The Latin curriculum is guided by a set of rigorously vetted course objectives that span basic word recognition to using memorized phrases and familiar vocabulary to learn about

ancient Roman culture, history and society. The course objectives encourage students to forge connections between English vocabulary and Latin and Greek roots, to compare Roman political and cultural institutions with those of contemporary society, and to explore the influence of classical mythology on two thousand years worth of art, literature and popular media.

This course prepares students for the complexities they will face in college and career through a carefully constructed course of study. As a result, students are prepared to perform actions like reading passages in Latin and English on a range of political, historical and cultural topics, composing grammatically correct sentences in Latin using the target vocabulary, and presenting research on a topic of their choice pertaining to ancient Roman society. The course leads students in gaining a larger global perspective while comparing and contrasting contemporary society to the world of ancient Greece and Rome. Through a structured progression of topics that explore Roman family life and social institutions, students will gain the knowledge and skills that will enable them to read increasingly complex Latin prose.

SPANISH 1A, 1B

Credits: 0.5 credit/semester

Grade(s): 9, 10, 11

Length of Course: Two Semesters

Prerequisite: Combination of passing grade and proficiency exam will be used to determine qualifications for next level

Average Weekly Homework: 2-3 hours

Other Requirements: \$25 workbook fee

Graduation Requirement Satisfied: Elective

** NCAA Initial Clearinghouse Approved Course*

Summary Description:

This course is an intro to Spanish language and culture. Build communication skills through conversation and understanding. Learn customs and lifestyles of various Spanish-speaking cultures and countries through music, food, art and current events.

Full Description:

Performance Level: Nov Low - Mid

Spanish 1A/B is a two-year middle school course or one year high school course that introduces students to Spanish language and Spanish-speaking culture. The course prepares students to carry on basic conversation in Spanish, read and write simple sentences about familiar topics, and explores how and where Spanish-speaking people live. Close attention will be paid to developing communicative skills that focus on listening comprehension and speaking, as well as written expression. At the conclusion of this course, students can ask and answer questions; carry on simple conversations; express opinions and needs; read and write short paragraphs; gain knowledge and understanding of Spanish-speaking culture.

The Spanish curriculum guided by a set of rigorously vetted course objectives that span basic word recognition to using

memorized phrases and familiar vocabulary to talk about oneself and their surroundings. The course objectives encourage students to talk about themselves, their friends and family, home, school, food, clothing, travel, and interests.

This course prepares students for college and career through a carefully constructed course of study that builds language and culture proficiency. The course broadens students' global perspective as they learn to communicate with different types of Spanish-speaking people. As a result students are prepared to carry on short conversations in Spanish, read and write short paragraphs about a variety of topics in Spanish, and understand the products and practices of Spanish-speaking cultures. Through a structured progression of topics that are current, relevant and meaningful for them, students will gain the knowledge and skills that enable them to become global citizens. At the conclusion of the course students will have a ready command of basic communicative use of the Spanish language at the ACTFL Novice-low to Novice-mid level preparing them for the focus of more complex use of the Spanish language in Spanish 2.

SPANISH 2A, 2B

Credits: 0.5 credit/semester

Grade(s): 9, 10, 11, 12

Length of Course: Two Semesters

Prerequisite: Spanish 2B

Average Weekly Homework: 2-3 hours

Other Requirements: \$25 workbook fee

Graduation Requirement Satisfied: Elective

** NCAA Initial Clearinghouse Approved Course*

Summary Description:

Increase and strengthen communication skills by giving opinions and engaging in social conversations. Read stories and write about familiar topics. Deepen understanding of customs and history of Spanish-speaking countries.

Full Description:

Performance Level: Novice Mid - High

Spanish 2A/B is a year-long high school course that builds upon skills developed in Spanish 1. The course prepares students to comprehend and sustain a conversation about self, family, friends, interests, daily routine, health, school, travel and personal history. Students will read written materials on topics of personal interest and derive meaning from selected authentic text. They will write about familiar topics and explore how and where Spanish-speaking people live. Close attention will be paid to developing communicative skills. At the conclusion of this course students will be able to initiate and sustain conversation on familiar topics with pronunciation that does not interfere with communication; ask and answer a variety of questions with justification; express opinions, feelings and needs, providing solutions to problems; comprehend main ideas of selected authentic audio recordings, broadcasts and video and understand selected authentic written text; write short

paragraphs, stories, skits, and dialogues on familiar topics (up to 150 words); gain knowledge and understanding of Spanish-speaking culture.

The Spanish 2 curriculum is guided by a set of rigorously vetted course objectives that span basic knowledge of language elements to expanding the use and understanding of phrases and vocabulary in reading, writing, listening and speaking. The course objectives encourage students to talk about self, family, friends, interests, daily routine, health, school, travel and personal history.

This course prepares students for college and career through a carefully constructed course of study to build proficiency in Spanish. The course broadens students' global perspective as they learn to communicate with different types of people in the Spanish-speaking world. As a result students are prepared to carry on longer conversations in Spanish, read and write paragraphs about a variety of topics in Spanish, and increase their understanding of the products and practices of Spanish-speaking cultures. Through a structured progression of topics that are current, relevant and meaningful for them, students will gain the knowledge and skills that enable them to become global citizens. At the conclusion of the course students will have the skills necessary to demonstrate proficiency in the Spanish language at the Novice Mid to High levels on the ACTFL proficiency scale. Students will have a ready command of basic communication skills in the Spanish language, preparing them for the focus of more complex use of the Spanish language and understanding of Spanish culture in Spanish 3.

SPANISH 3A, 3B

Credits: 0.5 credit/semester

Grade(s): 10, 11, 12

Length of Course: Two Semesters

Prerequisite: Spanish 2B and teacher recommendation

Average Weekly Homework: 2-3 hours

Other Requirements: \$25 workbook fee

Graduation Requirement Satisfied: Elective

* *NCAA Initial Clearinghouse Approved Course*

Summary Description:

Express increasingly complex concepts verbally and in writing in authentic settings. Aim for more immediate understanding when listening to native rates of spoken Spanish. Increase ability to paraphrase. Culture is interwoven.

Full Description:

Performance Level: Novice High

Spanish 3A/B is a year-long course in which students engage in extended conversations, provide and obtain more detailed information, express feelings and emotions with more precise nuances, and exchange more detailed opinions on a variety of topics. The course prepares students to interpret a greater variety of texts and audio sources and to present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Close attention will be paid

to enhance communicative skills and enrich language production by using circumlocution, idiomatic expressions, questioning to elicit information, and deriving meaning through context. Students will demonstrate a deeper understanding of the relationship between the practices, products and perspectives of Spanish-speaking people.

At the conclusion of this course students will be able to initiate and engage in conversation on familiar topics with more spontaneity; ask and answer a variety of questions with justification; express opinions, feelings and attitudes using appropriate vocabulary; understand both in/formal authentic audio recordings, broadcasts and video; use knowledge of Spanish language structure to derive meaning from a variety of authentic written text; write organized, coherent pieces incorporating a variety of details and description using both simple and complex sentence structures (up to 200 words); acknowledge, compare, and discuss the practices, beliefs and perspectives of Spanish-speaking cultures; identify, use, and compare/contrast some common social conventions, social courtesies and gestures in everyday situations.

The Spanish 3 curriculum is guided by a set of rigorously vetted course objectives that span the formation of simple structures to more complex sentence structure and word choice to creatively describe a variety of topics and situations. The course objectives encourage students to talk and write about identity, technology and communication, food and travel, healthy lifestyle, art and music, careers and the future.

This course prepares students for college and career through a carefully constructed course of study that builds language and culture proficiency. The course broadens students' global perspective as they learn to communicate with a variety of Spanish-speaking people in socially appropriate ways. As a result, students are prepared to carry on formal and informal conversations in Spanish, to get or give information, read and write a few paragraphs about selected topics in Spanish, and communicate their understanding of some products, practices, and perspectives of Spanish culture. Through a structured progression of topics that are current, relevant and meaningful for them, students will gain the knowledge and skills that enable them to deepen a respectful relationship with a Spanish speaker and to practice being a better global citizen. At the conclusion of the course students will have the skills necessary to communicate effectively at the ACTFL Novice-high level in the Spanish language. They will be prepared to build on the more complex nuances of the Spanish language in Spanish 4.

SPANISH 3A, 3B (COLLEGE IN THE HIGH SCHOOL)**Credits:** 0.5 credit/semester**Grade(s):** 9, 10, 11, 12**Length of Course:** Two Semesters**Prerequisite:** Spanish 2B and teacher recommendation**Average Weekly Homework:** 2-3 hours**Other Requirements:** \$25 workbook fee**Graduation Requirement Satisfied:** Elective** NCAA Initial Clearinghouse Approved Course*Summary Description:

Express increasingly complex concepts verbally and in writing in authentic settings. Aim for more immediate understanding when listening to native rates of spoken Spanish. Increase ability to paraphrase.

Full Description:

Performance Level: Novice High

Spanish 3A/B CIHS is a year-long course in which students engage in extended conversations, provide and obtain more detailed information, express feelings and emotions with more precise nuances, and exchange more detailed opinions on a variety of topics. The course prepares students to interpret a greater variety of texts and audio sources and to present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Close attention will be paid to enhance communicative skills and enrich language production by using circumlocution, idiomatic expressions, questioning to elicit information, and deriving meaning through context. Students will demonstrate a deeper understanding of the relationship between the practices, products and perspectives of Spanish-speaking people.

Students who will be age 16 or older at the completion of the course may be eligible to receive credit for the University of Washington Spanish 103 course for an additional fee. Spanish 3 CIHS is a college-level course, and students enrolling in this class should be prepared for a class that is equivalent to secondary learning in academic rigor.

At the conclusion of this course students will be able to initiate and engage in conversation on familiar topics with more spontaneity; ask and answer a variety of questions with justification; express opinions, feelings and attitudes using appropriate vocabulary; understand both in/formal authentic audio recordings, broadcasts and video; use knowledge of Spanish language structure to derive meaning from a variety of authentic written text; write organized, coherent pieces incorporating a variety of details and description using both simple and complex sentence structures (up to 200 words); acknowledge, compare, and discuss the practices, beliefs and perspectives of Spanish-speaking cultures; identify, use, and compare/contrast some common social conventions, social courtesies and gestures in everyday situations.

The Spanish 3 curriculum is guided by a set of rigorously vetted course objectives that span the formation of simple structures to more complex sentence structure and word choice to creatively describe a variety of topics and

situations. The course objectives encourage students to talk and write about identity, technology and communication, food and travel, healthy lifestyle, art and music, and career.

SPANISH 4A, 4B**Credits:** 0.5 credit/semester**Grade(s):** 10, 11, 12**Length of Course:** Two Semesters**Prerequisite:** Spanish 3B and teacher recommendation**Average Weekly Homework:** 3-4 hours**Other Requirements:** \$25 workbook fee**Graduation Requirement Satisfied:** Elective** NCAA Initial Clearinghouse Approved Course*Summary Description:

Maintain conversation with expanded vocabulary and acceptable accent. Understand Spanish spoken at a normal pace. Read authentic texts. Express ideas in writing using complex structures. Cultural issues are integrated.

Full Description:

Performance Level: Intermediate Low - Mid

Spanish 4A/B is a year-long course that helps students develop and express opinions, debate meaningful issues, read or write in the Spanish language, and watch and understand Spanish media. The course prepares students to carry on complex and extended conversations in Spanish, read and write narrative, persuasive, and analytic essays, and to engage with the Spanish-speaking culture. Close attention will be paid to refining all communicative skills: listening, speaking, reading, and writing.

At the conclusion of this course students will express opinions about topics discussed and make recommendations; present information through speeches and longer compositions; understand formal and informal presentations in Spanish spoken by native speakers; analyze and evaluate practices and products of the Spanish-speaking culture.

The Spanish curriculum is guided by a set of rigorously vetted course objectives that span basic conversations about familiar topics to active and spontaneous conversations. Students will read and understand text with familiar vocabulary and develop skills to help them decipher unfamiliar words and phrases through use of context. Students will present research and stories through writing and speech, while correctly interpreting context with attention to target audience. Students will interact with a variety of cultural contexts, connecting objects and symbols to underlying beliefs and perspectives. The course objectives encourage students to interpret and discuss authentic Spanish media, engage in active and spontaneous conversation with relative accuracy and fluency, and to interact with all aspects of Spanish-speaking culture.

This course prepares students for college and career through a carefully constructed course of study to build language and culture proficiency. The course broadens students' global perspective as they learn to communicate with different groups of Spanish-speaking people. As a result students are

prepared to use Spanish in the workplace, travel and interact with Spanish-speakers throughout the world, and continue their study of the Spanish language in higher education. Through a structured progression of topics that are current, relevant and meaningful for them, students will gain the knowledge and skills that enable them to deepen a respectful relationship with a Spanish speaker and to be a better global citizen. At the conclusion of the course students will have a working knowledge of the Spanish language at the ACTFL Intermediate low to mid level preparing them for the workplace, travel, or focus on more complex use of the Spanish language in Spanish 5 or in higher education. At the end of this course students may be prepared to pass the AP exam.

AP SPANISH

Credits: 0.5 credit/semester

Grade(s): 10, 11, 12

Length of Course: Two Semesters

Prerequisite: Spanish 3B or 4B and teacher recommendation

Average Weekly Homework: 3-4 hours

Other Requirements: Students must be confident and fluent in basic grammar in levels 1-3. \$25 workbook fee

Graduation Requirement Satisfied: Elective

* *NCAA Initial Clearinghouse Approved Course*

Summary Description:

Discuss a wide variety of topics from the local to the international level. Listen to, view, read authentic materials from the Spanish-speaking world. Research, write and present a topic of international importance.

Full Description:

Performance Level: Intermediate Mid - High

Spanish 5A/B is a one-year high school course that emphasizes contemporary issues of global importance. The course prepares students to read about and view current events in the Spanish-speaking world. They will discuss and present a variety of viewpoints, defending and justifying their opinions about the various issues. Close attention will be paid to developing substantive arguments and negotiating to reach consensus. At the conclusion of this course, students will ask and respond to a wide variety of questions with elaboration and substantiation of opinion; carry on extended conversations with active and spontaneous input; discuss or debate a wide variety of topics from the local to the international level; read a wide variety of authentic texts, analyzing the author's style and perspective; write research papers on topics of interest related to the Spanish-speaking world; explain how history and culture affect opinions and viewpoints of people in the Spanish-speaking world

The Spanish curriculum guided by a set of rigorously vetted course objectives that span expression of opinions to defending opinions with substantive arguments about issues of global importance. The course objectives encourage students to research issues of international importance in order to understand a variety of perspectives.

This course prepares students for college and career through a carefully constructed course of study to build language and culture proficiency. The course leads students to further develop a global perspective while learning to communicate with people of the Spanish-speaking world. As a result students are prepared to discuss and defend opinions, read authentic literature, write research papers on a topic of international importance, and discuss historical and philosophical backgrounds that have influenced the perspectives of people of the Spanish-speaking world. Through a structured progression of topics, students will gain the knowledge and skills to interact with understanding and respect with people from different countries and cultures. At the conclusion of the course students will have a working knowledge of the Spanish language at the ACTFL Intermediate-mid to Intermediate-high levels preparing them for the workplace, travel, or focus on more complex use of the Spanish language in higher education. At the end of this course students will be prepared to pass the AP exam.

ENGLISH LANGUAGE LEARNER (ELL)

BILINGUAL DEPARTMENT

Students take the annual English Language Proficiency Assessment for the 21st Century (ELPA21) to determine their eligibility for ELL services. To be enrolled in English Language Learner (ELL) courses, students' scores on the assessment must be at the beginning or progressing level. Students who score proficient are no longer eligible for services. There are two ELL courses offered. Students may be enrolled in both courses based on their graduation requirement needs. However, as the students' academic skills show significant improvement in the ELL courses through formative and informative assessments, they are encouraged to take mainstream courses as recommended by ELL staff. These recommendations are individualized, and are based on the student's progress, even if they continue to qualify for ELL services. These students will receive support in some of their mainstream courses from an ELL instructional assistant.

ELL INTRO TO LITERATURE & COMPOSITION

Credits: 0.5 credit/semester

Grade(s): 9, 10, 11, 12

Length of Course: Two Semesters

Prerequisite: None

Graduation Requirement Satisfied: LA 9A, 9B

This is a beginning to intermediate level course that continues to develop the students' skills in reading, process writing, grammar, and speaking. Students will write and edit essays on assigned topics, read and discuss short stories. They will also practice listening and reading comprehension skills. Students will write summaries, reports, opinions, and journals and learn the process of writing a research paper. Figurative language and other writing techniques will be introduced.

ELL WORLD LITERATURE & COMPOSITION

Credits: 0.5 credit/semester

Grade(s): 10, 11, 12

Length of Course: Two Semesters

Prerequisite: None

Graduation Requirement Satisfied: LA 10A, 10B

This course continues using writing techniques such as fallacies of logic, analysis, and argument. Students develop the six-trait model of writing: ideas and content, organization, voice, word choice, sentence fluency, and conventions. In the reading portion of the class, students work on advanced intermediate level ELL materials as well as short stories, journals, and novels. Additionally, students focus on vocabulary development, grammar, and literary elements in short stories.

ELL AMERICAN LITERATURE & COMPOSITION

Credits: 0.5 credit/semester

Grade(s): 11, 12

Length of Course: Two Semesters

Prerequisite: None

Graduation Requirement Satisfied: LA 11A, 11B

This course includes various types of writings: opinion, short essays, journal, and a research paper. The reading portion of the class includes novels and short stories based on US literature. Additionally, students focus on vocabulary development, as well as grammar.

APPENDIX: Forms

Available in the Counseling Office and online at:
<http://garfieldhs.seattleschools.org/services/counseling>

Alternative Course of Study
Grade Appeal
Grade/Credit Change
Grade Change Form
Grading Policy/Weighted Rank
Graduation Checklist – Class of 2016 - 2020
Graduation Checklist – Class of 2021 +
NCAA Quick Reference Sheet
Occupational Education Waiver Request
Pass/No Pass/Incomplete Request
Physical Education Waiver and Log
Request for Course Change – 1st semester
Request for Course Change – 2nd semester
Request for Letter of Recommendation
Running Start Course Equivalencies
Running Start Enrollment Verification
Service Learning
Summer and Phone Transcript Request
TA Request and Contract